

**EXPLORING STUDENTS' ANXIETY IN ENGLISH SPEAKING
PERFORMANCE AT MAN 2 PROBOLINGGO**

THESIS



Written by:

Shinta Azkarina

SRN: 214101060035

**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER**

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
JUNE 2025**

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in partial fulfilment of the Requirement to Obtain
a Bachelor's Degree of Sarjana Pendidikan (S.Pd)
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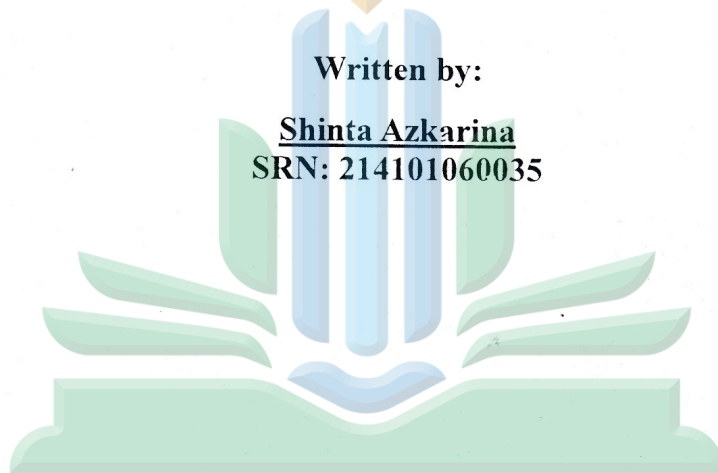
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EXPLORING STUDENTS' ANXIETY IN ENGLISH SPEAKING PERFORMANCE AT MAN 2 PROBOLINGGO

THESIS

This has been certified and has been approved by the board examiners
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Faculty of Tarbiyah and teacher Training
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Day: Tuesday
Date: 17 May 2025

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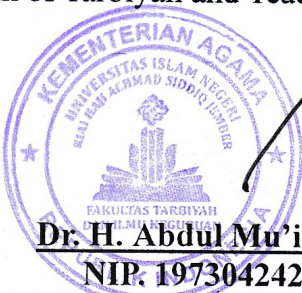
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MOTTO

﴿ فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦) ﴾

“So, verily, with every difficulty, there is relief. Verily, with every difficulty there is relief”.

(QS. Asy-Syarh; 4-5)¹



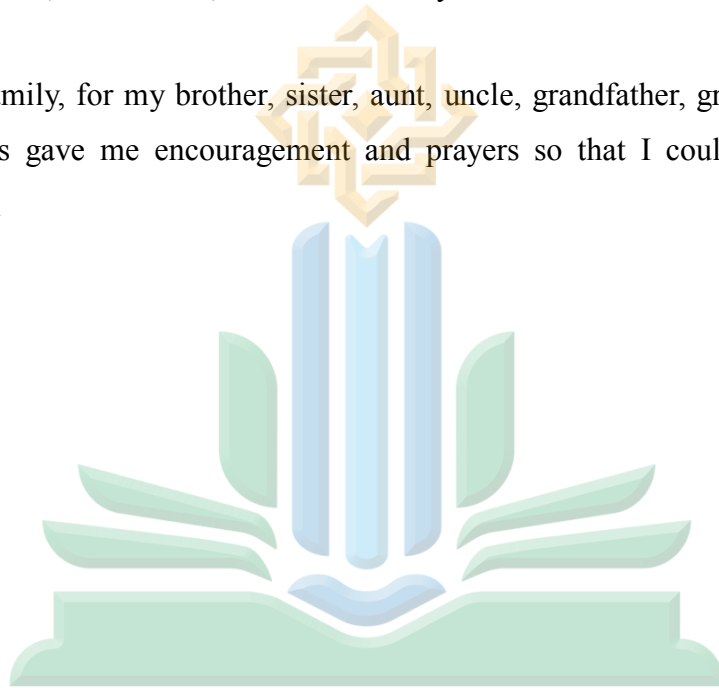
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¹ Asy-Syarh 94:4-5, https://quranenc.com/id/browse/english_saheeh

DEDICATION

I would like to dedicate this thesis to:

1. My mother, Sri Wahyuningsih, a strong woman who is always patient and always gives the best for me. without his support, I would not have completed this thesis.
2. My father, Khoiruddin, a man who always comforts me and is always there for me.
3. My family, for my brother, sister, aunt, uncle, grandfather, grandmother, who always gave me encouragement and prayers so that I could complete this thesis.



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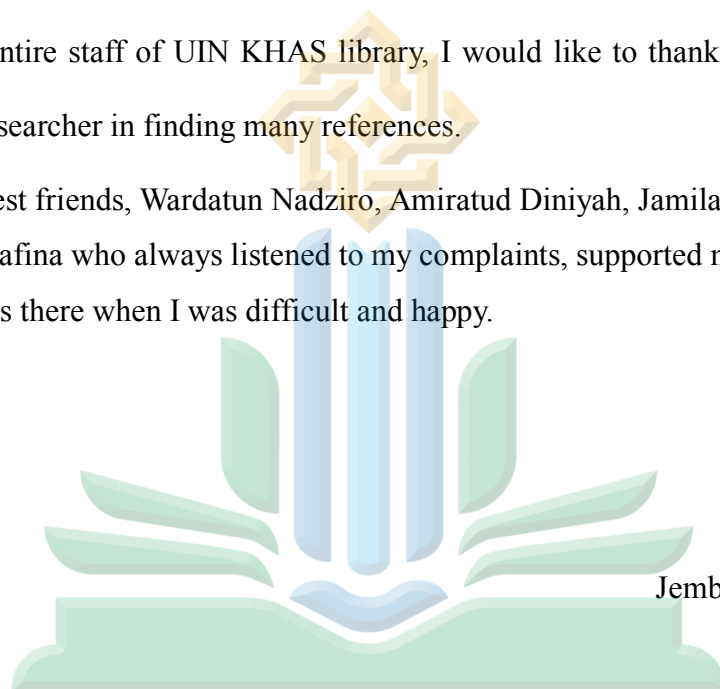
ACKNOWLEDMENT

Praise and gratitude are always due to Allah SWT, who has given His grace and gifts so that the author can complete the thesis entitled “Exploring Student’s Anxiety in English Speaking Performance Trough Pair Work Activity at MAN 2 Probolinggo”. Shalawat and greetings are given to the Prophet Muhammad SAW who has brought from darkness to a brightly lit path, especially from a bright future to world civilization.

Therefore, the researcher would like to express his gratitude and appreciation to those who have helped the author work on this thesis to completion:

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2. Dr. H. Abdul Mu'is, S. Ag., M.Si as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember who has given the permission to do this reaserch
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5. Prof. H. Moch. Imam Machfudi, SS, M.Pd., Ph.D as my advisor, who has given me the guidance, suggestions, and patience.
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10. My best friends, Wardatun Nadziro, Amiratud Diniyah, Jamilatul Jennah, and Nur Safina who always listened to my complaints, supported me, and was always there when I was difficult and happy.



Jember, May 6th 2025

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ABSTRACT

Shinta Azkarina, 2025: *Exploring Student's Anxiety In English Speaking Performance At MAN 2 Probolinggo*.

Keywords: Speaking Anxiety, Pair Work, Preparation, Positive Thinking, English Speaking Performance.

Anxiety in speaking English is one of the main challenges faced by students in the language learning process, especially for learners of English as a foreign language (EFL). Speaking skills require courage, confidence and good language skills, but in reality many students feel afraid, nervous and anxious when asked to speak in front of the class. This situation not only hinders their ability to convey ideas orally, but also has an impact on low participation and achievement in the learning process. This phenomenon is also found in MAN 2 Probolinggo, where some students show symptoms of high anxiety when speaking in English during learning.

This research was conducted to explore more deeply about students' anxiety in speaking English at MAN 2 Probolinggo. The main focus of this research is to identify the factors that cause such anxiety and describe the strategies that can be used to reduce it. Speaking anxiety often arises due to low self-confidence, fear of negative judgment from others, lack of adequate vocabulary, so students prefer not to participate in learning.

This research aims to identify the specific factors that cause students' anxiety in speaking English, as well as to describe in depth the significance of strategies such as pair work, preparation, and positive thinking in helping to reduce anxiety. With a deeper understanding of these two aspects, it is hoped that this research can make a real contribution to the development of more effective learning approaches.

