

**STUDENTS' STRATEGIES TO OVERCOME THE LEVEL
OF LANGUAGE ANXIETY IN SPEAKING PERFORMANCE
AT UPT SMP NEGERI 13 GRESIK**

UNDERGRADUATE THESIS



By:

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STATE ISLAMIC UNIVERSITY
OF KH ACHMAD SIDDIQ JEMBER**

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Submitted to State Islamic University of KH Achmad Siddiq Jember in partial fulfillment of the requirements for bachelor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
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a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
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English Education Department

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MOTTO

﴿ ٩٧ ﴾ فَسَبِّحْ حَمْدَ رَبِّكَ كُنتُمْ لَهَا سَاجِدِينَ ﴿ ٩٨ ﴾

﴿ ٩٩ ﴾ وَاعْبُدْ رَبَّكَ حَتَّىٰ تَنبَأَ بِالْيَقِينِ ﴿ ١٠٠ ﴾

“Indeed we know that you feel tight in your chest because of what they say. Glorify and praise your Lord and gather with those who prostrate. Worship your Lord until the death you believe comes”.(Al-Hijr: 97-99)*



* Andi Unpam, Qur'an and English Translation, (Qur'an for android, 25 October 2022)

DEDICATION

I proudly dedicated this thesis for:

1. My beloved parents, Mr. Konari and my mother, Sopiah, who have provided support during my study and the process of writing this research. I am very grateful for their kindness and patience. With thousands of your prayers, I have finally finished this thesis. and I apologize for being late in finishing my course. I hope that after this all your hopes and prayers for me come true.
2. Riri Syafaatin's sister who has become a place for me to complain, become a stress reliever partner and a place to vent my anger. thank you so much I love you, I'm happy to have a sister like you even though you are annoying sometimes.
3. Mrs. Zahratul Maujudatul Mufidah M. Pd as my supervisor, thank you ma'am for all the kindness and patience in guiding me during the process of preparing this thesis. Without advice and direction from ma'am, I think I will have difficulty in finishing my thesis.

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Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this undergraduate thesis would not finish without help and guidance from other people. Therefore, in this occasion I as researcher would like to express my special gratitude to the following people:

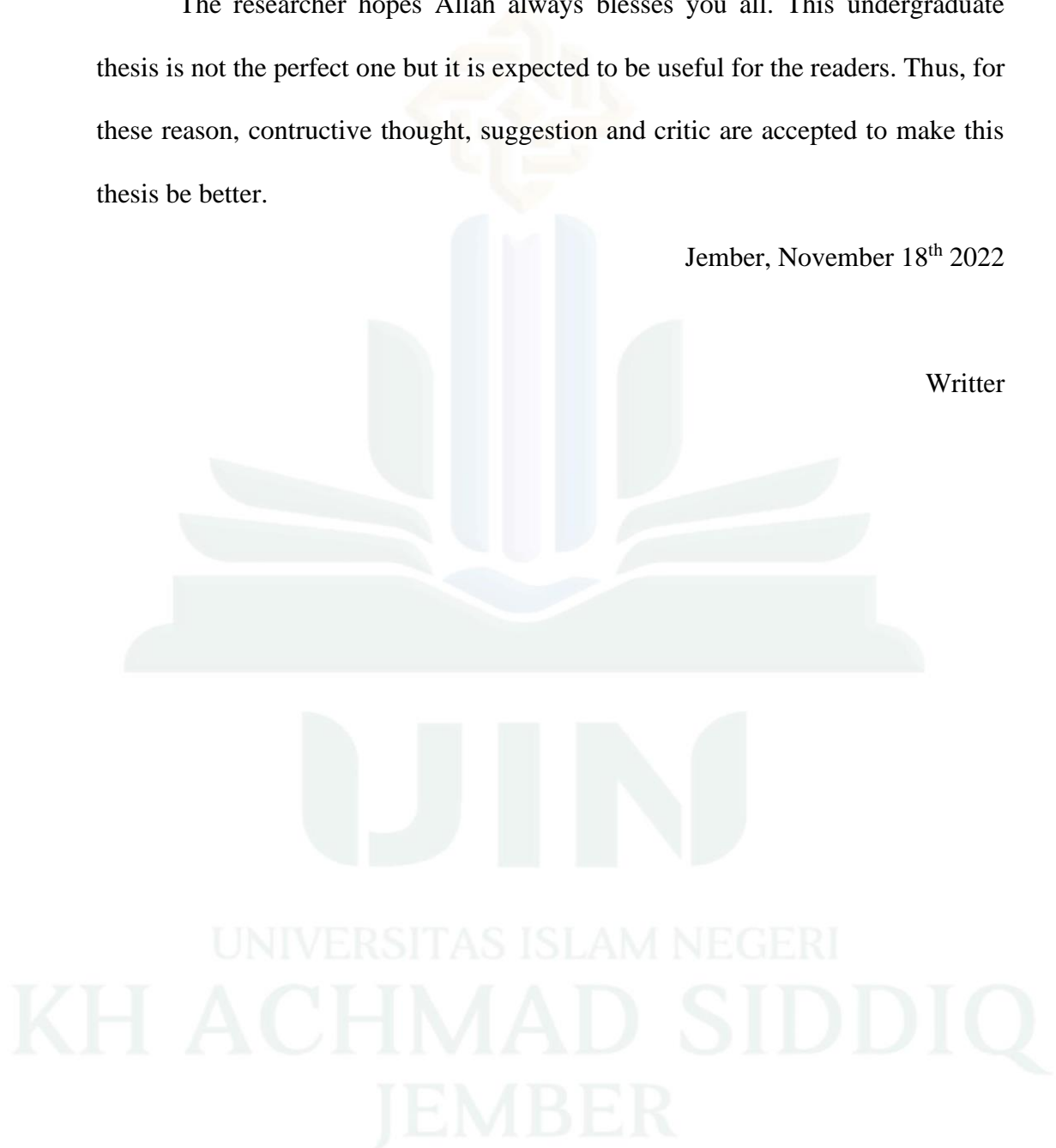
1. The Excellency, Prof. Dr. H. Babun Soeharto, SE. MM, as a Rector of State Islamic University of KH. Achmad Siddiq Jember who has given me opportunity to study in this institute.
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The researcher hopes Allah always blesses you all. This undergraduate thesis is not the perfect one but it is expected to be useful for the readers. Thus, for these reason, constructive thought, suggestion and critic are accepted to make this thesis be better.

Jember, November 18th 2022

Writer



ABSTRACT

Nurul Khoiriyah, 2022: *Students' Strategies to Overcome the Level of Language Anxiety in Speaking Performance at UPT SMPN 13 Gresik*

Keywords: speaking skill, language anxiety, strategy

Speaking is a form of speech act which sounds are produced by the speech organ, accompanied by body movement and facial expressions. By mastering speaking skills, students will be able to communicate each other and establish a good interactions. Speaking english is not easy because students need to speak the new language with great confidence. Spoken fluency can show that they have a good knowladge of learning language. Generally , students feel nerveous, insecure, and anxious. This phenomenon is called foreign language anxiety. It can be decribed a worry or anxiety that arises after a learner is expected to behave in a second or foreign language. Anxiety is a negative emotion that can interface a students learning efforts when learning English. This study examined two points, include the factors caused anxiety when speaking performance and how the students' strategies to overcome the level of language anxiety in speaking performance.

There were two research questions in this research, those were: 1) What factors cause the students' language anxiety in speaking performance at UPT SMPN 13 Gresik? and 2) What are the students strategies overcome the level of language anxiety in speaking performance at UPT SMPN 13 Gresik?. The objectives of this research to find out the factors caused the students' anxiety in speaking performance and to find out the students' strategies to overcome the level of language anxiety in speaking performance. The research applied a qualitative descriptive as research method. It was conducted in UPT SMPN 13 Gresik. The data were gathered by questionnaire, observations and interview. While, technique and data source triangulation were used to validate data.

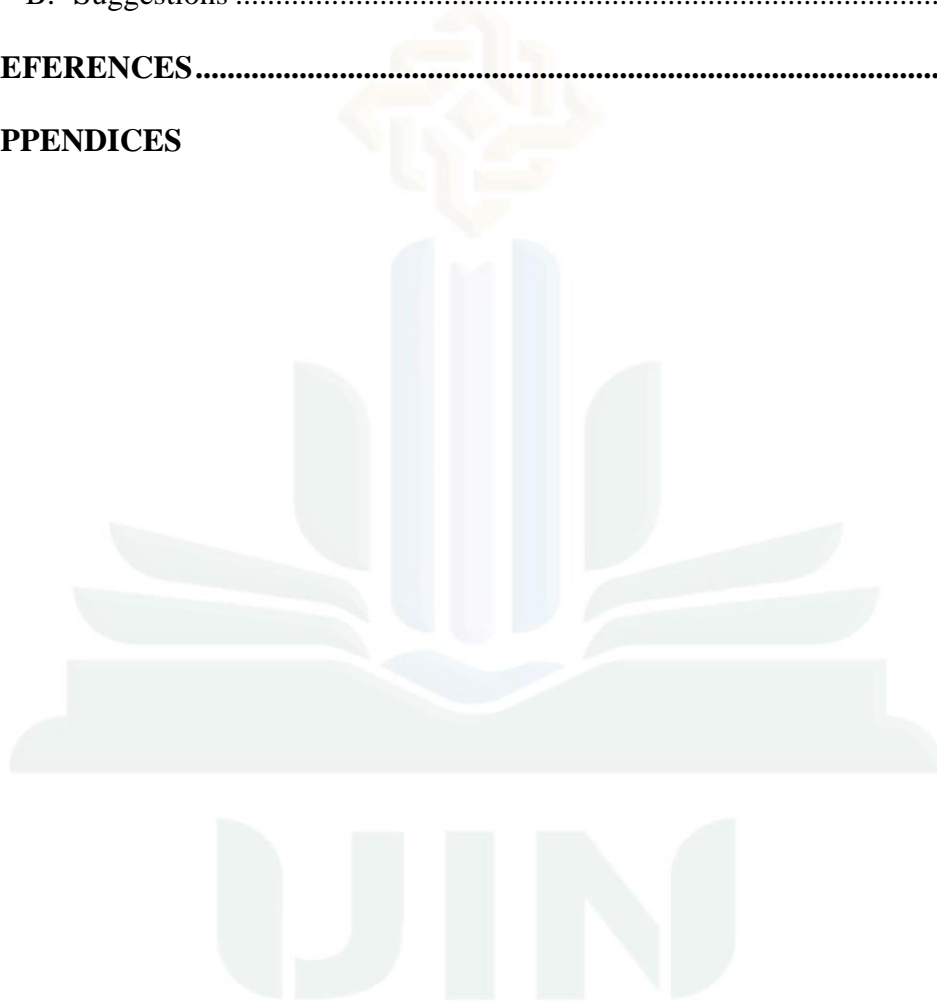
The results of this study indicate that not all levels of language anxiety are experienced by students. It was found out that in the factors caused students anxiety in speaking performance, there are three factors, namely communication apprehension, almost all levels of language anxiety have anxiety in communication apprehension, but on factors such as test anxiety and fear of negative evaluation, only two levels of language anxiety are experienced, namely very anxious and anxious level. While for students' strategies to overcome the level of language anxiety in speaking performance are: 1) Preparation, this strategy is carried out by all students at the level of language anxiety, namely very anxious, anxious, mildly anxious and relaxed level. 2) relaxation, this strategy is carried out by all students at the level of language anxiety, namely at the very anxious, anxious, mildly anxious and relaxed level. 3) positive thinking, this strategy is only carried out by two levels of language anxiety, namely anxious and mildly anxious. 4) peer-seeking, this strategy is carried out by three levels of language anxiety, namely very anxious, anxious and midly anxious.

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CHAPTER I

INTRODUCTION

This chapter introduces the reasons for conducting the research and covers the research background, research questions, research objectives, research significances, and definitions of key terms as performed in the following sections.

A. Research Background

English is an important language in our life. According to the Law Number (No) 32 of 2013 on National Educational Standards "Foreign languages, especially English, are for their use in world relations¹. Mastering English has four skills, namely listening, speaking, reading, and writing. These four skills must be learned in English.

Speaking is one of the skills of English. Spoken language is one of the skills to communicate with others through language media. Speech is a form of speech act in which sounds are produced by the speech organ, accompanied by body movements and facial expressions. The purpose of speaking is to convey information to the communicator or listener. Islam teaches us to communicate with everyone.

¹ Sekretariat Negara Republik Indonesia. Undang-undang Nomor 32 Tahun 2013 tentang Standar Nasional Pendidikan, Pasal 77J ayat (1)

Allah state in Qur'an Surah Al-Hujarat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ

اللَّهِ أَتْقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Meaning: O people! Indeed, we created you from a male and a female, then We made you into nations and tribes so that you might know one another. Verily, the most honorable of you in the sight of Allah is the most pious one. Indeed, Allah is All-Knowing, All-Aware².

This verse explains that communication is a part of human life. Because all our steps are always accompanied by communication. The communication in question is Islamic, al- 'Karima' or communication of moral character 'Karima' means communication derived from Al-Quran and As-Sunnah (the hadith of the Prophet)³.

By mastering speaking skills, students will be able to communicate each other and establish a good interaction. Speaking is an important part of everyday interactions, and based on their ability to speak fluently and well. Speaking English in an English language course is not easy because students need to speak the new language with great confidence. Spoken fluency can show that they have a good knowledge of learning a foreign language. Generally, students feel nervous, insecure, and anxious. This phenomenon is called foreign language

² Al-Qur'an, 13:49

³ MFHA, "Konsep Komunikasi Islam" Filmed October 9,2016, 14:18, <https://mfhadesign.wordpress.com/2016/10/09/konsep-komunikasi-islam/>.

anxiety. Language anxiety can be described as worry or anxiety that arises after a learner is expected to behave in a second or foreign language⁴.

Anxiety is a negative emotion that can interfere a student's learning efforts when learning English. Anxiety can arise when a person speaks in public because of habit. Feelings of anxiety can be identified by signs such as shaking hand, paleness, excessive sweating, and nervousness when speaking.

Several previous studies have attempted to overcome students' language anxiety in English-speaking conducted in various locations. First, Budi Utomo, entitled "Students Anxiety in Speaking English (a Descriptive Research at the Second Semester of English Education Department of Muhammadiyah University of Makassar)⁵ discussed with 7 students in English Education Department that embarrassment is the factor that most influences students' anxiety in speaking English. The data analysis techniques used the final version of the PSCAS Questionnaire adopted from Yaikhong & Usaha. The result of the study shows that embarrassment is the factor that most influences students' anxiety in speaking English and fear of making mistakes was the less and the low factor then all factors that influenced students 'anxiety in speaking English in the second-semester student English Education Department of the Muhammadiyah University of Makasar.

⁴ Gardner, R.C., & McIntyre, P.D. "A Student's Contribution to Second Language Learning. Part II: Affective Variables". *Language Teaching*, 26 (1993), 1-11. <https://doi.org/10.1017/S0261444800000045>.

⁵ Budi Utomo, "Students' Anxiety in Speaking English (A Descriptive Research at the Second Semester of English Department Muhammadiyah University of Makassar)" (Thesis, Universitas Muhammadiyah Makasar, 2018).

The second research, by Santriz, titled “An Analysis of Students’ Anxiety in Speaking Performance (A Study at Second Grade at SMAN 5 Banda Aceh)⁶ discusses the factors influencing students' anxiety in speaking English. Which, was conducted by 20 students of the class. Conducted among students at SMAN 5 Banda Aceh. This study used a questionnaire as the data collection and the study design was qualitative research. The result of this study showed that most of the students admitted that they were getting anxious about speaking English. The result of students' responses was also categorized into three types of anxiety. Most of the students experience anxiety in facing exams, students' anxiety in communicating, and anxiety in the face of negative assessments based on the result we can see the factors of the students' anxiety in speaking English.

The third research, by Nur Isnaini entitled “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 2018/2019⁷. Discusses kinds of students’ anxiety and students’ speaking anxiety factor in English foreign language (EFL). Which, was conducted by fifth Semester English Department B and F class which consists 68 students. This study used a observation, interview and questionnaire as the data collection and the study design was qualitative research. The result of this research showed that students’ speaking anxiety factor in English foreign language (EFL) were: felt

⁶ Santriz, "An Analysis of Students' Anxiety In Speaking Performance (A Study at Second Grade at SMAN 5 Banda Aceh)"(Thesis, UIN Ar-Raniry, 2018).

⁷ Nur Isnaini, “An Analysis of Students’ Speaking Anxiety Students of English Foreign Language (EFL) At The Fifth Seemester English Department of UIN Raden Intan Lampung Academic Year 2018/2019” (Thesis, UIN Raden Intan Lampung, 2018)

self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, low self-efficacy.

The fourth study was conducted by Roli Asparanita. entitled “Student Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 Muaro Jambi”⁸, discussed the kinds of anxiety experienced by students and the factors that caused the students' anxiety in speaking English with a sample of 27 students, using data collection techniques of observation, interview, and documentation. In this study, they used analysis from Miles and Huberman: data reduction, data display, and concluding drawing and verification with qualitative research design with a case study. The result of this study shows that there were three kinds of students' anxiety in learning English based on Elis Theory, they are State Anxiety, where the students feel panic and stress. Trait Anxiety, when the students feel nervous and could not understand the teacher's explanation, and Specific situation anxiety, when the students should examine speaking. The second result shows that three factors caused the students' anxiety in learning English, they are communication apprehension, test anxiety, and fear of negative evaluation.

The last research by Nelson Mandela entitled “An Analysis of Speaking Anxiety in Eleventh Grade Students of SMAN 04 Kota Bengkulu”⁹. Discussed caused anxiety in eleventh grade students of SMAN 04 Kota Bengkulu. Which, was conducted by class XI IPS SMAN 04 Bengkulu City. This study used

⁸ Nur Isnani, “Students’ Anxiety In Speaking English At The Eleventh Grade Of Senior High School 1 Muaro Jambi” (Thesis, UIN Sulthan Thaha Saifuddin, 2020).

⁹ Nelson Mandela, “An Analysis of Speaking Anxiety in Eleventh Grade Students of SMAN 04 Kota Bengkulu”. (Thesis, IAIN Bengkulu, 2021).

questionnaire, interview and documentation. The result of this research that the cause of student speaking anxiety is fear of communication, test anxiety and fear of negative evaluation.

With the above background in mind, this study has two objectives , first to find out the factors causes anxiety when speaking English and seconds to find out how students strategies to overcome language anxiety. The researcher interested in conducting research entitled "Students' Strategies to Overcome the Level of Language Anxiety in Speaking Performance at UPT SMP Negeri 13 Gresik".

B. Research Questions

Based on the above background problems, the following research questions are proposed:

- a. What factors cause the students' language anxiety in speaking performance at UPT SMPN 13 Gresik?
- b. What are the students' strategies to overcome the level of language anxiety in speaking skill at nine grade of UPT SMPN 13 Gresik?

C. Research Objectives

The objectives of this study are:

- a. To find out the factors cause the students' anxiety in speaking performance.
- b. To find out the students' strategies to overcome the level of language anxiety in speaking performance.

D. The Significance of The Research

For research purposes, the result of this study is expected to provide information. This study can also help them how to deal with students' anxiety in speaking performance and the strategies to the students' speaking anxiety.

E. Definition of Key Terms

- Speaking Skills

Speaking ability is one of the components that students must master. Speaking is a process of thinking and reasoning, and learning to speak skills aims to improve thinking/reasoning skills and communication processes. Oral competence has several components, namely comprehension, grammar, vocabulary, pronunciation, and fluency.

- Language Anxiety

Anxiety is an uncomfortable emotional state in the form of a psychophysiological response to a situation that arises when a person anticipates an unreal or imagined danger in a certain situation. There are three common fears in education, namely: a) communication problems arising from the learners' inability to adequately express thought and ideas, b) fear of negative social evaluations arising from the learners' need to make positive social evaluations impression on others, and c) test anxiety or fear of academic assessment.

There were five levels in language anxiety namely: very anxious, anxious level, mildly anxious, relaxed and very relaxed .

- Strategies to overcome language anxiety

There were five strategies to helping students increase their academic skills will reduce their anxiety, those were: (a) preparation, (b) relaxation, (c) positive thinking, (d) peer seeking, and (e) resignation.



CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter covers two important points; those are previous research and theoretical framework.

A. Previous Study

Researcher need some previous research to find a novelty for the conducting research. In this research, researcher found five similar studies that have been conducted before this research:

First, Budi Utomo, entitled “Students Anxiety in Speaking English (a Descriptive Research at the Second Semester of English Education Department of Muhammadiyah University of Makassar)¹⁰ discussed with 7 students in English Education Department that embarrassment is the factor that most influences students' anxiety in speaking English. The data analysis techniques used the final version of the PSCAS Questionnaire adopted from Yaikhong & Usaha. The result of the study shows that embarrassment is the factor that most influences students' anxiety in speaking English and fear of making mistakes was the less and the low factor then all factors that influenced students ‘anxiety in speaking English in the second-semester student English Education Department of the Muhammadiyah University of Makasar.

