STUDENTS' SPEAKING ANXIETY
IN AN ENGLISH SPEAKING CLUB AT SMAN 4 JEMBER

THESIS

Presented to
State Institute of Islamic Studies (IAIN) Jember in partial fulfillment of
the requirements for Bachelor Degree (S.Pd)

English Education Department

Islamic Education and Teacher Training Faculty

By:

LUTFIYA NUR HAMIDAH
NIM. T20166032

ENGLISH EDUCATION DEPARTMENT
ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES (IAIN) JEMBER
May 2020

i

APPROVAL OF ADVISOR

STUDENTS' SPEAKING ANXIETY
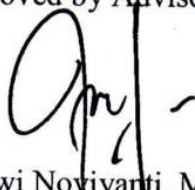# IN AN ENGLISH SPEAKING CLUB AT SMAN 4 JEMBER

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Approved by Advisor

Sari Dewi Noviyanti, M.Pd
NUP. 20160393

ii

APPROVAL OF BOARD EXAMINERS

STUDENTS' SPEAKING ANXIETY
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THESIS

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One of the requirements for obtaining Bachelor Degree (S.Pd)
Islamic Education and Teacher Training Faculty
English Education Department

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Date : May 15th 2020

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Dr. H. Mashudi, M.Pd.
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iii

MOTTO

<div dir="rtl">

.... فَٱسْتَبِقُوا ٱلْخَيْرَٰتِ ....

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"…So, vie with one another in good works…"

(QS. Al-Baqarah: 148)[1]

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[1] AyatAlquran.net. https://ayatalquran.net/2015/01/surah-al-baqarah-%D8%A7%D9%84%D8%A%D9%82%D8%B1%D8%A9-the-cow-terjemah-bahasa-inggris/ (03 Juni 2020).

DEDICATION

I dedicate this thesis to:

1. My beloved parents, my Bapak Ahmad Suryadi and my Mamak Alfiatun Khoiriyah who always understands and gives me everything.

2. My big family that I cannot mention name one by one, thanks for supporting me.

3. My great teacher, Miftahul Hidayat Imananbillah, M.Pd. who directed me since school and gave his knowledge.

4. All my teachers and my second parents in Jember, KH. Moch. Ainul Yaqin and Ny. Hj. St. Zaenab.

5. My young sister, Sindi Maulida Hasanah, who always brings happiness for me.

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8. All my friends in Extraordinary Class thank you for the past four years. I will not forget our time together.

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The researcher realized that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express thanks to all of those who had helped and supported the researcher during the process of writing this thesis. This goes to:

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9. Everyone who has helped the researcher to conduct the research and write this thesis who's cannot mention one by one.

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

Jember, May 15th 2020

Lutfiya Nur Hamidah

ABSTRACT

Lutfiya Nur Hamidah, 2020. *STUDENTS' SPEAKING ANXIETY IN AN ENGLISH SPEAKING CLUB AT SMAN 4 JEMBER*.

Keywords : *Anxiety, Speaking Skill, Extracurricular English Club SMAN 4 Jember*

Anxiety has been considered as negative influence in learning a language. In speaking, it is also reported to be debilitating for the students' performance and achievement. There was factors can be investigate in English Speaking Club at SMAN 4 Jember because many members shows the symptoms. So, this thesis tries to collect the data about factors causes, influence, and strategies to reduce student anxiety in speaking English.

This thesis has three questions, 1) What does factors causes speaking anxiety in English Speaking Club at SMAN 4 Jember? 2) How does speaking anxiety influence speaking skill of students in English Speaking Club at SMAN 4 Jember? 3) How are teacher and students' strategies to resolve student speaking anxiety in English Speaking Club at SMAN 4 Jember?

The objective of the research is to examine the factors causes of students speaking anxiety, to investigate the influence, and to describe the teacher and student strategies to reduce of speaking anxiety in Speaking English Club at SMAN 4 Jember.

For the method, this thesis used descriptive and qualitative approach. The subject of this research was the member of extracurricular of English Speaking Club, the teacher mentor, and the pair mentor. While, the technique of data collection of this thesis used observation, interview, and document review. To validity of the data, this research used triangulation of technique and triangulation of sources.

The finding of the research is mostly of students anxiety was cause afraid to make mistake. Their factors made them anxious and influence in speaking skill. Because of anxiety, all member of extracurricular English Speaking Club have less fluency and inaccuracy in their speaking skill. While, the most of student used preparation to reduce their anxiety, included the teacher mentor helped the student used giving suggestions, more time to preparation, and privately conversation in the class.

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II LITERATURE REVIEW

CHAPTER III RESEARCH METHODOLOGY

CHAPTER IV FINDINGS AND DISCUSSION

CHAPTER V CONCLUSION AND SUGGESTION

LIST OF TABLE

xi

LIST OF APPENDICES

CHPTER I

INTRODUCTION

This chapter presents the background of research, research problem, research objective, significance of the research, and definition of key term.

A. Research Background

Nowadays, English has transformed into a global language which became pre-requirement for many academic, career, and social needs, including in Indonesia. Somehow, the acquisition of the foreign language requires efforts and hard work. Ability to communicate in English as the international language is prominent.[2] Indonesia needs to improve its human resources with sufficient skills and abilities including English speaking skill to enable them to communicate with people worldwide. Therefore, mastering English is very important for Indonesian people in order to improve their competitiveness nowadays.

In English education, there are four language skills that need to be mastered by students, listening, speaking, reading, and writing. In Indonesia, English-speaking is a foreign language that should be mastered by every learner from junior high school up to university level. It is because the main goal of mastering the target language is mastering speaking skills.[3] Speaking is one of the productive skills that demands English language learners to have huge courage and confidence in conveying message to the listener. Brown asserted that speaking is rather difficult to acquire than the other three. Because it is crucial for

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[2] Rio Harwanto. *Factors That Cause Language Anxiety In The English Classroom Speaking Performance In Smp Negeri 4 Pakem Yogyakarta*. Yogyakarta State University. 2013. p, 13.

[3] Hayatul & Fitriah. *Foreign Language Speaking Anxiety: A Case Study At English Department Students of IAIN Lhokseumawe And Al Muslim University*. Jurnal Ilmiah DIDAKTIKA Februari 2019 VOL. 19, NO. 2, 140-158. 2019. p, 141.

1

everyone to build good communication among them, because speaking skill needs direct interactions, in which someone speak to someone directly. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. [4]

Moreover, the other four skills can be practiced alone, but for speaking, the students cannot really speak alone, that is why students should make every effort possible to find somebody to speak with.[5] According Nunan, speaking is one of a key aspect of learning a second or foreign language. Moreover, he further notes that the success of learning the language is measured in terms of the ability to carry out a conversation in the target language.[6] It can be said that being able to speak fluently is essential in student language learning to communicate both in inside or outside the classroom.

In the context of speaking English, being able to speak to friends and even speak with foreigners, in their language which both of them understand is surely the goal of many learners of English. However, the biggest problem students of English face are to speak in it. Exactly, there are still a lot of factors that cause students to face the difficulties in learning to speak in English. One of the factors is the anxiety. Students anxiety is a real problem that majority of students face in learning English as a foreign language. Boonkit stated that consequently, many reasons to take into consideration might be lack of confidence in terms of anxiety

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[4] Cited in Syamsin Nurussalam. *The Attribution On Students' Speaking Anxiety In EFL Classroom.* Journal of English and Education 2016, 4(2), 101-114. 2019. p, 139.

[5] Septi Indriyanti. *Students' Anxiety In Speaking English (A Case Study In One Hotel And Tourism College In Bandung)*. ELTIN Journal, Volume 4/I, April 2016. p, 29.

[6] D. Nunan. *Language Teaching Methodology*. (Pearson Education Limited. 2000). p, 39.

2

about making errors. It can be stressful when they are expected to speak before the fluency is achieved.[7]

According to Horwitz, some learners may claim to have a mental block against anxiety when they come to learn to speak a second or foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process.[8] The psychological factors should be identified early before reducing and controlling them to cope with the mental block. In line with the issue of anxiety, Thornburry states that lack of vocabularies, improper grammatical, fears of mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking.[9] Furthermore, Fitriah & Hayatul stated that other researchers, Liu and Ni mention other common factors causing students' anxiety are insufficient vocabulary storage, linguistics problem, lack of confidence and preparedness.[10]

Students' speaking anxiety is a common phenomenon that students commonly face. Generally, students face many problems in language acquisition effort. Usually there are some mistakes in teaching method that make students assume that English is difficult and it causes students anxiety to apply the language in classroom. And generally, anxiety can be defined as a complex concept dependent upon not only on one's feelings of self-efficacy but also

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[7] Kamonpan Boonki. *Enhancing the Development of Speaking Skill for Non-Native Speaker of English*. Procedia Social and Behavioral Sciences 2 (2010) 1305-1309. 2010. p,139.

[8] Horwitz. *Foreign Language Classroom Anxiety: The Modern Language*. Journal. 70, 125-132. Retrieved from http://engrammetron.net/resources/psychophysiologyrestricted/Articles/Horwitz_etal.pdf. (April 25th 2020)

[9] Cites on Septi Indriyanti. *Students' Anxiety In Speaking English (A Case Study In One Hotel And Tourism College In Bandung)*. ELTIN Journal, Volume 4/I, April 2016. p, 29.

[10] Hayatul & Fitriah. *Foreign Language Speaking Anxiety: A Case Study At English Department Students Of IAIN Lhokseumawe And Al Muslim University*. Jurnal Ilmiah DIDAKTIKA Februari 2019 VOL. 19, NO. 2, 140-158. 2019. p, 142.

appraisals concerning the potential and perceived threats inherent in certain situations.[11]

Thus, speaking anxiety takes significant effect on students' speaking skill and becomes a serious psychological problem. It can disturb their leaning process, and their interaction with other friends, moreover in Foreign Language Learning especially in English Language. Considering what have been explained above, researcher attempts to investigate the influence students' speaking anxiety to speaking skill and find out its reasons or factors and solve the anxiety in Speaking Class of Extracurricular of English Club in SMAN 4 Jember.

B. Research Questions

Based on the previous background of the research, the researcher states the research problems of this research are:

1. What factors cause of student's speaking anxiety in English Speaking Club at SMAN 4 Jember?

2. How does speaking anxiety influence speaking skill of students in English Speaking Club at SMAN 4 Jember toward their speaking skills?

3. How are teacher and students' strategies to resolve student speaking anxiety in English Speaking Club at SMAN 4 Jember?

C. Research Objective

The research objectives are:

1. To examine the factor causing students' speaking anxiety in Speaking English Club in SMAN 4 Jember.

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[11] Nur Lina Amalia Huda. *Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018).* (Semarang: UIN Walisongo Semarang). 2018, p.16.

4

2. To investigate the influences of speaking anxiety in English Speaking Club In SMAN 4 Jember.

3. To investigate teacher and student strategies to reduce speaking anxiety in Speaking English Club in SMAN 4 Jember.

D. Significant of the Research

1. **Theoretical Significance**

   This research is expected to give information about cause or factors of students' anxiety in speaking English, the influences of students' anxiety in speaking English, and students' ways to overcome their anxiety in speaking English.

2. **Practical Significance**

   The results of this research are expected to give benefits to the teaching and learning process in the future both theoretically and practically especially in teaching speaking.

   a) For the Students

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

   b) For the Teachers

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

   c) For the Researcher

5

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

E. **Definition of Key Term**

There are two variables that are operated in this research. Definition of the variable are clarified as follows:

1. **Anxiety**

   As we know before, the anxiety is defined as the feeling of fear, worries, and nervousness in facing a certain condition. Some experts explained the definition of anxiety. As stated by Horwitz, anxiety is the feeling of tension, apprehension, nervous, and worry associated with an around of the autonomic nervous system.[12] This research will focus on find the factor and influence of students' speaking anxiety in speaking class of extracurricular English Club SMAN 4 Jember.

2. **Speaking Skill**

   According to Chastain, speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it.[13] To increase the skill in communicating in English, it is not enough in the classroom but practice outside of the classroom. It will be influenced our speaking skill.

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[12] Cited in T. Mayangta. *Students' Speaking Anxiety in EFL Classroom*. A Thesis. Universitas Pendidikan Bandung. 2013, p. 6.

[13] Siti Surinah. *An Analysis On Students' Speaking Skill At Second Grade SMP 8 Rambah Hilir*. Universitas Pangaraian. 2015, p.2.

CHAPTER II

LITERATURE REVIEW

A. Review of Previous Research

To conduct this research, the researcher has some related studies to compare the research with the other. Some related research such as:

The first research was conducted by Imam Wahyudi Antoro (2015) entitled "Speaking Anxiety: Factors Contributing To The Anxiety In Speaking Class Of The First Year Students Of English Department Faculty Of Latter Jember University". The researcher focused on factors that contribute to anxiety speaking class. The purpose of this research is to get the further knowledge of the factors that contribute to anxiety speaking class, also to get the result of the dominant factors that contribute to anxiety speaking class in the first year students of English Department Faculty of Latter Jember University.

The second research was conducted by Darmawati Kadir (2017) entitled "Students' Anxiety In Speaking English At Second Grade Students of SMA Pesantren Mahyajatul Qurra' Takalar". In this research, the researcher tries to find out of the type of students' anxiety in speaking English, the factors of students' anxiety and to find out how the student overcome the anxiety in speaking English.

The third research was conducted by Rumini Yuliana (2017) entitled "A Study of Student's Anxiety in Speaking Performance at the Second Semester of English Education Department of IAIN Surakarta". The researcher focused to investigate student's anxiety in speaking performance from several problems such as what types of anxiety faced by students, what are factors and strategies to reduce student anxiety, and what are the levels of student anxiety.

7

The last research was conducted by Nur Lina Amalia Huda (2018) entitled "Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018)". The aims of his research are to find out the speaking anxiety of English Education Department students in the presentation and to find out the reasons and the sources of the speaking anxiety of English Education Department students in the presentation.

The similarities between previous research and this current research are both looking for factors from the anxiety of speaking English, and how to solve the speaking anxiety that they face.