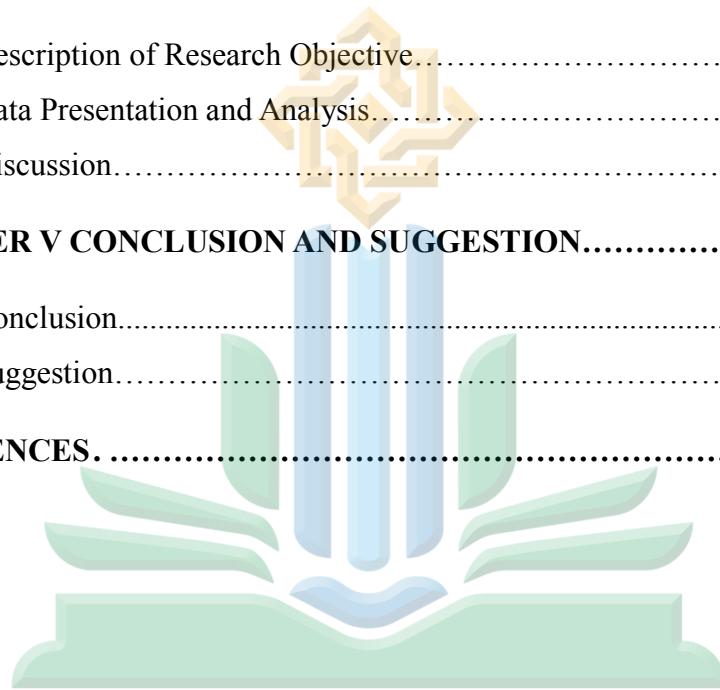
This research used a qualitative approach with a case study design. The research subjects were students of class XI D MAN 2 Probolinggo. Data collection techniques included observation, interviews, and documentation review. Data analysis was conducted using the Miles and Huberman model which includes data reduction, data presentation, and verifying conclusion.

The results showed that there are four main factors that cause students' anxiety, namely lack of vocabulary, lack of confidence, afraid of making mistakes, and lack of preparation. To reduce this anxiety, three effective strategies were found, namely pair work, preparation, and positive thinking. Pair work strategy creates a more relaxed and supportive learning environment, making students more relaxed about practicing speaking. Preparation makes students feel more prepared and confident, while positive thinking helps reduce the afraid of failure and encourages the courage to try. These three strategies contribute significantly to increasing confidence, creating a safe learning environment, and reducing students' speaking anxiety.

TABLE OF CONTENT

COVER	i
APPROVAL OF SUPERVISOR	ii
APPROVAL OF EXAMINER.....	iii
MOTTO.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	viii
TABLE OF CONTENT	ix
LIST OF TABLES.....	xi
LIST OF APPENDICES.....	xii
CHAPTER I INTRODUCTION.....	1
A. Research Context	1
B. Research Formulation.....	6
C. Research Question.....	7
D. Research Objective.....	7
E. Research Significant.....	7
F. Definition of Key Term.....	8
G. Systematic Discussion.....	9
CHAPTER II LITERATURE REVIEW	10
A. Previous Research.....	10
B. Theoretical Framework.....	16
CHAPTER III RESEARCH METHODOLOGY	37
A. Research Approach and Design	37
B. Research Location.....	38

C. Research Subject.....	38
D. Data Collection Technique.....	39
E. Data Analysis	41
F. Validity of Data	43
G. Research Procedure.....	44
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS.....	46
A. Description of Research Objective.....	46
B. Data Presentation and Analysis.....	49
C. Discussion.....	58
CHAPTER V CONCLUSION AND SUGGESTION.....	71
A. Conclusion.....	71
B. Suggestion.....	74
REFERENCES.....	75



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF TABLES

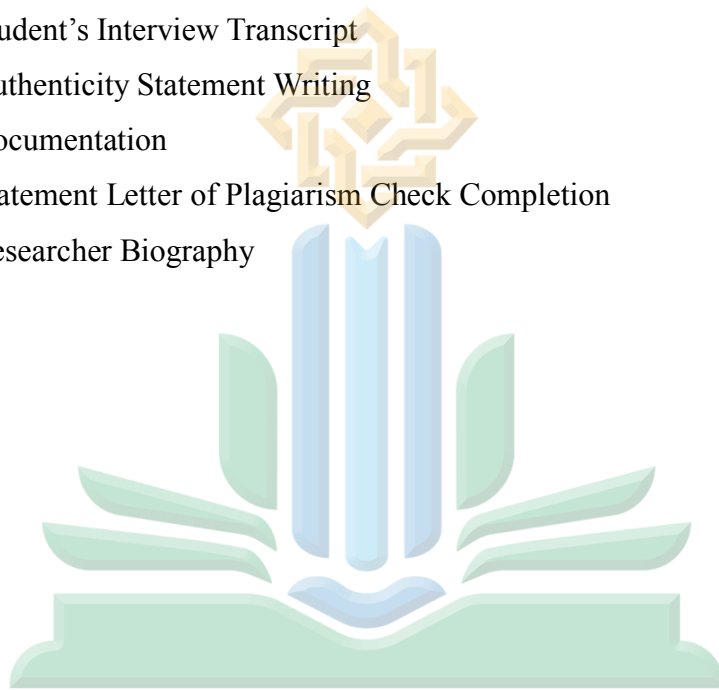
No.	Description	Page
1.1.	Table Smiliraties and differences beetwen previous research and this research.....	15



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDICES

1. Research Matrix
2. Research Permission Letter
3. Letter of Having Conducted Research
4. Research Journal
5. Student's Interview Transcript
6. Authenticity Statement Writing
7. Documentation
8. Statement Letter of Plagiarism Check Completion
9. Researcher Biography



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J E M B E R

CHAPTER I

INTRODUCTION

This chapter explains the reasons for conducting the research and includes the background of the research, problem formulation, research objectives, research benefits, and definitions of key terms that are explained in the following sections.

A. Research Context

In learning a language, especially English, there are four skills that we need to master, namely listening, reading, speaking and writing. These four skills must be mastered well in order to communicate effectively.¹ Rao (2019) states that speaking is one of the most important basic skills of the four language skills. In general, speaking is the ability to express ideas with words in a language. Speaking requires complex skills, not only conveying ideas orally but being able to convey the ideas contained in the information conveyed (Abrar et al., 2018).² Therefore, every individual must be able to develop speaking skills, especially in mastering English in order to communicate well with all people in the world. In the context of English as a Foreign Language (EFL), speaking is the most fundamental skill to master.³ Wael (2018) also argued that English speaking ability is a prerequisite in measuring the improvement of students'

¹ Citra Suci Amalia, Fitri Hilmiyati, and M Noor Anzali, "Teacher ' S Strategy for Overcoming Students ' Anxiety in Speaking English," *Proceeding of Annual ...*, 2023, 891–97.

² Mukhlash Abrar et al., ""If Our English Isn't a Language, What Is It?" Indonesian EFL Student Teachers' Challenges Speaking English," *Qualitative Report* 23, no. 1 (2018): 129–45, <https://doi.org/10.46743/2160-3715/2018.3013>.

³ Qismullah Yusuf and Zuraini, "Challenges in Teaching Speaking to EFL Learners," *Teacher'S Efforts To Overcome Students' Difficulties in Reading Comprehension*, 2016, 542–46.

English proficiency. Therefore, students must demonstrate their speaking skills to show whether they have good speaking skills or not. Speaking has been considered as the biggest challenge, because they have to prepare the vocabulary to be used, the right grammar rules, be accurate in pronunciation, and understand what they are saying. However, for EFL students in improving speaking skills, not only memorizing or preparing vocabulary, but they also have to build confidence when speaking in public using English.

There are several factors that make learning English difficult to improve. According to (Rao, 2019), many EFL students find it difficult to speak English due to lack of vocabulary. Speaking skills also play a dominant role in communication. Therefore, many students study in order to communicate well with all the people in the world.¹ According to Fitri et al (2021:77-78), they also found that many students are unable to speak in public, and it is difficult for students to face oral performance. Even students usually feel anxious when asked to speak English. They feel less confident when speaking in English. Anxiety becomes a major problem in their achievement.² These characteristics indicate that there are symptoms of anxiety.

¹ Parupalli Srivinas Rao, "VS Publications Alford Council of International English & Literature Journal(ACIELJ)," *Alford Council of International English & Literature Journal(ACIELJ)* 401, no. 2 (2019): 6–18.