¹⁰ Budi Utomo, "Students' Anxiety in Speaking English (A Descriptive Research at the Second Semester of English Department Muhammadiyah University of Makasar)" (Thesis, Universitas Muhammadiyah Makasar, 2018).

The second research, by Santrizta, titled “An Analysis of Students’ Anxiety in Speaking Performance (A Study at Second Grade at SMAN 5 Banda Aceh)”¹¹ discusses the factors influencing students' anxiety in speaking English. Which, was conducted by 20 students of the class. Conducted among students at SMAN 5 Banda Aceh. This study used a questionnaire as the data collection and the study design was qualitative research. The result of this study showed that most of the students admitted that they were getting anxious about speaking English. The result of students' responses was also categorized into three types of anxiety. Most of the students experience anxiety in facing exams, students' anxiety in communicating, and anxiety in the face of negative assessments based on the result we can see the factors of the students' anxiety in speaking English.

The third research, by Nur Isnaini entitled “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 2018/2019”¹². Discusses kinds of students’ anxiety and students’ speaking anxiety factor in English foreign language (EFL). Which, was conducted by fifth Semester English Department B and F class which consists 68 students. This study used a observation, interview and questionnaire as the data collection and the study design was qualitative research. The result of this research showed that students’ speaking anxiety factor in English foreign language (EFL) were: felt

¹¹ Santrizta, "An Analysis of Students' Anxiety In Speaking Performance (A Study at Second Grade at SMAN 5 Banda Aceh)"(Thesis, UIN Ar-Raniry, 2018).

¹² Nur Isnaini, “An Analysis of Students’ Speaking Anxiety Students of English Foreign Language (EFL) At The Fifth Seemester English Department of UIN Raden Intan Lampung Academic Year 2018/2019” (Thesis, UIN Raden Intan Lampung, 2018)

self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, low self-efficacy.

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¹³ Nur Isnani, “Students’ Anxiety In Speaking English At The Eleventh Grade Of Senior High School 1 Muaro Jambi” (Thesis, UIN Sulthan Thaha Saifuddin, 2020).

¹⁴ Nelson Mandela, “An Analysis of Speaking Anxiety in Eleventh Grade Students of SMAN 04 Kota Bengkulu”. (Thesis, IAIN Bengkulu, 2021).

questionnaire, interview and documentation. The result of this research that the cause of student speaking anxiety is fear of communication, test anxiety and fear of negative evaluation.

Table 2.1
The Differences and Similarities Between Previous Research and This Research

No	Name/ Title/ Years	Differences	Similarities
1	2	3	4
1	Budi Utomo / Students' Anxiety in Speaking English (a Descriptive Research at the Second Semester of English Education Department Muhammadiyah University of Makasar)/ 2018	a) The research focused on college students of the English Education Department this current research focuses on the students at junior high school. b) The research only used a questionnaire as a method to collect the data, while this current research uses a questionnaire, observation, and interview. c) The research focuses on the factors caused anxiety in speaking, while this research explains the strategies to	a) Both of the research uses a qualitative approach b) Both of the research concerned with the factors caused students' language anxiety

1	2	3	4
		overcome the language anxiety	
2	Santriza / An Analysis of Students' Anxiety in Speaking Performance (a Study at Second Grade at SMAN 5 Banda Aceh)/ 2018	<p>a) The research focused on senior high school students in second grade this current research focused on the students at junior high school.</p> <p>b) Quissionnaire as a method to collect the data, while this current research uses questionnaires, and interviews.</p> <p>c) The research focuses on the factors and the kinds of anxiety in speaking, while this research explains the factors and the students' strategies to overcome language anxiety.</p>	<p>a) Both of the research uses a qualitative approach</p> <p>b) Both of the research concerned with the factors caused students' language anxiety</p>
3	Nur Isnaini /An Analysis of Students' Speaking Anxiety Students of English Foreign Language (EFL) At The Fifth Semester English Department of UIN	a) The research focused on fifth semester English department of UIN Raden Intan Lampung this current research focused on the students at junior high school.	<p>a) Both of the research uses a qualitative approach</p> <p>b) Both of the research concerned</p>

1	2	3	4
	Raden Intan Lampung Academic Year 2018/2019 / 2018		
		b) The research focuses on kinds of students' anxiety and students' speaking anxiety factor in English foreign language (EFL). While, this current research explain the students' strategies to overcome language anxiety.	with the factors caused students' language anxiety
4.	Roli Asparanita / Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 Muaro Jambi / 2020	a) The research focused on senior high school students in grade eight this current research focuses on the students at junior high school. b) The research used observation, interview, and documentation as a method to collect the data, while this current research uses a questionnaire, observation, and interview c) The research focuses on the factors and the kinds of anxiety in speaking, while this research explains the	a) Both of the research uses a qualitative approach b) Both of the research concerned with the factors caused students' language anxiety

1	2	3	4
		factors and the students' strategies to overcome the language anxiety	
5	Nelson Mandela /“An Analysis of Speaking Anxiety in Eleventh Grade Students of SMAN 04 Kota Bengkulu”./ 2021	<p>a) The research focused on senior high school students in grade eight this current research focuses on the students at junior high school.</p> <p>b) The research used observation, interview, and documentation as a method to collect the data, while this current research uses a questionnaire, observation, and interview</p> <p>c) The research focuses on caused students' anxiety in speaking, while this research explains the factors and the students' strategies to overcome the language anxiety</p>	<p>a) Both of the research uses a qualitative approach</p> <p>b) Both of the research concerned with the factors caused students' language anxiety</p>

Based on the explanation above, this research explained some aspects of the students' strategies to overcome the level of language anxiety in speaking. They are included by the factors caused language anxiety in speaking performance and

also explain how the students' strategies to overcome language anxiety in speaking performance. While the previous research only focuses on the factors cause speaking anxiety, other previous research only focuses on the kinds of speaking anxiety experienced by students without explaining the students' strategies to overcome the level of language anxiety in speaking performance. So, the researcher wants to complete it in this study.

The novelty in this study is to focus on students' strategies to overcome the level of language anxiety in speaking performance in class IX-A students at UPT SMPN 13 Gresik. This research uses quissionnaire, observation and interview methods. And resource data were obtained from class IX-A students, headmaster, English teachers and homeroom teacher.

B. Theoretical Framework

1. The Concept of Anxiety

a. Definition of Language Anxiety

Everyone experiences fear at some point in their life. Anxiety and worry often arise in all circles, including children, teens, and even adults. This is normal during the growth phase. For example, it is normal for children to be afraid of the dark or monsters, but we need to be vigilant when fear persists and worsens. In a school setting, students often experience anxiety when being assessed, such as when they take an exam or perform in public.

Spielberger cited in Brown¹⁵, anxiety is “the subjective feeling of tension, worry, tension, and worry associated with the excitation of the autonomic nervous system.” (Scovel in Brown)¹⁶.

Foreign language anxiety can be defined as the fear that arises when a situation requires the use of a second language that the person does not fully understand. In other words, according to Gardner & McIntyre in Moranna Drakulic¹⁷, a person tends to react nervously when speaking, listening, reading, or writing in a second language.

As explained above, anxiety is an uncomfortable emotion that we experience all the time. This word is often used to describe when we feel "crammed", "irritable", "nervous", "nervous", or "excited." When we are anxious, we often experience a variety of uncomfortable physical sensations, including increased heart rate, muscle tension, sweating, tremors, and shortness of breath. However, some people see fear as a threat because they cannot handle it properly.

b. Type of Anxiety

Furthermore, in *Principles of Language Learning and Teaching*, states that there are two types of anxiety, state anxiety, and trait anxiety.

Ellis¹⁸ divided anxiety into three categories, namely:

¹⁵H. Douglas Brown, “*Principles of Language Learning and Teaching*”, (San Fransisco: State Univeristy, 2006), 148.

¹⁶Brown, *Principles of Language*, 148

¹⁷ Morana Drakulic, “The ‘Unforgettable’ Experience of Foreign Language Anxiety”, *Journal of Education Culture and Society*, No 1(2015). 121.

¹⁸ Rod Ellis, *The Study of Second Language Acquisition*, (London: Oxford University Press, 1994), 480

a) State Anxiety

The first category of anxiety is state anxiety, which is an experience related to a specific event or behavior. Therefore, as we have learned in the case of self-esteem, classroom teachers need to try to determine whether students' anxiety stems from more general characteristics or specific situational factors¹⁹. According to Zeidner cited in A. Nining Inda Lestari²⁰, state anxiety is a transient emotional state of tension and arousal determined by the interplay between one's traits and the current situation. State anxiety, Spielberger explained, refers to a specific level of anxiety experienced in a specific assessment or testing situation, such as an important college exam or athletic competition.

In other words, state anxiety is nervousness or nervousness in response to external stimuli at a particular moment. This type of fear stems from a specific situation or stressful event and is therefore not permanent. It's a feeling of situational anxiety when the threatening situation goes away.

¹⁹ H. Douglas Brown, "*Principles of Language Learning and Teaching*", (San Fransisco: State Univeristy, 2006), 148.

²⁰ A.Nining Inda Lestari, "Factors Influencing The Students' Anxiety In Speaking English At The Eighth Grade Students' of MTs Muhammadiyah Bontorita (a Descriptive Research)"(Thesis, Universitas Muhammadiyah Makasar, 2016).

b) Trait Anxiety

The second type of anxiety, trait anxiety, is not useful in predicting second-language success due to its global and somewhat vaguely defined nature, but recent research on language anxiety has looked more closely at the effects of language anxiety²¹. Zeidner is cited in A. Nining Inda Lestari²², who states that Trait anxiety is a relatively stable state of an individual, best understood as an underlying tendency to act under stress with elevated levels of state anxiety and the possibility of reaction.

c) Specific-Situation Anxiety

Situational anxiety refers to the persistence and multi-faceted nature of certain fears. According to Elis²³, situational anxiety is caused by specific types of situations or events, such as public speaking, exams, or classes. This situation-specific anxiety is defined as an individual's tendency to be anxious at a specific time and situation. Situation-specific anxiety can be viewed as a subcategory of trait anxiety experienced in a specific context.

Therefore, the fear of language can be included in the fear of a specific situation.

²¹ Nining, "Factors Influencing", 148.

²² Nining, "Factors Influencing", 148.

²³ Rod Ellis, *The Study of Second Language Acquisition*, (London: Oxford University Press, 1994), 480.

c. Levels of Language Anxiety

Based on Oetting's Scale the levels of anxiety can be categorized into five levels; very anxious, anxious, mildly anxious, relaxed, and very relaxed²⁴.

a) Very Anxious Level

Very anxious is the highest level of anxiety. The students at this level felt to be the most nervous than the other students when they asked to do a presentation in front of the class. According to Nevid et al.²⁵ symptoms that are often experienced by students who are at a very anxious level can be identified with restlessness, nervousness, shaking hands or body, profuse sweating (usually on the face and palms), difficulty breathing or difficulty speaking, heart beating fast, vibrating voice, cold fingers and limbs, chills, upset stomach, red face, certain reactions such as straightening clothes or hair in front of the class (Fabella)²⁶, and lack of confidence (Darajat,²⁷. Based on the Oetting's Scale²⁸, the range for this level is from 124-to 165.

b) Anxious Level

This is the second high level of speaking anxiety. The range for this level is from 108-to 123 (Oeting's Scale)²⁹. The students at this

²⁴ E.R. Oetting, Manual: Oetting's Computer Anxiety Scale (COMPAS). *Ft. Collins: Tri-Ethic Center for Prevention Research*. (Colorado State University,1983).

²⁵ Jeffrey S. Nevid., et al, *Psikologi Abnormal Edisi Kelima*,(Jakarta: Erlangga, 2005). 168

²⁶ Armand. T. Fabella, *Anda Sanggup Mengatasi Stress (Terjemahan)*, (Yogyakarta: Kanisius, 1993), 75

²⁷ Darajat Zakiah., *Kesehatan Mental*. (Jakarta: Gunung Agung, 1985).50

²⁸ Darajat. *Kesehatan Mental*.52.

²⁹ E.R. Oetting, Manual: Oetting's Computer Anxiety Scale (COMPAS). *Ft. Collins: Tri-Ethic Center for Prevention Research*. (Colorado State University,1983).

level also experienced anxiety when they were asked to deliver a speech in front of the class but not as much as the students at a very anxious level. According to Wood³⁰, students who are at the anxious level can be identified by several symptoms, such as restlessness, tense facial expressions, sweating, difficulty concentrating, cold hands, and a feeling of congestion in the throat.

c) Mildly Anxious

This is the middle level of speaking anxiety. Based on Oetting's Scale³¹ the range for this level is from 87-to 107. The students at this level might also feel nervous when they are asked to do a presentation in front of the class but they can handle it and can overcome the feeling of anxiety. Based on Stuart G.W and Laraia³² students who are at the mildly anxious level can be recognized by several symptoms such as restlessness, but students at this level can motivate themselves to learn and calm down.

d) Relaxed

Based on Oetting's Scale³³ the range for this level is from 66-to 68. The students at this level felt relaxed and calm when they have to deliver a speech in front of the class. According to Stuart G.W

³⁰ Wood et al. *Kiat Mengatasi Gangguan Belajar*. (Yogyakarta: Kata Hati.2007), 186.

³¹ E.R. Oetting, "Manual: Oetting's Computer Anxiety Scale (COMPAS)". Ft. Collins: Tri-Ethic Center for Prevention Research. (Colorado State University,1983).

³² G.W. Stuart and Laraia, M.T. (2005). *Principles and Practice of Psychiatric Nursing. 8th Edition*. (Mushy: Inc. ST.Louis)

³³ Oetting, Manual:Oetting's Computer, 29.

and Laraia³⁴ Students who are at a relaxed level can be recognized by several symptoms such as confidence, and heart palpitations but students can overcome their anxiety, students have the motivation to learn.

e) Very Relaxed

This is the lowest rank of speaking anxiety level. Based on Oetting's Scale³⁵ the range for this level is from 33-to 65. The students at this level felt very relaxed and calm when they have to do a presentation in front of the class. The students at this level were usually confident in their speaking English ability. Students who are at a very relaxed level can be recognized by several symptoms, such as confidence because they do not have problems with language anxiety. Supported by Thor in Diana et al.³⁶ such as vibrating eyelids, changes in breathing, and muscle relaxation, to determine what happens to each individual in a "relaxed" state.

To measure the levels of students' anxiety, Horwitz et.al.³⁷ developed a test called Foreign Language Classroom Anxiety Scale (FLCAS). This test consists of 33 items questionnaire, and the students have to answer the questionnaire by checking one of five

³⁴Stuart and Laraia, M.T. *Principles and Practice*.30

³⁵ E.R. Oetting, "Manual: Oetting's Computer Anxiety Scale (COMPAS)". *Ft. Collins: Tri-Ethic Center for Prevention Research*. (Colorado State University,1983).

³⁶ Diana Elton, G. D. Burrows, and G. V. Stanley. *Relaxation Theory and Practice*. *The Australian Journal of Physiotherapy*. XXIV, 3, (1978). 145.

³⁷ Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety, The Modern Language Journal*, 70, (1986), 129.

points scales (starting from strongly agree to strongly disagree) which is suitable with their answer. By knowing students' levels of anxiety, the teacher can determine what methods can be used for the students with low anxiety to maintain their confidence. On the other side, they can give special treatment to students who have high anxiety. Indeed, an appropriate method is required to create successful language learning.

d. The Factors of Language Anxiety

To divide the construct into researchable issues, there are three causes of anxiety related to performance anxieties that have been identified by Horwitz. & Cope; Maclynryre & Gardner, cited in Brown³⁸ to break down the construct into researchable issues: a) Communication apprehension, b) test anxiety and c) fear of negative evaluation. They argue that language anxiety has a relation with the performance evaluation within the academic and social context. This description will be used to investigate the causes of students' anxiety in speaking English (a foreign language) in this study.

a) Communication Apprehension

Communication apprehension arises from learners' inability to adequately express nature thoughts and ideas. Communication apprehension refers to cases where the learners are afraid to engage

³⁸ H. Douglas Brown, "*Principles of Language Learning and Teaching*", (San Fransisco: State Univeristy, 2006),148.

in real communication with peers or teachers because of poor communication skills, although they possess mature ideas and thoughts³⁹. Students who take part in a communicative activity will aware of their L2 competence and often they may think that their limited competence in L2 may lead to obscure the message of their communication. This situation can increase the potential for apprehension. Von Worde cited in Szyszka⁴⁰ stated that the students will anxious when they talk to the people such as a native speakers.

McCroskey and Bond (as cited in Tan Veer) stated, that seven factors could result in students' quiet: (1) Low intellectual skills, (2) low speech skills, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, and (7) ethic/cultural divergence in communication norms.

b) Test Anxiety

Test anxiety or apprehension over academic evaluation. Test anxiety is performance anxiety triggered by the fear of failure in a test and involved worry over frequent tests and examinations in the language classroom. Horwitz et al defined test anxiety as a type of performance anxiety triggered by a fear of failure (E.K. Horwitz,)⁴¹.

³⁹ M. Tzoannapoulou, "Foreign Language Anxiety and Fear of Negative Evaluation In the Greek University Classroom", *Selected Papers of the 21st International Symposium on Theoretical and Applied Linguistics (ISTAL,21)*, (2016), 823-838.

⁴⁰ Szyszka, M. *Pronunciation Learning Strategies and Language Anxiety, In Search of An Interplay*. Switzerland: Springer. (2017).66.

⁴¹ Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety, The Modern Language Journal*, 70, (1986),129.

This category is limited to the test-taking situation, which means the students who feel anxious in test foreign language class may get difficult tests and quizzes since the test. Even, the students who are most prepared often make errors in the test. The consequence of test anxiety for the cognitive aspect is reducing the ability of memory to work, thus, impairing academic success (Patricia A. Alexander)⁴².

c) Fear of Negative Social Evaluation

Fear of negative social evaluation arises from a learner's need to make a positive social impression on others. Fear of negative evaluation is defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively" (Watson, et al. in M. Tzoannopoulou)⁴³. This type of anxiety is a broader category than test anxiety because it is not limited to the test-taking situation, but it can occur in any social, negative feedback, job interview, or speaking project in a foreign language where someone has to explain the idea orally (Horwitz)⁴⁴. In other words, they fear negative social evaluation as the students who do not only get anxiety in taking the test, but they can feel anxious in every social evaluation situation.

⁴²Patricia A. Alexander, R.P.G.(2014). *A Handbook of Emotions in Educations*. London: Routledge

⁴³ M. Tzoannopoulou, "Foreign Language Anxiety and Fear of Negative Evaluation In the Greek University Classroom", *Selected Papers of the 21st International Symposium on Theoretical and Applied Linguistics (ISTAL,21)*, (2016), 823-838.

⁴⁴ Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety, The Modern Language Journal*, 70, (1986), 127.

In conclusion, there are three components of speaking anxiety. Firstly, communication apprehension in this case the students are afraid to engage in real communication with peers or teachers because of poor communication skills. Secondly, fear of negative social evaluation. It means as students do not only get anxiety in taking the test, but they can feel anxious in every social evaluation situation. Lastly, test anxiety can be implied that students get anxious when they have to face to face in English tests.

Based on the explanation above, it can be concluded that there are three kinds of causes of anxiety. The researcher will use this theory to find out the factors caused the students' anxiety in speaking performance at UPT SMPN 13 Gresik.

d. The Strategies to Overcome Language Anxiety

Almost everyone feels uncomfortable in social situations from time to time. Feelings of social anxiety and shyness are perfectly normal. According to Hembree⁴⁵, research has been done on how to help students overcome their anxiety in academic settings, such as cognitive, affective, and behavioral approaches. The cognitive assumes that thinking disorders when occurring in the classroom setting, are the main sources of anxiety. The effective approach efforts to disrupt the negative association between the classroom and anxiety. Then, the behavioral

⁴⁵ Hembree, R. Correlates, Causes, Effects, and Treatment of Test Anxiety. Review of Educational Research (Vol. 58). (1988). 47.

approach believes that anxiety occurs because of poor academic skills. According to Kondo and Young, helping students increase their academic skills will reduce their anxiety. Kondo and Young identified five strategies to overcome students' anxiety: (a) preparation, (b) relaxation, (c) positive thinking, (d) peer seeking, and (e) resignation⁴⁶.

a) Preparation

The first category, Preparation⁴⁷, refers to attempts at controlling the impending threat by improving learning and study strategies (e.g., studying hard, trying to obtain good summaries of teacher/lecture notes). The use of these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and hence reduce the anxiety associated with the language class.

b) Relaxation

The second category, Relaxation⁴⁸, involves tactics that aim at reducing somatic anxiety symptoms which would be taking a deep breath, focusing on mental relaxation, and pretending to be calm. Typical items are 'I take a deep breath' and 'I try to calm down.'

c) Positive Thinking

The third strategy set, Positive Thinking, is characterized by its palliative function of suppressing problematic cognitive processes

⁴⁶ Kondo, D. S. and Ling, Y. Y. "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan". *ELT Journal*, 3(July 2004),260.