Based on the previous research, there was difference with the researcher has. That difference is, this research, the researcher tried to dig information about the influence of anxiety in speaking English on their ability to speak English.

Table 2.1 Similarities and Differences of Previous Research

NO	TITLE	SIMILARITIES	DIFFERENCES
	1	2	3
1.	Imam Wahyudi Antoro (2015): "Speaking Anxiety: Factors Contributing To The Anxiety In Speaking Class Of The First Year Students Of English Department Faculty Of Latter Jember University."	This research and the previous research use a qualitative method to find out the factor of speaking anxiety and find solve of the speaking anxiety. Both research have similarities in the methodology of the research and the factors of speaking anxiety. Also how to solve it.	The purpose of this research is to get the further knowledge of the factors that contribute to anxiety speaking class. To get the result of the dominant factors contribute to anxiety speaking class. The research is for first year students of English Department Faculty of

	1	2	3
			Letter Jember University.
2.	Darmawati Kadir (2017): "Students' Anxiety In Speaking English At Second Grade Students Of SMA Pesantren Mahyajatul Qurra' Takalar."	Both research use a qualitative method to find out the factor of speaking anxiety, find the solve of the speaking anxiety in student of Senior High School.	To find out of the type of students' anxiety in speaking English.
3.	Rumini Yuliana (2017): "A Study Of Student's Anxiety In Speaking Performance At The Second Semester Of English Education Department Of IAIN Surakarta."	The research and previous research use a qualitative method to find out the factor of speaking anxiety. The aim of both research are to find factors anxiety through in speaking performance.	The researcher focused to investigate student's anxiety in speaking performance, types of anxiety faced by students and levels of students' anxiety. The research for student second semester of university.
4.	Nur Lina Amalia Huda (2018): "Speaking Anxiety In The Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018)."	Both research use a qualitative method and find out the factor or reason of speaking anxiety.	The aim of previous research is to find out the speaking anxiety in the presentation, to find out the sources of the speaking anxiety. The research for student of English Education Department.

B. Theoretical Framework

1. Speaking Anxiety

In general, anxiety is defined as disturbance for self-efficacy due to a mental threat or uneasy feeling due to something threatening.[14] Speaking anxiety is a reaction that can be felt by who feels afraid to speak. Anxiety make human fell scared and created chaos in human's mind. According to Horwitz, "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." And in every age can have anxiety.[15]

a. Symptoms of Speaking Anxiety

1) Physiological Symptoms

There are some invisible mental signs of speaking anxiety that need to be known. Kanar asserts that learners who experience anxiety in speaking are characterized by these mental symptoms: disorganized thoughts, forgetting what they had planned to say, feeling of inadequacy, and negative self-talk. She claims that students experience the physical and mental symptoms before speaking or when they begin to speak. She states also that the first case of learners, who experience the psychological symptoms before speaking, become "tongue-tied". However, the second case of learners, who experience them when starting to speak, may be fine once they get going[16]. The

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

[15] Horwitz, E. *Foreign Language Classroom Anxiety: The Modern Language*. Journal. 70, 125-132. Retrieved from http://engrammetron.net/resources/psychophysiologyrestricted/Articles/Horwitz_etal.pdf. (April 25th 2020).

[16] Achbi, F. Z. & Sebaa, *Enhancing Foreign Language Students' Speaking Performance Through Overcoming Anxiety. (Master Thesis)*. Biskra university: Algeria. 2011. p, 36.

aforementioned symptoms are experienced by students in different speaking situations.

2) Behavioral Symptoms

Other behavioral signs are observed when the person experiences speaking anxiety. The individual with communication apprehension prefers to keep silent, quiet in any direct interaction with others and is intimidated by super ordinates. Also, he/she is uncertain about expressing his/her views and matters, this is individual apologies when his/her views are challenged, and he/she often interprets others' questions as criticisms. Furthermore, the reticent or communication apprehensive person feels that he /she is not safe and protected, feels not good enough in communication, is quickly embarrassed, shy, does not want to talk to other people, and prone to share the same idea with others. As a result, the individual may show an unwillingness to communicate with others so that he/she prefers to remain silent in most times "Individuals with communication reticence exhibit the predisposition of unwillingness to communicate."[17] Also, there are other psychological symptoms of speech anxiety.

b. Factor of Speaking Anxiety

Learning anxiety can be attributed into several factors. Horwitz argues that in the context of foreign language learning, learner may feel anxious due to problem related to three dimension of anxiety. Firstly, communication apprehension Secondly, fear of negative evaluation Thirdly, a general feeling of anxiety The description of these components

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[17] Achbi, F. Z. & Sebaa,. *Enhancing Foreign Language Students' Speaking Performance Through Overcoming Anxiety. (Master Thesis)*. Biskra university, Algeria. 2011. p, 69.

will lay the foundation for the concept of foreign language anxiety, providing an insight to comprehend the source of anxiety.[18] As the focus in this study is on speaking skill, those components will be explained below:

1) Communication apprehension

Communication apprehension is a fear or anxiety about actual or anticipated communication with other individuals, and is a behavioral trait related to the psychological constructs of shyness and reticence.[19] On the other hand, Horwitz define communication apprehension as "a type of shyness characterized by fear or anxiety about communication with other people".[20] Relevant to the statement mention above, Tanveer argues that communication apprehension may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual life and learners" personality traits such as shyness, quietness, and reticence are considered too frequently precipitate communication apprehension.[21]

2) Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component of foreign language anxiety because it is not limited to

[18] Cited in Septi Indriyanti. *Students' Anxiety In Speaking English (A Case Study In One Hotel And Tourism College In Bandung)*. ELTIN Journal, Volume 4/I, April 2016. p, 30.

[19] Muhammad Tanveer. *Investigation of the factors that causelanguage anxiety for ESL/EFLlearners in learning speaking skills and the influence it casts oncommunication in the target language*. Unpublished Doctoral Dissertation. University of Glasglow. (United Kingdom. 2007), p.11.

[20] Muhammad Tanveer. *Investigation of the factors that causelanguage anxiety for ESL/EFLlearners in learning speaking skills and the influence it casts oncommunication in the target language*. Unpublished Doctoral Dissertation. University of Glasglow. (United Kingdom. 2007), p.13.

[21] Muhammad Tanveer. *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. Unpublished Doctoral Dissertation. University of Glasglow. (United Kingdom. 2007), p.13.

test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in foreign language class.[22] It is also boarder in the sense that it pertains not only to the teachers" evaluation of the students but also to the perceived reaction of other students as well.

3) Test Anxiety

An understanding test anxiety is also related to the discussion of foreign language anxiety. Test anxiety, as explain by Horwitz refers to a type of performance anxiety stemming from a fear of failure. Test anxiety is quite pervasive in language classroom because of its continuous performance evaluative nature.[23] As test anxiety is treated differently when dealing with oral communication, the other two components can be focused on in examining the attitudes in English oral communication classroom.

Furthermore, other researchers, the research of Huyen (2003), Boonkit (2010), Liu (2011), mention that there are other common factors causing students, "Anxiety includes lack of vocabulary, lack of confidence, fear of making mistakes and being laughed at, lack of preparation and shyness.[24]

1) Lack of vocabulary

Lack of vocabulary knowledge could lead to the students difficulties in language reception and productions and becomes

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[22] Horwitz, E. K., Horwitz , M. B., & Cope, J. *Foreign language classroom anxiety.* The Modern Language Journal, 70, 125-132. 1986. p, 127.

[23] Muhammad Tanveer. *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language.* Unpublished Doctoral Dissertation. University of Glasglow. (United Kingdom. 2007), p.12.

[24] Cited in Septi Indriyanti. *Students' Anxiety In Speaking English (A Case Study In One Hotel And Tourism College In Bandung).* ELTIN Journal, Volume 4/I, April 2016. p, 31.

13

an obstacle that hinders them to express themselves in English.[25] It can be said that lack of vocabulary was identified as a main cause for student anxiety in oral English classroom.

2) Lack of Confident

Inability to express the idea because of lack of confidence is one of another cause of anxiety in oral English classroom. Students lack of confidence usually occurs when they realize that his/ her partner do not understand while they are having a conversation. In this case, they tend to keep silence rather than keep speaking English. Regarding to this, Han (2010) argues that the students' lack of confidence in speaking English will influence their speaking ability and aural comprehension.

3) Fear Making Mistake

Student fear of making mistakes in speaking English has been a common issue, especially in EFL context like in Indonesia. The students feared making mistakes and being laugh at, which made them (very) anxious when speaking English to other in class, like previous study.[26] In line with this, Tsui argues that fear of making mistakes become becomes of one of the main factor for the students reluctance to speak English in the classroom.[27]

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[25] Cited in Juhana. *Psychological factors that hinder students from speaking in English class (a case study in senior high school in south Tangerang, Banten, Indonisia)*. Journal of education and practice, 3(12), 100-110. 2012, p. 35.

[26] M. Liu. *Anxiety in oral English classrooms: a case study in China*. Indonesian journal of English language teaching, 3(1), 2007. 119-137.

[27] Nunan, D. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press. 1989.

Moreover, Aftat adds that this fear is linked to the issue of correction and negative evaluation. This influenced by the students' fear of being laughed at by other students. In addition, He and Chen states that the students feel frightened at the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluation from their peers if they make mistakes in speaking.[28] As result, they worry about how they will sound, and they stop participating in the speaking activity.

4) Lack of Preparation

Lack of preparation also caused many students to become anxious when speaking English in class.[29] In his research found that more students attributed their anxiety to lack of preparation and expressed that they would feel less anxious and more confident to speak English with preparation. Thus, it is clear that preparation could enhance students' confidence in speaking English though it might not be able to get rid of anxiety.

5) Shyness

Shyness is another source of anxiety experienced by the students. This is supported by Gebhard, states that shyness is one of difficulties that every student faces while learning a new

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[28] Cited in Juhana. *Psychological factors that hinder students from speaking in English class (a case study in senior high school in south Tangerang, Banten, Indonisia)*. Journal of education and practice, 3(12), 100-110. 2012, p. 36.

[29] M. Liu. *Anxiety in oral English classrooms: a case study in China*. Indonesian journal of English language teaching, 3(1), 2007, p.130.

language and a factor that cause students reluctant to speak in English class. This indicates that shyness could be a source of problem in students' activities especially in speaking class. Further explanation, Baldwin argues that speaking in front of people is one of the more common phobias that the students encounter and feeling of shyness makes their mind go "blank" forget what to say.[30] In addition, Ericson says that shyness may be caused by the low self esteem and an accompanying fear of rejection. From the source above, paying attention to this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom.[31]

c. **Category of Speaking Anxiety**

"Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object". Anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, and worry. To put it in another word, anxiety can be generally associated with threats to self-efficacy and appraisals of situations as threatening.[32]

In addition, Gregersen argues that learners who feel anxious in their foreign language learning may find their study less enjoyable. In

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[30] Cited in Juhana. *Psychological factors that hinder students from speaking in English class (a case study in senior high school in south Tangerang, Banten, Indonisia).* Journal of education and practice, 3(12), 100-110. 2012, p. 20.

[31] Erikson. *Students' Obstacle in Practicing Speaking English*. (A case study at Batam Polyhtecnic. Thesis. Unpublished. 2009. p, 36.

[32] Hayatul & Fitriah. *Foreign Language Speaking Anxiety: A Case Study At English Department Students Of IAIN Lhokseumawe And Al Muslim University*. Jurnal Ilmiah DIDAKTIKA Februari 2019 VOL. 19, NO. 2, 140-158. p, 146.

case of the conducted studies on foreign language anxiety, a review of the literature has shown that foreign language anxiety is negatively related to foreign language learning.[33] In the other words, students who feel anxiety will lose their self-confidence. They will have particular perception that assumes something as a big problem or difficult matter. The condition can lead them into certain level of frustration.

According to Ellis there are some types of anxiety in learning the language which is related to psychology domain.[34] In this case, Ellis classifies anxiety into three categories, namely: trait anxiety, state anxiety and situation-specific anxiety.

1) Trait Anxiety

Trait anxiety is one of person's personality trait and behavior that typically adhered to a person which is permanent and difficult to change. Incapability to express feeling, emotion, idea and thought enable students to involve in this category since they cannot control their nervousness. Thus, their involvement in classroom activities is questionable in increasing their speaking ability. They tend to keep silence rather than speak or give some ideas in front of the class. It also happens in any situation or subjects in the school.

2) State Anxiety

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[33] Cited in MacIntyre, P. D. & Gardner, R. C. *Methods and results in the study of anxiety in language learning: A review of the literature*. The Journal of Language Learning, 41, 85-117. 1991.
[34] Hayatul & Fitriah. *Foreign Language Speaking Anxiety: A Case Study At English Department Students Of IAIN Lhokseumawe And Al Muslim University*. Jurnal Ilmiah DIDAKTIKA Februari 2019 VOL. 19, NO. 2, 140-158. p, 146.

State anxiety is a tentative feeling of anxiety due to the change of one's emotional state caused by an external factor. It occurs because the learners are exposed to particular emotion, stress, and pressure during taking the class. Moreover, controlling an idea and emotion may leads the students to enjoy the classroom activities. Regarding this situation, Spielberger says that state anxiety is a feeling of anxiety which is part of normal psychology response that will disappear along with the good emotional response rebuild toward target language.

3) Situation-Specific Anxiety

Specific-situation anxiety is a feeling of anxiety caused by the particular situation or event in learning the target language. In this case, the situation is likely when the students take the examination, joining in class participation, English Community club and public speaking.

From the quotations, it can be said that student anxiety could come from several possible factors. Different factors will cause different effect of anxiety and it needs different treatment as well to cope with particular kind of anxiety.

The factor of anxiety can be detected by some signs. Johnston explains some signs detect anxiety; physical signs like sweating, having headache and breathing shortly, emotional signs like fear of death and cognitive signs like having difficulties concentrating. It means that they feel anxious.[35] Student who shows the signs anxiety

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[35] Johnston, J. E. *The Complex Idiot's Guide to Controlling Anxiety*. Indianapolis: Apha Book. 2006.

should be helped by the teacher to reduce their anxiety and give them solution for solving it.