² Khalimi. Fitri, K., Anasy, Z., Dewi, R. S., Hamid, F., Fahriany, "The Correlation between Anxiety and Students' Speaking Performance in the EFL Classroom," *Emerging Trends in Technology for Education in an Uncertain World*, 2021, 184–89.

Speaking anxiety is one of the things that can affect students' confidence because it often makes students fail. Speaking anxiety causes students to lack confidence to perform in public, so that students cannot understand the teacher's explanation properly.³ In the learning process, some students who are able to speak in English, they are more confident to perform, even though the answer is not necessarily correct. However, there are some students who are good at theory and writing, but are reluctant to perform because they are afraid of making mistakes. In addition, there are some students who are anxious because they are worried about being mocked by their friends, and are afraid of being reprimanded by the teacher so they always think of negative judgments from others. As a result, they also experience anxiety when asked to express opinions, answer questions, including speaking in English learning. This can be seen from students when asked to speak in front of their friends, they cannot repeat back the actual meaning, sound or intonation, despite continuous practice. When they stand in front of their peers, everything they have learned seems to disappear. They forget the lessons they have prepared beforehand. It is this feeling of anxiety that results in students not being able to develop their speaking skills.

Price (1991) states that speaking is often a major source of anxiety for learners. According to Horwitz (2001), anxiety is a feeling of tension, nervousness, worry and anxiety related to the nervous system and can affect

³ Asysyfa Asysyfa, Ayu Maulidia Handyani, and Siska Rizkiani, "SAsysyfa, A., Handyani, A. M., & Rizkiani, S. (2019). Students' Speaking Anxiety in EFL Classroom," *Professional Journal of English Education* 2, no. 4 (2019): 581.

individuals who are learning a foreign language.⁴ Anxiety is considered a common emotion felt by many people. Said and Weda (2018) also confirmed that anxiety can have an impact on students' learning achievement. Speaking anxiety can range from mild nervousness to high levels of fear that can affect a student's speaking performance.⁵ It is mentioned in the Qur'an letter Al-Baqarah verse 155:⁶

وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ وَنَقْصٍ مِّنَ الْأَمْوَالِ وَالْأَنْفُسِ وَالثَّمَرَاتِ وَبَشِّرِ الصَّابِرِينَ
١٥٥

“And certainly, we shall test you with something of fear, hunger, loss of wealth, lives and fruits but give glad tidings to the patient ones.” (Al-Baqarah Ayat 155).

Excessive anxiety can have a negative impact. Jendra and Sugiyo (2020) state that when anxiety has developed into a disorder, it can hinder a person's function in daily life.⁷ Anxiety can also reduce self-confidence, making students silent and nervous in certain situations. Empirical research shows that EFL students who experience anxiety tend to participate less in learning activities and have lower performance compared to students who do not experience anxiety (Aida, 1994; MacIntyre and Gardner, 1991).⁸ As a

⁴ Horwitz E. K. “Language Anxiety and Achievement,” *Annual Review of Applied Linguistics* 21 (2001): 112–26.

⁵ Sukardi Weda and Andi Elsa Fadhilah Sakti, “Factors Influencing Students’ Anxiety in English as a Foreign Language Classroom,” *2nd International Conference on Statistics, Mathematics, Teaching, and Research* 3 (2018).

⁶ Al-Baqarah 155, Al-Qur’an Kemenag. <https://lajnah.kemenag.go.id/info-lpmq/unduhan/quran-kemenag.html>

⁷ S. Jendra, A. F., & Sugiyo, “Pengaruh Efikasi Diri Terhadap Kecemasan Presentasi Siswa Kelas XI Di SMA Negeri 1 Wuryantoro,” *Konseling Edukasi: Journal of Guidance and Counseling* 4(1) (2020): 138–59.

⁸ R. C McIntyre, P. D., & Gardner, “Language Anxiety: Its Relationship to Other Anxieties and to Processing in Native and Second Languages,” *Language Learning* 41(1) (1991): 513–34.

result, when anxiety arises in speaking activities, students cannot follow the teaching and learning process optimally. Therefore, students' anxiety in speaking English needs to be addressed as it can affect their speaking ability and cause negative impacts. Teachers are expected to find better and supportive strategies to help reduce such anxiety.

The research that will be conducted by the current researcher focuses on identifying factors that can cause anxiety, and describing strategies that can help students in reducing student anxiety in English speaking performance at MAN 2 Probolinggo. Based on the results of interviews conducted by researchers with English language subject teachers, information was obtained that the condition of MAN 2 Probolinggo students still needed to be improved in speaking skills. The teacher mentioned that there are still many students who feel anxious when asked to speak in front of the class. This is caused by a lack of confidence, fear of making mistakes, lack of adequate vocabulary and lack of preparation, so that with this, students have difficulty speaking English in front of the class.

Although research on speaking anxiety has been conducted by several researchers before, based on this statement, it is important to identify the factors that can cause students' speaking anxiety and to describe the strategies to reduce students' speaking anxiety on their speaking performance. In fact, based on observation, the researcher found that students feel anxious when speaking, which should be considered as one of the important skills in learning English. However, many of the students still have not mastered

speaking skills in English due to the anxiety they have. Therefore, the researcher needs to explore the causes of students' anxiety in speaking skill participation and describe strategies that can help reduce such anxiety, so that they can maximize their language ability. Then the researcher conducted a study entitled “Exploring Students Anxiety In English Speaking Performance At MAN 2 Probolinggo” which focused on the factors causing students' anxiety, and strategies in helping to reduce English speaking performance anxiety.

B. Research Formulation

Anxiety in speaking English is one of the obstacles often experienced by students in the learning process, especially in the context of English as a Foreign Language (EFL). Based on the interview with the English teacher at MAN 2 Probolinggo, it is known that many students show fear, hesitation, and reluctance to speak in class. The teacher mentioned that some students feel anxious because they are afraid of making mistakes, lack of vocabulary, and low self-confidence. In addition, some students also seemed unprepared when asked to speak spontaneously. To overcome this, the teacher has tried to implement strategies such as pair work and structured exercises. However, the effectiveness of these strategies in reducing anxiety is not known for certain and has not been felt equally by all students.

Based on these problems, the researcher focuses this study on two aspects. First, the researcher will identify the factors that cause students'

anxiety in speaking English. After that, the researcher will describe strategies that can help reduce students' anxiety during speaking lessons.

C. Research Question

Based on the explanation of the background of study that has been conveyed, the author notes the research question in the study as follows:

1. What are the factors that cause students' anxiety in english speaking performance at MAN 2 Probolinggo?
2. What are the strategies to help reduce students' anxiety in english speaking performance at MAN 2 Probolinggo?

D. Research Objectives

Based on the research question, the following research objectives have been formulated:

1. To identify the factors that can cause students' anxiety in english speaking performance at MAN 2 Probolinggo.
2. To describe the strategies that help reduce students' anxiety in english speaking performance at MAN 2 Probolinggo.

E. Significant of Research

With the results of this study, it is expected to be able to provide benefits both directly and indirectly. The benefits expected from this research include the following:

1. Theoretically

The author hopes that this research can develop theories about student anxiety in speaking English, increase knowledge about factors that

can affect student anxiety, help enrich literacy about English learning, and can contribute to the development of English learning methods.

2. Practically

a. For Teacher

The author hopes that this research can help teachers in developing better learning methods, providing effective strategies to reduce students' anxiety in speaking English.

b. For Further Researcher

The authors hope that the results of this study can serve as a basis for further research exploring other interactive methods to address students' anxiety in speaking English.

F. Definition of Key Term

1. Students' Anxiety

Student anxiety is a condition in which students feel afraid, nervous, or worried about things experienced in the academic environment. It can occur when students are under pressure to perform, fear of making mistakes, or worry about being judged by peers and teachers. In EFL contexts, anxiety often arises in speaking activities, where students fear negative judgment, lack of confidence, and inadequate vocabulary. This anxiety can affect students' ability to learn effectively and contribute actively.

2. English Speaking Performance

Speaking performance is a person's ability to convey ideas, thoughts, or information orally in a language, both formally and informally. In the context of EFL, there are several aspects of speaking performance, namely fluency, pronunciation, proper use of grammar, intonation and confidence when speaking. Speaking performance does not only assess the ability to speak, but the way a person conveys a message effectively according to the context or audience.