⁴⁷ Kondo and Ling Y.Y. "Strategies for Coping". 262.

⁴⁸ Kondo and Ling Y.Y. "Strategies for Coping". 262.

that underlie students' anxiety (e.g., imagining oneself giving a great performance, trying to enjoy the tension). These strategies are intended to divert attention from the stressful situation to positive and pleasant cues and bring relief to the anxious students.

d) Peer Seeking

The fourth strategy, Peer Seeking⁴⁹, 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.

e) Resignation

The final strategy set was labeled Resignation⁵⁰. This category is characterized by students' reluctance to do anything to alleviate their language anxiety (e.g., giving up, sleeping in the class). Some students may stop paying attention, sleep in the class, and demonstrate other typical avoidance behaviors.

Based on the explanation above, it can be concluded that there are five kinds of strategies to overcome language anxiety. The researcher will use this theory to find out the strategies to overcome the level of language anxiety in speaking performance at UPT SMPN 13 Gresik.

⁴⁹ D.S. Kondo, & Young, L. (2004). "Strategies for coping with language anxiety: The case of English students in Japan. *ELT Journal*, 58(3), 262.

⁵⁰ Kondo and Ling Y.Y. "Strategies for Coping". 262.

2. The Concept of Speaking

a. Definition of Speaking

According to Aye and Phyu (in Zuhriyah)⁵¹, in this era of globalization, people need practical English skills in all aspects of life. Speaking is a way for people to verbally express and share ideas with others. Bahadorfar and Omidvar⁵² found that speakers have excellent speaking skills when the listener can understand what someone is saying. According to Chaney in Lai-Mei Leong & Seyedeh Masoumeh Ahmadi⁵³, speech is the process of creating and sharing meaning using verbal and non-verbal symbols in different contexts.

Brown pointed out that speaking is a productive ability that can be directly and empirically observed. These observations are always made through the accuracy and listening comprehension of candidates, who inevitably learn to speak and valid exam validity. According to Vanderkevent et al⁵⁴, oral competence consists of three components. The three components are the speaker, the listener, and the discourse. Harris⁵⁵ Speaking has five components, which relate to comprehension, grammar, vocabulary, pronunciation, and fluency.

⁵¹ Aye, K. K. & Phyu, K. L. Developing students' speaking skills through short stories. *Yangon University of Education Research Journal*, 5(2015), 1-11

⁵² Bahadorfar, M. & Omidvar, R. Technology in teaching speaking skills. *Acme International Journal of Multidisciplinary Research*, 2(2015), 9-13

⁵³ Leong, L. M., & Ahmadi, S. M. An Analysis of Factors Influencing Learners' English-Speaking Skill. *International Journal of Research in English Education*, (2017). 36.

⁵⁴ Vanderkevent. "Teaching Speaking and Component of Speaking". (New York: Cambridge University Press. 1990.)

⁵⁵ Harris, David. 1974. Testing English as a Second Language. (New York: Mc. Graw. Hill Book Company. 1947).

Based on these findings, it can be concluded that speaking ability is one of the components that students must master. Speaking or speaking is a process of thinking and reasoning, and learning to speak skills aims to improve thinking/reasoning skills and communication processes. Oral competence has several components, namely comprehension, grammar, vocabulary, pronunciation, and fluency.

b. Types of Speaking

According to Brown ⁵⁶ there are five types of speaking. A similar taxonomy emerges for oral production.

1. Imitative

Imitative, at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, several prosodies, lexical, and grammatical properties of language may be included in the criterion performance.

We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-takers ability to understand or convey meaning or to participate in an interactive conversation⁵⁷.

⁵⁶ H. Douglas Brown, *“Language Assessment Principles and Classroom Practices”*, (San Francisco: Longman, 2003),141

⁵⁷ Brown, *Language Assessment*”. 141.

2. Intensive

A second type of speaking frequently employed in assessment context in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (prosodies elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties to be able to respond, but interaction with an interlocutor or test administrator is minimal at best⁵⁸.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (to preserve authenticity), with perhaps only one or two follow-up questions or retorts.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transaction language, which

⁵⁸ H. Douglas Brown, *“Language Assessment Principles and Classroom Practices”*, (San Francisco: Longman, 2003),141

have the purpose of exchanging specific information. Or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5. Extensive (*Monologue*)

Exertive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. The language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech⁵⁹.

c. The Component of Speaking

According to Syakur, there are five components of speaking skill⁶⁰. The five components are generally recognized in the analysis of the speech process.

1. Comprehension

Comprehension is the mental process by which listeners take the sounds spoken by the speaker and use them to construct

⁵⁹ H. Douglas Brown, *“Language Assessment Principles and Classroom Practices”*, (San Francisco: Longman, 2003), 142.

⁶⁰ Shakur. *Language Testing & Evaluation*. (Surakarta : Sebelas Maret University Press, 1987). 303.

interpretations of what they think the speaker intended to convey. Comprehension is having a sufficient vocabulary or knowing the meanings of enough words. Students' who have strong comprehension can conclude what they speak in all the aspects. Thus, comprehension involves combining reading with thinking and reasoning. Oral communication certainly requires a subject speech as well as to initiate it. Bahdi⁶¹ stated that comprehensibility is the process of understanding the utterances sent by the speaker done by the listener.

2. Grammar

The grammar of a language is a description of how words can change shape and can be combined into sentences in that language. If grammatical rules are too carelessly violated, communication can be disrupted. Linguists who study the speech (and writing) of native speakers have, over the years, devised a variety of different systems to describe how language works. Grammar is one of the important aspects of speaking because an utterance can have a different meaning if the speaker uses the wrong grammar.

It needs for students to arrange correct sentences in conversation. Students can use their ability to manipulate the

⁶¹ Mahdi M, "The Impact of Extracurricular Activities on Students' Academic Oral Proficiency The Case of Third Year Undergraduate LMD Students of English at Ouargla University", (Thesis, Ouargla University, 2014)

structure and to distinguish appropriate grammatical forms from appropriate ones. Grammar is one of the major language components. Bahdi⁶² states that grammar is a form of internal, linguistic knowledge which operates in the production and recognition of appropriately structured expression in that language. It means that grammar is the way words are put together to make correct sentences.

3. Vocabulary

Someone cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking⁶³. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not

⁶² Mahdi M, "The Impact of Extracurricular Activities on Students' Academic Oral Proficiency The Case of Third Year Undergraduate LMD Students of English at Ouargla University", (Thesis, Ouargla University, 2014)

⁶³ Larson, L., Dixon, & Townsend, D. How can teachers increase classroom use of Academic Vocabulary?. *Journal of Voices from the Middle*. 20(2013). 16.

carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. One cannot communicate effectively or express their ideas in both oral speaking and written form if they do not have sufficient vocabulary. A recent study by Larson, Dixon, & Townsend⁶⁴ concluded that vocabulary is the total number of words that (with rules for combining them) make up a language. It consists of content words; nouns, verbs, adjectives, and adverbs, and function words such as prepositions, conjunction, article, and pronoun. that vocabulary is the total number of words that (with rules for combining them) make up a language.

4. Pronunciation

Pronunciation is the way for students to produce clearer language when students speak. Lin⁶⁵ maintains that "pronunciation is the most important skill of spoken English" (p. 16), the spelling of words following their usual pronunciation. It means that in having a good pronunciation, four aspects have to be mastered by the students, they are; sound, stress, intonation, and rhythm. If one of them is missed by the speaker, it will cause a misunderstanding between the speaker and listener.

⁶⁴ Larson, L., Dixon, & Townsend, D. How can teachers increase classroom use of Academic Vocabulary?. *Journal of Voices from the Middle*. 20(2013).16

⁶⁵ Larson, Dixon and Townsend, *How can teachers*. 16-21

From the explanation above, pronunciation is a way for students to produce clearer language when they speak. Pronunciation is an important aspect of learning to speak a foreign language. If a student does not pronounce the word correctly, it will be very difficult to understand it. On the other hand, if students make grammatical errors e.g., in the form of a verb, the listener still has an idea of what was said. So, it can be seen that good pronunciation is very important if a student is to be understood.

5. Fluency

The fluency development strand should involve all the four skills of listening, speaking, reading, and writing. In this strand, the learners are helped to make the best use of what they already know. Like meaning-focused input and output, the fluency development strand is also meaning-focused. That is, the learners aim to receive and convey messages.

The fluency strand only exists if certain conditions are present; a) All of what the learners are listening to, reading, speaking or writing is largely familiar to them. That is, there are no unfamiliar language features, or largely unfamiliar content or discourse features. b) The learners' focus is on receiving or conveying meaning. c) There is some pressure or

encouragement to perform at a faster than usual speed. 4. There is a large amount of input or output.

If the activity involves unknown vocabulary, it is not a fluency activity. If the focus is on language features, it is not a fluency activity. There is no push to go faster or more smoothly, it is not a fluency activity. The fluency strands should make up about one-quarter of the course time. It is time out from learning new items and is a time for getting good at using what is already known. Studies of fluency development in first language readers have found that fluency practice increases fluency and that assisted fluency activities seem to work better than unassisted activities.

d. Oral proficiency test scoring categories

The indicator of speaking proficiency is based on the category of oral proficiency assessment proposed by Brown ⁶⁶.

Table 2.2 Oral proficiency test scoring categories proposed by

H. Douglass Brown

	Grammar	Vocabulary	Comprehension
1	2	3	4
1	Errors in grammar are frequent, but speaker can be understood by	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience

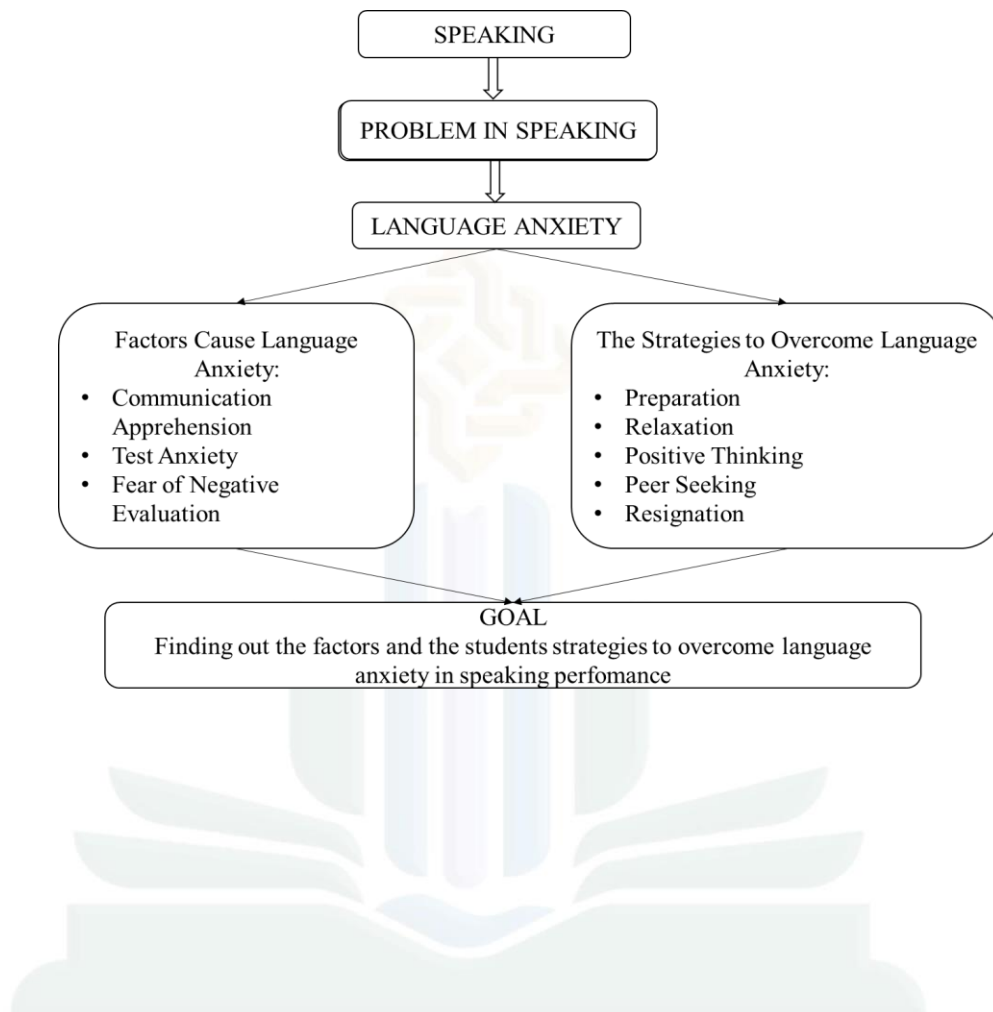
⁶⁶ H. Douglas Brown “*Language Assessment: Principles and Classroom Practices*”. (San Francisco State University, 2004),406.

1	2	3	4
	native speaker used to dealing with foreigner attempting to speak his language		can understand factors and the students' strategies to delivered with slowed speech, repetition, or paraphrase
2	Can usually handle elementary constructions	Has speaking vocabulary sufficient to express himself	Can get he gist of most conversations of non-technical subjects (i.e.,
	quite accurately but does not have thorough or confident control of the grammar	simply with some circumlutions	topics that require no specialized knowladge)
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversatios on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech
4	Able to use the language accurately on all levels to professional needs.	Can understand and participate in any conversation within the range of his experience	Can understand any conversation within the range of his experience.

1	2	3	4
	Error in grammar are quite rare.	with a high degree of precision of vocabulary.	
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.
	Fluency	Pronunciation	
1	(No specific fluency description. Refer to other four language areas for implied level of fluency)	Errors in pronunciation are frequent, but can be understood by native speaker used to dealing with foreigners attempting to speak his language	
2	Can handle with confidence but not with facility most social situations, including introduction and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often quite faulty.	
3	Can discuss particular	Error never interace with	

1	2	3	4
3	interest of competence with reasonable case. Rarely has to grope for words.	understanding and rarely disturb the native speaker. Accent may be obviously foreign.	
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Error in pronunciation are quite rare	
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by education native speakers.	

e. Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Type of The Research

In this study, the researcher used qualitative research from J.R. Raco's book, and Creswell's⁶⁷ says that qualitative research is "a method or search to study and understand central phenomena". This study uses a qualitative approach as the researcher examines, understands, and explores the factors and the students' strategies to overcome the level of language anxiety in speaking performance at UPT SMP Negeri 13 Gresik.

This type of research is a descriptive design. In layman's terms, a qualitative description is a comprehensive summary of a particular event experienced by an individual or group of people. Used to describe a variable, which can be one or more (independent) variables without comparison, or variables that are related to each other. The researcher chose the descriptive design because it aims to discover and identify teacher problems in students' strategies to overcome the level of language anxiety in speaking performance at UPT SMP Negeri 13 Gresik.

B. Research Location

This research was carried out at UPT SMP Negeri 13 Gresik. Located on Jl. Raya Ujungpangkah, Pangkah Kulon, Ujungpangkah District, Gresik Regency. The researchers chose this school for several reasons. First, the director and

⁶⁷ J.R.Raco. *Metode Penelitian Kualitatif Jenis, Karakteristik dan Keunggulan*. (Jakarta: PT Gramedia Widiasarana Indonesia, 2010),7.

English teacher of UPT SMP Negeri 13 Gresik was allowed to carry out this research. Second, students at this school have difficulty in dealing with foreign language learning where English learning is a subject that is tested when students are in nine graded as a practical test, one of which is the ability of students to speak in public. Therefore, the researcher wants to know how the students' strategies to overcome language anxiety in speaking performance.

C. Research Subject

The subjects of this study are students of the IX-A UPT SMP Negeri 13 Gresik class, which consists of four classes, namely IX-A with up to 31 students, IX-B with 30 students, IX-C with 30 students, and IX-D Maximum of 30 students in class. In this study, the researcher selected only the IX- A class of 31 students.

In this study, the researcher used a purposeful sampling technique. A sample of qualitative methods is appropriate, meaning it fits the purpose and purpose of the study. Examples of qualitative methods do not emphasize quantity or representative, but rather the quality of the information, the credibility of the information, and the richness of the information providers or participants⁶⁸.

In this study, the researchers selected only the IX- A class of 31 students. The researcher chose this course because the students in this class have the potential to answer the research questions in this study if is seen from their anxiety in speaking performance.

⁶⁸ J.R.Raco. *Metode Penelitian Kualitatif Jenis, Karakteristik dan Keunggulan*. (Jakarta: PT Gramedia Widiasarana Indonesia, 2010),7.

D. The Technique of Data Collection

In this study, the researcher used several techniques to obtain existing data, namely questionnaires, observation, and interviews.

1. Questionnaire

A questionnaire (self-administered questionnaire) is a data collection technique by submitting or sending a list of questions to be filled out by the respondent. Sugiyono declared that a questionnaire is the data collecting technique that is conducted by giving a set of questions or written statement to the respondent to answer⁶⁹. Respondents are people who respond (responses) to the questions asked. The questionnaire technique has its advantages and disadvantages.

The first instrument was the questionnaire to know the level of students' speaking anxiety. This study will use a questionnaire form adapted from Foreign Language Classroom Anxiety Scale (FLCAS) that was developed by Horwitz et al⁷⁰. This questionnaire has the function to measure the level of anxiety perceived by foreign language learners. The instrument has 33 items and is divided into three main types of language anxiety in its question, as shown in the table below:

⁶⁹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, 142

⁷⁰ Horwitz, E.K., M. B., & Cope, J.A. Foreign Language Classroom Anxiety. *The Modern Language Journal*. 70,2, (1986). 125-132.

Table 3.1 Item Distribution of the Questionnaire

No	Indicator	No Item		Total
		Positive (+)	Negative (-)	
1	Test Anxiety	1,4,9,15,24,27,29,30	14,12,32	11 items
2	Communication Apprehension	3,6,10,12,16,17,20,21,25,26	5,8,11,22,28	15 items
3	Fear of Negative Evaluation	7,13,19,23,31,33	2	7 items
Total Items		24 items	9 items	33 items

The researcher used the Likert Scale to get data FLCAS questionnaire from the students. The Likert's scoring scale table to measure students' anxiety levels using FLCAS is shown below:

Table 3.2**Likert's scoring table**

Statement	Scoring				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Source: Horwitz et al.⁷¹

Table 3.3**FLCAS Anxiety Level Adopted from Oetting's Scale**

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

Source: Oetting's Scale⁷²

⁷¹ Horwitz, E.K., M. B., & Cope, J.A. Foreign Language Classroom Anxiety. *The Modern Language Journal*. 70,2, (1986). 559-64.

⁷² E.R. Oetting, Manual: Oetting's Computer Anxiety Scale (COMPAS). *Ft. Collins: Tri-Ethic Center for Prevention Research*. (Colorado State University,1983).

Further, the data were calculated manually with a range of scores starting from 33 up to 165. After the researcher found the results of each student's anxiety level and categorized them into 5 categories included: from 33-65 categorized as "Very Relaxed" from 66-86 categorized as relaxed, from 87-107 categorized as mildly anxious, from 108-123 categorized as anxious , and from 124-165 categorized as very anxious ". The scoring table was adapted from Oetting's Scale cited in Mayangta.⁷³ The questionnaire was translated into Indonesian to make it easier for students to understand the statements in the questionnaire.

2. Observation

According to Sugiyono, observation is a data collection technique used to observe human behavior⁷⁴. Work processes and natural phenomena and respondents. In this study, researcher as a passive observer, and in this stage, researcher made direct observations to uncover the facts of the field. Observation can be made with or without notifying the observer that they are being observed. Observation can also be made in natural and man-made environments.

At this stage the researcher made observation to find out how the condition of students who felt anxious when speaking English in the learning process and to determine the assessment of students' speaking skills. The researcher observed the students' body symptoms in facing English lessons and assessed students' speaking skills to find data. The indicator of speaking

⁷³ Mayang, T. "Students' Speaking Anxiety in an EFL Classroom". (Research Paper, Universitas Pendidikan Indonesia, 2013)

⁷⁴ Sugiyono, 2012, *Memahami Penelitian Kualitatif*. Bandung: Alfabeta, 166

proficiency is based on the category of oral proficiency assessment proposed by Brown⁷⁵.

Table 3.4 Scoring Rubric

	Grammar	Vocabulary	Comprehension
1	2	3	4
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner attempting to speak his language	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlutions	Can get he gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowladge)
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal	Comprehension is quite complete at a normal rate of speech

⁷⁵ H. Douglas Brown “*Language Assessment: Principles and Classroom Practices*”. (San Francisco State University, 2004),406.