There are several signs of anxiety that showed by anxiety symptoms mind.[36] These symptoms are feel frighten, may tell ourselves that we are physically ill having heart attack or going mad, think that people are looking at us, worry that we may lose control and make a fool of ourselves in front of others, feel that we must escape and get to safe place.

Although, anxiety is mostly about negatives thing, but anxiety also has positive side. According to Mayer anxiety is a normal aspect of life and being of human. In order to have a zest for life, to get after dreams, to be mentality alert, and to achieve goals, anxiety is one of driving forces that can help.[37]

The researcher can conclude that, "Anxiety is a feeling and related to the psychological system of someone who is experiencing an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future". Furthermore, anxiety is meant by a risk of a situation and can be reduced if someone has achieved what they want.

2. Teacher and Students' Strategies to Reducing Anxiety

David Shinji Kondo and Yan Ying-Ling[38] wrote in academic journal about strategies for coping with language anxiety. In their journal,

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[36] Terry Dixon. *Understanding Anxiety Problems*: help for anxiety and panic, phobias, OCD, and depression. Help-For. 2012.

[37] Mayer, D.P. *Overcoming School Anxiety.* New York: AMACOM. 2008.

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

there are five strategies that can use by students for reducing their anxiety to perform in front of class, namely: preparation, relaxation, positive thinking, peer seeking and resignation.

a. Preparation

The first strategy is preparation. In this strategy students attempt to control their own self by improving learning and study strategies (example: study hard, trying to obtain good summaries of lecture notes). By using these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and reduce the anxiety associated with the language class.[39]

b. Relaxation

The second one is relaxation, the goal of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something (example: take a deep breath and try to calm down).

c. Positive Thinking

The third strategy is Positive Thinking, it is characterized by cooling down of pressure problematic cognitive processes that underlie students' anxiety, think that everything can be well. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student, (Example: imagining oneself giving a great performance, trying to enjoy the tension). It is necessary to think positive, to realize that everyone makes mistakes learning a language and that making errors is an integral part of the language learning process. It is also important to

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[39] Darmawati Kadir. The Thesis *Students' Anxiety In Speaking English At Second Grade Students Of SMA Pesantren Mahyajatul Qurra' Takalar.* (Makassar, 2017), 24.

realize that perfection is an impossible goal and that is not a requisite for success.[40]

d. Peer Seeking

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

e. Resignation

The last strategy is resignation. This is characterized by students' unwillingness to do anything to decrease their language anxiety. Resignation seems intent on minimizing the impact of anxiety by refusing to face the problem (example: give up, sleeping in class).[41]

Insight and understanding are essential to overcoming anxiety problems. However, from shyness to depression, there is something else that is equally important namely changing behavior. To change the behavior we have to do the behavior, but it will not help students if they feel bad about themselves and did not answer about their own problem to found the solution. Therefore, for successfully overcoming anxiety disorder, the student requires both insight and behavior change.[42]

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[40] Tseng, Shu-Feng, 2012, *The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking. Cheng Shiu University.* WHAMPOA – An Interdisciplinary Journal 63(2012)75-90.
[41] Kondo, David Shinji and Ying-Ling, Yang. 2004. *Strategies for Coping with Language Anxiety: The case students of English in Japan.* ELT Journal Volume 58/3 Jult 2004.
[42] Dixon, Terry. 2011. *Understanding Anxiety Problem.* Help-for. Pg. 23.

Beside the students own strategies to reduce their anxiety, a teacher also can contribute to help students to reduce it. Shu Feng Tseng states that there are several ways for teacher to reduce students' anxiety, they are to give more attention for students and their language learning. If students detect that their teacher has a true interest in their language learning, they will be motivated to have an even stronger interest in their own learning. Next is create a warm, reassuring classroom atmosphere to create a more relaxed and comfortable classroom atmosphere, walk around the room and make occasional contact and use humor in sufficient amounts. The next step is incorporate into the lesson classroom activities that indirectly get the student to think about their own anxiety, the cause of it, and possibly ways of alleviating or reduce it.[43]

3. Speaking Skill

According to Brown, speaking is productive skill that can be directly and empirically observe, those observed are invariably colored by the accuracy and effectiveness of a test-takers speaking skill, which necessarily compromise the reliability and validity of an oral production test.[44] According to Siti, speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it.[45] To increase the skill in communicating in English, it is not enough in the classroom

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

[44] Douglas H. Brown. *Language Assessment: Principles and Classroom Practice.* San Fransisco: Longman. 2001.

[45] Siti Surinah. *An Analysis on Students' Speaking Skill At Second Grade SMP 8 Rambah Hilir.* Universitas Pangaraian. 2015.

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but practice outside of the classroom. It will be influenced our speaking skill.

According to Chastain, speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. To increase the skill in communicating in English, it is not enough in the classroom but practice outside of the classroom. It will be influenced our speaking skill.

Speaking in linguistics term has various definitions. In Hornby, speaking mean saying something to express ideas and opinion. According to Kushartanti, speaking is a set of voice uttered by one and understood by someone else.[46] It means to deliver thought or opinion.

Speaking skill on the other hand seems more difficult than any other skills. This, happen for two reasons; first, it's not like reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right after then. Second, when you speak, you cannot edit or revise what you wish to say, as if you are writing.[47]

The speaking involved some skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to be understood by other people who use a foreign language; everyone needs to pay attention to precise details of language. He needs to find the

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[46] Kushartanti. *Pesona Bahasa; Langkah Awal Memahami Linguitics*. Jakarta: Gramedia Pustaka utama. 2005. p, 32.
[47] Arini Isnaen Meilyaningsih.*"Improving the Students' Speaking Ability through the Use of Role Playing Technique for Grade VIII Students of SMPN 1 Banguntapan in The Academic Year Of 2013/2014",* (Yogyakarta: Universitas Negeri Yogyakarta). 2015. p, 11-12.

23

most appropriate word and also the correct grammar to convey meaning precisely and accurately.

Based on the explanation of some experts about speaking skill, the researcher can explain about the component of speaking in each theory as follows:

There are four aspects below has a great influence in speaking skill as Hormaililis[48] they are:

a) Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words.[49]

b) Grammar

Warriner in Ramli (2003 : 6) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate massages that are comprehensible.

c) Fluency

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman states that the fluency is the quality or condition of being

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[48] Hormailis. *The Use of Group Work Techniqur for the Improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru.* (Pekanbaru: Unpublished Thesis. 2003). p, 6.
[49] Hormailis. *The Use of Group Work Techniqur for the Improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru.* (Pekanbaru: Unpublished Thesis. 2003). p, 6.

24

fluent.[50] It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.

d) Pronunciation

Kelley says, pronunciation is the production of speech sound for communication and it is very important in communication. It's to use the stress and the intonation inaccurately can cause problem.[51]

4. **Influence of Speaking Anxiety to Speaking Skill**

The following are indicators of the influence of speaking anxiety to speaking skill.

a. **The Grammatical Error**

Error is the systematic deviations done by learners who do not understand the rules of the target language. It happens repeatedly as an unconscious process. Error reflects a lack of underlying competence in the language they learn.[52] Brown claimed an error as a deviation which can be noticed from the adult grammar of a native speaker. It reflects the interlingua competence of the learner. When a learner learns a foreign language, the errors made by him are an indication of his level proficiency. Whereas, mistake deal with a language performance. The learners have known the correct rules, but they are unable to perform their competence.[53]

Grammatical error is the error in combining words into larger unit, such as phrases, clauses, and sentences. Grammatical error can

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[50] Hormailis. *The Use of Group Work Techniqur for the Improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru*. (Pekanbaru: Unpublished Thesis. 2003). p, 17.

[51] Kelly, Gerald. *How to teach pronunciation*. Harlow:Pearson Education Limited. 2000. p, 11.

[52] Novita, R. *An analysis of grammatical errors in the 1 st year student's writing at English department, Andalas University*. Vivid journal, 3(2), 1-15. 2014. Retrieved from jurnalvivid.fib.unand.ac.id/index.php/vivid/article/view/16.

[53] Cited in Rifa Ajeng Sari. Students' Grammatical Error Analysis in Speaking. Jurnal Pendidikan dan Pengajaran. Vol.5. Palembang: 2018, 126. Available online athttp://jurnal.radenfatah.ac.id/index.php/edukasi.

also be defined as the errors at morphological and syntactical levels. Morphological error is the error which involves a failure to comply with the norm in supplying any part of word classes, noun, verb, adjective, adverb, and preposition. Syntactical errors are errors that affect texts larger than word, namely phrase, clause, sentence, and paragraphs. Syntactical errors cover phrase structure error, clause error, and sentence error. Syntactical errors are errors that affect texts larger than word, namely phrase, clause, sentence, and paragraphs. Syntactical errors cover phrase structure error, clause error, and sentence error.[54]

b. **The Vocabulary Error**

Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways.

According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.[55] Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

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[54] James, C. *Errors in language learning and use: Exploring error analysis*.)Massachuset, MA : Addison Wesley Longman Inc. 1998.)
[55] Cited in The Thesis of Rohmatillah. *A Study On Students' Difficulties In Learning Vocabulary*. Lampung. p,70.

26

Vocabulary is central to second language (L2) acquisition. Without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way.[56] Nation in Schmitt proposes a list of the different kinds of knowledge that a person must master in order to know a words: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.[57]

In difficulty of vocabulary, can see from some factors that make some words more difficult as follows:

1) Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.

2) Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

3) Length and complexity

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[56] Schmitt, Norbert and Mc Carthy. *Vocabulary, Description, Acquisition and Pedagogy*. (Cambridge: Cambridge University Press. 1997). p.140.
[57] Nation, ISP. *Learning Vocabulary in Another Language*. (Cambridge: Cambridge University Press. 2000), p.5.

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their "learnable".

4) Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an –ing form (swimming) can add to its difficulty.

5) Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

6) Range, connotation and idiomatically

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide- ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in

English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in

English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch).[58]

c. Fluency

In learning speaking, fluency is the goal for many language learners. Fluency can be determined as the ability to speak with reasonably fast speed and with a small number of pauses and "ums" or "ers". The conditions indicate that the speaker does not need to spend a lot of time searching for the language items needed to express the message.[59] The fluency component that will discuss are:

1) Smoothly

   Smoothly is speaking without sudden movements or changes.

2) Readily

   Readily is quickly, immediately, willingly, or without any problems.

3) Effectively

   Effectively is exactly what is said or not wasteful of words.

d. Accuracy

Accuracy is the ability of a person to direct a motion to an attack according to his purpose.[60] The following are the component of accuracy:

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[58] Scott Thornbury. *How to Teach Vocabulary*. (London: Longman. 2002). p, 27.

[59] Douglas H Brown. *Language Assessment: Principles and Classroom Practice*. San Fransisco: Longman. 2001.

[60] Alfi Hafidhoh.. *"The Implementation of Inside Outside Circle Technique to Improve Students' Speaking Skill"*, (Semarang: UIN Walisongo. 2014). p, 14-15.

1) Accent (varieties of pronunciation). It is students" ability to produce clearer language when they speak. It is related to the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary. There are two features of pronunciation, that is, phonemes and supra segmental features.[61]

2) Grammar as one of the micro skills is essential for students. Grammar is concerned with arranging a correct sentence in a conversation. Student ability to manipulate structure and to distinguish appropriate grammar is appropriate. Students use grammar to learn the correct way to master oral and written forms of a language.[62]

3) Vocabulary is the first modal for people to speak. Vocabulary means all the words with meaning that all people know and use. Speaker needs to use understandable words and pronounce them well.

Based on the explanation of some theory above, the researcher can conclude that the component of speaking is the important one to be reference for a good speaker. When they fulfill the components well when they are anxiety, it can be said that the influence of anxiety on their speaking skills is low.

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[61] Rio Harwanto. *Factors That Cause Language Anxiety In The English Classroom Speaking Performance In Smp Negeri 4 Pakem Yogyakarta*. (Yogyakarta State University. 2013). p, 10.
[62] Alfi Hafidhoh.. *"The Implementation of Inside Outside Circle Technique to Improve Students' Speaking Skill",* (Semarang: UIN Walisongo. 2014). p, 14-15.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Kind of Research

In this research, the researcher uses qualitative approach. According to According to Issac and Michael, descriptive research is used in the literal sense of describing situations or events.[63] Descriptive research is research that involves a collection of techniques used to specify, delineate or describe the data naturally occurring phenomena without experimental manipulation. The purpose of descriptive qualitative research is to describe the data systematically the facts and characteristics of area of interest factually and accurately.[64]

The type of research in this study is descriptive research. Descriptive research studies the problems in society and the procedures that apply in society and certain situations, including about relationships, activities, attitudes, views, and the process and the effects of a phenomenon.[65]

Hence, on descriptive research, researcher tried to describe the object according what happened in the field. In the descriptive method, researcher allows to make relationships between variables and developing research knowledge. Descriptive research is research aimed at systematically describing facts and the characteristics of the object or subject being investigated according to what happen in the field. The reason to use the qualitative is the researcher believes that use the qualitative, the research will get deeply information. It's happen because the qualitative research always

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[63] Michael and Issac. *Handbook in Research and Evaluation*. (San Diego, California: EdITS Publishers. 1981). p, 46.

[64] Michael and Issac. *Handbook in Research and Evaluation*. (San Diego, California: EdITS Publishers. 1981). p, 42.

[65] Moh. Nazir, P.Hd.. *Metode Penelitian*. (Bogor: Penerbit Ghalia Indonesia. 2017). p, 43.

B. Research Area

This research carried out in Extracurricular of English Club in SMA Negeri 4 Jember. Jalan Hayam Wuruk No. 145, Jember, Jawa Timur, Indonesia.

C. Subject of the Research

In this research, the researcher take the subject from students of Speaking Class in Extracurricular of English Club SMA Negeri 4 Jember. There is one class of Extracurricular of English Club and contain about 20 students and the researcher will be using a half of class population as the sample.

D. Technique of Data Collection

In the technique of collecting data, the researcher used observation, interview, and documents review. As in the study, the researcher used data collection methods as follows:

a) Observation

Observation, according to Bungin, is a data collection technique used to collect research data through observation and sensing.[66] In this case, the observation conducted by observing students' behavior during teaching and learning.