G. Systematic Discussion

The structure of the discussion in this thesis is divided systematically into five chapters, starting from the introduction to the conclusion. Each chapter is structured to guide the reader to understand the research process in a coherent and organized manner.

Chapter I introduces the research, research question, research objective, research significance, definitions of key terms, and the structure of the thesis.

Chapter II reviews relevant literature, including previous studies and the theoretical framework that supports the analysis and interpretation of findings.

Chapter III describes the research methodology, including the design, subjects, data sources, data collection techniques (interviews, observations, questionnaires), data analysis, and data validity.

Chapter IV presents and discusses the findings, starting with a description of the research object and context, followed by analysis and interpretation based on the research questions and theories.

Chapter V concludes the study by summarizing the main findings and providing suggestions based on the results.



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CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review related to the research topic. This review includes the presentation of various relevant previous studies as well as the preparation of the theoretical framework underlying this study. Both sections aim to provide a strong theoretical foundation and show the relationship between this research and previous studies.

A. Previous Research

This chapter discusses the literature review related to the research topic. This review includes the presentation of relevant previous studies as well as the development of the theoretical framework underlying this study. Both sections aim to provide a strong theoretical foundation and show how this research relates to previous studies.

The first previous research written by Rahmah R, Abdul S, Zaitun Q (2022) entitled “The Effectiveness of Pair Work Activities on Students Speaking Anxiety and Speaking Ability”.¹³ This previous study aims to measure the effectiveness of pair work activities on students' speaking anxiety and speaking ability. This study used a quasi-experimental method with data collection techniques through questionnaires and speaking tests. Data analysis used descriptive statistics and Multivariate Analysis of Variants test through SPSS.23. This study also found that pair work activities can effectively reduce

¹³ Rahmah Rianti, Abdul Syahid, and Zaitun Qamariah, “The Effectiveness of Pair Work Activities on Students’ Speaking Anxiety and Speaking Ability,” *Jurnal Educatio FKIP UNMA* 8, no. 4 (2022): 1471–77.

students' speaking anxiety and can improve students' speaking. The population taken in this study were 8th grade students of junior high school.

From the explanation above, there are some similarities between this previous research and the current study. Both studies applied a qualitative approach and focused on the use of pair work as a strategy to reduce students' anxiety in speaking English. They also found that pair work encourages participation and creates a safer learning environment. However, there is a difference in the research focus. While the previous research emphasized both the impact on anxiety and speaking ability equally, the current study concentrates more deeply on students' emotional experience specifically anxiety and how pair work contributes to reducing it in the context of MAN 2 Probolinggo.

The second previous research written by Farida Nuralika (2023) with the title “Exploring Student's Anxiety About their English-speaking Participation in the Classroom”.¹⁴ This previous research aims to measure students' anxiety level, find the type of anxiety, identify the factors that can influence, and explore strategies that can reduce speaking anxiety in English learning. This study also mentioned some strategies to reduce anxiety which are relaxation, preparation, positive thinking, and audience depreciation.

This previous research shares notable similarities with this study. Both studies used a qualitative approach and examined anxiety factors beyond language ability, such as psychological pressure and self-perception. Both also

¹⁴ Farida Nuralika, “Exploring Students’ Anxiety about Their English-Speaking Participation in the Classroom (A Case Study of 10th Grade Students of SMAN 1 Parung, Bogor),” 2023, i–67.

highlighted the importance of preparation and positive thinking as strategies. However, the difference lies in the strategy application. Farida's study theoretically suggested several strategies, while the current study practically applies and observes the use of preparation, positive thinking, and pair work during real speaking activities at MAN 2 Probolinggo.

The third previous research was conducted by Mutiara Putri Aulia, Nenden Sri Lengkanawati, and Rojab Siti Rodliyah (2020) with the title "The Use of Pair Work to Reduce Speaking Anxiety in an EFL Classroom".¹⁵ This study aims to find out how the application of pair work activities in an EFL classroom can help reduce students' speaking anxiety. The method used in this study is qualitative with data collection techniques through questionnaires, interviews, and observations. The results showed that the pair work activity succeeded in reducing students' speaking anxiety by increasing interaction between students and providing more opportunities to speak. Students who have low anxiety levels help their anxious friends in pronouncing words and provide appropriate vocabulary suggestions.

From the explanation above, this previous research and this research share a key similarity in using pair work as a main strategy to reduce speaking anxiety. Both studies found that peer interaction contributes to a more relaxed learning environment. However, the difference lies in the strategy variety. Aulia's research focused only on pair work, while the current study integrates

¹⁵ Mutiara Putri Aulia, Nenden Sri Lengkanawati, and Rojab Siti Rodliyah, "The Use of Pair Work to Reduce Speaking Anxiety in an EFL Classroom" 430, no. Conaplin 2019 (2020): 134–37.

it with preparation and positive thinking making the approach more holistic in addressing students' emotional readiness.

The fourth previous research written by Adiningsih L, Atin K (2024) entitled “Reducing Student's Anxiety in Speaking English: Teacher's Strategies”.¹⁶ This previous research aims to find out the teacher's strategy in reducing students' anxiety in speaking English as well as the advantages and strategies applied. This research used a qualitative method with a case study design. The data collection techniques used were observation and interview. In this study it was found that the teacher's strategy in reducing students' anxiety in speaking English is relaxation, preparation, positive thinking, finding peers, and peer groups. The subject of this previous research used 8th grade students.

From the explanation above, this previous research aligns with the current study in terms of the goal to reduce speaking anxiety, and both recognize that emotional support is crucial. However, there are some important differences. Adiningsih's research focused on teacher led efforts, while the current study emphasizes student centered strategies such as pair work and the development of individual preparation and positive thinking habits. While the role of the teacher remains important, this study pays more attention to how students' own efforts can directly affect their anxiety levels.

The last previous research written by Heramina Sukmawati (2022) entitled “An Analysis of Students Anxiety in Speaking English at 7th Grade of

¹⁶ R M Ahmad and F Arkiang, “Journal of Nusantara Education,” *Journal of ...* 2, no. April (2021): 64–72.

Mts Ma'arif NU 1 Kebasen Banyumas.”¹⁷ This previous research aims to analyze student anxiety in speaking English in grade 7 students. In previous research, there were 2 anxieties identified, namely state anxiety and situation-specific anxiety. It is also mentioned that there are seven factors that cause student anxiety in speaking. The method used is qualitative research.

From the explanation above, previous research and this research both examine the causes of speaking anxiety. They agree that anxiety is often rooted in fear of failure and lack of confidence. However, there are clear differences. Heramina's study did not test or implement specific strategies to reduce anxiety, whereas the current study actively implemented three strategies-working in pairs, preparation, and positive thinking-in a structured setting. In addition, while Heramina's participants were junior high school students, this study focuses on senior high school students at MAN 2 Probolinggo, which provides a different age-related perspective on speaking anxiety.

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

No.	Author's Name and Title	Similarities	Differences
1.	Rahmah R, Abdul S, Zaitun Q (2022), The Effectiveness of Pair Work Activities on Students' Speaking Anxiety and	a) Both studies used strategy pair work activity.	a) The previous study used a quantitative approach, whereas this study used qualitative approach. b) The previous study

¹⁷ Heramina Sukmaranti, “An Analysis of Student's Anxiety in Speaking English at 7th Grade of MTs Ma'arif NU Kebasen,” 2022.

	Speaking Ability.		used questionnaire, and speaking test, whereas this study used observation, interview, and document review.
2.	Farida Nuralika (2023), "Exploring Students' Anxiety about Their English-Speaking Participation in the Classroom (A Case Study of 10th Grade Students of SMAN 1 Parung, Bogor),"	a) Both identified factors causing speaking anxiety. b) Both mentioned preparation and positive thinking as strategies.	a) Previous study used multiple general strategies, this study emphasized specific application of strategies.
3.	Mutiara Putri Aulia, Nenden Sri Lengkanawati, and Rojab Siti Rodliyah (2020) entitled "The Use of Pair Work to Reduce Speaking Anxiety in an EFL Classroom"	a) Both used pair work strategy to reduce speaking anxiety. b) Both studies used a qualitative approach.	a) Previous study focused on classroom implementation, this study explored students' reflections and experiences. b) Previous study used only one strategy (pair work), this study used three (pair work, preparation, positive thinking).
4.	Adiningsih L, Atin K (2024) entitled "Reducing Student's Anxiety in Speaking English: Teacher's Strategies"	a) Both aimed to reduce students' speaking anxiety.	a) Previous study focused on teacher-centered strategies, this study focused on student-centered strategies. b) Previous used teacher's methods, this study explored pair work, preparation, and positive thinking from the student side.