1	2	3	4
	to participate effectively in most formal and informal conversation on practical, social and professional topics.	conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	
4	Able to use the language accurately on all levels to professional needs. Error in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of Precision of vocabulary.	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.
	Fluency	Pronunciation	
1	(No specific fluency description. Refer	Errors in pronunciation are frequent, but can be	

1	2	3	4
	to other four language areas for implied level of fluency)	understood by native speaker used to dealing with foreigners attempting to speak his language	
2	Can handle with confidence but not with facility most social situations, including introduction and casual conversations about current events, as well as work, family, and autobiographical information.	Acent is intelligible though often quite faulty.	
3	Can discuss particular interest of competence with reasonable case. Rarely has to grope for words.	Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	
4	Able to use the language fluently on all levels normally pertinent to professional	Error in pronunciation are quite rare	

1	2	3	4
	needs. Can participate in any conversation within the range of this experience with a high degree of fluency.		
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by education native speakers.	

3. Interviews

According to Creswell, the interview is a one-way conversation that provides the researcher with information leading to the researcher's interpretation according to the researcher's agenda and includes an “anti-control “element of the information provided by the respondent. There are three types of interviews; structured, semi-structured, and unstructured interviews⁷⁶.

In this study, the researcher used semi-structured interview because they are more liberal than structured interview. The purpose of the interview

⁷⁶ Sugiyono, 2012, *Memahami Penelitian Kualitatif*. Bandung: Alfabeta, 173.

is to find answers to questions based on their perspectives and thoughts⁷⁷. The researcher chose this type because it is very flexible. Although researcher have prepared for this question. Researchers can add questions during the interview to support the research.

In this interview, the researcher used participants who have been selected according to the categories from the Questionnaire data. And interview with the Headmaster, English teacher, homeroom teacher and students of XI-A. The data collected from this interview concerns the factors and strategies of students to overcome language anxiety in speaking performance.

The data that can be obtained using interviews are:

- a) Students from IX – A class of SMPN-13 Gresik

Researcher conducted interview with ten students at each level of language anxiety which was divided into five categories, in which in each category there were two students representing each level of language anxiety.

The indicator that the researcher asked in the interview was about their strategy in dealing with language anxiety in speaking performance. Furthermore, students were also asked about the factors that caused them to have language anxiety in speaking performance. Interviews were conducted face to face at school. While the questions for interviews with selected English students are presented in the Appendix.

⁷⁷ Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D, 320.

Here is the guideline for the interview:

1. Are you confident when you speak English better than the local (regional) language and speak in front of the class?
2. Are you afraid to answer your friend's questions in English?
3. Do you feel nervous when speaking English in class?
4. Do you feel dizzy and want to get dizzy while speaking in English class?
5. Does your heart gasp when the teacher asks you to come to the front of the class to tell you something in English all of a sudden?
6. Does the teacher's eye contact or friend's gaze make you nervous when speaking in front of the class?
7. Do you feel afraid or anxious when you are asked to retell the material in English later in class?
8. Does your body sweat when you come forward in front of the class material presented in English?
9. Do you feel your breath is unstable when you come forward to tell something in English?
10. Do the results of your low speaking scores make up the elements of your feelings about speaking English fluently?

E. The Technique of Data Analysis

Data analysis techniques are the process of collecting data hastily to help researchers conclude. According to Creswell, data analysis in qualitative research involves preparing and organizing data (i.e., text data in transcripts or

image data in photographs) for analysis and then reducing the data to subjects through a process of encoding and compressing the code and finally the representation of the data. Images, tables, or data in discussions.

This study uses an approach based on data theory used by Miles Huberman and Saldana to analyze the research subject. There are some steps for analyzing the data, those are:

1. Data Condensation

Data enrichment refers to the process of selecting, concentrating, simplifying, abstracting, and transforming data present in a complete corpus (body) of written domain notes, interview transcripts, documents, and other empirical material⁷⁸. During this phase, the researcher selected data on students' strategies to overcome language anxiety in speaking performance, collected through questionnaire, observation, and interview. Then transcribe the data. Data that is irrelevant and did not matched the research question will be discarded. After collecting and reducing the data, the researcher presented the data in a descriptive form.

At this stage, the researcher will select, focus, simplify, and transform the factors caused the students language anxiety in speaking performance and the students' strategies to overcome language anxiety in speaking performance and discard what is deemed unnecessary in the collected data. So that the condensed data provided a specific picture of how

⁷⁸ Miles, M.B, Huberman, A.M, dan Saldana, J. "Qualitative Data Analysis, A Methods Sourcebook", edition 3. (USA: Sage Publications. 2014). 31.

the factors and the solutions to the students' speaking anxiety and facilitates further data collection.

2. Data Display

The second major flow of analysis activities is data display. The data viewer is an organized, condensed compilation of information that can lead to conclusions and actions⁷⁹. Looking at the data helps us understand what is going on and take action, analyze it further or act on that understanding. In this study, the researcher displayed data and then analyzed it. The researcher then analyzed the data obtained in the field study. The researcher provided data on the factors and the students' strategies to overcome language anxiety in speaking performance. Researchers described data in narrative form to make it meaningful.

In this section, the researcher will present research data regarding how the factors and the students' strategies to overcome language anxiety in speaking performance in the form of brief descriptions, and the like to make it easier to understand the implementation of further research.

3. Conclusion Drawing / Verification

The third analytical activity is to draw and examine conclusions. According to Miles & Huberman, the conclusion is only part of the activities in the complete configuration⁸⁰. These conclusions were also reviewed during the study. It can be said that the conclusions are constantly analyzed,

⁷⁹ Miles, M.B, Huberman, A.M, dan Saldana, J. "Qualitative Data Analysis, A Methods Sourcebook", edition 3. (USA: Sage Publications. 2014). 31.

⁸⁰ Miles, Huberman and Saldana. *Qualitative Data Analyis*. 31.

and the validity of the data is tested through the triangulation of observation, interview, and document review, to arrive at the perfect research conclusion. In this step, the researcher concludes the case after analyzing all the data and comparing the results or comparing the data with relevant theories. In the last step of data analysis, the researcher concluded the data that have answered the formulation of the research problem, namely the factors and the students' strategies to overcome language anxiety in speaking performance and made it easier for the researcher to carry out further activities in processing data.

F. Validity of Data

There are several techniques used by qualitative methods to ensure the accuracy and credibility of research results, namely: triangulation, member checking, and auditing. Data triangulation means using a variety of data, using more than one theory, several analytical techniques, and involving more researcher. Data triangulation means using a variety of data, using more than one theory, several analytical techniques, and involving more researcher⁸¹.

In this study, the researcher used source triangulation and technique triangulation to test the validity of the data. Source triangulation to test the credibility of the data is done by checking the data that has been obtained through several sources. In this study, sources triangulation was XI-A grade students at UPT SMPN-13 Gresik, headmaster, English teacher and homeroom teacher. Technical triangulation is carried out using a variety of techniques to reveal data

⁸¹ J.R.Raco. *Metode Penelitian Kualitatif Jenis, Karakteristik dan Keunggulan*. (2010) 134.

carried out to data sources. In this study, technical triangulations were questionnaires, observations and interviews. This triangulation is used to answer research questions about the factors and students' strategies to overcome the level of language anxiety in speaking performance at UPT SMPN 13 Gresik.

G. Research Procedure

The steps of the research outline deal with the planning of research done by the researcher, it's started with the introductory study, the design of the study, the actual research, and the writing of the report⁸².

The steps of this research are:

1. Pre field research stage

This is the first stage where it is determined what must be done before a researcher comes to the field of the research object. There are six pre-field stages, those are:

- a. An exploration study is a visit to a research location before implementation. To know the research location conditions to be studied.
- b. Licensing means this research requires the following permissions and procedures, namely a request for a cover letter from the state Islamic University of KH. Achmad Siddiq Jember as a permit application submitted to the school.
- c. Preparation of research instruments, including; a) making a questionnaire sheet that includes the instructions. b) make an observation sheet that

⁸² Louis Cohen, et al, *Research Methods In Education* (New York: Routledge, 2007).144.

includes the location, research, subjects, and the process of learning activities. And c) record the necessary documents for this research.

2. Field research stage

The second procedure after obtaining a research license is for the researcher to enter the research object informants to collect data by questionnaire, observation, and interview to obtain information about the student's strategies to overcome language anxiety in speaking performance. In the questionnaire process, the researcher gave a questionnaire to the participant. Questionnaire are used to select participants according to the focus of the researcher. In the observation process, the researcher observed the conditions and situations of this school and the student's strategies to overcome language anxiety in speaking performance, for example, the response and gestures from the students in speaking performance. Meanwhile, for the interview process, the researcher asked students about the factors and the students' strategies to overcome language anxiety in speaking performance.

3. Data analysis stage

This is the next stage after collecting data. This stage is analyzing data which includes data compaction, data display, drawing, and verifying. In the data compaction process, the researcher condenses the data obtained from the questionnaire, observation, and interview, and the review process by selecting data about the factors and the students' strategies to overcome language anxiety in speaking performance. Then the researcher removes data that is not following the research question. Furthermore, in the process of presenting the

data, the researcher analyzed and compiled the data to make it relevant, then the data was concluded to answer research questions.

In this case, the researcher describes the data in a narrative form so that it can be meaningful. The final stage is about drawing and verifying conclusions. At this stage, the researcher concludes the data he gets related to the research question. He continuously analyzes and verifies the validity of the data by triangulation of questionnaires, observation, and interviews.

4. Reporting Stage

The stage of preparing this report is the last stage of the qualitative research process and procedure. At this stage, the researcher made a written report using the data obtained from the questionnaire, observation, and interviews that had been previously analyzed by the researcher



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter explains the research findings and discussion related to the answer to the problem statement, as mentioned in chapter I. This finding is divided into two parts. The first part describes the factor caused the students' anxiety in speaking performance at the nine classes of UPT SMPN 13 Gresik. The second part concerns the students' strategies to overcome the level of language anxiety in speaking performance at the nine classes of UPT SMPN 13 Gresik.

A. Research Findings

Before the researchers conducted research at UPT SMPN 13 Gresik, the researchers had submitted an application for a research permit to the school principal, and then the school principal connected the researcher to the English teacher as shown below:

"I took this research letter, as an archive at this school. And how about the research?" [Headmaster]⁸³

"Oh...you can chat with Mr. Zein because Mr. Zein teaches in class IX-A. I'll call you in a moment" [Headmaster]⁸⁴

Then, the researcher met with the English teacher and class IX-A homeroom teacher. On this occasion the researcher asked how the characters of the students in the class was as shown in the statements below:

⁸³ Headmaster, *Wawancara*, Ujungpangkah, 25 Juli 2022

⁸⁴ Headmaster, *Wawancara*, Ujungpangkah, 25 Juli 2022

"For children in class IX-A, it is classified as a superior class, almost of the students are smart and easy to manage, right...not all children are like that, but they can be managed. Compared to other classes. So I think you have chosen the right class for your research" [Homeroom Teacher IX-A]⁸⁵

"Okay, I recommend class IX-A because in that class the students' motivation in learning English is very large and also the children can be conditioned so I think you can do research in that class" [English Teacher of IX-A]⁸⁶

Based on the results of interviews with school principals, homeroom teachers and students' English teachers in class IX-A, they strongly support this research and also the character of students who have great motivation to learn English. Then the researcher conducted research on class IX-A students Based on the questionnaire, observation, and interview with the study subjects, the researcher found the students' anxiety in their speaking performance at UPT SMPN 13 Gresik. The researcher presented the finding of the study bellows:

1. The Factors Caused The Students' Anxiety In Speaking Performance

The researcher found that three factors caused students' anxiety in speaking performance, which can be seen below:

a. Communication Apprehension

Communication apprehension in foreign languages comes from the personal knowledge of each individual; that is why many

⁸⁵ Homeroom Teacher, of IX-A, *Wawancara*, Ujungpangkah, 25 Juli 2022

⁸⁶ English Teacher of IX-A, *Wawancara*, Ujungpangkah, 25 Juli 2022

talkative people are silent in class because of poor communication skills and low social self-esteem. In this case experienced by students:

a) Very anxious

Based on the questionnaire results, observations, and interviews of students at a very anxious level, students showed shaking hands/body gestures, vibrating voices, cannot handle nervousness, straightening clothes in front of the class, and lacking confidence⁸⁷. At this level, students are afraid to interpret the meaning of words from their teacher, as students said:

"Yes, Sis, I'm afraid, I'm afraid that my vocabulary is not the same as catching the meaning wrong, Sis" [ST05FVA] 88

"Yes, Sis, I can't speak English, I was told to speak, I'm afraid, my ability to use English is minimal, Sis, so I'm afraid" [ST07MVA] 89

Based on interviews with two students at a very anxious level, students have problems interpreting the meaning of the words spoken by students; students feel afraid to speak in English because they are afraid of being wrong in interpreting the words spoken by their teacher. Moreover, at this level, students need

⁸⁷ Observasi di UPT SMPN 13 Gresik, 30 Agustus 2022

⁸⁸ ST05FVA, *wawancara*, Ujungpangkah, 1 September 2022

⁸⁹ ST07MVA, *wawancara*, Ujungpangkah, 1 September 2022

more confidence to speak English because they feel that their English ability could be better.

b) Anxious

Based on the results of the questionnaire, observations, and interviews with students at the anxious level, students show gestures on their bodies with restlessness, cold hands, feeling of congestion in the throat, shaking hands, and can handle the nervousness⁹⁰. At the anxious level, students have problems with a lack of vocabulary, as stated by the following students:

"I'm afraid, Sis, because I don't know all of the words by heart" [ST04FA]⁹¹

"I'm afraid, Sis, actually when my teacher explains I sometimes don't understand, Sis, sometimes I ask my friends what the teacher is telling me to do, what's the job, Sis" [ST06MA]⁹²

Based on the interviews with anxious level students, students have problems with a lack of confidence, and students at this level have poor speaking skills, which hinders them from communicating. In addition, students are afraid of being wrong in catching the meaning of words from their teacher, and even they are afraid to ask their teacher about their material, so they prefer to be silent.

⁹⁰ Observasi di UPT SMPN 13 Gresik, 30 Agustus 2022

⁹¹ ST04FA, *wawancara*, Ujungpangkah, 1 September 2022

⁹² ST06MA, *wawancara*, Ujungpangkah, 1 September 2022

c) Mildly Anxious

Based on the results of questionnaire data, observations, and interviews with students at the anxious level, students did not show body movement/body shaking, they felt confident and calm down, they voluntarily appeared to speak in front, and they could handle their nerves⁹³. At the mildly anxious level, both students had problems with pronunciation, such as the following statements from students:

"Yes... that's Sis, because I can't, maybe the pronunciation is lacking but for vocabulary, God willing, I can do it, I'm just minimal in the pronunciation" [ST03FMA]⁹⁴

"It is more relaxed, Sis because I feel that my speaking skills are good, but maybe I need to improve the pronunciation, the teacher said"[ST02FMA]⁹⁵

The interview results show that students at this level have good skills in processing vocabulary. However, they have problems with their pronunciation. At this level, students are advised by their teachers to continue practicing the pronunciation of sentences or words.

⁹³ Observasi di UPT SMPN 13 Gresik, 30 Agustus 2022

⁹⁴ ST03FMA, *wawancara*, Ujungpangkah, 1 September 2022

⁹⁵ ST04FMA, *wawancara*, Ujungpangkah, 1 September 2022

d) Relaxed

Based on the results of questionnaire data, observations, and interviews with students at the relaxed level, students did not show body shaking/body movement, were very calm when practicing, had confidence in their abilities, and had high motivation in speaking⁹⁶. At this level, students have problems with pronunciation, such as the following student statements:

"Oh, of course not, Sis, I'm average when I'm told to speak, I don't think I can feel it, I'm used to it even though I'm not fluent in English, Sis... but... I am just relax and believe. " [ST01FR]⁹⁷

Based on the results of interviews, students at the relaxed level have a weakness in speaking, but these deficiencies are covered with confidence, and they feel calm when speaking to divert their nervousness.

b. Test Anxiety

The fear of failing the exam triggers exam anxiety. It can be defined as an unpleasant feeling or emotional state with physiological and behavioral characteristics experienced in formal testing or other evaluation situations. In this case experienced by students:

⁹⁶ Observasi di UPT SMPN 13 Gresik, 30 Agustus 2022

⁹⁷ ST01FR, *wawancara*, Ujungpangkah, 1 September 2022

a) Very Anxious

Based on interviews with students at a very anxious level, students have problems when a test is held in English class. As the student's statement brought this:

“The English test that I'm afraid of is only the speaking test, Sis, if others like writing, reading I can still relax, but if the speaking test I'm really scared.”[ST07MVA]⁹⁸

"No, Sis, if you take a test, you're not afraid, but when I take a speaking test, sometimes you are afraid too, Sis"[ST05FVA]⁹⁹

Based on these data, students feel that on the speaking test, students at this level feel afraid or worried about the speaking test. They feel the speaking test is the most challenging in English class. However, they did not feel afraid or worried about other English tests, such as writing, listening, and reading.

b) Anxious

Based on the results of interviews with students at the anxious level, students have problems when a test is held in English class. As in the student's statement:

“If there is an English test, I'm afraid, Sis, but not in all tests, Sis... Only in the presentation or speaking section because my

⁹⁸ ST07MVA, *wawancara*, Ujungpangkah, 1 September 2022

⁹⁹ ST05FVA, *wawancara*, Ujungpangkah, 1 September 2022

vocabulary is lacking so I'm afraid of being nervous.”[ST04FA]¹⁰⁰

“If there is an English test, I'm afraid, let alone a test for speaking without any preparation, I'm afraid to be very afraid.” [ST06MA]¹⁰¹

The interview results above show that students at an anxious level are afraid of speaking tests in English class. This fear is caused by the lack of students' vocabulary skills and lack of preparation for the speaking test, so they will be afraid to face the speaking test in English class.

Feel afraid of facing test anxiety. There are only two levels of test anxiety. The two levels are very anxious and anxious level. Those with mild and relaxed anxiety levels are not afraid to face test anxiety.

c. Fear of Negative Evaluation

In this case, fear of negative evaluation occurs when the students have to speak in front of a familiar audience, the examiner. Students worry about essential people's opinions, such as teachers, friends, or parents. In this case experienced by students:

¹⁰⁰ ST04FA, *wawancara*, Ujungpangkah, 1 September 2022

¹⁰¹ ST06MA, *wawancara*, Ujungpangkah, 1 September 2022

a) Very Anxious

Based on interviews with students at a very anxious level, students have problems with the opinions of important people in English class. As in the student's statement:

"Yes, that has also included, Sis. I am just afraid to appear, sometimes my friends laugh... I think maybe I am talking so I am afraid of my friends and the teacher too"[ST07MVA]¹⁰²

Based on the interview results, it was shown that students at the very anxious level were afraid of being judged by their friends and their teacher, thus making the students feel scared every time they spoke in front of the class.

b) Anxious

Based on the results of interviews with students at the anxious level, students have problems with the opinions of important people in English class. As in the student's statement:

"Sometimes when I go forward I like to be afraid that my friends or the teacher think I can't speak English at all, sometimes I like to think that my friends will laugh when they see me speaking English because I read it wrong or something like that, Sis. Sometimes that's what scares Me to go forward."

[ST04FA]¹⁰³

¹⁰² ST07MVA, *wawancara*, Ujungpangkah, 1 September 2022

¹⁰³ ST04FA, *wawancara*, Ujungpangkah, 1 September 2022

“If I have come forward and continue to see my friends, I am afraid to misread or mispronounce in front, I am afraid of being laughed at, so if I appear in front of me, I have to be really prepared. that you haven't done anything wrong and aren't laughed at by friends for my ability to speak English, but even though I don't know how my friends judge me.”[ST06MA]¹⁰⁴

Based on the data above, the students feel anxious because they have to speak in front of the class and do not prepare well enough to speak about the topic. They feel afraid their friends will laugh if the students make mistakes when they perform in front of the class.

At the very anxious and anxious level, students feel fear of negative evaluation from their friends and teachers because they do not have confidence in their speaking ability. However, at the mildly anxious and relaxed level, they did not feel fear of negative evaluation from their friends and teachers because they had confidence in their speaking skills.

Based on the explanation above, it can be concluded that three factors caused the students' anxiety in speaking performance, such as communication apprehension, where the students could not speak English because they had a problem in speaking such as vocabulary, pronunciation and communication apprehension. by all

¹⁰⁴ ST06MA, *wawancara*, Ujungpangkah, 1 September 2022

levels of language anxiety, such as very anxious, anxious, mildly anxious and relaxed level. The second factor is test anxiety, where the students feel anxiety because they have to do a test the teacher gave them to do an examination. Test anxiety was experienced by two levels : very anxious and anxious level. The last factor is fear of negative evaluation, where the students are afraid that the teacher and their friends will laugh if the students make mistakes. This fear of negative evaluation was experienced by two levels: very anxious and anxious.