In this research, the researcher used passive participant observation. The observation will be consistent to obtain the data of the influence on student's speaking anxiety to speaking skill. The researcher will be observing passively without doing any involvement in the classroom teaching and learning process. To get the data the researcher used both recording and note taking. The recording is recorded by using recorder equipment that is video recorder. The note is taking by researcher during the observation. The

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[66] Burhan Bungin. *Penelitian Kualitatif*.(Jakarta: Kencana PredanaMedia Group). 2007, p.118

32

researcher made a note every student's attitude especially when students speak English or preparation before present their task in front of class. Finally, the researcher compared both the note and recording to obtain the data.

b) **Interview**

According to Moh. Nazir, what is meant by an interview is the process of obtaining information for research purposes by means of question and answer, while face to face between the questioner and the resource person using a tool called an interview guide.[67]

Based on the process the interview can be done by:

1) Free interviews are interviews conducted without pre-prepared rules or frameworks first.

2) Guided interviews are interviews conducted with there are rules that are binding or regulated by the guidelines firm.

3) Guided free interview is an interview where the questions posed have been provided an advance but the way to deliver is done freely so that there is no tension or relaxed but sure and clear.

In this research, the researchers will use interviews free guided so that the writer can freely ask questions-questions related to research. This method is used to obtain data on factor causing and influence of speaking anxiety in English in Speaking Class. In addition, researchers also use snow ball method in interviews where in-depth interviews is done by asking more questions than the original plan is coherent, deeper in accordance with the needs and the long- more and more like snowballs.

The following are questions for interviews with students.

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[67] Moh. Nazir, P.Hd. 2017. *Metode Penelitian*. (Bogor: Penerbit Ghalia Indonesia. 2017). p, 130.

1) What do you feel when you speak English? (enjoy, happy, nervous, etc.)

2) Have you ever felt anxiety?

3) Why you feel anxiety? (lack of vocabulary, fear makes mistake, not confident enough, shy, lack of preparation, etc)

4) When do you feel anxiety? (when you are not familiar with the topic, the killer tutor, not clearly instruction, etc)

5) How often do you feel anxiety? (every time speak English, sometimes, rarely, etc.)

6) How do you usually cope with it?

7) Do you agree that your anxiety influence your achievement of speaking English? (give the reason based on your opinion and you feel)

The following are questions for interviews with teacher mentor.

1) What's the aim of English Club? (Vision or mission)

2) What's the obstacle that English Club faced?

3) How about English Club solved student's anxiety?

c) **Document Review**

The documentation method is the method used for knowing data about things or variables in the form of records, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, etc.

This research will use data in the form of field note, transcript, agendas, and vision and mission of extracurricular English Club to obtain

34

data of teacher solution to solve the speaking anxiety in Extracurricular of English Club.

E. Data Analysis

The researcher applied a grounded theory method in order to analyze the data. However, although working with probabilities, most grounded theory studies are considered as qualitative since statistical methods are not used, and figures not presented.[68] Grounded theory is typically presented as an approach to do qualitative research, in that its procedures are neither statistical, nor quantitative in some other way. Grounded theory research begins by focusing on an area of study and gathers data from a variety of sources, including interviews and field observations. Once gathered, the data are analyzed using coding and theoretical sampling procedures. When this is done, theories are generated, with the help of interpretive procedures, before being finally written up and presented.

F. Trustworthiness of Data

Trustworthiness of data is the degree to measure accurately and represent what it is supposed to. The validity of the data is important in doing inquiry to check the credibility of the data. The data gathered from the research is in the form of observation, interview, and document review.

In this research, the researcher the research used data triangulation. According to Denscombe, the validity of findings can be checked by using different sources of information. This can mean comparing data from different informants (informant triangulation) or using data collected at different times (time triangulation).[69] In the study, the researcher used data which were collected from the field and students as the main data. For the triangulation procedure,

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[68] B. Glaser. *The Grounded Theory Review*. (Mill Valley: Sociology Press. 2007). p, 49.
[69] Martyn Denscombe. *The Good Research Guide*. (England: Open University Press. 2007). p, 136.

used the data from English teachers which were collected through in-depth interviews as the data comparison.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Description of the Data

The researcher conducted observation twice on 22 January 2020 and 05 February 2020. Then, researcher conducted interviews of students on 12 February 2020 and interview of teacher mentor on 4 March 2020. The data were collected in the form of sentences, interview transcriptions, and field notes. The researcher stopped the data collecting activities when the data were saturated.

The observations were conducted in extracurricular of English Club at SMAN 4 Jember. The researcher observed and took notes on some important points during the English speaking teaching and learning process.

The researcher worked with the collected data after conducting the observations, interviews, and some documents review. The researcher read and selected the data which were important by doing reduction. Then, the researcher determined some factors and categories based on the data which were collected from observations and interviews.

B. Findings

Researchers obtained data about factors, influence, and overcome of student anxiety, at the Extracurricular English Club in SMAN 4 Jember. Researcher collected data from observation, interview, and document review. Observations and interviews are stated in the research field notes.

The finding of the research was described and provided with supporting data. This research presented detail findings of the study and discussion as follows:

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1. **The Factors of Speaking Anxiety**

    This part of the study would be focus on what did the factors contributing of student speaking anxiety. The researcher found that more of the student in interview answered they feel anxious when they have to speak English.

    The observation and interview to the students were conducted to gain the data about the factors contributing of student speaking anxiety. The following results displayed will show that one student does not only have one anxiety. Based on the result of observation and interview, the researcher concluded some factors of anxiety in speaking such as:

    a) **Lack of Vocabulary**

       Lack of vocabulary is the factor of student speaking anxiety. It can be seen from the difficulty they produce the words, and not able to say it.

       Based on the interview, there are 4 students of 11 students answered that the factor of their anxious because of lack of vocabulary. They feel unable to use full English. That's because they realize that they lack of vocabulary, so that makes them feel less fluent to speak English. As the student LA said, "When I speak English, I always feel anxiety because I don't have enough vocabulary and cannot speak fluency."[70]

       Lack of vocabulary will make them try to find a tool. Usually what is easy to use is Google Translate. This is done by student NA, who must use translation tools to understand or write English

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[70] Lani, taken on February 12th 2020.

conversations with other friends. In the interview session, the student NA also used Indonesian. She seems to have difficulty translating Indonesian into English.

Unlike the student SIN who feel ashamed because he feels lack of vocabulary in their daily lives although he still confident to speak English. He said, "I feel confident but shy. I feel, little bit of shy. And then I shy because I have lack of vocabulary."[71] Student SIN is a student who has good English skills in terms of pronunciation, but he feels that he does not have enough vocabulary. So, what he says will use the same word.

In addition to the above awareness, there are also students who have lack of vocabulary that makes them saying one word almost the same as another word that has a different. This is as done by student KI. She said the word "lack" like saying the word "like."

The researcher found that the condition that half of students look passive and not good enough to arrange the material to be given in front of the class. It is happens when the speaking activity especially speaking performance is running. The main factor of anxiety by the students because of they were lack of vocabulary and makes them stammer and there is a pause of a moment to think what vocabulary is appropriate.

b) **Lack of Confident**

Lack of confident is also a factor of speaking anxiety. This makes students passive and not confident to talk in front of others.

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[71] Sindu, taken on February 12th 2020.

According in observation, there was some students experience in same thing. They will not want to come forward in front of the class if not appointed first or if not forced, some of them will not come forward.

Following are the results of the interview which showed 3 of 11 students who felt not confident when speaking English. They feel not confident to speak English around their friends. Their self-confidence is influenced by several situations, such as when they are in a bad mood, they will feel insecure. This was revealed by student SE, "*Ya kayak, ya apa ya.* Im not really confident to speak English in front of my friends. *Tapi tergantung mood sih, Miss. Lagi di depan siapa gitu. Kalau pas lagi berani ya PD aja. Kalau enggak, ya kurang PD gitu, Miss.*"[72]

The researcher also found another reason behind their lack of confidence in speaking English was because they had two anxiety factors. They feel not confident also, because of factor such as not having enough vocabulary.

From some of the data above, researcher concluded that students who lack of confidence are influenced by external and internal factors. It is like uncomfortable over the situation and lack of English vocabulary.

c) **Afraid to Make Mistake**

Fear of making mistakes is one of the causes of students' anxiety. Based on the interview, 4 students of 11 students answered that they were fear of making mistakes. They are purely afraid of

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[72] Selyca, taken on February 12th 2020.

making mistakes without any other mixture of anxiety. They feel that if they make a mistake it will make them feel like they are embarrassing themselves in front of their friends, they feel bad if they give the wrong thing to others, they are afraid of being laughed at by their friends and fear is unclear in pronunciation. As said by student AM, "Sometimes I would like, I'm afraid to big mistake..to make mistake in front of the class."[73] The reason for their fear is what it says by Student FE, "Fear. Because maybe I gives a wrong information (?!) so some audiences and maybe my speech is not quite well hear by the audiences."[74] The other reason also expressed by student IN, "I'm so scared to have a mistake and make a fool of myself."

While, based on the observation, the researcher found that there is student laughed by their friends when she/he made a mistake when speak in front of class. It is also become a main factor of student speaking anxiety. Ttherefore, their fear is because they do not want to cause a lot of chaos in the class in front of their friends. It is the feeling of fear that finally makes them not fluent in English.

d) Shyness

Shyness is also a factor in student speaking anxiety. In this factor there are only 2 students of 11 students who feel ashamed to speak English. One of the two is a mixture of lack of vocabulary. This combination is because it is very possible that one person has many anxiety factors in English. The shame combination is he doesn't feel having enough English vocabulary. This was revealed by Student SIN,

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[73] Amadea, taken on February 12th 2020.
[74] Ferly, taken on February 12th 2020.

"I feel confident but shy. I feel little bit shy. And then I shy because I have lack of vocabulary."[75]

There is also other factor in form of shy original characters. This was revealed by Student SI, "It's same presentations, it's always make me shy. Because I'm shy person."[76]

From the answers given by student SI. What she means by being shy is that it makes her difficult for speaking English in front of her friends, especially when there are presentations. Even though student SI is included in student who has good skill in her English pronunciation. Just because of the shame that makes her look uncomfortable when speaking English. Sometimes the sound is smaller and not heard by classmates.

While, based on observations in class, not many of them have the shame to speak English in front of the class. Only a few students have this factor. Therefore, the researcher concludes that shyness is one factor that is not too much experienced by members of the English Club in SMA 4 Jember. Even so, this factor can also affect the quality of students' skills in speaking English.

For example, like when they talk, they will look confused. They sound doubtful even though in their pronunciation, they are already good, but because they feel ashamed, they become less clear in expressing their intentions. Their voices will also shrink, not daring to stare at the other person. This factor makes students less fluent and

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[75] Sindu, taken on ebruary 12th 2020.
[76] Sicelia, taken on ebruary 12th 2020.

42

tends to have a small voice compared to other friends who do not have this factor specifically.

2. **Influence of Speaking Anxiety in Students' Speaking Skill**

The researcher tried to find data about how speaking anxiety affects student speaking skills which is carried out in different way and time. By seeing how their speaking skill when feel anxiety, in this case not far from the performance of students in front of the class or when they speaking English.

Most students experience less fluency and inaccuracy. It was heard that when they spoke in front of the class, they took a lot of pauses and were not fluent or experiencing word repetition, as if they were still thinking about what the next word would be. This happened to speaking directly and through preparation such as in material making a good sentence and practicing in front of the class. Some of them also have grammar errors and wrong pronunciation. As happened to student KI. When she was talking, student KI had an error using verb for a third person, who should *someone has,* become *someone have.*

The same thing was experienced by Student FE, he said, "Because maybe I **gives** a wrong information." It's should be "give" not "gives", because the subject used "I" not "she or he or it."

There has also been a pronunciation by one of the students when practicing dialogue in front of the class. He made a mistake while saying the word "machine." Should be spoken *mə'SHēn* but in uttering *mēshēn.* There was also one of the student made wrong pronunciation while was

43

saying "lack". She said similar when she said "like", she said *līk* which should be read *lak.*

The same thing happens to students who unconsciously always add "S" in the end of the word. Such as the modal "can". So it sounds like "kans" (cans – kaleng-kaleng).

Further errors also occur during the interview session, many of students use Indonesian or used bilingual when asked to speak English directly without preparation. They also experience many pauses such as saying "e" between words. As student LA said, "In my class, my friend **don't** say that word but my friend like imitating, like *apa ya, meniru* (laughing) imitate how I speak English like *ee* like it's like *apa ya kayak alay gitu* (laughing)."[77] This also happened to student NA, "*Yaa, gitu deh, Miss. Ya kayak habis...menyesal gitu, Miss. Semisal kan habis ngomong gitu trus kita pergi kayak, duh ini seharusnya ngomong kayak gini gitu lo, Miss.* "[78] Student NA did not answer the interview session in English.

This was also expressed by pair tutor and the teacher mentor that the members of the EC were heterogeneous. This means that not all have abilities that are above average. Most are standard and also below average. So by carrying out the vision of **"Providing a place for students who have more interest in English,"** this extracurricular is intended as a place to study outside the formal classroom. So the learning is not too rigid like formal school time. All can use mixed languages, Indonesian and English. There is no score like in class.

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[77] Lani, taken on February 12th 2020.
[78] Nadia, taken on February 12th 2020.

The researcher concludes that all information above proves that the level of readiness of speaking skills students experience less fluency and inaccuracy and this can be stated that anxiety affects students' speaking skills.

3. **Teacher and Students' Strategies To Reduce Students' Anxiety**

In this part, the study would be focus on what the students did to reduce their anxiety in speaking and how the teacher can help them to reduce students' anxiety. The researcher used observation, interview, and document review to find the students strategies to reduce their anxiety in speaking.