5.	Heramina Sukmaranti, "An Analysis of Students' Anxiety in Speaking English at 7 th Grade of Mts Ma'arif NU 1 Kebasen," 2022.	a) Both studies used a qualitative approach. b) Both analyzed factors causing speaking anxiety. c) Both studies discussed student's Anxiety in English Speaking.	a) The subject of the previous research was seventh grade students at MTs, whereas this research is the eleventh-grade students of MAN. b) Previous study did not apply specific strategies, this study implemented and analyzed strategies directly.
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B. Theoretical Framework

1. Anxiety

a. Definition of Anxiety

Anxiety is a term that refers to a range of negative emotions, including fear, worry and nervousness. Horwitz et al. (1986) stated that anxiety is a real feeling, in the form of feelings of tension, worry, nervousness, and anxiety associated with the emergence of the autonomic nervous system.¹⁸ In addition, Goldberg in Cheng (2009) also revealed that people with high levels of anxiety, namely people who are nervous in various situations, they also lack emotional stability. In line with Spielberger and Rickman (1990) argue that anxiety is an unpleasant emotional worry.¹⁹

¹⁸ J. Horwitz, E. K., Horwitz, M. B., & Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal*, 70(2) (1986): 125–30.

¹⁹ Spielberger, "Study on Correlation of Foreign Language Anxiety and English Reading Anxiety.," *Theory and Practice in Language Studies* 2, no. 7 (1983): 1520–25.

Based on the explanation above, the researcher concludes that anxiety is a general term used for several disorders caused by fear, nervousness, and worry. Anxiety occurs because the response given is not in accordance with what is expected in a situation. Anxiety is characterized by excessive fear, of real threats or threats that may occur in the future. Anxiety can also cause disruptions in a person's behavior and functioning. Therefore, someone who has a high level of anxiety, will experience the impact of anxiety that interferes with daily activities.

According to Brown (2000:151), anxiety is related to feelings that include restlessness, frustration, lack of confidence, fear, and worry.²⁰ Or in other words, anxiety is often associated with threats to one's self-confidence and assessment of a situation as a threat. In the context of learning English as a foreign language (EFL), anxiety is one of the aspects that receives great attention, where low levels of anxiety are considered an important factor that can shape personality and self-confidence (Saville-Troika, 2006).²¹ Anxiety has a negative relationship with achievement in EFL, including grades given in English classes, which means that the higher the anxiety, the lower the level of achievement in learning. In addition, lower anxiety tends to be more risk-taking and more accepting of challenges in learning.

²⁰ H. D. Brown, "Principles of Language Learning and Teaching,," *Language*, 57(3) (2000): 781.

²¹ M Saville-Troika, "Introduction Second Language Acquisition,," *New York: Longman*, 2006.

Discussions related to anxiety in foreign language learning have been ongoing for decades, particularly among students in speaking classes. Most studies show that anxiety can negatively impact foreign language speaking. Foreign language anxiety is often considered a major obstacle in mastering a new language. In addition, according to Quinto and Macayan (2019) cited in Taqwa (2022), researchers agree that there is a link between anxiety and English language learning, where many people believe that anxiety affects success or failure in language learning.²²

In addition, MacIntyre and Gardner (1991) state that empirical research shows students who experience anxiety, usually participate less in learning activities, and have low performance compared to students who are not anxious.²³ Therefore, students' anxiety in speaking English is important to overcome because it can affect students' performance in speaking English. In addition, it also needs practice so that students can speak English well, and need to memorize vocabulary in order to improve their speaking ability. Many students have wrong beliefs and expectations of language standards. This is because EFL students set high standards in speaking because they are exposed to native speakers through recordings, videos, and instructors.

This can cause anxiety as they struggle to reach these standards. In

²² K. Taqwa, "An Analysis of Students' Speaking Anxiety on Their Speaking Participation in EFL Classroom." (2022).

²³ R. C. McIntyre, P. D., & Gardner, "Language Anxiety: Its Relationship to Other Anxieties and to Processing in Native and Second Languages.," *Language Learning* 41(4) (1991): 513–34.

addition, the demand to communicate and speak in public creates pressure so that they feel fear of failure which can hinder the learning process. They are anxious that their skills, especially in speaking English, are lower than their peers.

Hidayahtullah (2015) found that feelings of anxiety, worry, and nervousness are commonly experienced by foreign language learners in speaking a foreign or second language.²⁴ These feelings are often considered to have a negative influence on communication in the target language. In the results of the study, it was found that some students experienced anxiety speaking English due to fear of making mistakes, lack of confidence. They think that their abilities are lower than other students, and tend to be afraid of making mistakes.

Based on the explanation above, the researcher concludes that student anxiety in foreign language learning, especially in English speaking performance is a significant factor in determining student performance. Anxiety often arises due to too high expectations, pressure from the academic environment, and fear of making mistakes that can hinder students' participation in speaking English. This can have a negative impact on students' motivation, confidence and achievement in speaking English. Therefore, effective strategies are needed to reduce speaking anxiety. Thus students can develop their speaking skills more confidently and without excessive pressure.

²⁴ Hidayahtullah, "The Students' Anxiety To Speak English In English Class At The Eleventh Grade Of Man Model Palangka Raya" (2015).

b. Types of Anxiety

According to Rod Ellis (1994) in Dorrit Sasson, anxiety can be categorized into three types, namely Trait Anxiety, State anxiety, and Situation-Specific Anxiety.²⁵

1) Trait Anxiety

Fitriah and Muna (2019) explain that this type of anxiety is chronic and difficult to change. It is deeply embedded in one's personality and appears as a behavioral tendency.²⁶ Learners who have difficulty expressing their ideas, feelings or emotions tend to experience this anxiety because they are unable to control it with self-discipline. As a result, they are reluctant to participate in class activities and it can affect their speaking ability. Learners with anxiety prefer silence to speaking in groups. In addition, this anxiety may appear in certain situations or in certain subjects in educational institutions.

2) State Anxiety

According to Kirti Bhati (2022), this anxiety arises because of an uncomfortable situation or trigger.²⁷ This anxiety is usually perceived as a worrying condition because it is considered threatening or stressful. The level of intensity and frequency of this

²⁵ Rod Ellis, "No TitleThe Study of Second Language Acquisition," *Oxford: Oxford University Press.*, 1994.

²⁶ H. Fitriah, F., & Muna, "Foreign Language Speaking Anxiety: A Case Study at English Department Students of IAIN Lhokseumawe and Al Muslim University.," *Jurnal Ilmiah DIDAKTIKA* 19(2) (2019): 140–58.

²⁷ K. Bhati, "Understanding Anxiety: Identifying the Causes and Discovering Freedom from Anxiety.," *Journal of Mental Health and Wellbeing*, 10(1) (2022): 45–58.

anxiety can change over time. Usually, this anxiety is temporary and caused by a real threat, such as crossing a busy street or performing a dangerous action. If a person perceives a condition as risky or dangerous, situational anxiety will emerge as a fear reaction.

3) Situation-Specific Anxiety

This type of anxiety occurs in specific contexts or situations on a recurring basis and is not necessarily related to generalized anxiety or personality traits. In the context of language learning, situation-specific anxiety usually arises when students have to speak or communicate in a foreign language. MacIntyre and Gardner (1991) and Horwitz (2001) argue that this type of anxiety often occurs in language learning contexts.²⁸ According to Horwitz (2001), situation-specific anxiety is independent of other types of anxiety. In other words, language learning anxiety has different characteristics from trait anxiety and situational anxiety.²⁹

c. The Factors of Anxiety

According to Huyen (2003), Boonkit (2010), and Liu (2011) cited in Lutfiya Nur Hamidah's thesis (2020), there are several factors that can cause students to experience anxiety in speaking English.

²⁸ R. C. MacIntyre, P. D., & Gardner, "Investigating Language Class Anxiety Using the Focused Essay Technique," *The Modern Language Journal*, 1991.

²⁹ E. K. Horwitz, "Language Anxiety and Achievement," *Annual Review of Applied Linguistics* 21 (2001): 112–26.