2. Students' Strategies To Overcome the Level of Language Anxiety in Speaking Performance

a. Preparation

Preparation refers to efforts to control impending threats by improving learning and learning strategies. In this case experienced by students:

a) Very Anxious

Students at a very anxious level feel nervous and dizzy, and their hearts beat fast when they are about to speak in front of the class. However, before their speaking performance, they prepare a way to deal with their language anxiety, as stated by the following students:

"take a breath...[vibration sound] practice, it's the same as asking the teacher how to read" [ST05FVA]¹⁰⁵

"Em... I usually practice, after that, I read, then... just read, sis" [ST07MVA]¹⁰⁶

The data shows that students at the very anxious level do preparation before their speaking performance. They usually do preparations such as reading and asking their teacher how to read a word or sentence they find difficult.

b) Anxious

Students at the anxious level feel a feeling of restlessness, cold hands, and feeling of congestion in the throat when they are about to speak in front of the class. However, before their speaking performance, they prepare a way to deal with their language anxiety, as stated by the following students:

"Usually yes practice" [ST06MA]¹⁰⁷

"Leg exercises, sometimes learn if there is enough time to read the difficult sentences repeatedly so that when speaking in front of them there is no mispronunciation" [ST04FA]¹⁰⁸

Students prepare to deal with language anxiety in their speaking performance at this level. The preparation that is done at this level is by repeating the sentences they think are difficult

¹⁰⁵ ST05FVA, *wawancara*, Ujungpangkah, 1 September 2022

¹⁰⁶ ST07MVA, *wawancara*, Ujungpangkah, 1 September 2022

¹⁰⁷ ST06MA, *wawancara*, Ujungpangkah, 1 September 2022

¹⁰⁸ ST04FA, *wawancara*, Ujungpangkah, 1 September 2022

to minimize errors in pronunciation when they appear in front of them.

c) Mildly Anxious

Students at the mildly anxious level feel a feeling of confidence, calm down, and can handle nervousness when speaking in front of the class. However, before their speaking performance, they prepare a way to deal with their language anxiety, as stated by the following students:

"Breath, this is the same exercise, Sis. Imagine that there are no friends in the class" [ST02FMA]¹⁰⁹

"Usually, before appearing in front of me, I practice first, Sis, and then I often ask the teacher about how to read difficult words, Sis." [ST03FMA]¹¹⁰

Even though they can handle their anxiety when speaking in front of them, students still prepare to deal with their language anxiety at a mildly anxious level. Students do preparations such as reading and asking their teacher how to read complicated sentences to their teacher.

d) Relaxed

Students at the relaxed level, students, feel a feeling of confidence and calm down when speaking in front of the class.

¹⁰⁹ ST02FMA, *wawancara*, Ujungpangkah, 1 September 2022

¹¹⁰ ST03FMA, *wawancara*, Ujungpangkah, 1 September 2022

However, before their speaking performance, they prepare a way to deal with their language anxiety, as stated by the following students:

" practice first, literacy is the same as asking the teacher how to read it" [ST01FR]¹¹¹

I can handle it, Sis, when I practice I'm not nervous, Sis" [ST08MR]¹¹²

Even though students are very calm when they practice and have confidence at a relaxed level, they still prepare to speak in front of the class. The preparations they do are usually like doing literacy or reading and asking their teacher how to read difficult words or sentences. With these preparations, students feel that their appearance is perfect.

b. Relaxation

Relaxation involves tactics aimed at reducing symptoms of somatic anxiety that will take deep breaths, with a focus on mental relaxation. In this case experienced by students:

a) Very Anxious

Students at a very anxious level feel nervous and dizzy, and their hearts beat fast when they are about to speak in front of the class. However, before speaking performance, they did relaxation

¹¹¹ ST01FR, *wawancara*, Ujungpangkah, 1 September 2022

¹¹² ST08MR, *wawancara*, Ujungpangkah, 1 September 2022

as a way to deal with their language anxiety, as stated by the following students:

"Breathe in... [voice vibrates] practice. It's the same as asking the teacher how to read" [ST05FVA]¹¹³

"Move my body, so I don't get tensed" [ST07MVA]¹¹⁴

At the very anxious level, students relax their bodies. They take a breath before performing to reduce their heartbeat. In addition to breathing, they also move their bodies to reduce their fear of language anxiety because by moving their bodies, they feel their bodies are not tense.

b) Anxious

Students at the anxious level feel a feeling of restlessness, cold hands, and feeling of congestion in the throat when they are about to speak in front of the class. However, before speaking performance, they did relaxation as a way to deal with their language anxiety, as stated by the following students:

"Yeah... Just relax, sis, relax, like take a breath, that's how it is, Sis" [ST04FA]¹¹⁵

" I've been moving my body so it's not stiff “ [ST06MA]¹¹⁶

At the anxious level, students do relaxation before their speaking performance. They inhale and move their bodies so they

¹¹³ ST05FVA, *wawancara*, Ujungpangkah, 1 September 2022

¹¹⁴ ST07MVA, *wawancara*, Ujungpangkah, 1 September 2022

¹¹⁵ ST04FA, *wawancara*, Ujungpangkah, 1 September 2022

¹¹⁶ ST06MA, *wawancara*, Ujungpangkah, 1 September 2022

do not stiffen. They do these two things to relax their body, and in this way, they can overcome their language anxiety.

c) Mildly Anxious

Students at the mildly anxious level feel a feeling of confidence, calm down, and can handle the nervousness when speaking in front of the class. However, in their speaking performance, they did relaxation as a way to deal with their language anxiety, as stated by the following students:

"Take a breath, this same exercise, bro, imagine that there are no friends in the class" [ST02FMA]¹¹⁷

"I usually take much breath so I don't get nervous hahaha....(laughs)" [ST03FMA]¹¹⁸

At this level, students do relaxation on their bodies to reduce the feeling of nervousness that appears before they appear in a speaking performance. At this level, they only take deep breaths to reduce their nervousness.

d) Relaxed

Students at the relaxed level, students, feel a feeling of confidence and calm down when speaking in front of the class. However, before their speaking performance, they do relaxation

¹¹⁷ ST02FMA, *wawancara*, Ujungpangkah, 1 September 2022

¹¹⁸ ST03FMA, *wawancara*, Ujungpangkah, 1 September 2022

as a way to deal with their language anxiety, as stated by the following students:

"Relax, sis... it is like taking a deep breath. I usually feel nervous before moving forward. I like to relax my body, like inhale and exhale, inhale and exhale like that, sis" [ST01FR]¹¹⁹

"If I never take a breath, Sis, just go ahead and talk like that"[ST08MR]¹²⁰

At the relaxed level, not all students do relaxation before their speaking performance, but it is possible that they also did activities such as breathing to reduce their anxiety.

c. Positive Thinking

These strategies are intended to shift attention from stressful situations to positive and pleasant cues and bring relief to anxious students. In this case experienced by students:

a) Anxious

Students at the anxious level feel a feeling of restlessness, cold hands, and feeling of congestion in the throat when they are about to speak in front of the class. However, before speaking performance, they did positive thinking as a way to deal with their language anxiety, as stated by the following students:

¹¹⁹ ST01FR, *wawancara*, Ujungpangkah, 1 September 2022

¹²⁰ ST08MR, *wawancara*, Ujungpangkah, 1 September 2022

" It's like taking a breath, Sis, if that's the case... sometimes you think positive things like thinking that my friends are all statues, and seeing a friend who is as scared as me... (looks up) I don't think so. , sis." [ST04FA]¹²¹

"Sometimes it also shows in class that no one is there, the same sometimes sees other friends who are afraid" [ST06MA]¹²²

Based on the data, students at this anxious level do positive thinking activities before speaking. During the performance, they give positive affirmations to their bodies by imagining that when they speak, they think their friends are all statues or think that there is only themselves in class.

b) Mildly Anxious

Students at the mildly anxious level feel a feeling of confidence, calm down, and can handle the nervousness when speaking in front of the class. However, before speaking performance, they did positive thinking as a way to deal with their language anxiety, as stated by the following students:

"Take a breath, this same exercise, bro, imagine that there are no friends in that class"[ST02FMA]¹²³

¹²¹ ST04FA, *wawancara*, Ujungpangkah, 1 September 2022

¹²² ST06MA, *wawancara*, Ujungpangkah, 1 September 2022

¹²³ ST02FMA, *wawancara*, Ujungpangkah, 1 September 2022

"I never imagined that my friends would become statues or something else, before I went forward, I just went ahead, sis"[ST03FMA]¹²⁴

Based on the results of these data, students at the mildly anxious level did positive thinking activities before their speaking performance. They gave positive affirmations to their bodies by imagining that when they spoke, they thought that there was only themselves in class. However, only some students at this level do positive thinking or give positive affirmations to their bodies.

Based on the interviews with students at four language anxiety levels, only anxious and mildly anxious levels did positive thinking or gave positive affirmations to their bodies.

d. Peer Seeking

Peer Seeking is distinguished by students' willingness to seek out other students who seem to have difficulty understanding the class and controlling their anxiety. In this case experienced by students:

a) Very Anxious

Students at a very anxious level feel nervous, feeling dizzy, and feel their hearts beating fast when they are about to speak in front of the class. However, before their speaking performance, they did peer seeking as a way to deal with their language anxiety, as stated by the following students:

¹²⁴ ST03FMA, *wawancara*, Ujungpangkah, 1 September 2022

"Sometimes I like to see who is around me who is nervous, bro, I'm often like that" [ST07MVA]¹²⁵

"If I never look around me because I'm focused on preparing myself, Sis" [ST05FVA]¹²⁶

Based on the interview results, students at the very anxious level carried out peer-seeking activities to see if their other friends felt nervous or scared before speaking. However, only some students at this level do that.

b) Anxious

Students at the anxious level feel a feeling of restlessness, cold hands, and feeling of congestion in the throat when they are about to speak in front of the class. However, before their speaking performance, they did peer seeking as a way to deal with their language anxiety, as stated by the following students:

"I have. I sometimes look at other friends who are equally afraid" [ST06MA]¹²⁷

"..... It is the same as looking around me when someone is afraid as well as me....(looking up) never bro" [ST04FA]¹²⁸

Based on the interview results, students at the anxious level carried out peer-seeking activities to see if their other friends felt

¹²⁵ ST07MVA, *wawancara*, Ujungpangkah, 1 September 2022

¹²⁶ ST06FMA, *wawancara*, Ujungpangkah, 1 September 2022

¹²⁷ ST06MA, *wawancara*, Ujungpangkah, 1 September 2022

¹²⁸ ST04FA, *wawancara*, Ujungpangkah, 1 September 2022

nervous or scared before speaking. However, only some students at this level do that.

c) Mildly Anxious

Students at the mildly anxious level feel a feeling of confidence, calm down, and can handle the nervousness when speaking in front of the class. However, before their speaking performance, they did peer seeking as a way to deal with their language anxiety, as stated by the following students:

" There's Sis, eh (shocked while keeping her mouth shut). I've seen my friend next door eh... Turns out he's scared too, Sis".
[ST03FMA]¹²⁹

"If I focus more on training, I will just calm myself so that I can get rid of that fear, Sis" [ST02FMA]¹³⁰

Based on the interview results, students at the mildly anxious level did peer-seeking activities to see if their other friends felt nervous or scared before speaking. However, only some students at this level do this, or students who do not do peer seeking focus on relaxing so that there is no fear.

Based on the interview results, the very anxious, anxious, and mildly anxious levels carried out peer-seeking activities before their speaking performance. However, only some students

¹²⁹ ST03FMA, *wawancara*, Ujungpangkah, 1 September 2022

¹³⁰ ST03FMA, *wawancara*, Ujungpangkah, 1 September 2022

at that level do peer seeking, as at the relaxed level, they do not do peer-seeking activities because they have confidence in their abilities.

B. Research Discussions

There were two research questions proposed in this study. This research focused on the students' strategies to overcome the level of language anxiety in speaking performance at UPT SMPN 13 Gresik considered those factors. To the research findings, students feel anxiety when they have a speaking performance.

Based on Horwitz. & Cope; Maclynryre & Gardner, cited in Brown theory, three factors that caused the students' anxiety in speaking performance at UPT SMPN 13 Gresik are communication apprehension, Test anxiety, and fear of negative evaluation. At the communication apprehension, four levels experience communication apprehension. At the very anxious level, students have problems with a lack of confidence, lack of vocabulary, and misunderstanding the meaning of the words spoken by their teacher. At the anxious level, students need help with a lack of vocabulary and understanding of the meaning. At a mildly anxious level, students have problems with pronunciation when speaking. At the relaxed level, students have problems with a lack of vocabulary, but their confidence covers this deficiency.

In the anxiety test, the researcher found two language anxiety levels, namely, the very anxious and anxious levels. At the very anxious level,

students fear when the English class is holding a test. However, they only fear the speaking test because they feel that their speaking ability is minimal and needs much practice.

In fear of negative evaluation factors, the researcher only found two language anxiety levels, namely at the very anxious and anxious levels. They fear being judged by their friends and teachers at both of these levels. They feel that their friends and teachers will negatively assess their speaking skills, so they are not confident when speaking in front.

There were four students' strategies to overcome the level of language anxiety in speaking performance at UPT SMPN 13 Gresik based on Kondo and Ling Y. Young's theory. They are preparation, relaxation, positive thinking, and peer seeking.

In the preparation strategy, the researcher found four language anxiety levels: very anxious, anxious, mildly anxious, and relaxed. Students relax at a very anxious level by taking deep breaths and asking their teacher how to read complicated sentences or words. At the anxious level, students only prepare by reading complicated sentences. At the mildly anxious level, students carried out a preparation strategy by repeating the reading and asking their teacher for vocabulary that was difficult for them to pronounce. Furthermore, at the relaxed level, even though they feel confident, they still prepare before they appear by reading and asking their teacher how to read complicated sentences or words.

In the second strategy, relaxation, the researcher found four levels: very anxious, anxious, mildly anxious, and relaxed. Students perform this strategy at a very anxious and anxious level by breathing in and moving their bodies. In both ways, they can overcome their nervousness towards their language anxiety. Furthermore, at the mildly anxious and relaxed level, students at this level perform a simple strategy by simply breathing. However, at these two levels, only some students did relaxation as a way to reduce their fear before speaking performance.

In the third strategy, namely positive thinking, the researcher found two levels: anxious and mildly anxious. At the anxious and mildly anxious levels, they do a strategy by giving a positive image or affirmation to their body by imagining that when they are speaking performance. They imagine that there is only one person in the class or imagine that their friends are statues.

Furthermore, researchers found three levels in the last strategy, peer seeking: very anxious, anxious, and mildly anxious. At these three levels, they often do peer seeking by looking around them or at friends who are beside them to see who feels anxious when speaking performance.

The researcher obtained the results of the research data described above through a questionnaire, observation, and interview. The researcher distributed the FLCAS questionnaire to 31 students in class IX A. Then the researcher grouped the students into five levels of language anxiety [very anxiety, anxiety, mildly anxious, relaxed, and very relaxed] where at

each level of language anxiety. The researcher only took two samples of students to be used as a participant in this research. In this study, the researcher only found four levels in class IX A: Very anxiety, anxiety, mildly anxiety, and relaxed, very relaxed level. The researcher did not find it in that class.

Then the researcher observed the eight students' body symptoms and speaking abilities. In observing students' body symptoms at each level, the researcher uses several theories that support this research. At very anxious level, students at this level can be identified with a lack of confidence, shaking hands/body, shaking voice, nervousness, tidying clothes in front of the class and unable to cope with nervousness. Researchers use this theory supported by Nevid et al., Fabella, and Drajat. The anxious students at this level can be identified with restlessness, cold hands, feeling of congestion, shaking legs and difficulty concentrating. Researchers use this theory which is supported by Wood's theory.

At the mildly anxious level, students at this level can be identified as calm and motivated to come forward voluntarily. The researcher uses this theory which follows the theory of Stuart G.W and Laraia. At the relaxed level, students can be identified as very calm when practicing, confident in their speaking abilities, and not shaking. The researcher uses the theory supported by Stuart G.W and Laraia. The final level is very relaxing, and researchers use the theory that Thor supported in Diana.

Researchers in the process of observation as a passive researcher and the results showed:

Table 4.1 Speaking Scores

No	Students	Level	Component of Speaking	Score	
				Pre-test	Postest
1	2	3	4	5	6
1.	ST01FR	Relaxed	Grammar	2	2
			Vocabulary	2	2
			Comprehension	1	2
			Fluency	2	2
			Pronunciation	3	2
2.	ST02FMA	Mildly Anxious	Grammar	2	2
			Vocabulary	5	5
			Comprehension	4	3
			Fluency	5	5
			Pronunciation	5	4
3.	ST03FMA	Mildly Anxious	Grammar	2	2
			Vocabulary	2	2
			Comprehension	3	3
			Fluency	2	2
			Pronunciation	2	2
4.	ST04FA	Anxious	Grammar	2	2
			Vocabulary	2	2
			Comprehension	2	2
			Fluency	3	3
			Pronunciation	3	3
5.	ST05FVA	Very Anxious	Grammar	2	2
			Vocabulary	2	2
			Comprehension	2	2
			Fluency	3	3
			Pronunciation	3	3
6.	ST06MA	Anxious	Grammar	2	2
			Vocabulary	2	2
			Comprehension	2	2
			Fluency	2	2
			Pronunciation	2	2

1	2	3	4	5	6
7.	ST07MVA	Very Anxious	Grammar Vocabulary Comprehension Fluency Pronunciation	1 1 1 1 1	1 2 1 1 1
8.	ST08MR	Relaxed	Grammar Vocabulary Comprehension Fluency Pronunciation	2 2 1 1 1	2 3 1 1 2

In the observation of the students' speaking skills, the researcher used a theory supported by H. Douglass Brown. The researcher obtained the results of two students' speaking, namely pre-test and post-test. The researcher took the student's pre-test score when the researcher made the first observation, where this student made a speaking appearance in front of the class. Then the researcher took the post-test scores after conducting interviews with the eight students.

Furthermore, based on the observations and assessments of students' speaking scores. Researcher can see that there is no improvement in students' speaking skills towards strategies; in other words, the strategies taken by students to overcome their language anxiety do not impact their speaking abilities. They still need help with vocabulary, pronunciation, grammar, comprehension, and fluency in speaking performance. Therefore, the researcher concludes that students have two problems: their language anxiety and speaking skills. They must be able to overcome these two problems to make their speaking skills even better.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two parts. They are conclusions and suggestions. In the suggestion, the researcher submits suggestions to the next researcher. In closing, the researcher concludes the results of this study.

A. Conclusion

According to the result of the data analysis in the previous chapter, the researcher concluded as follows:

The factor that caused the students' anxiety in speaking performance at UPT SMPN 13 Gresik. Based on the discussion of the finding, there are some data as results of this study. According to the results of the questionnaire, observation and interview, the researcher concluded that three factors caused students' anxiety in their speaking performance. The first factor is communication apprehension. In this factor, all levels of language anxiety (very anxious, anxious, mildly anxious and relaxed) have problems with communication apprehension, such as lack of vocabulary, misunderstanding the meaning of words/sentences, and being afraid to ask the teacher. In the second factor, test anxiety, there are only two levels that have problems in the anxiety test. At the very anxious and anxious level, they feel worried or anxious about the test in English class, especially the speaking test. So that makes students at that level feel anxious when speaking in front of the class. Moreover, the last factor is the fear of negative evaluation, which is only experienced by the very anxious and

anxious level. They are worried about inadequate evaluations from their friends and teachers.

Furthermore, the data shows four students' strategies to overcome the level of language anxiety. The first strategy is preparation, which students carry out at very anxious, anxious, mildly anxious and relaxed levels. In this strategy, students make preparations such as reading difficult words and asking how to read the tricky words to their teacher or friends. The second strategy is relaxation; students carry out this strategy at very anxious, anxious, mildly anxious and relaxed levels. The students do relaxation before the speaking performance, such as moving their bodies and taking deep breaths to reduce their anxiety. The third strategy is positive thinking, and this strategy is carried out by students who are at anxious and mildly anxious levels. Students carry out activities to suggest their bodies relax by imagining things that make their bodies relax. Moreover, the last strategy is peer seeking; students carry out this strategy at the level of very anxious, anxious and mildly anxious students looking to other students with the same anxiety to increase their self-confidence before speaking.