Students reported many ways to reduce their anxiety. In reducing and grouping the data, the researcher embraced the strategies into three things. Based on the result of observation, interview, and document review the researcher concluded some strategies to reduce anxiety in speaking performance such as:

1) **Preparation**

Preparation is the action used by students to prepare the thing that they want to say in their presentation or if they want speak fluency. Based on observation and interview most of students did preparation to reduce their anxiety in speaking. In interview, 7 students of 11 students answered that they were prepare the material before to reduce their anxiety. Such as learn more about English and more practice not just at school but also at home. This is as expressed by student AM, she said, "I have to learn many more about vocabulary, about grammar, about whatever, in English. And my father told me that I

45

didn't need afraid or shyness, have to be confident."[79] Besides feeling that's need to prepare themselves to learn more about English, student AM get good support from their parents. Psychological support also makes her feel comfortable to continue learning English.

Many students use preparation as a way to overcome their anxiety. There are many ways that they use, namely the practice of speaking English at home with family, memorizing a lot of vocabulary, learning from watching movies, there are also students who insist on speaking English even though they don't know whether it is right or wrong.

This is as said by student SI, "I must to be practice. Not just at school, can be at home with my family."[80]

Not many students want to speak English with their families, but SI students do this to reduce the anxiety of speaking English. According to him, dialogue with family feels more comfortable, no need to be afraid or ashamed. This was also responded by the EC supervisors teacher that SI students were from families who could speak English, so it was not surprising if students practiced speaking English with the family at home.

Besides based on the observation, the researcher found that preparation in almost all of time and material in speaking performance. In the observation, the material was making dialogue with certain theme.

The following is a table of topic material taught at the English Club for one semester from late January to early March.

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[79] Amadea, taken on February 12th 2020.
[80] Sicelia, taken on February 12th 2020.

46

Table 4.1 Topic Material

No.	Topic Material
1.	Semi debate "What do you think about abolishing the rules open the mobile phone in the middle of the lesson?"
2.	Students learn about "Used to" and practice it in the dialogue.
3.	Students learn making a text of speech on free theme.
4.	Student speech performance.
5.	Learn to make a good sentences and performance the dialogue with their pair in front of the class.

Source: *Lesson Plan of Extracurricular of English Club*

In this observation also, the researcher found that some of the students speak fluently when they prepared it first without brought the text, but most of them can speak fluency even though they brought a note and read the text. Before performance, the students wrote a note of their material then read and prepare the material before perform in front of class. It can be seen from the students that did not come forward yet sometimes seen busy with their material. The teacher mentor always provide time for students to prepare themselves before presenting it in front of the class.

Beside it, according from the table of topic materials, students look better when they are preparing in long time, such as in a speech performance that takes about a week to prepare compared to when the preparation was only about ten or fifteen minutes. As in material number two in the table above.

2) **Relaxation**

In relaxation, the researcher found some strategies used by students to relaxing their mind such as take a deep breath, relax, calm

47

down, or chat and talking with other friends. There were 3 students of 11 students who used relaxation as their way to reduce their anxiety. One of them, as done by Student IND, in interview section, she said, "Usually, before I perform in in front of the class I will **take a deep breath** and then I will not remain what I want to say because if I struck it, I will forget about it. It makes me blank."[81]

For student IND, taking deep breaths before performance can help her better deal with her anxiety. It can reduce nervousness which often makes it blank when in front of the class. So she will try to forget the structure of the sentence she will say, simply she will force to speak even though it is not true according to grammar. For her, when answered in the interview session, calming her anxiety was more important, so that her voice and what they meant could be understood by her friends.

The same thing was done by student LA, she will try to calm down for reducing her anxiety. Further student LA said, this was done in order to stay focused on what she would talk about. She often gets a laugh from her friends because she was considered excessive when saying English sentence, of course this makes her anxiety increase, raising several anxiety factors that will affect into her English skills. So, she chose trying to calm even though feel anxious.

The researcher argues ater making observation also in the class that they were relaxing their mind to made their-self more comfortable before came forward. Tthe students felt that relaxing strategy only

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[81] Indi, taken on February 12th 2020.

reduce their anxious before perform and the anxious in deliver the material, and actually they feel more ordinary when speak up in their sit rather than having to be the center of attention in the class. So, when doing interview, they look more relaxed even with simple English.

3) **Peer Seeking**

Based on observation, the researcher found some students that using peer seeking to reduce anxiety. In this research, the student looking for another friend that could help them to prepared the material or asking for help to correct their performance in front of the class. Such as when they feel lack of vocabulary, they will try to ask their friends, *"Apa, rek, apa?"* or say, *"Apa itu? Apa itu bahasanya dah."*

In other times, the student who has good English speaking skill, such as student SIN and students IN, will spontaneously help or justify their friends' wrong pronunciations.

In this case too, a teacher will give students the opportunity to correct mistakes or strengths from the performance of their friends. A teacher will ask, "Do you feel something wrong with your friends performance?" or "What do you think about their performance?" or the teacher will ask about correct or not a pronunciation to students. After they feel they cannot answer, a teacher will provide an explanation related to the performance of each student who has an error and needs to be justified.

C. **Discussion**

In this research findings, the researcher discusses some theories concerning with speaking anxiety. The researcher observed and studied in many dimensions to get the data. In order to justify the research findings, the researcher tried to discuss it with the other relevant references.

1. **The Factor of Speaking Anxiety**

According the theory, that there are five factors causing students anxiety, includes lack of vocabulary, lack of confidence, fear of making mistakes and being laughed at, lack of preparation and shyness.

Based on the research findings of this thesis, the researcher found that most of the students of extracurricular English Club in SMAN 4 Jember feel anxious when speaking English, especially while they were performing. There were some causes that make students feel anxious when speak in front class. The factors are lack of vocabulary, lack of confident, fear making mistake, and shyness.

The researcher found that the dominant factors of the students of extracurricular English Club in SMAN 4 Jember were fear making mistake. There was a half of student fear making mistake. They are afraid of being laughing by their friends if they make a mistake, or they are afraid of making mistakes because it will make their friends receive wrong information. They don't want to embarrass themselves in front of their friends.

The second factor that contributes anxiety in speaking English is lack of vocabulary. Many of them realize that they lack of vocabulary. It makes them anxious, causing other anxiety. As experienced by student SIN, finally he felt ashamed to speak English because he felt the lack of

50

vocabulary, whereas based on observations, student SIN has proficiency in speaking English. He has good pronunciation. While the same is felt by other students, the impact of lack of vocabulary can cause them to have difficulty communicating because they do not understand the meaning of a word spoken by the speaker. Another result of the lack of vocabulary, when researchers make observations is that they have difficulty answering or giving the right response.

The third factor that caused anxiety is lack of confident. 2 students of 11 students experience lack of confident. This reason is based on the nature of those who do not have enough self-confidence, especially if they have to speak English. Although in reality they look comfortable when invited to talk personality. They are just not confident if they have to be the center of attention in class by their friends.

Then the last factor of anxiety is shyness. Shyness is one of the causes of student anxiety. Based on in-depth interviews, 2 of the 11 students experienced feelings of shame when speaking English. One student is a shy student but has English skills above the level of his peers. So, from this feeling of shame he will not talk much if he is not invited to speak or because of the demands of the task. In contrast to one student who felt ashamed to speak English because it was influenced by other factors, namely the lack of vocabulary.

Moreover, from four factors, most of the anxiety factors that usually do by students of extracurricular English Club in SMAN 4 Jember are fear making mistake (4 students) lack of vocabulary (3 students and 1

51

has two factor of anxiety) lack of confident (2 students) and shyness (1student and 1 student has two factor of anxiety).

2. Influence of Speaking Anxiety in Student Speaking Skill

The essence of this research is to look for the influence caused by anxiety on student speaking skills through several points of view, starting from finding the data that causes anxiety to grammatical errors and vocabulary errors. Based on data obtained from observations, during the learning process, students look passive due to several anxiety factors they experience. Like fear of making mistakes, lack of vocabulary, not confident enough, shyness, these factors make them more silent.

This is consistent with the theory of Elli who said that it's a category of trait anxiety. Trait anxiety is one of person's personality trait and behavior that typically adhered to a person which is permanent and difficult to change. Incapability to express feeling, emotion, idea and thought enable students to involve in this category since they cannot control their nervousness. Thus, their involvement in classroom activities is questionable in increasing their speaking ability. They tend to keep silence rather than speak or give some ideas in front of the class. It also happens in any situation or subjects in the school.[82]

This was also expressed by the teacher mentor, that they would not want to talk more if they were not forced or led or given stimulus. They are like a lack of motivation that ultimately they are not active. Those who are active are those who excel in academics. The teacher mentor also said,

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[82] Cited in Hayatul & Fitriah. *Foreign Language Speaking Anxiety: A Case Study At English Department Students Of IAIN Lhokseumawe And Al Muslim University*. Jurnal Ilmiah DIDAKTIKA Februari 2019 VOL. 19, NO. 2, 140-158.

this is a forum for those who have more interest in English, but in reality, they also like to think this is an exercise of duty only, an obligation to follow extracurricular activities.

Based on the data that researchers obtained through the list of topic material, the material is actually already supported and planned well, but again, as said by the teacher mentor, everything can change to see the condition of students. "We don't want to force and demand too much, they also have other obligations like a lot of school homework."

The other influences that arise besides passive is their inability to speak English. Based on the theory of Hormaililis there are four aspects below has a great influence in speaking skill, they are vocabulary, grammar, fluency, accuracy.[83] All four have a connection to produce good speaking skills. However, based on observations and interviews, many of the students experienced problems in these four components.

The first problem occurs with grammar errors, especially in the use of agreement of subject and verb. Like the placement of verbs that do not match the subject. There are 4 students who experience this problem. They are not aware that anxiety makes them experience grammar errors. The rest students do not have problems with grammar basically.

The second problem occurs in the vocabulary component. This case happened to all students. They often say the same word repeatedly. The words they often say are "like" which they interpret as *"seperti"*. Even though there are equivalent words to indicate the meaning of "like", for example *such as, as, alike, it's seem*. As found in finding, their second

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[83] Hormailis. *The Use of Group Work Techniqur for the Improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru*. Pekanbaru: Unpublished Thesis. 2003. p, 3.

most common anxiety factor is the lack of vocabulary. So this also affects their ability to speak English. Included in how their pronunciation is. Some of them are wrong in pronunciation. Based on the interview, there were three students who experienced wrong pronunciation.

The third problem is about accuracy and fluency. Based on the theory of Alfi Hafidho, accuracy is the ability of a person to direct a motion to an attack according to his purpose. Component of accuracy are accent, grammar, and vocabulary. While, fluency according Brown is the ability to speak with reasonably fast speed and with small number of pauses and "ums" or "ers". The fluency components are smoothly, readily, and effectively. Smoothly is speaking without sudden movements or changes. Readily is quickly, immediately, willingly, or without any problems. While, effectively is exactly what is said or not wasteful of words.

According those components, as explained in finding, student has lack of vocabulary and makes their grammar is errors. Some of them also experience pronunciation mistakes and all of the students have a lot of pauses like "ee" or "mm". It means, all students have a less accuracy and fluency.

3. **Teacher and Students' Strategies to Reduce the Students' Anxiety**

In order to get good speaking the students should reduce the anxiety, students should have the strategies to reduce their anxiety. Based on the theory of David Shinji Kondo and Yan Ying-Ling there are five strategies that can use by students for reducing their anxiety to perform in front of class, namely: preparation, relaxation, positive thinking, peer

54

seeking and resignation. Here, there were three factors that suitable with the theory such as preparation, relaxation, and peer seeking.

a) **Preparation**

Preparation is students' strategy attempt to control their own self by improving learning and study strategies. By using these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and reduce the anxiety associated with the language class.

Therefore, based on interview, the researcher concluded that most of the students used preparation to reduce their anxiety. They have preparation before speaking in front of class. There were 7 students from 11 students doing preparation to reducing their anxiety. They said that by preparing the material and studying on it they can reduce their anxious when perform in front of class and more confident when they have to speak English. They afraid if they did not prepare before it, they cannot speak well and afraid something bad would be happen. When the students are motivated to reduce their anxiety, they are assumed to adopt those strategies they perceived to be most effective.

Based on observations in the class, they will look busy preparing material that will be performance in front of the class. They always exceed the time specified by the teacher to prepare the material. Such material makes sentences or dialogues with peers, but with this preparation, many students feel ready and look more confident after preparing it.

55

b) Relaxation

According David Shinji Kondo and Yan Ying-Ling, relaxation is strategy for reducing somatic anxiety symptoms. Making relax the body by doing something (example: take a deep breath and try to calm down).

Based on interview, there were 4 students of 11 students used relaxation to reduce their anxiety. Take a deep breath and calm down are strategies which were used by mostly of students to make them relax and calm down in decreasing the feeling of anxiety during speaking performance. By using the strategy, the students can keep control their feeling of frightened and when students in relax condition it will be help them to explore their performance.

Two students of the 11 students also said, that they would have a high level of anxiety if they were in front of people with higher degrees or knowledge about English. They said they would look for ways to get their anxiety stopped. As talk with friends, or quietly seeking calm.

c) Peer Seeking

Peer seeking is the strategy that distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety.

In observation, the researcher found some student that using peer seeking to reduce anxiety. In this research, the student looking for another friend that could help them to prepared the material or asking help while performance in front of the class. Like asking for

56

vocabulary or terms they forgot. This student may find a suitable learning partner to talk to support group with others who experience the same thing. This strategy is a good situation especially if the student can share their experience and strategies with their learning partner. However, this strategy is not realized by most students, so during interviews they did not mention this strategy. They do not realize that peers help them in preparing the material. As more comfortable when having to make a dialogue together or showing in front of the class together.

On other hand, in the interview session, the teacher mentor said that she was aware of the anxiety the student felt, so the teacher mentor took the special strategy by inviting them to speak privately – not in scale of the class, giving more stimulus by asking simple questions, such as daily activities. The teacher mentor also said this was happened because not all members of the EC had above average English skills, so that they needed a more intense approach, moreover this activity was only hold once a week for one hour. At least they have their own way of reducing their anxiety. This is good when they have realized their weakness. This is suitable with the theory of Shu Feng Tseng who said that teacher can create a warm, reassuring classroom atmosphere to create a more relaxed and comfortable classroom atmosphere to reduce the students' anxiety.

So, from here, the researcher can find that the teacher and students help each other in reducing students' speaking anxiety by giving positive feedback to students performing in front of the class.