These factors include Lack of Vocabulary, Lack of Confidence, Fear of Making Mistake, and Lack of Preparation.³⁰

1) Lack of Vocabulary

One of the factors that can cause anxiety in Speaking English is the lack of vocabulary. Vocabulary is the first element to master the English Language. When students do not have enough vocabulary, they tend to be unconfident and afraid to express their ideas or opinions correctly. This can lead to feelings of nervousness, fear of making mistakes, and even embarrassment for not being able to communicate well. When students cannot find the appropriate words to express their opinions, their speaking performance is hampered and they lack confidence. Lack of vocabulary makes students unprepared to speak directly, and in turn can cause anxiety. In an EFL context, such anxiety can have a direct impact on their speaking performance, as students are more likely to avoid speaking situations or only give limited responses.

2) Lack of Confidence

Cubukcu (2007;133), explains that students who experience anxiety will not succeed in foreign language learning.³¹ While those who do not experience anxiety will succeed in foreign language learning. This means that one of the factors students

³⁰ Cited in Lutfiya Nur Hamidah "Students' Speaking Anxiety in an English Speaking Club At Sman 4 Jember Thesis," n.d." 2020.

³¹ F Cubukcu, "Foreign Language Anxiety," *Iranian Journal of Language Studies*, 2007.

experience anxiety is a lack of self-confidence. This is important to note because it can determine students' achievement in speaking English class.

Lack of confidence usually occurs when students realize that they do not understand their interlocutors or when they do not understand other speakers. In this condition, students usually prefer to be silent which shows that they are not confident. The researcher concluded that students' lack of self-confidence can be a problem that results in students being afraid to perform in public by the teacher which causes students to be reluctant to express opinions and have to be silent. This factor is very dangerous to improve student performance in language. In this case, the teacher plays an important role to overcome the problem.

3) Fear of Making Mistake

According to Robby (2010) the fear of making mistakes is one of the main factors that cause students to be reluctant to speak in English in class.³² Aftat (2008) also adds that this fear is related to the problem of correction and negative evaluation.³³ As the opinions expressed by many theorists, one of the factors that can make students reluctant to speak English in the classroom is the fear of making mistakes. In addition, students also feel afraid of being made fun of by their friends and criticized by the teacher. As

³² Robby S, "Conquer Your Fear of Making When Speaking English," 2010.

³³ Mokhtar Aftat, "Motivation and Genius Learning," 2008.

a result, students are reluctant to participate in speaking activities (Hieu, 2011).³⁴ Therefore, it is important for teachers to convince students that making mistakes is not a bad thing, because students can learn through these mistakes.

From the explanation above, the researcher concludes that anxiety can be caused by the fear of making mistakes. This arises because of students' negative feelings about something they do that will be criticized by the teacher and made fun of by their friends. So, they feel afraid and reluctant to participate in English speaking activities.

4) Lack of Preparation

Several previous studies have identified preparation as a key factor contributing to student anxiety. Liu (2007:129) also highlighted “preparation” as a very important strategy to overcome anxiety.³⁵ This clearly shows that inadequate preparation is one of the main issues that cause student anxiety in speaking classes.

The researcher found that students' lack of preparation before presenting material in class is one of the significant challenges in language production. For example, when students are asked to present in class, they often feel anxious speaking in front of the teacher or their peers due to their ignorance of the material they have to explain.

³⁴ T. T. Hieu, “Students Lack Confidence to Use English,” *Vietnamnet Bridge.*, 2011.

³⁵ M Liu, “Anxiety in Oral English Classroom: A Case Study in China,” *Indonesia Jurnal of English Language Teaching* 3(1) (2007): 128–32.

d. Strategies To Help Reduce Students' Anxiety in English Speaking Performance

According to Harmer (2001), one strategy that can help students reduce anxiety in speaking English is through pair work activities. This strategy can increase students' confidence when asked to speak in front of the class.³⁶ In addition, Kondo also suggests that strategies such as preparation and positive thinking are effective in helping students overcome anxiety in English speaking performance.³⁷

1) Pair Work Activity

Pair work is a communication activity done to give and receive ideas or information in pairs. Pair work is one of the collaborative learning approaches. Pair work is usually applied as a teaching technique in teaching speaking. Harmer (2001) defines pair work as a technique to increase student participation in learning, especially in language learning.³⁸ Pair work is one way to provide opportunities for students to practice language together. Pair work can be used in several activities such as speaking, writing, reading and listening.

Pair work is a form of collaborative learning and a very important component of the communicative approach. Moon

³⁶ Jeremy Harmer, "The Practice of English Language Teaching: Third Edition, England, Longman, 2001.," *England, Longman*, n.d.

³⁷ D. S. Kondo dan Y. Y. Ling, "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan," *ELT Journal* 3, n.d., 260.

³⁸ Harmer J, "The Practice of Teaching Language Teaching.," *Cambridge University: Longman.*, 2001.

(2000) also emphasizes that speaking skills should be developed through direct practice in a real context. To support this, Moon defines pair work as one technique to organize students in a way that maximizes learning opportunities.³⁹ Harmer (2001) argues that pair work is effective in reducing students' anxiety levels in speaking performance.⁴⁰ This is in line with Brown's (2001) opinion that pair work helps students improve their speaking skills while creating a more comfortable and less stressful learning environment.⁴¹

Supporting this, Fajriani and Melda (2022) found that pair work can significantly reduce students' anxiety levels when performing speaking activities in English.⁴² Their study showed that students felt more relaxed and confident when speaking with a partner than when they had to speak in front of the class. Similarly, Aulia (2020) concluded that pair work provides a safe space for students to explore language use, which positively impacts their speaking fluency and lowers their anxiety levels.⁴³

³⁹ J. Moon, "Children Learning English," *Oxford: Macmillan Publishers., Heinemann*, 2000.

⁴⁰ Harmer, "The Practice of English Language Teaching: Third Edition, England, Longman, 2001."

⁴¹ H. D. Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," 2001.

⁴² Fajriani and Melda Wahyuni Patawang, "The Effectiveness of Pair Work in Teaching Speaking," *English Language, Linguistics, and Culture International Journal* 2, no. 3 (2022): 215–23, <https://doi.org/10.24252/elstic-ij.v2i3.34060>.

⁴³ Aulia, Lengkanawati, and Rodliyah, "The Use of Pair Work to Reduce Speaking Anxiety in an EFL Classroom."

2) Preparation

The preparation strategy is a form of student effort to prepare themselves thoroughly before facing a situation that requires speaking skills. This preparation can be in the form of reading the material first, practicing the pronunciation of difficult words, writing down the important points you want to convey, and practicing conversations with friends or independently.

Kondo and Ling (2004) explain that students who prepare well will feel more prepared and relaxed when facing speaking tasks.⁴⁴ With preparation, fear of forgetting or fear of being wrong can be significantly reduced, as students already have an idea of what they will say and how to deliver it. In addition, this strategy also helps to boost self-confidence as students feel they have mastered the material to be delivered. Preparation also creates a sense of control over the situation, which is crucial in reducing anxiety.

Research from MacIntyre and Gardner (1991) supports these findings by explaining that perceived competence plays an important role in reducing anxiety.⁴⁵ In other words, when students feel they are prepared and capable, their anxiety levels tend to

⁴⁴ D. S. Kondo dan Y. Y. Ling, "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan."

⁴⁵ MacIntyre, P. D., & Gardner, "Investigating Language Class Anxiety Using the Focused Essay Technique."

decrease. Good preparation shapes such perceptions, thus becoming an effective mechanism to suppress fear when speaking.

3) Positive Thinking

Positive thinking strategies are concerned with how students form a healthy and constructive mindset in dealing with English speaking situations. Instead of focusing on fear or the possibility of failure, students are encouraged to see the situation as an opportunity to learn and grow. In this context, positive thinking includes the belief that making mistakes is normal in the learning process, that not everyone will judge their mistakes, and that every effort made will result in progress.

Kondo and Ling (2004) assert that positive thinking strategies can reduce the psychological pressure that students often feel when speaking in a foreign language.⁴⁶ By building an

optimistic attitude and self-acceptance, students become more relaxed and less burdened by the demands of perfectionism. This attitude also strengthens intrinsic motivation which is needed in the development of speaking skills. In line with this, Horwitz et al. (1986) stated that many students feel anxious because they have high expectations of perfect speaking performance.⁴⁷ Positive thinking strategies help students align these expectations with the

⁴⁶ D. S. Kondo dan Y. Y. Ling, "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan."