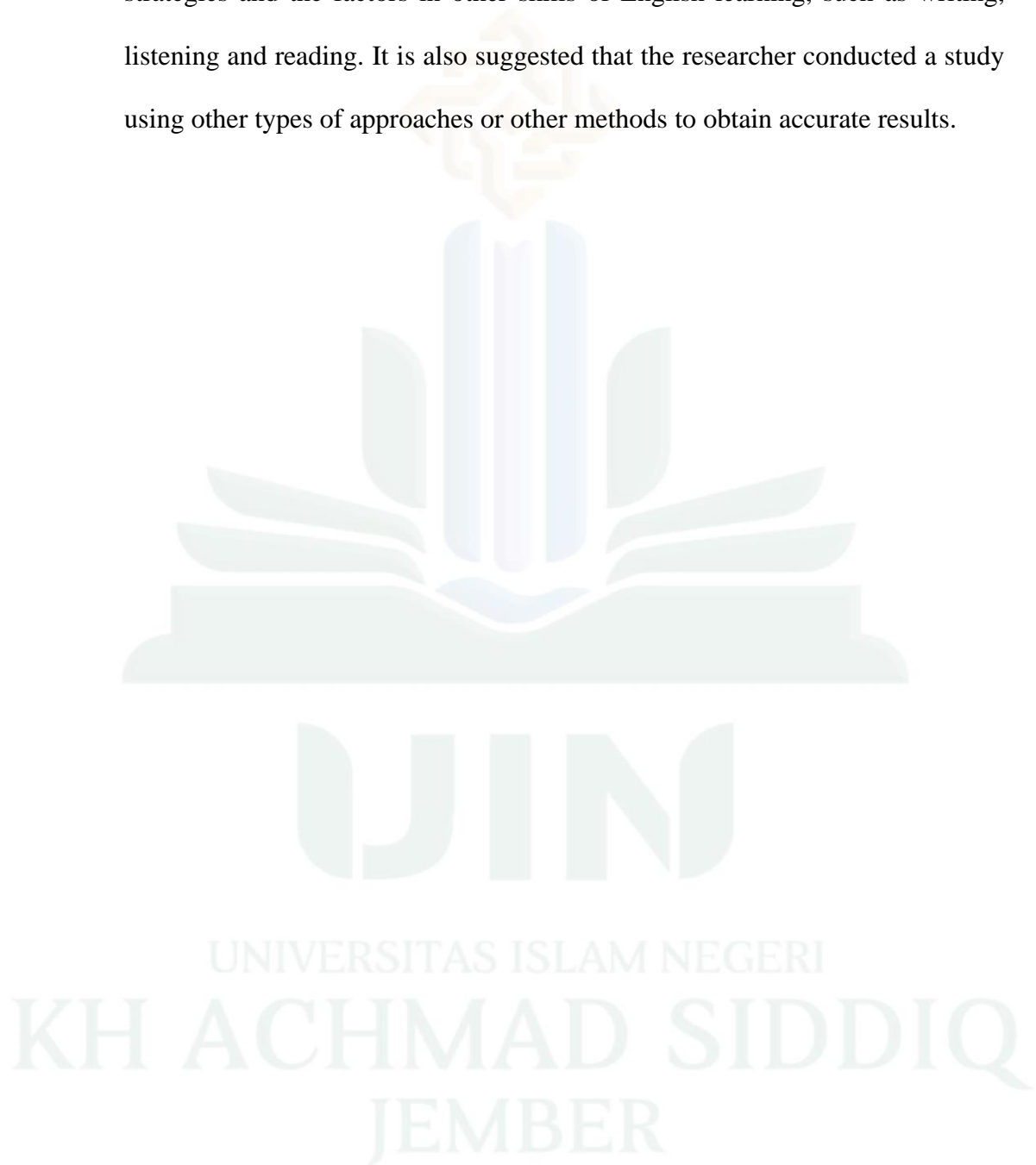
B. Suggestions

After concluding, the researcher would like to deliver some suggestions to other researchers interested in conducting the same research.

For teachers should understand and know the characters of their students to find out the problems faced by their students so that teachers can help students to overcome student problems. The teacher must provide opportunities for students to tell the difficulties experienced by their students. The teacher must

make class conditions more comfortable during the learning process so that students can talk comfortably without any sense of anxiety.

For future researchers to conduct a study investigating the students' strategies and the factors in other skills of English learning, such as writing, listening and reading. It is also suggested that the researcher conducted a study using other types of approaches or other methods to obtain accurate results.



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Appendix II (School Profile)

SCHOOL PROFILE

UPT SMP NEGERI 13 GRESIK

ACADEMIC YEARS 2022-2023



UPT State Junior High School 13 Gresik (UPT SMPN 13 Gresik) which was formerly known as SMPN 1 Ujungpangkah (SMPN 1 Ujungpangkah) is a school that was established in 1983 located on Jalan Raya Ujungpangkah (Jalan Pendidikan) precisely in RT 05 RW 11 Village Pangkahkulon, Ujungpangkah District, Gresik Regency. The location of this school is 14,495 m² with 2,283 m² of land that has been built on government land. There are 14 classrooms, a library, a computer laboratory building, two computer laboratory buildings, a prayer room, a teacher room, an office room, two warehouse rooms, five toilets, two changing rooms, a cooperative, a canteen, a pump house. / water tower, three car parks, a prison house, one guard post, and two sports and ceremonial fields. This school applies the KTSP Curriculum.

The vision of UPT SMPN 13 Gresik is "Excellent in morality, creativity, achievement, Environmental Culture and supports the P4GN program based on Imtaq." The Mission are : Implementing Habituation and Learning in KDP, Realizing Creative, Innovative and Active Learning, Carrying out Guidance, Self-Development and Extracurricular, Fulfilling Relevant, Up-to-date and Forward-Looking School Facilities, Realizing Adequate, Fair and Fair Education Financing, Empowering Professional Educators and Education Personnel, Improving Religious Understanding, Appreciation and Practice, Increasing Religious Activities, Realizing Adiwiyata School, Protecting the Environment, Preventing Environmental Damage, Preventing Environmental Pollution, Implementing ICT-Based Learning and Creating a Clean Educational Environment from Drug Abuse.

The State of Teacher at UPT SMPN 13 Gresik. Human resources are the most important factor in realizing and implementing the education and teaching process, in this case, students, teachers, and administrative staff, where all three systematically carry out school functions in realizing the goals and ideals of education in schools. The total number of teachers who teach at UPT SMPN 13 Gresik is 33 teachers, consisting of 23 PNS teachers, 8 non-PNS teachers and 2 PPPK teachers. The recruitment of teaching staff adjusted to their potential and capacity.

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Appendix III (Lesson Plan)

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : UPT SMPN 13 Gresik
 Kelas/Semester : IX/Ganjil
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Stating Purpose or Intention to do something
 Tahun Pelajaran : 2022-2023
 Pertemuan ke- : 5

<p>A. Standar Kompetensi (KI) :</p> <ol style="list-style-type: none"> 1. Menghargai dan menghayati ajaran agama yang dianutnya 2. Menunjukkan perilaku jujur disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaanya 3. memahami pengetahuan,(factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata. 4. mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai,memodifikasi dan membuat) dan ranah abstrak (menulis,membaca,menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang atau teori. 	<p>G. Kegiatan Pembelajaran</p> <p>Pendahuluan</p> <ul style="list-style-type: none"> • Salam dan doa • Apersepsi • Guru menyampaikan tujuan pembelajaran dan lingkup penilaian <p>Kegiatan Inti</p> <p>LITERASI</p> <p>Mengamati</p> <p>~ Pemberian contoh-contoh materi Stating Purpose or Intention to do something untuk dapat dikembangkan peserta didik, dari media interaktif, dsb</p> <p>Membaca</p> <p>~ Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Stating Purpose or Intention to do something</p> <p>Menulis</p> <p>~ Menulis resume dari hasil pengamatan dan bacaan terkait Stating Purpose or Intention to do something</p> <p>Mendengar/Menyimak</p> <p>~ Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p>
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<p>B. Kompetensi Dasar :</p> <p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan sesuai konteks penggunaannya. [perhatikan unsur kebahasaan <i>to, in order to, so that</i>].</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu kegiatan / tindakan, dengan memperhatikan unsur kebahasaan yang benar dan sesuai konsteks.</p>	<p>Stating Purpose or Intention to do something</p> <p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>~ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar</p> <p>LITERASI (LANJUTAN)</p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>~ Menyusun kalimat acak Guru memberikan sebuah kalimat acak berkaitan dengan Stating Purpose or Intention to do something kepada peserta didik kemudian peserta didik Menyusun kalimat acak menjadi dialog yang baik</p> <p>~ Membuat dialogue text Stating Purpose or Intention to do something Setelah menyusun kalimat acak Stating Purpose or Intention to do something didik membuat dialogue mengenai text functional dengan benar.</p> <p>~ Revisi Guru melakukan pengecekan terhadap tugas siswa kemudian guru memberikan catatan terhadap hasil tugas siswa.</p> <p>COLLABORATION (KERJASAMA)</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>~ Mempresentasikan Peserta didik mengkomunikasikan secara lisan atau mempresentasikan dialogue dengan rasa percaya diri</p>
<p>C. Tujuan Pembelajaran :</p> <p>Melalui proses mencari informasi dan unjuk kerja peserta didik dapat:</p> <p>~ mengidentifikasi ungkapan menyatakan dan menanyakan sesuatu dalam teks lisan dan tulis</p> <p>~ menentukan ungkapan menyatakan dan menanyakan sesuatu</p>	
<p>D. Indikator :</p> <p>Peserta didik mampu;</p> <p>3.2.1 Mengidentifikasi teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan.</p>	

<p>3.2.2 Memahami penggunaan unsur kebahasaan <i>to, in order to, so that [dis]agreement</i></p> <p>4.2.1 Menulis teks pendek sederhana terkait maksud, tujuan, persetujuan melakukan sesuatu tindakan/kegiatan.</p> <p>4.2.2 Mengaplikasikan penggunaan unsur kebahasaan <i>to, in order to, so that [dis]agreement</i></p>	<p>Stating Purpose or Intention to do something</p> <p>~ Saling tukar informasi tentang materi : Stating Purpose or Intention to do something</p> <p>CRITICAL THINKING (BERPIKIR KRITIK, LANJUTAN)</p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p>
<p>E. Materi Esensi :</p> <p>~ Fungsi sosial Menghargai, memberi kritik, menjaga hubungan interpersonal, dsb.</p> <p>~ Unsur kebahasaan</p> <ul style="list-style-type: none"> • Kata tanya <i>What's...? What if...?, How if..?</i> • Kata kerja <i>agree, think, so.</i> • Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa, <i>a, this, the, those, my, their,</i> dsb secara tepat dalam frasa nominal. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>-</p>	<p>~ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : Stating Purpose or Intention to do something</p> <p>COMMUNICATION (BERKOMUNIKASI)</p> <p>Peserta didik berdiskusi untuk menyimpulkan</p>
<p>F. Metode :</p> <p>~ Pendekatan : Saintifik</p> <p>~ Model Pembelajaran : Discovery learning, Kombinasi</p> <p>~ Metode : Tanya jawab, wawancara, diskusi.</p>	<p>~ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : Stating Purpose or Intention to do something</p> <p>~ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Stating Purpose or Intention to do something dan ditanggapi oleh kelompok yang mempresentasikan</p> <p>~ Bertanya atas presentasi tentang materi Stating Purpose or Intention to do something yang dilakukan dan peserta</p>

	<p>didik lain diberi kesempatan untuk menjawabnya.</p> <p>CREATIVITY (KREATIVITAS)</p> <ul style="list-style-type: none"> ~ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : Stating Purpose or Intention to do something ~ Menjawab pertanyaan tentang materi Stating Purpose or Intention to do something yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ~ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Stating Purpose or Intention to do something yang akan selesai dipelajari ~ Menyelesaikan uji kompetensi untuk materi Stating Purpose or Intention to do something yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran. <p>COMPUTATIONAL</p> <p>Guru membimbing peserta didik dalam berpikir secara komputasi yang bertujuan untuk meningkatkan kemampuan berpikir kritis siswa terkait dengan materi pembelajaran yang dihubungkan dengan peristiwa yang terjadi di lingkungan sekitar dengan menggunakan komputer atau internet sebagai alat menyelesaikan masalah atau mengakses informasi, sehingga permasalahan bisa terselesaikan secara cepat, tepat, efektif dan efisien.</p> <p>COMPASSION</p> <p>Guru membimbing peserta didik untuk menumbuhkan dan mengembangkan perasaan empati, kasih sayang,</p>
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	<p>persahabatan, dan kepedulian terhadap teman sejawat, orang lain dan lingkungan sekitar</p> <p>Penutup</p> <p>~ Mengagendakan pekerjaan rumah untuk materi pelajaran Stating Purpose or Intention to do something yang baru diselesaikan</p> <p>~ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Stating Purpose or Intention to do something</p>
<p>F. Media/ Sumber Belajar :</p> <p>~ Worksheet atau lembar kerja (siswa)</p> <p>~ Lembar penilaian</p> <p>~ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris</p> <p>~ Kamus Bahasa Inggris</p> <p>~ Internet</p>	<p>H. Penilaian</p> <ul style="list-style-type: none"> • Content : 30 • Pronunciation : 25 • Intonation : 25 • Stress : 20

Mengetahui,
Gresik, 30 Agustus 2022
Guru Mata Pelajaran,



Drs. H. ZAENUL MUTTAQIN, S.Pd.

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Appendix IV (Interview Transcript)

INTERVIEW TRANSCRIPT

Headmaster Identity	
Code	Headmaster
Age	33 th
Gender	Male
Job	Headmaster

theme	Interview	Code
Researcher	Selamat pagi pak, saya Nurul Khoiriyah mahasiswa dari UIN KH.Achmad Siddiq Jember. Saya akan melakukan penelitian di UPT SMPN 13 Gresik dengan judul penelitian Students' strategies to overcome the level of language anxiety in speaking skill, pak.	Introduction
Headmaster	Ini surat penelitiannya saya ambil ya mbak sebagai arsip di sekolah ini. Terus untuk penelitiannya ini sendiri bagaimana mbak?	Introduction
Researcher	Begini pak dalam penelitian ini saya akan meminta waktu bapak beberapa hari kedepan terkhusus pada kelas 9 , Untuk pengambilan datanya saya menggunakan tiga metode yakni kuisisioner, observation dan interview pak. Untuk kuisisioner saya gunakan untuk pemilihan siswa nanti saya menggunakan 10 siswa dengan 5 level pak yakni level very anxious, anxious, midly anxious, relaxed dan very relaxed. Setelah itu saya akan melakukan observasi terhadap body shimptom siswa dan speaking skill siswa kemudian interview saya lakukan untuk terakhir pak.	Research Metode

Headmaster	Oh ini sampeyan bisa ngobrol sama pak Z mbak karena pak Z ini yang pegang kelas 9. ini mengambil berapa kelas?	English Teacher information
Researcher	Satu kelas saja pak	
Headmaster	Sebentar ya mbk saya panggilkan pak Z biar bisa ngobrol sama sampeyan mbak.	
Researcher	Oh baik pak	



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INTERVIEW TRANSCRIPT

English Teacher Identity	
Code	English Teacher
Age	59 th
Gender	Male
Job	English Teacher

theme	Interview	Code
Researcher	Selamat pagi pak, saya Nurul Khoiriyah mahasiswa dari UIN KH.Achmad Siddiq Jember. Saya akan melakukan penelitian di UPT SMPN 13 Gresik dengan judul penelitian Students' strategies to overcome the level of language anxiety in speaking skill, pak.	Introduction
English Teacher	Baik, saya selaku guru bahasa inggris di kelas sembilan. Lalu saya harus bagaimana mbak?	Introduction
Researcher	Begini pak dalam penelitian ini saya akan meminta waktu bapak beberapa hari kedepan terkhusus pada kelas 9 , namun sebelum saya melakukan penelitian saya ingin meminta pendapat jenengan untuk kelas mana ngeh yang cocok saya gunakan sebagai sample dalam penelitian saya.	Selected the class
English Teacher	Sebelumnya mbak ini mengambil berapa kelas?	
Researcher	Satu kelas saja pak	
English Teacher	Untuk metode pengambilannya bagaimana mbk saya tolong diberi tahanan?	Research Metode
Researcher	Untuk pengambilan datanya saya menggunakan tiga metode yakni kuisisioner, observation dan interview pak. Untuk kuisisioner saya gunakan untuk pemilihan	Research Metode

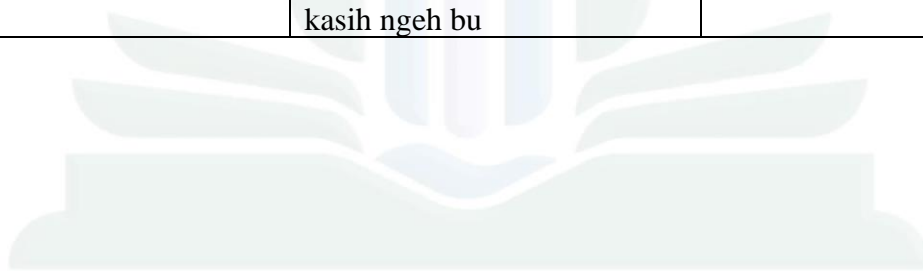
English Teacher	<p>siswa nanti saya menggunakan 10 siswa dengan 5 level pak yakni level very anxious, anxious, midly anxious, relaxed dan very relaxed. Setelah itu saya akan melakukan observasi terhadap body shiptom siswa dan speaking skill siswa kemudian interview saya lakukan untuk terakhir pak.</p> <p>Baik, kalau saya merekomendasikan kelas 9A karena dikelas tersebut motivasi siswa dalam belajar bahasa inggris sangat besar dan juga anak-anaknya bisa dikondisikan jadi saya rasa sampeyan bisa melakukan penelitian dikelas tersebut mbak.</p>	Class recommended by the English teacher
Researcher	Untuk kemampua speakingnya bagaimana ngeh pak?	Students speaking abilty
English Teacher	<p>Nah, untuk kemampuan speaking anak berbeda mbak, kalau anak perempuan dalam hal memorize insyaallah bagus mbk tapi kalau untuk anak laki-laki paling saya suruh baca didepan mbk , karna agak sulit mengkondisikan anak laki-laki, jadi saya bedakna antara anak laki-laki dan perempuan dan tentu penilaiannya berbeda juga.</p>	
Researcher	Baik pak, untuk jadwal pembelajarannya kapan saja ngeh pak?	English Class Schedule
English Teacher	Untuk kelas 9a setiap hari selasa jam 7 pagi dan hari kamis setiap jam 9.30 mbk. Kelasnya berada didepan halaman tengah sebelah toilet itu mbk.	

INTERVIEW TRANSCRIPT

Homeroom Identity	
Code	Homeroom Teacher
Age	29 th
Gender	Female
Job	Homeroom Teacher

Theme	Interview	Code
Researcher	Selamat pagi pak, saya Nurul Khoiriyah mahasiswa dari UIN KH.Achmad Siddiq Jember. Saya akan melakukan penelitian di UPT SMPN 13 Gresik dengan judul penelitian Students' strategies to overcome the level of language anxiety in speaking skill, bu.	Introduction
Homeroom Teacher	Iya, mbak, saya bu E...selaku wali kelas dari 9A ada yang bisa saya bantu mbak?	Introduction
Researcher	Begini bu saya mau minta ijin untuk melakukan penelitian dikelas jenengan khusus nya dikelas 9A bu, mohon maaf jika selama pembelajaran siswa akan sedikit terganggu bu	Permission
Homeroom Teacher	Oh iya mbk ndak papa.	
Researcher	Bu saya ingin bertanya mengenai siswa dikelas 9A bu bagaimana ngeh karakternya?	
Homeroom Teacher	Kalau untuk anak kelas 9A itu tergolong kelas unggulan ya mbk, anaknya pintar-pintar dan gampang diatur ya...memang tidak semua anak seperti itu, tapi bisa diatur mbk. Dibanting kelas	Students' character

	yang lain. Jadi saya rasa mbak ini sudah tepat memilih kelas tersebut untuk penelitiannya mbk.	
Researcher	Oh baik bu. Untuk jumlah siswa di kelas 9A ada berapa ngeh bu?	Students' Quota
Homeroom Teacher	Untuk kelas 9A keseluruhan terdapat 31 siswa. 16 siswa perempuan dan 15 siswa laki-laki. Kalau untuk informasi guru bahasa Inggris di kelas 9A dipegang sama Pak Z mbk. Mbak ya bisa langsung menghubungi Pak Z untuk mengetahui lebih lanjut mbk.	
Researcher	Oh baik bu sekali lagi terima kasih ngeh bu.	



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INTERVIEW TRANSCRIP

Student Identity	
Code	ST01FR
Age	15 th
Gender	Female
Job	Student at Grade IX

Theme	Interview	Code
Researcher	oke dek ST01F.. saya mau tanya, em...apa kamu pernah gak percaya diri ketika disuruh speaking didepan kelas?	
ST01F	Pernah	
Researcher	itu apa yang membuat kamu tidak percaya diri? Karna takut salah..atau ada penilaian dari teman ‘ wah speakingnya kurang bagus atau gimana, pronounciationnya kurang...	
ST01F	Takut sama malas [sambil menganggukkan kepala]	
Researcher	terus lebih percaya diri mana? Kamu pakai bahasa inggris atau pakai bahasa sehari-hari?	
ST01F	bahasa sehari-hari	
Researcher	oke bahasa sehari-hari, terus apakah kamu pernah merasa takut jawab pertanyaan temanmu dalam berbahasa inggris?	
ST01F	Pernah eeee...	
Researcher	pernah kah kamu ketika disuruh maju kedepan kamu ngerasa takut, tangan kamu dingin,kaki gemetar kemudian merasa was-was atau gelisah?	
ST01F	merasa kak,merasa dingin tapi itu tergantung pelajarannya	
Researcher	biasanya pelajaran apa aja yang suka bikin takut untuk maju?	