They will help each other in terms of vocabulary or justify if there are mistakes. This is very helpful in dealing with anxiety speaking. But not all students apply this strategy because based on observation, most of the students work independently and prepare before performance.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result in chapter four, the researcher can conclude that the student of extracurricular English Club in SMAN 4 Jember always feel anxious when speaking performance in front class or speaking English in their daily lives.

1. They are four factor of speaking anxiety done by student of extracurricular English Club in SMAN 4 Jember. They are lack of vocabulary, lack of confident, fear making mistake, and shyness. The most factors of speaking anxiety in the English Club students were fear making mistake. The researcher also found that their anxiety category was trait anxiety. It means, anxiety make them silent then speak up in front of the class. This also was told of teacher mentor, that's they will not speak up if there was inviting or forced by the teacher mentor or pair tutor.

2. Anxiety influence in student speaking skill. The affect are all student had less fluency and inaccuracy. All students always say "ee" or "mm" between words. Then, some of them had wrong pronunciation, had grammatical error and vocabulary error.

3. The researcher also found some strategies that were used by students in reducing anxiety in speaking, those are preparation, relaxation, and peer seeking.

B. Suggestion

From the findings that presented in chapter four, there are some suggestions.

1. For The Teacher

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Depending on the factors these are provoked, there are many different ways to deal with inhibitions related to speaking in foreign language. The teacher should recognize that anxiety is one of the reasons of why students having difficulties in teaching and learning process especially when they learn foreign language in speaking activity. The teacher should plan classes carefully and analyze her or she behavior during the lesson. It's should better to make a procedure plan to teach them in extracurricular. The teacher should plan the material it well. Motivation from the teacher also needed to make students more active and bravely and also confident to learn the material.

2. For The Other Researchers

For other researcher who are interested in conducting in similar study. This researcher can be used as a reference for them to support their study. The researcher hope the next researcher can do research better and.

60

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Appendices

1) Matrix of the Research

Tittle	Variable	Sub Variable	Indicator	Source of data	Research Method	General Question:
STUDENT'S SPEAKING ANXIETY IN AN ENGLISH SPEAKING CLUB AT SMAN 4 JEMBER	SPEAKING ANXIETY	1. Cause/ factors 2. Influence 3. Solution	1.1. Symptom 2.1. Psychology 3.1. Solution	1. Informant a. Organizers of English Club b. Tutors and Teachers c. The Members of Speaking Class 1 in English Club 2. Documents	1. Approach and kinds of research a. Qualitative b. Descriptive 2. Data collection method a. Observation b. Interview c. documents review 3. Data analysis technique : Descriptive qualitative 4. Validation of data : triangulation of technique	4. What factors cause student's speaking anxiety in an English Speaking Club at SMAN 4 Jember? 5. How does speaking anxiety influence speaking skill of students in an English Speaking Club at SMAN 4 Jember toward their speaking skills? 6. How are teacher and student's strategies to resolve students' speaking anxiety in an English Speaking Club at SMAN 4 Jember?
	SPEAKING SKILL	1. Fluency 2. Accuracy	1. Smoothly 2. Readily 3. Effectively 1. Pronunciation 2. Vocabulary 3. Grammar			

65

2) Research Journal

JURNAL KEGIATAN PENELITIAN

Ekstrakurikuler English Club SMAN 4 Jember

No.	Hari/Tanggal	Kegiatan	Paraf
1.	Senin, 20 Januari 2020	Penyerahan surat izin penelitian kepada kepala sekolah, kurikulum, dan kesiswaan SMAN 4 Jember.	PUTRI FIRDA, S.Pd
2.	Rabu, 22 Januari 2020	Observasi 1 kegiatan ekstrakurikuler English Club.	
3.	Rabu, 05 Februari 2020	Observasi 2 kegiatan ekstrakurikuler English Club.	
4.	Rabu, 14 Februari 2020	Wawancara dengan anggota ekstrakurikuler English Club.	
5.	Rabu, 04 Maret 2020	Wawancara dengan pembina ekstrakurikuler English Club.	

IAIN JEMBER

66

3) Field Notes from Observation

Observation   : 1

Teacher   : Hanif as pair tutor

Time   : 15.30 – 16.50

Day   : Thursday

Date   : 22 th January 2020

Result   :

At the first observation, there were 20 students present. The material learned is about using "used to". First, the pair of tutors explained the material on the board **using bilingual**. Indonesian and English. Seen the pair of tutors **trying to look calm**, with a **little quick pronunciation**. But it **sounds good and clear**. When learning takes place, it turns out **that not a few of students who are not too familiar with this material.** In tenses and functions of the use of "used to". After the material session is finished, students are asked to make a short dialogue in pairs. Students are given fifteen minutes to make a dialogue and are asked to come to the front of the class to show the dialogue. **Most students carry the text and read it**. There is no visible expression describing the contents of the dialogue. **They focused on the writing** in the dialogue. Their English pronunciation is all good, but they **sound stammering and look confused when they don't see the text.**

Observation : 2

Teacher : Miss Putri as teacher mentor

Time : 15.30 – 16.50

Day : Thursday

Date : 05 th February 2020

Result :

In the second observation, there were 19 students who entered that afternoon. The material learned is **making dialogue** in pairs with the theme of doing homework at home. **Students are given ten minutes** by the teacher to make a dialogue. After arriving to show the dialogue, **there is a pause** "who will come forward first", the **students like trying to buy time so as not to come forward first**, finally a **teacher appoints** one pair to come to the front of the class to show the dialogue. From the ten minutes provided, the results shown by students in the form of dialogue are **very short** and **the whole pair still carries the text** to avoid forgetting, only one pair does not carry the text. **Some students' performances are still wrong in pronunciation**, such as the word "...." which should be pronounced "...". It was also **seen that some students still looked up at the ceiling and played their hands while showing the dialogue**. This extracurricular class ends at 16.50 which the teacher previously gives directions and corrections for their pronunciation.

4) Interview Guidelines

INTERVIEW GUIDELINES FOR STUDENTS

No.	Questions	Prompts
1.	What do you feel when you speak English?	Enjoy, nervous, just ordinary, happy, etc.
2.	Have you ever felt anxiety?	
3.	Why you feel anxiety?	lack of vocabulary, fear makes mistake, not confident enough, shy, lack of preparation, etc.
4.	When do you feel anxiety?	when you are not familiar with the topic, the killer tutor, not clearly instruction, etc
5.	How often do you feel anxiety?	Every time, sometimes, rarely, seldom, etc.
6.	How do you usually cope with it?	
7.	Do you agree that your anxiety influence your achievement of speaking English?	Give the reason based on your opinion and you feel.

69

INTERVIEW GUIDELINES FOR TEACHERS

1) What's the aim of English Club? (Vision or mission)

2) What's the obstacle that English Club face?

3) How about English Club solve student's anxiety?

5) Interview Transcripts

STUDENTS' INTERVIEW TRANSCRIPTS

Interview 1

(Researcher with Aldo)

R   : What do you fell when you speak English?

AL   : eee.. little bit nervous.

R   : Kadang-kadang gini gak? "e' e' e'" gitu kah?

AL   : Short of.

R   ; So this is part of anxiety. Why do you feel anxiety? Kenapa kamu merasa seperti itu?

AL   : emmm, I think, that.. it might be wrong at talking.

R   : Fear make mistake?

AL   : Yes.

R   : So, you confident enough to speaking English in front of your friends?

AL   : emmm, for now, maybe I will ready, eee..yaa.. I will ready..

R   : Your special anxiety is fear make mistake kan, kenapa bisa begitu sedan kamu confident enough ngomong bahasa inggris di depan teman-teman kamu.

AL   : Soalnya…because, ee, I'm rarely talk to in front of my friends and in front of the class, so, I'm easily get nervous.

R   : How you often feel anxiety? every time or sometimes..

AL   : Sometimes.

R   : When is it? kapan itu?

AL   : eee…

R   : Pas ngomong kayak gini atau pas ada presentasi atau pas ada Olympiad.

71

AL   : Presentasi mungkin, kalau presentasinya kelompok itu. Kalau presentasi sendiri ya masih berani.

R   : So, you confident enough to presentence…

AL   : Alone.

R   : Oke, do you agree that your anxiety influence your achievement of speaking English?

AL   : Gak, enggak.

R   : Enggak? Kenapa? kok beda sendiri kamu? (tertawa)

AL   : Yak apa ya jelasinnya. bingung jelasinnya. private issu.

R   : Oke deh, what's your overcome? Apa yang bakal kamu lakuin kalau kamu tahu kamu anxiety kan? kamu takut buat kesalahan kan?

AL   : I try my best eee for the tending ee and eee the future.

R   : Oh, oke, thank you that's all.

72

Interview 2

(Researcher with Amadea)

R : What do you feel when you speak English?

Am : I feel like usually, I mean like, apa ya, kayak biasa aja gitu lo, kayak merasa tertantang gitu supaya bisa mendalami, bahasa inggris itu lebih dalam. Dan bisa menguasai grammar, lebih..dalam lagi. udah.

R : Use English, please.

Am : When I speak English, I feel like, speak is easily. Speak as usually and I never feel like, what is it? cemas, I never feel like that. And..when I didn't know the translate or the language, I use Indonesian, like..usually too. So, my..what's that? my words is campuran.

R : Have you ever anxiety? Have you ever?

Am : Ya.

R : Kenapa? Why?

Am : When…what is that? When I have to presentation in front of the class. It's my kecemasan. I don't know it. This my big, kecemasan.

R : May I know your reason why you feel anxiety? Mungkin kamu merasa lack vocabulary or…

Am` : No no no. Sometimes I could just like, I'm..minder.

R : Oh, envy gitu ya. Envy? With whom?

Am : With people that, the presentation is good. Di atasnya saya gitu.

R : High level gitu ya..

Am : Iya. Sometimes I would like, I'm afraid to big mistake..to make mistake in front of the class.

R : How often you feel anxiety?

73

Am   : Sometimes.

R   : Do you agree that your anxiety influence your achievement of speaking English?

Am   : Gimana ya, emmm iya sih, because my father told me that I have…I want to improve my English, speak, I have to be confident. I have to..learn…many more about vocabulary, about grammar, about whatever, in English. And my father told me too I didn't need to afraid to..what is that.. so shy, have to be confident.

R   : Oh, oke, that's all, Amadea. Thanks for your time.

74
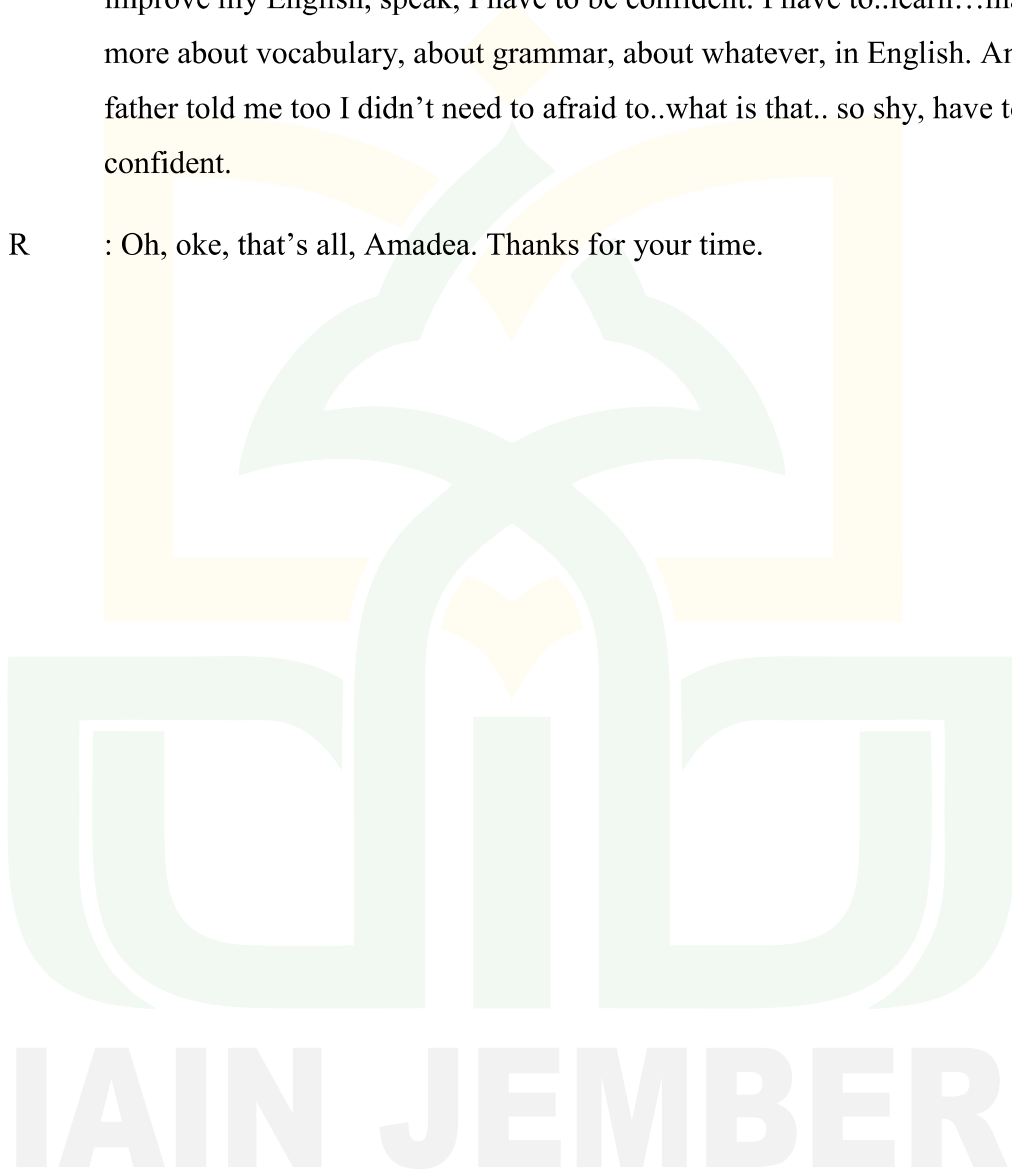
Interview 3

(Researcher with Ferli)

R : What do you feel when you speak English?