⁴⁷ J. Horwitz, E. K., Horwitz, M. B., & Cope, "Foreign Language Classroom Journal, Anxiety.," *The Modern Language*, 1986.

reality of the learning process which is full of challenges and the possibility of making mistakes. Students who have a positive mindset tend to be more tolerant of mistakes and less fearful of other people's judgment, which is one of the most important factors in learning.

2. Speaking

a. Definition of Speaking

Speaking is the use of speech to produce meaning through an interactive process (Brown 2007).⁴⁸ Speaking is a major part of creation, reception, and acquisition in communication, especially verbal communication. Speaking is a communication tool used in everyday life. Speaking is a medium in building good communication with others.

Matthew (2017) reveals that speaking is the process of conveying information, ideas, and feelings involving body language or any language style that can clarify the message contained to the interlocutor.⁴⁹ The speaker must be able to convey information, ideas or feelings to the listener assisted by body style or movements that can provide a clear explanation, it can help listeners capture the meaning or message conveyed.

⁴⁸ H. D. Brown, "Teaching by Principle An Interactive Approach to Language Pedagogy 3rd Ed.," *United States of America: Person Education*, 2007.

⁴⁹ Matthew McCarthy, "Body Language in Conversation," 2017.

Torky (2006) also revealed that students' speaking ability can be seen from the way of pronunciation, grammar, and vocabulary of the right language to fulfill the purpose of communication.⁵⁰ From the above explanation, it can be concluded that students must have sufficient pronunciation, grammar, and vocabulary skills to convey ideas, ideas, and thoughts. This ability is the most important ability, because without this ability, the speaker cannot convey what he wants to convey to the listener.

b. The Function of Speaking

Speaking is a process of exchanging information, messages, and meanings, so speaking has many functions that can help speakers and listeners in communicating. Speaking is a very important ability because speaking is used to communicate thoughts or ideas from one person to another (Brown et al., 1983).⁵¹ According to Richards (2008), speaking has three functions. These functions are speaking as interaction, speaking as transaction, and speaking as performance.⁵²

1) Speaking as Interaction

This function refers to what we commonly call conversation and describes interaction that performs a social function. Speaking as interaction is more about how the speaker

⁵⁰ Abd El Fattah Torky, "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students" (2006).

⁵¹ Brown, G., Brown, G. D., Yule, G., Brown, G. R., & Gillian, B. (1983). Discourse analysis. Cambridge university press.

⁵² Richards, Jack C. 2008. Teaching Listening and Speaking: From theory and practice. New York: Cambridge University Press.

presents him/herself to others rather than achieving a positive perception during communication. So, in this interaction people usually do things like greeting, chatting, small talk, sharing recent experiences, in order to establish good communication. The focus is more on how speakers present themselves to each other than the message.

2) Speaking as Transaction

This function refers to a situation where the emphasis is on what is done or said. So in this function, it is more important that the message is socially engaged, because it makes communication clearer and more precise. The message and its delivery are the main focus, not the speaker or listener.

3) Speaking as Performance

Unlike the previous one, this function functionally has a meaning that is commonly used as a performance speech. This function is used to convey information in front of the public. It can be concluded that this function has a definition of conversation as a performance related to the public. All of these functions are dedicated which refers to a person's speaking activity.

c. Aspect of Speaking Performance

Speaking is very important because it is a skill that can make other people understand what is being said. Students' speaking skills should already be well developed, given that they have studied English

for several years. In addition, they will face various activities that demand speaking skills. However, in reality, students' speaking ability is still relatively low. They have difficulty in fulfilling some of the aspects required in speaking performance Brown says that the five aspects of speaking that must be considered are grammar, vocabulary, comprehension, fluency, and pronunciation.

1) Grammar

Grammar is the main element or rule in which there are several parts such as phonology, morphology, syntax, etc. Grammar is very important for students to construct proper sentences in oral conversation. Grammar is defined as a method to identify the perfect language skills of a speaker or listener. It is important for language learners to know so that they are able to produce every sentence that is formed correctly and precisely in the language.

2) Vocabulary

One of the important elements in speaking is vocabulary. Vocabulary is a collection or list of words used by people in a language. The more active the language is, the more vocabulary it receives (Carter 2001). In this case, students have to memorize a lot of foreign languages in order to help them speak the language easily. Therefore, students should receive a lot of vocabulary with a wide variety of meanings in order to be able to speak in context.

3) Comprehension

Comprehension is an important element that needs to be considered when speaking. The purpose of speaking is to convey a clear message to the listener so that the listener can understand the message. If students have sufficient comprehension, they can perform speaking activities correctly. Comprehension can also help communication to run well.

4) Fluency

Fluency is a major goal in language teaching. Thornbury states that Fluency is the ability to speak quickly, but this speed is not the most important, pauses are also necessary. Brown also revealed that Fluency is the ability to speak fluently, and flow correctly to provide understanding. He also added that fluency and accuracy are important goals in teaching language communication.

Fluency is the main goal in language teaching while accuracy focuses on correct articulation, phonology, and grammar. Therefore, teachers should teach students to speak and encourage students to practice language a lot, so that they get used to producing grammar naturally.

5) Pronunciation

Pronunciation refers to the use of sound systems in speech. It is concerned with how the sounds are produced. Anne and Christine argue that pronunciation is very important because in

conveying meaning, pronunciation is used to get ideas through the sounds used in communication. Pronunciation consists of 3 aspects namely pressure, rhythm, and intonation. Therefore, when students have good pronunciation, listeners will easily understand or capture the message contained.

d. Types of Speaking Performance

Brown (2004) explains that there are five categories in speaking performance. The following categories include Imitative, Intensive, Responsive, Interactive, Extensive (monologue).⁵³

1) Imitative

This type refers to the student's ability to imitate words or phrases spoken by others, usually without understanding their meaning in depth. This type refers to the student's ability to imitate words or phrases spoken by others, usually without understanding their meaning in depth. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason by using drilling, student get opportunity to listen and to orally repeat some words.

2) Intensive

Intensive speaking involves language production with more control, such as pronunciation exercises or grammar exercises. In this type, students can speak independently or with teacher

⁵³ H. D. Brown, "Language Assessment Principles and Classroom Practices.," *San Francisco, US: Pearson Education*, 2004.

guidance, but still focus on certain aspects such as intonation, rhythm and sentence structure. For example, reading a text aloud or conducting a short structured dialog.

3) Responsive

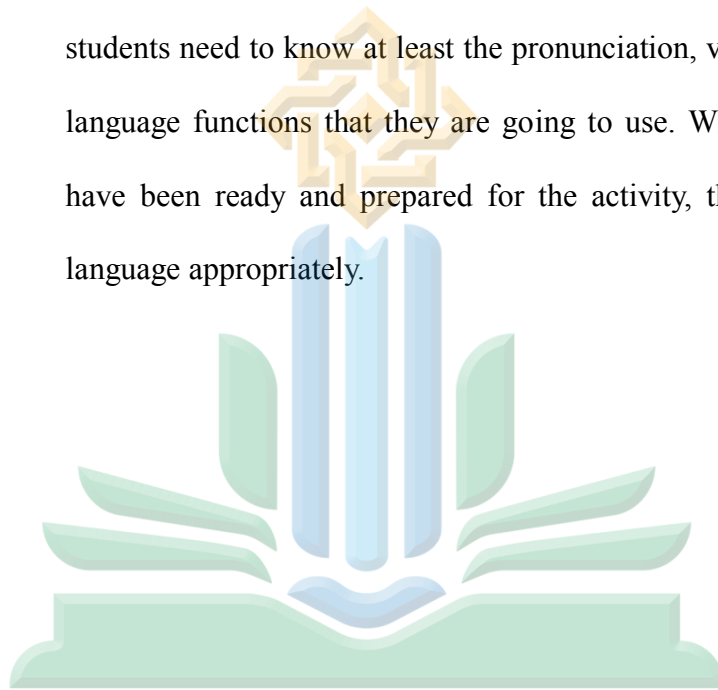
Responsive speaking includes short, simple interactions, such as answering questions, giving short responses, or following instructions. In this type, students not only imitate, but also demonstrate their understanding of the language used in everyday communication. It is a kind of short reply to questions or comments posed by the teacher or students, providing instructions and directions. The replies are usually sufficient and meaningful.

4) Interactive

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. For instance: interviews, role lays, games, discussions.