ST01F	Matematika sih kak	
Researcher	kalau bahasa inggris perasaannya biasa aja?	
ST01F	iya biasa aja karena di bahasa inggris karena aku suka sama gurunya jadi aku biasa aja kalau maju bahasa inggris kak.	Feeling relaxed
Researcher	apa....kamu e.. gugup ketika guru bahasa inggris kamu menanyakan kamu secara tiba-tiba?	
ST01F	Gugup	
Researcher	apakah kamu pernah merasa keringat dingin ketika maju didepan dalam kelas bahasa inggris?	
ST01F	oh tentu tidak kak, saya biasa saja kalau disuruh maju berbicara, deg-deg-an juga kayaknya saya tidak merasakan udah biasa meskipun saya kurang fasih berbicara bahasa inggris ya kak... tapi... saya santai dan percaya aja.	Very confidence Can handle the nervous
Researcher	kalau gitu cara kamu mengatasi rasa grogi atau nerves kamu ketika berbicara didepan kelas bagaimana? Tarik nafaskah, atau rilex atau berusaha untuk positif thinking ?	Relaxation for reduce the anxiety
ST01F	Cuma rilex aja sih kak...kayak tarik nafas gitu Saya biasanya kalau grogi sebelum maju kedepan suka merilekkan tubuh aja kak, seperti tarik nafas hembuskan, tarik nafas hembuskan gitu kak.	
Researcher	oh ya.. apa kamu takut berbicara bahasa inggris karena kamu merasa bahwa kemampuan berbicara mu sangat minim?	Communication apprehension Lack of vocabulary
ST01F	iya kak kadang kalau mau maju suka mikir kosa katanya kalau repot ya .. gak maju, ya sama ini kak kalau disuruh berbicara	Lack of confidence

	didepan orang asing selain teman-teman dikelas saya juga takut gak berani.	
Researcher	pernah gak kamu takut banget ketika ada ujian dikelas bahasa inggris?	
ST01F	eeenggak...insyaallah enggak pernah	
Researcher	oke kalau gitu pernah tidak kamu befikiran bahwa teman kamu membicarakan kamu ketika maju dan itu membuat kamu jadi takut untuk berbicara didepan kelas ?	
ST01F	enggak dong kak, maju ya maju aja kak, gak pernah minder aku percaya diri aja	
Researcher	oh ya apa yang biasanya kamu lakukan ketika sebelum maju untuk berbicara bahasa inggris? Kamu biasanya ngapain untuk mengurangi rasa takut kamu?	Preparation
ST01F	latian dulu...literasi...terus sama tanya-tanya ke pak guru cara bacanya gimana gitu kak biasanya.	
Researcher	kamu pernah gak melakukan atau memberi sugesti kepada diri kamu sendiri untuk menganggap kalau kamu maju teman-teman kamu tidak ada yang bisa, jadi Cuma kamu aja yang pintar berbahasa inggris	
ST01F	enggak pernah, aku percaya diri kak, ya Cuma relax aja itu kak aku sama latian atau priper membaca.	
Researcher	oke, bagus.... kalau tidur dikelas, tidak memperhatikan penjelasan guru itu juga kamu lakukan tidak untuk mengurangi rasa takut kamu dikelas bahasa inggris?	
ST01F	enggak pernah kak tapi kalau ngantuk ya ketiduran tapi gak pernah sih kalau nerves gak pernah sampek ketiduran tapi kalau ngantuk aja jadinya ketiduran, atau gak	

Researcher ST01F	mendengarkan itu untuk mengalihkan rasa ngantuk aja sih kak. oke kalau begitu terima kasih ya dek alexa... iya kak...	
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INTERVIEW TRANSCRIP

Student Identity	
Code	ST02FMA
Age	15 th
Gender	Female
Job	Student at Grade IX

Theme	Interview	Code
Researcher	hallo adek ST02F, saya mau tanya apakah kamu lebih percaya diri dengan berbahasa asing ketimbang bahasa asli kamu?	
ST02F	enggak kak , lebih percaya pakai bahasa asli karena gak pakai mikir lagi hahaha.... [sambil ketawa]	
Researcher	kalau untuk menjawab pertanyaan dari teman pakai bahasa inggris takut atau bagaimana?	
ST02F	enggak sih kak	Feeling relax
Researcher	kalau nerves pernah gak kamu merasakan pas waktu speaking didepan kelas?	
ST02F	enggak terlalu sih kak	
Researcher	kalau merasa puyeng [pusing] ketika disuruh berbahasa inggris?	Can handle the nerveous
ST02F	enggak kak	
Researcher	kalau tiba-tiba guru mu menyuruh untuk maju kedepan untuk speaking bagaimana?	
ST02F	ya enggak gugup biasa aja, ya... deg-degan pasti tapi gak sampai gugup atau gemeter kak	
Researcher	kalau pada saat maju yang kamu rasakan apa? Seperti keringat dingin, telapak	

	tangan dingin, sama nafas itu jadi susah gitu pernah tidak?	Can handle the nerveous
ST02F	sejauh ini sih tidak pernah ya kak....	
Researcher	kalau kamu nerves atau grogi biasanya kamu ngelakuin apa supaya rasa takut kamu hilang?	
ST02F	kalau untuk nerves atau grogi biasanya....ini kak aku bisa mengatasi itu jadi pas waktu maju udah gak keliatan nerves.	Feeling relax
Researcher	kalau kamu berbicara didepan kelas kamu merasa ini gak ? merasa terintimidasi atau rilex atau santai gitu?	
ST02F	lebih ke santai aja sih kak, karna saya merasa kemampuan berbicara saya bagus tapi mungkin perlu ditingkatkandi bagian pronounciationnya kak kata pak zein.	Communication apprehension
Researcher	bener gak ini faktor yang membuat kamu tidak berani berbicara didepan kelas, salah satunya kamu tidak punya keberanian untuk dengan suka rela maju dengan sendiri?	
ST02F	iya kak...tapi kalau saya siap, saya mau kok maju dengan suka rela, tapi kalau saya siap aja.	
Researcher	kalau tiba-tiba nih tanpa persiapan kamu disuruh untuk berbicara didepan orang banyak, apa itu juga yang membuat kamu takut berbicara?	Test anxiety
ST02F	saya takut kak ketika disuruh tiba-tiba begitu tanpa persiapan,kayaknya tidak saya aja sih kak yang takut teman-teman saya semua pasti takut juga	

Researcher	kalau faktornya tes atau ujian gitu? Kamu juga takut dan ini yang membuat kamu tidak berani berbicara didepan?	
ST02F	oh...kalau tes itu enggak kak,karena biasanya pak guru memberi tahu sebelumnya jadi sudah ada persiapan sebelumnya.	
Researcher	ohhh...gak takut ya, itu disemua tes yang ada didalam kelas bahasa inggris ya?	
ST02F	enggak kak kalau dites tertulis enggak takut sama sekali,Cuma di tes speakingnya itu saya sedikit takut.	Relaxation Positive thinking
Researcher	kalau berfikiran bahwa pada saat maju teman-teman berfikiran negatif ke kamu itu juga jadi faktor yang membuat kamu takut berbicara tidak?	
ST02F	enggak sih kak	
Researcher	oh ya... biasanya kalau kamu sebelum berbicara didepan kelas kamu ngelakuin apa?untuk mengurangi rasa takut kamu?	
ST02F	tarik nafas, latian sama ini kak membayangkan kalau dikelas itu gak ada teman-teman.	
Researcher	kalau untuk membandingan atau melihat sekeliling untuk melihat siapa aja yang nerves pernah gak?	
ST02F	enggak pernah kak lebih fokus sama latihan sih sama nenangin diri biar bisa menghilangkan rasa takut itu.	
Researcher	kalau untuk tidur dikelas untukmenghilangkan rasa nerves pernah tidak?	
ST02F	tidak pernah kak	

INTERVIEW TRANSCRIP

Student Identity	
Code	ST03FMA
Age	15 th
Gender	Female
Job	Student at Grade IX

Theme	Interview	Code
Researcher	apakah kamu percaya diri ketika disuruh maju kedepan kelas untuk speaking ?	
ST03F	percaya diri kak	
Researcher	kalau merasa grogi atau takut gitu disuruh berbicara pakai bahasa inggris pernah tidak?	
ST03F	kayaknya enggak sih kak, tapi suka pusing bingung gitu kalau disuruh bahasa inggris.	
Researcher	kalau merasakan gugup, kaget gitu pernah dek ketika tiba-tiba disuru maju gitu?	Feeling shock
ST03F	lebih ke kaget sih kak.	
Researcher	terus selain kaget apa lagi? Pernah sampek kakinya gemeteran atau deg-deg-an gak?	Feeling heart beating fast and profuse sweating
ST03F	deg-deg-an sih kak, terus ini apaa... tangan dingin tapi gak sampai keringetan sih kak. Tapi pas waktu udah didepan kelas gak gemetar sih kak.	Vibrating voice
Researcher	kalau suara bergetar gimana dek ?	
ST03F	iya kak suara saya bergetar gitu... tiba-tiba menjadi kayak ada vibra nya.	Cannot focus
Researcher	terus ketika kamu bertatapapan sama pak guru bagaimana apakah kamu sampai tiba-tiba ngeblank hilang semua kata-kata yang ada diotak ?	Communication Apprehension Lack of confidence

ST03F	iya kak, pikiran ku adi kemana-mana kak kalau lihat pak guru ketika berbicara.	Feeling affraid
Researcher	pernah gak sih kamu berfikiran kalau kemampuan berbicara mu itu bagus dalam bahasa inggris sehingga kamu itu jadi pede untuk maju?	
ST03F	enggak kak karena gak bisa bahasa inggris	Preparation
Researcher	nah...untuk mengatasi rasa takut kamu ketika sebelum berbicara didepan kelas, biasanya kamu ngapain sih?	
ST03F	Biasanya sebelum tampil kedepan saya latihan dulu kak... terus sering-sering tanya ke pak guru tentang cara baca kata yang susah sih kak.	Relaxation
Researcher	kalau tarik nafas atau membuta tubuh rilex pernah tidak?	
ST03F	pernah kak, biasanya banyak-banyak nafas biar gak grogi hahaha....[sambil ketawa]	Peer seeking
Researcher	kalau membuat sugesti ke dirimu sendiri seperti menganggap tidak ada orang di dalama kelas sehingga membuat kamu percaya diri, pernah tidak?	
ST03F	enggak pernah kak.	
Researcher	kalau melihat ke sekeliling kamu untuk melihat teman yang grogi atau takut seperti kamu pernah gak?	
ST03F	ada kak, eh...[kaget sambil tutup mulut] pernah kak sering saya sebelum tampil kedepan	
Researcher	kalau untuk tidur di kelas atau tidak mendengarkan penjelasan pak guru	

	pernah tidak untuk mengurangi rasa takut kamu?	Communication apprehension Lack of confidence
ST03F	pernah sih kak, Cuma...ya gak memperhatikan itu aja kak, kalau tidur dikelas sih enggak pernah.	
Researcher	kalau untuk faktor kenapa kamu takut untuk berbicara itu apa? Contohnya karena kamu minim berbahasa inggris jadi kamu takut buat tampil?	Lack of vocabulary
ST03F	iya kak itu membuat saya takut tampilnya karena kemampuan saya gak bagus kurang gitu kak	
Researcher	selain itu apa lagi dek yang membuat kamu itu takut banget ketika disuruh tampil berbicara?	
ST03F	ya ... itu kak,karena tidak bisa, cara membacanya kalau kosakatanya itu insyaallah bisa	
Researcher	terus ada enggak faktor seperti karena tes jadi kamu takut	
ST03F	tidak sih kak kalau tes	
Researcher	nah kalau faktor ini kamu merasa tidak? Semisal kamu mau terus kamu berfikiran kayak teman kamu menilai kemampuan berbicara kamu itu minim jadi kamu urung buat tampil ?	
ST03F	gak pernah kak kalau itu.	

INTERVIEW TRANSCRIP

Student Identity	
Code	ST04FA
Age	15 th
Gender	Female
Job	Student at Grade IX

Theme	Interview	Code
Researcher	dek...saya mau tanya tentang faktor yang mempengaruhi kamu yang membuat kamu takut untuk maju itu apa dek?Contohnya nih, kamu tidak mau maju karena kemampuan berbicara mu itu minim.	Lack of vocabulary Communication apprehension
ST04F	iya kak takut karena kata-katanya itu gak hafal semua	
Researcher	kalau faktor karena tes, seperti gak mau maju kerena ini tes bahasa inggris jadi gak mau maju.	Test anxiety
ST04F	iya kak takut juga tapi gak semua tes ya kak Cuma di bagian presentasi karena vocaburary saya kurang kak.	
Researcher	kalau faktor ini juga tidak,karena takut dinilai sama teman sendiri tentang kemampuan berbicara mu ketika maju iya atau tidak?	Fear of negative evaluation
ST04F	iya kak itu juga, malah sering sih kak jadi takut buat maju. Kadang kalau maju suka merasa takut kalau teman-teman atau pak guru berfikir saya itu tidak bisa bahasa inggris sama kadang suka berfikir kalau teman-teman nanti akan tertawa ketika melihat saya berbicara bahasa inggris kerena saya salah membacanya atau gimana gitu kak.	
Researcher	kalau cara atau strategi kamu untuk mengatasi rasa takut kamu itu gimana?	Doing preparation

ST04F	latian kak, kadang-kadang belajar kalau emang cukup waktu Dibaca berulang kali kalimat-kalimat yang susah itu biar waktu speaking didepan tidak salah pengucapan	
Researcher	kalau dengan cara merileks kan tubuh pernah gak?	Doing relaxation
ST04F	seperti tarik nafas gitu-gitu pernah kak kalau itu...kalau untuk membayangkan hal-hal yang positif seperti menganggap teman semua ini patung. Sama melihat sekeliling mu kalau ada yng takut juga kayak aku em....[melihat keatas] tidak pernah kak.	
Researcher	kalau tidur dikelas gak mendengarkan penelasan pak guru pernah gak karena grogidan takut jadi kamu tidur gitu dan gak mendengarkan?	
ST04F	enggak pernah....eh kadang-kadang sih kak	Relaxation
Researcher	biasanya kamu ngapain dek kalau grogi sebelum tampil berbicara?	
ST04F	ya... Cuma nenangin diri aja kak sama rileks	Feeling heart beating fast
Researcher	kamu sebelum tampil kamu merasa takut gak?	Reatlessness
ST04F	Cuma deg-deg an, kalau untuk keringat dingin,gemeter itu gak pernah kak atau gak ngerasin selain deg-deg-an.	

INTERVIEW TRANSCRIP

Student Identity	
Code	ST05FVA
Age	15 th
Gender	Female
Job	Student at Grade IX

Theme	Interview	Code
Researcher	kamu pernah gak merasa lebih percaya diri ketika maju pakai bahasa asli ketimbang bahasa asing?	
ST05F	enggak kak lebih percaya pakai bahasa asli sih kak.	
Researcher	kalau merasa takut menjawab pertanyaan dalam bahasa inggris dari teman atau pak guru?	
ST05F	iya kak takut, takut salah sama kosakata ku kurang sama salah nangkap arti gitu kak	Feeling misunderstanding
Researcher	kalau merasakan nerves atau grogi ketika berbahasa inggris?	Feeling nerveous and dizzy
ST05F	pernah kak. Sama merasa pusing	
Researcher	kalau gugup pernah merasakan ketika akan tampil berbicara?	
ST05F	pernah kak	Profuse sweating
Researcher	merasakan keringat dingin,kaki gemeteran pernah merasakan tidak?	Heart beating fast
ST05F	pernah kak, sebelum maju itu deg-deg-an puol, telapak tangan ini dingin.	Communication apprehension
Researcher	kalau merasa pede maju kerena kemampuan berbahasa ku bagus jadi pede aja	
ST05F	enggak gak pernah sama sekali	

Researcher	kalau cara kamu mengatasi rasa takut kamu biasanya ngapain dek?	Relaxation
ST05F	tarik nafas...[suara bergetar] latihan, sama menanyakan cara baca kepak guru.	
Researcher	kalau untuk melihat sekeliling ada yang grogi tidak ya selain aku sama memberikan bayangan hal-hal positif seperti menganggap semua ini patung gitu pernah?	Communication apprehension
ST05F	enggak kak	
Researcher	kalau tidur dikelas dan tidak memperhatikan guru pernah tidak?	Test anxiety
ST05F	tidak pernah	
Researcher	kalau faktor yang mempengaruhi kamu takut untuk tampil berbicara salah satunya karena kamu tidak ada keinginan untuk maju dengan suka rela nunggu untuk ditunjuk terlebih dahulu	Test anxiety
ST05F	iya kak kalau belum ditunjuk gak maju jadi menyiapkan diri dulu	
Researcher	kalau faktor kerena adanya tes bahasa inggris?	Test anxiety
ST05F	enggak kak kalau tes gak takut , tapi kalau speaking tes kadang takut juga kak	
Researcher	kalau takut karena takut adanya penilaian jelek dari teman-teman itu faktor kamu juga tidak?	Test anxiety
ST05F	enggak kak, aku cuek kalau itu.	

INTERVIEW TRANSCRIP

Student Identity	
Code	ST06MA
Age	15 th
Gender	Male
Job	Student at Grade IX

Theme	Interview	Code
Researcher	dek...pernah gak kamu percaya diri buat maju kedepan berbicara bahasa inggris?	Have a self-confidence
ST06M	pernah	
Researcher	kalau menjawab pertanyaan dari pak guru dan teman pakai bahasa inggris takut tidak?	
ST06M	takut kak, saya sebenarnya ketika guru saya menjelaskan saya kadang suka tidak faham kak,kadang saya bertanya ke teman pak guru disuruh ngapain, tugasnya apa gitu kak	Feeling misunderstanding with the meaninng
Researcher	kalau ketakutan dalam kelas bahasa inggris baik mau tampil kamu ngerasain apa aja?	Restlessness Feeling uncomfortable
ST06M	gelisah, gemetaran,deg-deg-an, kaki ku ini gemetar rasanya kak sama ini kak.... apa ya [sambil mengosok-gosok tenggorkan] ini kayak ada yang nyangkut ditenggorokan	Heart beating fast
Researcher	merasa nafasnya itu terburu-buru karena grogi?	Communication apprehension
ST06M	pernah kak	
Researcher	kalau pede karena kemampuan berbahasa inggrismu bagus jadi percaya diri buat maju pernah gak?	Communication apprehension Lack of vocabulary
ST06M	enggak kak [sambil ketawa]	

Researcher ST06M	kalau faktor yang mempengaruhi ketakutan kamu untuk maju berbicara itu karena kemampuan berbicaramu sangat minim? [mengganggu] pernah	Lack of confidence
Researcher ST06M	faktor karena kamu gak ada niat untuk maju terlebih dahulu tanpa nunggu ditunjuk ? iya kak saya gak pernah mau maju duluan	Test anxiety
Researcher ST06M	kalau faktor tes gitu kamu takut tidak? untuk semua tes yang didalam bahasa inggris iya takut juga kak karena kan belum siap	Fear of negative evaluation
Researcher ST06M	kalau takut karena takut dapat penilaian yang jelek dari teman-teman? iya kak itu juga salah satunya Kalau sudah maju didepan terus melihat keteman-teman takut kalau saya salah membacanya atau salah berbicara didepan takut ditertawakan jadi kalau tampil didepan saya harus benar-benar siap supaya tidak salah dan tidak ditertawakan teman karena kemampuan saya dalam berbahasa inggris tapi meskipun saya tidak tahu teman saya menilai saya bagaimana.	Doing preparation
Researcher ST06M	kalau cara mengatasinya gimana dek? biasanya ya latihan	Ask to his friends
Researcher ST06M	kalau untuk tanya-tanya ke guru tentang cara membacanya gimana yang benar gitu pernah ndak? tanya ke temen sih kak soalnya lebih nyaman tanya ke temen daripada tanya ke pak guru	Body movement

Researcher	kalau dengan cara rilek, tarik nafas gitu gitu?	Peer seeking
ST06M	pernah kak biasanya menggerak-gerakkan tubuh biar gak kaku gitu	
Researcher	kalau memberikan bayangan yang positif gitu pernah gak?	
ST06M	pernah juga, sama kadang melihat ketemen lain yang sama takut.	
Researcher	kalau tidak mendengarkan penjelasan guru ?	
ST06M	iya kak pernah soalnya kadang gurunya menjelaskan pakai bahasa inggris dan saya gak paham kak.	