FE : Awesome!!!

R : Awesome??

FE : Yes.

R : Oke, have you ever.. nervous or etc?

FE : E, always, all the time speak.

R : Always?!

FE : Yes (laughing)

R : May I know, why you feel like that (nervous)?

FE : Maybe because, ee there was ee crowd..in front of me, so..ee if..just one person, it will be just fine. But..it's.. more than one is like ee crowd or concern, wow, maybe I'm so, waa, anxiety, my anxiety feel so high.

R : So, do you afraid.. to be center of attention in the class?

FI : Yes. Actually, I'm not very ee fear about that, but ee it just..some kind of ee as my mood, what I, what the set of my mood.

R : okee..

FI : If my mood good, I just take it and go it is with no nervous, at all. But if ee something strong with myself, (laughing) I will go aaa..I will go turn..around and everything yeah.

R : Have you ever..feel "Oh, I'm not ready to be speaker in front of my friends because I feel lack of vocabulary or I think that fear make mistake." Have you ever like that?

FE : Always.

R   : What special feelings that you feel?

FE   : Fear make mistake.

R   : Why..?

FE   : Because ee maybe ee I gives a wrong information (?!) so some audiences and maybe..my..speech is not quite well hear by the audiences.

R   : How do you often feel anxiety?

FE   : Every time I speak (laughing).

R   : You fear mistake, itu kayak kamu biasanya in front of the class or every when you speak English?

FE   : Ee, maybe, in front of the class.

R   : Oke, and do you agree that your anxiety influence your achievement in speaking English? Setuju gak kalau anxiety kamu itu mempengaruhi?

FE   : Yes, of course. It's ee like ee some kind like repairing my speak. Maybe if I'm go wrong, I will ee stop it and..make it right.

R   : So do you agree that your anxiety influence in your speaking.

FE   : Yess (laughing) for me.

Interview 4

(Researcher with Inaya)

R   : What do you feel when you speak English?

IN   : I just like just happy, I think I more happy speak with English than Indonesia. And my tongue is just..like me more in speaking English.

R   : Have you ever anxiety?

IN   : Ee, its yes maybe. When to talk with someone I guess I just feel anxiety , I just feel don't confident around people that's it.

R   : Why? Kenapa bisa begitu?

IN   : More alike shy person mean someone as me, like my teacher ask me to go in front of the class I just feel so shy and not confident, when anxiety come to me and it's just like people around is talking about me. That's something is just not good.

R   : So, you say that you scare to be center of intention in the class?

IN   : Yees.

R   : But my opinion your English is good.

IN   : Wow, thank you.

R   : How do you often feel anxiety?

IN   : When in front of the class.

R   : So, when you speak like that you feel confident ya? You look happy and enjoy when speak English.

IN   : Yeah, I really enjoy it.

R   : Have you ever like "I lack of vocabulary."

IN   : Yes, of course. I don't know, I just feel like… I missing something, I know in Indonesia, but I don't know in English.

77

R : Do you agree that your anxiety influence your achievement in speaking English?

IN : Yes, it's disturb me like a lot I guess. That the time when I was in seven grade, My teacher ask me to go on storytelling contest, but she say my English is good, but I don't have the confident.

Interview 5

(Researcher with Indi)

R : What do you feel when you speak English?

IND : ee Actually, when e first time I speak English I'm very shy, its make me scare, I have scare feeling but I..I have motivation, cause I want to go to Harvard University, my dream (laughing) I should speak English and be more confident about that.

R : Shy is part of anxiety. Why you feel anxiety?

IND : Cause I want..I want.. ee I'm so scare to have a mistake and make myself ee I forget about…wait..oh my god I'm forget what is it (laughing).

R : Bahasa Indonesia deh.

IND : Mempermalukan diri sendiri.

R : Itu kamu rasakan in front of the class or every time you speak English?

IND : (laughing) In the class.

R : But, out in the class you confident to speak English?

IND : Yeah.

R : Good. Good. Do you have partner to speak English?

IND : I..I take a course. In EF.

R : And how do you often feel anxiety? Berapa sering kamu?

IND : Emmm…not lil much. Just sometimes.

R : Em, have you ever feel ee "I lack of vocabulary…" pernah gak merasa begitu?

IND : Yeah.

R : But it's not your obstacle to try speak English, right?

IND   : Yeah.

R   : So, do you agree that your anxiety influence your speaking English? and why?

IND   : Yes, absolutely. Because I..If I don't know a lot of vocabulary dan I can't speak English. I should like think dan..dan just be quite (laughing) when I don't know the vocabulary.

R   : Why don't you try to find the new word? like that.

IND   : Yeah, I tried but I feel so lazy (laughing) I want it but lazy.

R   : Oke, apa nih, your overcome, gimana cara mengatasi your anxiety? Karena kamu sadar kan you realize that you have anxiety especially fear make mistake, lack of vocabulary, giman akamu mengatasinya?

IND   : Usually, before I perform in to...in front of the class I will take a deep breath and then just.. I will not remain what I want to say because if I struck, make a stricter for that I will forget about it.

R   : Oke, thanks ya.

Interview 6

(Researcher with Lani)

R   : What do you feel when you speak English?

LA   : ee..I feel like I can't speak English. Because all my friends when I speak English, my friends always told that "sok Inggris" and it makes me not confident to speak English.

R   : Em, how about in the class?

LA   : In my class, my friend don't say that word but my friend like ee apa ya like ee imitation, like apa ya, meniru (laughing) imitate how I speak English like ee like it's like apa ya kayak alay gitu (laughing).

R   : Exactly, What your special feel? And why you feel like that?

LA   : ee, because I think English is apa ya, difficult. Difficult for me, and ee I can't speak English like English does like the pronunciation ee have the different pronunciation between..between me and as Indonesian people and English and…

R   : native speaker? But my opinion your pronunciation is good. How do you often fell anxiety?

LA   : When I speak English I always feel anxiety because I have ee not enough vocabulary and not speak fluency..

R   : Finally kamu takut buat kesalahan juga?

LA   : Yes.

R   : And do you agree that your anxiety influence in achievement on your speaking English?

LA   : eee I think anxiety is influence me to get to the achievement because anxiety makes me like I….I….ee I can't do everything that I want. ee I mean like "I always afraid, I feel afraid of all about English.

R   : So, do you agree?

LA   : Agree.

81

Interview 7

(Researcher with Nadia)

R   : What do you feel when you speak English?

Nad   : I feel..like.. nervous when I..look at the person that I talk with he or she.

R   : Kenapa dilihat?

Nad   : ya, because my parents told me that when talk with someone should look at her face or her eyes.

R   : Why do you feel like that? nervous.

Nad   : Ya, karena..because takut..

R   : fear make a mistake?

Nad   : Yes.

R   : How often? Seberapa sering sih kamu merasa begitu?

Nad   : eemmm..

R   : Just in front of the class or every time, Miss when I speak English.

Nad   : Ya, kalau di kelas gitu. In the class aja.

R   : Berarti pas di kelas aja?

Nad   : Iya

R   : Oh, but you confident enough to speak English with your friend, like that?

Nad   : Eeenggakkk…

R   : Trus yang mana dong. Which one?

Nad   : Tapi, apa.. saya punya teman yang di luar negeri gitu trus susah ngomongnya gitu, kadang saya harus ke google translate dulu baru ngerti.

R   : Translating? But how about speaking?

Nad   : Iya tapi kadang telpon gitu.

R   : So, you have penpol.

Nad   : Ya.

R   : Hm, good. Seberapa sering sih kamu ngulangin nervous kamu begitu? Pernah gak terbata-bata.

Nad   : Sering. Sering gitu, Miss.

R   : Do you agree that your anxiety influence your achievement of speaking English?

Nad   : Setuju.

R   : Kenapa?

Nad   : Eee.. achievement, kan?

R   : Iya, pencapaian kamu dalam bahasa Inggris.

Nad   : Yaa, gitu deh, Miss.

R   : Kok gitu? Gitu gimana? ganggu atau gimana?

Nad   : Ya kayak habis…menyesal gitu, Miss. Semisal kan habis ngomong gitu trus kita pergi kayak, duh ini seharusnya ngomong kayak gini gitu lo, Miss.

R   : And, how you overcome your anxiety?

Nad   : Gimana, Miss?

R   : Gimana cara kamu mengatasi anxiety nya?

Nad   : Ya ngelatih banyak vocabularylagi trus grammar-grammar nya dihapalin lagi

R   : Hmm… gitu. Oke.. Segitu dulu ya.. Thanks, Nadia.

Interview 8

(Researcher with Selyca)

R : What do you feel when you speak English?

SE : Ya I think..Shy.. Shy to say..what ya..ee shy if I have a mistake ee than they were, they will laugh. like that.

R : So, the dominant that you feel is shy?

SE : Ya.

R : How do you often feel like that?

SE : Emm, ya sometimes.

R : Em, oke. Do you confident enough to speak English in front of your friends?

SE : I think, my vocab is low, so..Im…to..apa tadi ya Allah kan nge-blank.

R : It's oke.

SE : Ya kayak, ya apa ya. Im not really confident to speak English in front of my friends.

R : Tidak PD nya hanya di depan teman-temanmu saja?

SE : Ya tergantung gitu, Miss, di depannya siapa.

R : Kenapa bisa begitu?

SE : Ya tergantung mood. Kalau if ee..kayak lagi berani I feel like confident, don't, apa ya not nervous gitu la ya. Ya gitu sih, Miss.

R : The last question ya. Do you agree that your anxiety influence of your achievement in speak English?

SE : Emm, yes, hehehe.

R : Why?

SE   : Ya because ee I think.. ya apa ya miss, kayak kalau misalnya kan ee kalau nganu pekerjaan gitu kan mesti ada kayak TOEFL gitu..kan pasti ada kayak diukur bisa bahasa Inggris sampek mana gitu, jadi kayak bahasa Inggris berpengaruh gitu miss.

R   : TOEFL kan gak ada speaking.

SE   : Yaa tapi kan kalau misalnya pengen cita-citanya pramugari gitu kan kayak harus speak English.

R   : Iya, sih. Oke, oke, thanks ya Selyca.

Interview 9

(Researcher with Sicelia and Kinan)

Researcher : **What do you feel you speak English?**

SI : Ee.. When I feel, I feel that's, English, is very fun to me and after I teach [a]long time, Ee.. since I still in.. kinder garden it was very..happy and.. […] like it until now.

KI : Eee.. first, ee.. I don't like speak(ing) English, but.. ya.. someone… Ee.. there someone who can make me interested English, yaa,,I like the accent.. the way his speak English so I.. I like speak English more now.

Researcher : **Do you enjoy to speak English?**

KI : yes..

Researcher : **Have you ever anxiety? Pernah gak merasa cemas gitu?**

SI : Yes, of course.

Researcher : How about you (Kinan)?

KI : Yes, always. As always as that.

Researcher : Why? Why? What the reasons?

SI : Not confident enough.

Researcher : Not confident enough (?) Why? But, I think your English is good.

SI : Because I'm not shy. E..E.. because I'm the shy people.

Researcher : Iyakah? Oh.. Bagaimana dengan Kinan?

KI : Yaa...I I think I same with her, but.. ya I I, I can't like ee like..of the vocabulary.

Researcher : Lack of vocabulary.

KI : Lack of vocabulary.

Researcher : Kurang gitu ya?

KI : Yes. And…yah not confident enough.

Researcher : But, the dominant of your anxiety, apa dong?

KI : 'Like' of vocabularies, I think (dia pronunciationnya terdengar seperti 'like')

Researcher : Oke. How often do you feel anxiety? Berapa sering kamu merasa anxiety? Malu kayak gitu everytime, Miss, atau sometimes or..

SI : Yes..Sometimes.

Researcher : **When it? Kapan itu?**

SI : It's same presentations, it's always make me...ee, make me...apa..shy. Trus, and then, eee.. ck, ee apa ya, ya itu, confident enough. Not confident enough.

Researcher : Oke, the..conclusion is, you feel anxiety when you 'be a center of the attention in the class, gitu ya?

SI : Yes.

Researcher : Kayak gitu kan?

SI : Yes.

Researcher : Makanya dia malu gitu. Kalau kamu (Kinan) gimana?

KI : Ee.. for me, I think it's all of time I get ee… ee..

Researcher : Anxiety?

KI : Ee. Yes.

Researcher : Everytime you speak English, you feel anxiety (?)

KI : E, Yes, ee..

Researcher : **And, do you agree that your anxiety is influence your achievement in speaking English? Mempengaruhi nggak?**

87

SI   : Mempengaruhi apa?

Researcher   : Kamu setuju gak kalau..kecemasan kamu itu mempengaruhi pencapaian kamu dalam ngomong bahasa Inggris. Mungkin kamu merasa, aku malunya ini mengganggu banget, jadi aku gak..

SI   : Enggak. Ju..justru kalau kayak gitu tu harus..apa ya.. more be study hard ya, to..apa ya..menghilangkan..menghilangkan..(kayak mikir bahasa inggrisnya menghilangkan itu apa)

Researcher   : escade?

SI   : yess.. rasa percaya dirinya itu.

Researcher   : So, you..your..your opinion is anxiety is not obstacle for you speak English (?) Jadi bukan halangan kamu.

SI   : Yes, must to be study hard.

Researcher   : How about you (Kinan)?

KI   : Yess same with her.

Researcher   : Ciyus niiiihh?

KI   : (laugh) ooooohhh,, yeessss, same..

Researcher   : Oke, the last question is how do you overcome? Bagaimana cara kamu mengatasi anxiety? Kinan dulu deh.

KI   : Ee..find..ee the..the..the reason, there make, ee.. the make me love to speak English, like, yaa, the reason, ya, cari alasan buat suka.

Researcher   : Kamu kan tahu, kalau your anxiety is lack of vocabulary. Jadi overcome nya kamu apa dong? Kalau kamu tahu, you know that your anxiety is lack of vocabulary.

KI   : Actually, I.. I learn English ee, kebanyakan, mostly from.. movie, I..I apa.. (..) to..study in book, ya, so..yess..yaa (….) E.. many English movie I think.

Researcher   : How about you (Sicelia)

SI   : I must to be practice. Not just at school, can be at home with my family, maybe. Just..Just.. Just..apa..little..Just..(laugh) ya bisa-bisa aja gitu sebagai practice gitu.

Researcher   : Oke, just enough. Thank you very much.

89

Interview 10

(Researcher with Sindu)

R   : Sindu, what do you feel when you speak English?

SIN   : I feel confident but shy (laughing).

R   : Malu-malu? kamu?!

SIN   : Yes, I feel, little bit of…shy. And then aa kheemm e I shy because of..aa may I usually..ee I have lack of vocabulary, in my mind, I mean if I speak, my vocabulary is so short.

R   : You feel that you are lacking of vocabulary?

SIN   : Yes, because ee if I write ee I can't think, about what, next, If I, I speak, I can. (His pronunciation of "can" and "can't is same). Yaa, Like that.

R   : Masak sih, Sindu? seorang kamu lho.

SIN   : (laughing) yes.

R   : So, it is a part of anxiety. And how do you often feel anxiety? Seberapa sering kamu merasa anxiety?

SIN   : When I..have like..maybe an important thing. There is a maybe Olympiad, or debate. Ee ya, sometimes I nervous to speak, ee because there is a lot people. Or maybe if there is..eee ck a small of people but they are important people, so, I feel like, if I speak wrong, ee I will like embrace myself.

R   : So, It mean, you fear make mistake in front them?

SIN   : No, no. I, when I shy, ee..

R   : Blank ya?

SIN   : Ah, ya. Blank. Nervous.

R   : Okee, emm, have you ever like "I'm not good enough preparation." Pernah gak?

90

SIN : Like I'm not good enough for preparation? (laughing) always.

R : Hmm, how about in front of your friends? Are you still nervous like you speak in front of important people?

SIN : If, the friends is, ee If my friends is close to me, like close friend, ee I will not shy, mayb ee or only one or two. yaa.

R : Oke, so you confident enough to speak English in front of them. Oke, the last question, do you agree that your anxiety influence your achievement of speaking English?

SIN : Ya, I agree.

R : Why?

SIN : eee, because..anxiety.. make me like, losing of my.. educations control (laughing) no, no, ee I cans, I can think clearly when there is like, disturbance or like..if I feel like..not..not relax..if I likes stress or auto maybe nervous, I cans in straight. Like that.

R : Then, How do you overcome to face your anxiety?

SIN : ee, I will like (laughing) ee maybe I will, play game or maybe, chat with friends to..like If I..taken Olympiad with my friends maybe, I will chat to my friend, like so, like chatting about funny thing or to lose my..anxiety.

R : Good. Good, Sindu. Udah gitu aja.

TEACHERS' INTERVIEW TRANSCRIPTS

Interview 11

(Researcher with Miss Putri Firda Nuril I., S.Pd.)

R : What's the aim of English Club? (Vision or mission)

MP : Sebenarnya organisai atau ekstrakurikuler ini ada sebagai wadah untuk siswa yang memiliki minat di bahasa Ingris. Kami tidak memiliki tujuan khusus untuk membuat siswa mahir di bidang tertentu, tapi ini adalah perkumpulan dari mereka yang memiliki minat lebih untuk belajar bahasa Inggris.

Seiring bertumbuhnya EC (English Club), kita berusaha menjaga khususnya saya sebagai guru, agar siswa menginginkan tidak hanya speakin tetapi juga reading and writing, oleh karenya kita membagi kelas menjadi tiga. Namun lagi-lagi faktanya tidak sesuai harapan. Yang hingga kini akhirnya tujuan kami adalah tidak terfokus hanya ke speaking saja tetapi juga reading dan writing.

Tujuan besarnya adalah mengkoordinir mereka sesuai minatnya dan aktifitasnya isinya lebih dari speaking, ada writing namun lebih mengarah ke speaking seperti single vocabulary or sentence, tapi belum sampai ke speaking yang kompleks.

Kita sebenarnya punya program, Mbak. Kita guideness the student goes to English Competition. Jadi nanti bedanya ada di programnya. Siswa yang hanya tertarik dan sudah punya kemampuan. Saumpama ada debate competition, kita persiapkan mereka, kita guide sendiri. Jadi belum sampek membantu siswa berprestasi dalam kelas atau yang berhubungan dengan pelajaran. Belajar dan aktif bahasa Inggris aja dulu, karena anggota EC itu heretogen. Jika ngomong tujuan, maka kita harus lihat cara perekrutan. Sedang kita free for all students, gak ada test, gak bisa set goal juga.

R : What's the obstacle that English Club face?

MP : Ngomongin obstacle, mereka less interest, kurang aktif. Gak hanya speaking. Mereka juga sepertinya kurang motivasi. Mbk tahu kan sekolah ini

92

mewajibkan siswanya ikut ekstrakurikuler. Mereka lebih tidak menunjukkan interestnya, sedangkan kita sudah plan activity yang seru, seperti game, tapi mereka stay silent.

R   : Berapa lama, Miss, untuk mempersiapkan materi?

MP   : Kita biasanya seminggu sebelum ektra kita sudah siapkan.

R   : Kalau begitu, apa saja yang ada di outline pembelajarannya, Miss?

MP   : Kalau outline specific sampek prosedurnya susah ya, jadi kita hanya menuliskan tema saja. Kalau prosedurnya baru kita plan seminggu sebelumnya.

Sebenarnya kita selama ini gak ada outline, jalan aja random. Menyesuaikan. **Tapi kayaknya ini ya yang jadi kelemahannya kita.** Meski gak randem-randem banget sih, kita pernah kok coba buat acara sebulan sebelumnya tapi itu tadi kita udah menyiapkan sesuatu, pada kenyataannya mereka menghindar, tetap tidak siap, yang siap hanya beberapa saja. Mungkin karena anxiety itu kali ya, motivasinya kurang akhirnya merambat kemana-mana seperti gak PD, takut. Sebagian menganggap EC ini bukan priority mereka jadi yang menonjol adalah siswa yang juga menonjol di akademik. Kami paham sih, kami juga menyesuaikan dengan kegiatan mereka. Karena ini full day kan jadi pasti banyak PR.

R   : How about English Club solve student's anxiety?

MP   : Saya sudah mencoba beberapa cara, yang datang kan gak banyak, jadi saya mencoba untuk mengajak mereka berbicara secara intim, dalam artian tidak dalam skala kelas tetapi **mengajak mereka berbicara secara personal.** Saya juga **memberikan stimulus berupa pertanyaan-pertanyaan sederhana**, tentang keseharian mereka apa. Kan seharusnya vocabulary daily activity sudah familiar kan, nggak membicarakan topic yang berat-berat dulu. Pertanyaan sederhananya seperti, "What did you do? What are you feeling?" ketika mereka menjawab, "I'm so dizzy." Dari jawaban yang mereka berikanlah nantinya bisa berkembang.

93

Dari pertanyaan sederhana, **meningkat lagi ke pertanyaan yang berkaitan dengan opini mereka,** asking and giving opinion, "What do you think about this?" Ketika ditanya seperti itu, kadang mereka sebenarnya sudah paham dan tahu akan menjawab bagaimana, **tapi untuk menyusunnya kadang mereka yang kurang punya semangat atau motivasi.** Mereka sudah tahu per kata dari apa yang ingin mereka katakana di giving opinion, tapi **tidak akan mau jika tidak dipaksa, dituntun,** seperti itu. Dipaksa untuk create sentences. Mereka kebanyakan **malu atau tidak PD** kalau disuruh speak up di skala kelas makanya saya mencoba untuk mengajak pendekatan secara personal.

94

6) Data Categorization

DATA CATEGORIZATION

1. **Factor and of Speaking Anxiety**

No.	Name of Students	Students' Answer
1.	AL	Little bit nervous. I think, that it might be wrong at talking.
2.	AM	I feel like usually… When I have to presentation in front of the class. It's my kecemasan. I don't know it. This my big, kecemasan.
3.	FE	I feel awesome. But I always nervous all the time speak… maybe because… there was crowd in front of me.
4.	IN	I just like just happy, I just feel don't confident around people that's it.
5.	IND	Actually, when e first time I..speak English I'm very..shy. It makes me scare.. I have scare feeling but, I..I have motivation, cause I want to go to Harvard University. It's my dream. Yeaahh… I should speak English and be more confident.
6.	LA	I feel like I can't speak English. Because all my friends when I speak English, my friends always told that "sok Inggris" and it makes me not confident to speak English.
7.	NA	I feel..like.. nervous when I..look at the person that I talk with he or she.
8.	SE	I think..Shy. Shy if I have a mistake then they were, they will laugh me. Like that.
9.	SI	English is very fun, but I'm not confident enough.
10.	KI	I like speaking English, but I always lack of

		vocabulary.
11.	SIN	I feel confident but shy.

2. Reducing Students' Speaking Anxiety

No.	Name of Students	Students' Answer
1.	AL	I try my best for the tending it.
2.	AM	I have to..learn…many more about vocabulary, about grammar, about whatever, in English. And my father told me too I didn't need to afraid to..what is that.. so shy, have to be confident.
3.	FE	It's ee like ee some kind like repairing my speak. Maybe if I'm go wrong, I will ee stop it and..make it right.
4.	IN	I try to practice it because I enjoy with English.
5.	IND	Usually, before I perform in to...in front of the class I will take a deep breath and then just.. I will not remain what I want to say because if I struck, make a structure for that I will forget about it.
6.	LA	I will try to calm.
7.	NA	Ya ngelatih banyak vocabulary lagi trus grammar-grammar nya dihapalin lagi.
8.	SE	I have to speak English, force to speak English.
9.	SI	I must to be practice. Not just at school, can be at home with my family.
10.	KI	Actually, I learn English mostly from movie.
11.	SIN	I will, play game or maybe, chat with friends.

7) Research License Letter

Nomor   : B.3896/In.20/3.a/PP.00.9/12/2019   19 Desember 2019
Sifat   : Biasa
Lampiran   : -
Hal   : **Permohonan Izin Penelitian**

Yth. Kepala SMAN 4 Jember
Dr. Moh. Edi Suyanto, M.Pd.

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diizinkan mahasiswa berikut :

Nama	:	Lutfiya Nur Hamidah
NIM	:	T20166032
Semester	:	VII (Tujuh)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai *Student's Speaking Anxiety: An English Speaking Club in SMAN 4 Jember* selama 2 bulan di Ekstrakurikuler English Club SMAN 4 Jember.
Adapun pihak-pihak yang dituju adalah sebagai berikut :

1. Kepala SMAN 4 Jember
2. Kesiswaan SMAN 4 Jember
3. Pembina Ekstrakurikuler English Club SMAN 4 Jember

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

8) Research Finished Letter

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 4 JEMBER
Jl. Hayam Wuruk 145 Telp.(0331) 421819 Fax. (0331) 412463 Jember 68135
Web:http//www.sman4jember.sch.id – e-mail:admin@sman4jember.sch.id

SURAT KETERANGAN

Nomor : 421.3/196/101.6.5.4/2020
Perihal : Penelitian

Yang bertanda tangan dibawah ini Kepala SMA Negeri 4 Jember menerangkan dengan sebenarnya bahwa :

Nama : LUTFIYA NUR HAMIDAH

NIM : T20166032

Jurusan : Pendidikan Bahasa

Program Srudi : Tadris Bahasa Inggris

IAIN Jember

Benar-benar telah melaksanakan penelitian di SMA Negeri 4 Jember pada tanggal 21 Januari s.d 12 Maret 2020 dengan judul " Students' Speaking Anxiety in an English Speaking Club at SMAN 4 Jember ".

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jember, 22 Juni 2020
Kepala Sekolah

Dr. MOH. EDI SUYANTO, M.Pd
NIP. 19650713 199003 1 007

9) Declaration of Authenticity

<div align="center">

THESIS STATEMENT

</div>

I am the student with following identity:

Name   : LUTFIYA NUR HAMIDAH

NIM   : T20166032

Department   : Language Education

Field of Study   : English Language Education Department

Certify that the thesis untitled **"Students' Speaking Anxiety in an English Speaking Club at SMAN 4 Jember"** is definitely my own work. I am completely responsible for the content of the thesis. Other researcher's opinions and all information included in this thesis are quoted or cited in accordance with ethical standards.

Jember, June 23th 2020
The Writer,

Lutfiya Nur Hamidah
NIM. T20166032

10) Biography

<p style="text-align:center">**BIOGRAPHY**</p>

Personal Information

Full Name   : Lutfiya Nur Hamidah
NIM   : T20166032
Gender   : Female
Address   : Tanjungrejo Sembulung Cluring Banyuwangi, Jawa Timur
E-mail   : jurnalistikpia@gmail.com

Education Background

1. T.K. R.A. Perwanida II Tanjungrejo   : 2002 - 2004
2. SD Islam Tanjungrejo   : 2004 - 2010
3. MTs. Roudlotul Muta'allimin   : 2010 - 2013
4. MA. Roudlotul Muta'allimin   : 2013 - 2016
5. IAIN Jember   : 2016 – 2020

Organization Experience

1. Wakil Ka. OSIS MTs Roudlotul Muta'allimin periode 2010/2011
2. Ka. OSIS MTs Roudlotul Muta'allimin periode 2011/2012
3. Penjaga koperasi siswa (2011/2012)
4. Sekretaris Dewan Penggalang periode 2010/2012
5. Sekbid Pramuka OSIS MA Romu periode 2013/2014
6. Sekertaris Jurnalistik MA Romu periode 2013/2014
7. Ka. Dewan Ambalan Putri periode 2013/2014
8. Pembantu Pembina pramuka di SDI Tanjungrejo (2012-2015)
9. Ka. Eks. Jurnalistik LP ROMU periode 2014/2015
10. Sekretaris kelas XII-IPA (2015/2016)
11. Kabid.Tarbiyah PP. Ainul Yaqin Ajung (2017-2019)
12. Menjadi guru Bahasa Inggris di SMK Azza Ainul Yaqin (2018/2019)
13. Pembantu Karyawan Perpus IAIN Jember (2018-2020)