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INTERVIEW TRANSCRIP

Student Identity	
Code	ST07MVA
Age	15 th
Gender	Male
Job	Student at Grade IX

Theme	Interview	Code
Reseacher	kamu pernah gak percaya diri untuk tampil berbicara didepan pakai bahasa inggris dari pada pakai bahasa asli kamu?	Lack of confidence
ST07M	tidak pernah, karena takut	
Reseacher	kalau merasakan nerves ?	Feeling nerveous
ST07M	nerves itu apa kak?	
Reseacher	nerves itu semacam grogi atau ketakutan	
ST07M	oh pernah kak kalau itu.	
Reseacher	bagaimana respon tubuh kamu ketika ketakutan atau grogi dikelas speaking?	Heart beating fast Hand shaking
ST07M	em.. deg-deg-an terus em...keringat dingin terus gemetar	
Reseacher	kalau suara tiba-tiba berubah yang awalnya keras jadi bergetar suara jadi kecil pernah?	Voice vibrating Cannot be focus
ST07M	pernah kak suara saya jadi kecil. Terus tiba-tiba bingung ketika bertatapan dengan pak guru gak tau kenapa kak kok bisa seperti itu	
Reseacher	kalau biasanya cara untuk mengatasi rasa gugup, takut dan grogi kamu biasanya ngapain sebelum tampil untuk berbicara?	Doing preparation

ST07M	em... biasanya latihan, habis itu membaca, terus... membaca doang sih kak.	Doing body movement to relaxed the body
Reseacher	kalau tarik nafas ?	
ST07M	tidak pernah	Peer seeking
Reseacher	kalau untuk menggerak-gerakkan tubuh untuk rileks biar tidak kaku pernah?	
ST07M	sering-sering menggerakkan tubuh	Peer seeking
Reseacher	kalau untuk memberikan gambaran kedalam pikiran kamu untuk menganggap semua teman mu menadi patung atau fikiran positif lainnya supaya relax pernah tidak?	
ST07M	em... enggak	Lack of confident
Reseacher	kalau melihat sekeliling kamu melihat teman-teman kamu yang ketakutan juga pernah tidak?	
ST07M	pernah-pernah sering malahan	Lack of confident
Reseacher	kalau untuk tidur dikelas dan tidak memperhatikan penjelasan guru pernah tidak?	
ST07M	pernah kak yang tidur dikelas eh... keduanya pernah saya lakukan ketika grogi	Communication apprehension
Reseacher	kalau faktor yang mempengaruhi kamu takut maju tampil kedepan untuk berbicara salah satunya karena kemampuan berbicara bahasa inggrismu itu sangat minim?	
ST07M	iya kak saya wong ndak bisa bahasa inggris disuruh berbicara ya saya takut	

Researcher	faktor kedua yaitu kamu tidak ada keinginan untuk maju dengan suka rela jadi nunggu ditunjuk terlebih dahulu.	Lack of vocabulary
ST07M	iya kak karena kadang saya disuruh maju tapi saya tidak mau maju jadi takut saya.	Test anxiety
Researcher	kalau faktor kerena disuruh berbicara pakai bahasa inggris didepan orang banyak itu juga yang bikin kamu takut untuk berbicara dalam bahasa inggris?	
ST07M	iya kak takut saya	Fear of negative evaluation
Researcher	kalau faktor karena ini itu tes jadi kamu takut untuk maju?	
ST07M	iya kak sangat takut kalau tes berbicara kalau tes yang lain gak takut saya kak. Tes bahasa inggris yang saya takuti itu Cuma tes speaking kak, kalau yang lain seperti menulis, membaca saya masih bisa santai tapi kalau tes berbicara itu sudah saya takut sekali.	
Researcher	kalau faktor karena takut dinilai jelek sama teman kerena kemampuan berbahasaku jelek itu juga termasuk tidak?	Straigthening clothers in front of the class
ST07M	iya itu juga termasuk sih kak takut aja gitu buat tampil berbicara	
Researcher	kalau untuk secara spontan meremas baju atau memainkan tangan ketika berbicara didepan kelas pernah tidak?	Fear of negative evaluation
ST07M	iya kak lebih memainkan tangan sih kak karena takut gak bisa aja	

INTERVIEW TRANSCRIP

Student Identity	
Code	ST08MR
Age	15 th
Gender	Female
Job	Student at Grade IX

Theme	Interview	Code
Researcher	aku mau tanya tentang ini,kamu pernah gak merasakan ketakutan ketika berbicara bahasa inggris didepan kelas?	Can handle the nerveous
ST08M	em....gugup sih kak,	
Researcher	tapi kamu bisa mengatasi rasa gugup itu ketika sudah didepan?	
ST08M	bisa kak ketika latihan jadi tidak gugup kak	Doing preparation
Researcher	kalau faktor-faktor yang membuat kamu takut itu apasih sih didalam kelas speaking	Communication apprehension
ST08M	ya... mungkin karena faktor tidak belajar jadi takut buat tampil berbicara kalau faktor karena kemampuan berbicara kamu itu minim jadi kamu tidak	
Researcher	iya juga kak	Lack of confidence
ST08M	faktor kerena kamu gak mau maju dulu lebih memilih untuk ditunjuk baru mau tampil benar tidak?	
Researcher	bener kak,lebih baik menunggu untuk ditunjuk dulu	Test anxiety
ST08M	kalau faktor kerena tes dikelas bahasa inggris?	
Researcher	iya takut kak diseluruh tes bahasa inggris tanpa terkecuali [sambil ketawa]	
ST08M		

Researcher	kalau faktor takut dapat penilaian jelek dari teman atau guru ?	
ST08M	enggak kak.	
Researcher	terus kalau kamu ketakutan atau grogi sebelum berbicara dikelas bahasa inggris kamu biasanya ngelakuin apa?	Ask to the other friends Feeling afraid missunderstanding Relaxation
ST08M	emm... tanya ke teman cara membaca atau tanya disuruh ngapain sama pak guru kepada teman kak, karena biasanya pak guru ngomongnya pakai bahasa inggris jadi kadang suka gak paham. Karena saya juga lebih nyaman untuk tanya kepada teman kak.	Have a good self-control
Researcher	kalau sebelum kamu tampil didepan kamu pernah gak tarik nafas gitu atau merileks kan diri?	
ST08M	enggak kak,langsung maju gitu	
Researcher	kalau memberikan sugesti kepada tubuh kamu seperti menganggap gak ada siapa-siapa jadi kamu berani maju gitu?	
ST08M	enggak kak	
Researcher	kalau melihat ketemen-teman yang nerves lainnya pernah gak?	
ST08M	enggak sih kak	
Researcher	kalau tidur dikelas dan tidak memperhatikan penjelasan guru pernah tidak?	
ST08M	em... tidak mendengarkan penjelasan guru sih kak. Karena malas saja gitu dan buat tubuh saya rileks	

Appendix V (Speaking Score)

SPEAKING SCORE

No	Students'	Level	Component of Speaking	Score	
				Pretest	Posttest
1.	ST01FR	Relaxed	Grammar	2	2
			Vocabulary	2	2
			Comprehension	1	2
			Fluency	2	2
			Pronunciation	3	2
2.	ST02FMA	Midly Anxious	Grammar	2	2
			Vocabulary	5	5
			Comprehension	4	3
			Fluency	5	5
			Pronunciation	5	4
3.	ST03FMA	Midly Anxious	Grammar	2	2
			Vocabulary	2	2
			Comprehension	3	3
			Fluency	2	2
			Pronunciation	2	2
4.	ST04FA	Anxious	Grammar	2	2
			Vocabulary	2	2
			Comprehension	2	2
			Fluency	3	3
			Pronunciation	3	3
5.	ST05FVA	Very Anxious	Grammar	2	2
			Vocabulary	2	2
			Comprehension	2	2
			Fluency	3	3
			Pronunciation	3	3
6.	ST06MA	Anxious	Grammar	2	2
			Vocabulary	2	2
			Comprehension	2	2
			Fluency	2	2
			Pronunciation	2	2
7.	ST07MVA	Very Anxious	Grammar	1	1
			Vocabulary	1	2
			Comprehension	1	1
			Fluency	1	1
			Pronunciation	1	1
8.	ST08MR	Relaxed	Grammar	2	2
			Vocabulary	2	3
			Comprehension	1	1
			Fluency	1	1
			Pronunciation	1	2

Appendix VI (Observation Sheet)

OBSERVATION SHEET

No	Component	Students'	Levels	Students' Body Symptoms
1.	To know factors and the strategies to overcome	ST01FR	Relaxed	Very calm when practice Confidence with her speaking skills Have a big motivated to speak
2.	language anxiety in speaking performance	ST02FMA	Midly Anxious	Can handle the nerveous Confidence Have motivated to come foward voluntaree
3.		ST03FMA	Midly Anxious	Can handle the nerveous There's no body movement/ body shaking Calm down
4.		ST04FA	Anxious	Restlessness Can handle the nerveous Difficult concentrating
5.		ST05FVA	Very anxious	Shaking hands/ body movement Cannot handle the nerveousness Vibrating voice Straightening clothes in front of the class
6.		ST06MA	Anxious	Reatllessness Cold hands Feeling of congestion in the troat Shaking hand
7.		ST07MVA	Very Anxious	Lack of confidence Shaking hands / body Vibrating voice Nerveousness Cannot handle the nerveousness
8.		ST08MR	Relaxed	Calm down Confidence There's no body shaking / body movement

Appendix VII Research Documentations



Students fill out the questionnaires



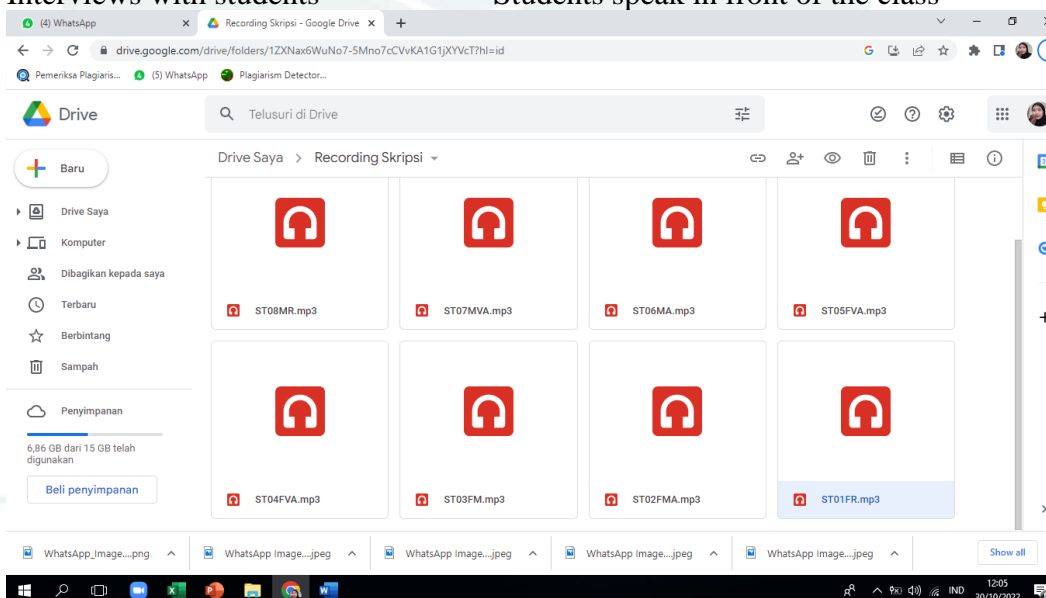
Students speak in front of the class



Interviews with students







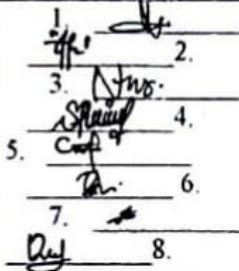

Students speak in front of the class



Students', English Teacher and Homeroom teacher Record

Appendix VIII Research Journal

JURNAL PENELITIAN

No	Time	Activity	Informant	Signature
1.	July 25 th , 2022	Meminta izin untuk penelitian kepada KEPSEK	Muhammad Sudurul Amin, S.Pd.	
2.	July 25 th , 2022	Konsultasi waktu penelitian dengan guru Bahasa Inggris	Drs. H. Zaenal Muttaqin, S.Pd.	
3.	Agustus 09 th , 2022	Membagikan Questionnaire kepada siswa kelas 9A	Drs. H. Zaenal Muttaqin, S.Pd.	
4.	Agustus 30 th , 2022	Observasi kepada siswa kelas 9A	Drs. H. Zaenal Muttaqin, S.Pd.	
5.	September 01 st , 2022	Interview kepada siswa kelas 9A	1. M.Latif Utsman A. 2. Maria Alfi S. 3. Ahmad Nafis K. 4. Putri Adhiah S.R. 5. Cahya Rizki M. 6. Ricotta Aura 7. Alexa Prayudita W 8. M. Dian Iskandar	
6.	September 01 st , 2022	Mengurus Surat Ijin selesai Penelitian	Shobirin, S.Kom.	

KH ACHMAD SIDDIQ
JEMBER



**PEMERINTAH KABUPATEN GRESIK
DINAS PENDIDIKAN**

UPT SMP NEGERI 13 GRESIK

NSS : 101050114088 NPSN : 2050502 NIS : 200580

Jalan Raya Ujungpangkah, Desa Pangkahkulon, Kecamatan Ujungpangkah, Kode Pos 61154
Tlp. (031) 3948048, 3943463. Email : smpn1_ujungpangkah@yahoo.co.id

Nomor : 423.7/111/437.53.16.1/2022
Sifat : Penting
Perihal : PENELITIAN/SURVEY

1 September 2022

Kepada,

Yth. Dekan UIN Kiai Haji Achmad Siddiq Jember

Fakultas Tarbiyah dan Ilmu Keguruan

Di –

JEMBER

Menindaklanjuti surat UIN Kiai Haji Achmad Siddiq Jember, Nomor: B-3954/In.20/3.a/PP.009/06/2022 Tanggal 23 Juni 2022, perihal Permohonan Mengadakan Penelitian/Riset, maka dengan ini kami beritahukan bahwa mahasiswi bapak, yaitu :

Nama : NURUL KHOIRIYAH
NIM : T20186001
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Penelitian : Students Strategies to Overcome Language Anxiety in Speaking Performance at UPT SMP Negeri 13 Gresik

Telah melaksanakan penelitian/riset di UPT SMP Negeri 13 Gresik mulai pada tanggal 25 Juli s.d. 1 September 2022.

Demikian surat ini kami sampaikan untuk digunakan sebagaimana mestinya.



Kepala UPT SMPN 13 Gresik,

MUHAMMAD SUDURUL AMIN, S.Pd.

19790620 201001 1 009

Appendix IX (Questionnaire)

INSTRUMEN

TINGKAT KECEMASAN DALAM BERBAHASA INGGRIS

Semua keterangan yang diberikan dalam kuesioner ini semata-mata digunakan untuk kepentingan akademis yang berkaitan dengan penelitian dalam rangka penyusunan tugas akhir. Keterangan yang diberikan akan kami jaga kerahasiannya, oleh karena itu mohon kesediaan adik-adik untuk memberikan keterangan sebenar-benarnya.
Atas bantuannya kami ucapkan terima kasih

Nama : _____
Kelas : _____
Jenis kelamin : Laki-laki/ Perempuan *(coret yang tidak perlu)

I. Petunjuk Pengisian

Pernyataan berikut adalah tentang Kecemasan Berbicara dalam Bahasa Asing. Tidak ada jawaban benar atau salah. Untuk memberikan respon, perhatikan petunjuk dibawah ini:

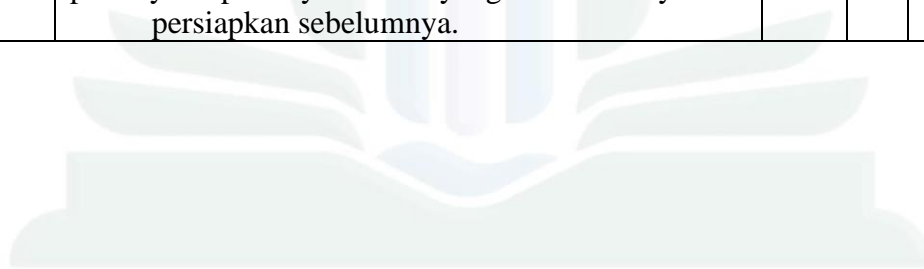
1. Tulislah nama dan kelas anda!
2. Harap baca dengan cermat dan pilih salah satu pernyataan berdasarkan tingkat persetujuan atau ketidaksetujuan Anda dengan memberikan tanda centang (v) dengan ketentuan:
 - Sangat Tidak Setuju (STS) = 1
 - Tidak Setuju (TS) = 2
 - Netral (N) = 3
 - Setuju (S) = 4
 - Sangat Setuju (SS) = 5
3. Jawablah dengan jujur, cermat, dan teliti karena jawaban tersebut **tidak mempengaruhi hasil belajar adik-adik di sekolah**
4. Telitilah pekerjaan adik-adik sebelum dikumpulkan.

II. Pernyataan tentang Tingkat Kecemasan dalam Berbahasa Inggris

No	Pernyataan	Respon				
		STS	TS	N	S	SS
1.	Saya tidak pernah cukup yakin pada diri sendiri ketika berbicara Bahasa Inggris di kelas.					
2.	Saya tidak khawatir jika membuat kesalahan di kelas Bahasa Inggris.					

3.	Saya gemetar ketika tahu bahwa saya akan diminta untuk berbicara Bahasa Inggris di kelas.					
4.	Saya takut ketika tidak mengerti apa yang dikatakan guru di kelas Bahasa Inggris.					
5.	Saya tidak ragu sama sekali untuk menambah les Bahasa Inggris.					
6.	Saat pelajaran Bahasa Inggris, saya memikirkan hal-hal yang tidak berhubungan dengan pelajaran.					
7.	Saya berpikir bahwa Bahasa Inggris teman sekelas saya lebih baik dari saya.					
8.	Saya biasanya nyaman selama tes Bahasa Inggris di kelas.					
9.	Saya mulai panik ketika saya harus berbicara Bahasa Inggris di kelas tanpa persiapan.					
10.	Saya khawatir tentang akibat jika saya gagal saat pelajaran Bahasa Inggris di kelas.					
11.	Saya tidak mengerti mengapa beberapa teman menjadi begitu bingung saat pelajaran Bahasa Inggris.					
12.	Saat pelajaran Bahasa Inggris, saya sangat gugup hingga saya lupa apa yang saya tahu.					
13.	Saya malu untuk mengajukan diri menjawab di kelas Bahasa Inggris.					
14.	Saya tidak akan gugup ketika berbicara Bahasa Inggris dengan penutur asli Bahasa Inggris.					
15.	Saya mengalami depresi ketika saya tidak mengerti apa yang guru koreksi tentang Bahasa Inggris saya.					
16.	Walaupun saya siap untuk pelajaran Bahasa Inggris, saya tetap merasa cemas.					
17.	Saya sering merasa tidak ingin mengikuti pelajaran Bahasa Inggris.					
18.	Saya percaya diri ketika berbicara Bahasa Inggris di kelas.					
19.	Saya takut guru Bahasa Inggris akan mengoreksi setiap kesalahan yang saya buat.					
20.	Saya merasa jantung saya berdebar ketika diminta untuk berbicara Bahasa Inggris di kelas.					
21.	Semakin saya mempersiapkan diri untuk tes Bahasa Inggris, semakin saya bingung.					
22.	Saya tidak merasa tertekan untuk mempersiapkan dengan baik pelajaran Bahasa Inggris					
23.	Saya selalu merasa bahwa teman sekelas saya berbahasa Inggris lebih baik daripada saya.					

24	Saya merasa malu ketika berbicara Bahasa Inggris di depan siswa lain.					
25	Pelajaran Bahasa Inggris berjalan begitu cepat sehingga saya khawatir tertinggal pelajaran.					
26	Saya merasa tegang dan lebih tertekan saat pelajaran Bahasa Inggris daripada pelajaran lain.					
27	Saya gugup ketika berbicara Bahasa Inggris di kelas.					
28	Sebelum pelajaran Bahasa Inggris dimulai, saya merasa percaya diri dan santai.					
29	Saya gugup ketika saya tidak mengerti setiap kata yang diucapkan guru Bahasa Inggris.					
30	Saya merasa kewalahan dengan beberapa aturan yang harus dipelajari untuk berbicara Bahasa Inggris.					
31	Saya takut teman sekelas saya akan menertawakan saya ketika saya berbicara Bahasa Inggris.					
32	Saya merasa santai ketika penutur asli Bahasa Inggris bersama dengan saya.					
33	Saya gugup ketika guru Bahasa Inggris mengajukan pertanyaan-pertanyaan yang belum saya persiapkan sebelumnya.					



UIN

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ
JEMBER**

DECLARATION OF AUTHENTICITY

The undersigned below:

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Program : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KH. Achmad Siddiq Jember

State that thesis entitled "Students' Strategies To Overcome The Level of Language Anxiety in Speaking Performance at UPT SMPN 13 Gresik" is trully my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact, I am th eonly person who is responsible for the thesis if there is any objection or claim for other

Author



Nurul Khoiriyah
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BIOGRAPHY



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 2. SDN 1 Kebonagung Gresik (Elementary School)
 3. UPT SMPN 13 Gresik (Junior High School)
 4. SMAN 1 Sidayu Gresik (Senior High School)
 5. UIN KH. Achmad Siddiq Jember
- b) **Informal School**
 1. Gama Cendekia (2011 – 2014)
 2. Ganesha Operation (2015 – 2017)
 3. Delta EC Pare (14th – 29th December 2018)