5) Extensive (monologue)

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



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J E M B E R

BAB III

RESEARCH METHODOLOGY

This chapter describes in detail the methods used in the research. Research methods play an important role in determining the direction and validity of research results. The explanation in this chapter includes the type and approach of research, research subjects and settings, research instruments, data collection techniques, and data analysis techniques. All of these elements are arranged with the aim of obtaining relevant and valid data in answering the problem formulation that has been formulated in the previous chapter.

A. Research Approach And Design

This research uses a qualitative approach. Creswell (2009) reveals that qualitative research is an investigative method that aims to understand and interpret what is observed, heard, or experienced.⁵⁴ Qualitative research focuses on how participants understand the phenomena experienced at a certain time, with a certain context, and various meanings (Heigham & Crocker, 2009).⁵⁵

The design applied in this research is a case study. Yin (2014) explain that the case study approach is part of qualitative research to understand phenomena in real context.⁵⁶ This study aims to identify the factors that can cause students' anxiety in english speaking performance and describe the strategies that help reduce students' anxiety in english speaking performance.

⁵⁴ John W. Creswell, "Qualitative Inquiry & Research Design (2nd Edition)," London: Sage Production 57 (2009).

⁵⁵ R. A. (Eds.) Heigham, J., & Croker, *Qualitative Research in Applied Linguistics: A Practical Introduction*. Palgrave Macmillan, 2009.

⁵⁶ Robert K Yin, *Case Study Research: Design and Method*, 2014.

B. Research Location

The location part of the research is the location where a researcher wants to conduct research. The location of this research was carried out at Madrasah Aliyah Negeri 2 Probolinggo which is located at Jl. Raya Karanggeger, Pajarakan, Probolinggo. The reason for choosing this school is because the author has made observations, and the author found significant obstacles. It was found that many students experienced anxiety in speaking English. They also feel afraid to perform in front of friends and teachers. Various methods have been applied to reduce this, including collaborative work activities. Therefore, the author is interested in conducting this research to to identify the factors that can cause students' anxiety in english speaking performance and describe the strategies that help reduce students' anxiety in english speaking performance.

C. Research Subject

Research subjects are data used by researchers to collect information as research results. This research uses a purposive technique. The purposive technique is a technique of deliberately selecting subjects based on certain characteristics that are in accordance with the research objectives. This technique was used to obtain data relevant to the focus of the research, namely reducing students' speaking anxiety through pair work.

The subjects in this study were students of class XI D MAN 2 Probolinggo, who were selected based on the recommendation of the English teacher. This class was chosen because it is considered representative and has

students with various levels of activeness and backgrounds in learning English speaking. In addition, students in this class have also participated in learning with several strategies aimed at increasing speaking skills, including the pair work strategy.

By including students who directly experience the speaking learning process and who exhibit various responses to the activity, the researcher hopes to obtain comprehensive data on the causes of speaking anxiety as well as strategies that students find effective in reducing it.

D. Data Collection Technique

In this study, complete data is needed to produce a research work. According to Yin (2014) in case study research should use multiple sources of evidence to obtain relevant data.⁵⁷ The following data collection techniques used include observation, interviews, and document review.

1. Observation

Observation is part of research that is carried out systematically followed by systematic recording as well. This is done so that researchers can obtain accurate data in accordance with what researchers have asked individuals or groups. This observation is carried out directly by observing how students interact and react during student activities in the classroom. Several aspects were observed in this observation, such as the level of student participation in pair work activities, the level of student anxiety in English speaking performance, interaction between pairs, and the

⁵⁷ Robert K Yin, *Case Study Research: Design and Method*, 2014.

effectiveness of pair work in reducing anxiety. The data obtained from the observations were recorded and analyzed to identify patterns that emerged in student interactions.

2. Interview

Interviews are conversations conducted by two or more people that aim to obtain information. The researcher conducted the interview to dig deeper into students' experiences, perceptions, and challenges related to English speaking anxiety. This interview was semi-structured, allowing the researcher to explore the students' answers easily. Semi-structured interview is an interview that has a predetermined set of questions or outline, but still gives the interviewer the freedom to adjust and explore the answers further during the interview process. In addition to students, interviews were also conducted with English teachers to get an added perspective on the effectiveness of pair work in reducing anxiety.

3. Document Review

Documentation is one of the data collection techniques in qualitative research that is carried out by collecting and reviewing various types of documents, both written, visual and electronic. These documents can be in the form of records that have been made by participants before the research took place, such as public documents, personal writings, or learning materials. In addition, sound recordings, photographs, and texts are also included in the documentation. Through this technique, researchers can obtain additional data that supports the results of

observations and interviews, so as to strengthen the findings in this research.

E. Data Analysis

In this section, the data analysis procedure that will be carried out is explained, which provides an overview of the steps taken by researchers in processing data. The process includes tracking, organizing and classifying the data to ensure a systematic and structured analysis.

The researcher applied data analysis to explore the pair work strategy in overcoming students' anxiety in English speaking performance. According to Miles, Huberman, and Saldana that the data analysis process in qualitative research, includes three stages, namely Data Condensation, data display, Verifying Conclusion.⁵⁸

1. Data Condensation

Data condensation is the process of selecting, narrowing, simplifying, and converting raw data into written form, such as observation notes, interview transcripts, and documents. To manage it, researchers reduce data by summarizing, selecting important things, and looking for themes or patterns. This helps clarify the data picture and makes it easier for researchers to collect or find data again. In this study, researchers will focus to identify the factors that can cause students' anxiety in english speaking performance and describe the strategies that

⁵⁸ Johny Saldana Matthew B. Miles, A, Michael Huberman, *Qualitative Data Analysis, a Method Source Book*”, 3rd Edition (USA: Sage Publications, 2014).

help reduce students' anxiety in english speaking performance at MAN 2 Probolinggo.

2. Data Display

After the data has been reduced, the next step is to present the data. Data presentation can be done in various forms, such as brief descriptions, relationship charts between categories, flowcharts, or the like. However, in qualitative research, data presentation is most often done through narrative text that describes the findings in detail. in detail.

3. Verifying Conclusion

The third step in qualitative data analysis according to Miles and Huberman is conclusion drawing and verification. The initial conclusions proposed are still temporary and may change if no strong evidence is found at the next data collection stage. However, if the initial conclusions are supported by valid and consistent evidence when researchers return to the field to collect further data, then these conclusions can be considered credible and final. In this study, conclusions will be drawn based on in-depth analysis of data obtained from interviews, observations, and documentation. The focus of the conclusion is to identify the factors that cause students' anxiety in speaking English, as well as the strategies that prove effective in helping to reduce such anxiety, as experienced by students of class XI D MAN 2 Probolinggo.

F. Validity of Data

Data validity in this study uses triangulation. Triangulation is defined as a data collection technique that combines various existing data collection techniques and data sources. The triangulation approach is well-recognized and commonly used to verify the validity of qualitative data. According to Moleong triangulation is a method for validating data by comparing it with other sources of information. The data gathered by the researchers needs to be carefully processed and cross-verified to ensure it is consistent with the research focus.

Researchers used triangulation techniques to test the validity of the data. According to Creswell (2014), data triangulation technique is a method used in qualitative research that involves the use of various data sources, methods, or theories to confirm research findings.⁵⁹ Triangulation involves using multiple data sources, methods, or researchers to verify findings and reduce potential bias. In this study, the researcher applied triangulation techniques, namely by utilizing observations, interviews, and documentation studies to compare and confirm students' anxiety patterns in speaking English and the strategies used to reduce them. By using these three data collection techniques, the researcher can obtain a more comprehensive picture and strengthen the validity of the research results regarding the experiences of students in class XI D MAN 2 Probolinggo in dealing with speaking anxiety in English class.

⁵⁹ John W. Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th Ed.)," *SAGE Publications*, 2014.

G. Research Procedure

The stages of research are a description of each arrangement of plans that researchers will carry out during the research until completion. Qualitative research puts a stage or process as an object of research so it is important for researchers to pay attention to every step and stage by stage so that researchers in this case can obtain accurate data and in accordance with the facts found in the field. This section describes the process of researchers conducting research in detail, starting from the introduction, then the researcher conducts design development, followed by actual research, until the researcher writes the report.⁶⁰ In the research process, researchers have several stages in completing the report, among others, as follows:

1. Pre-Field Stage

The stages that must be prepared and carried out by researchers before going into the field include compiling a research plan, compiling a matrix, making a proposal, taking care of permission letters and preparing some of the equipment needed.

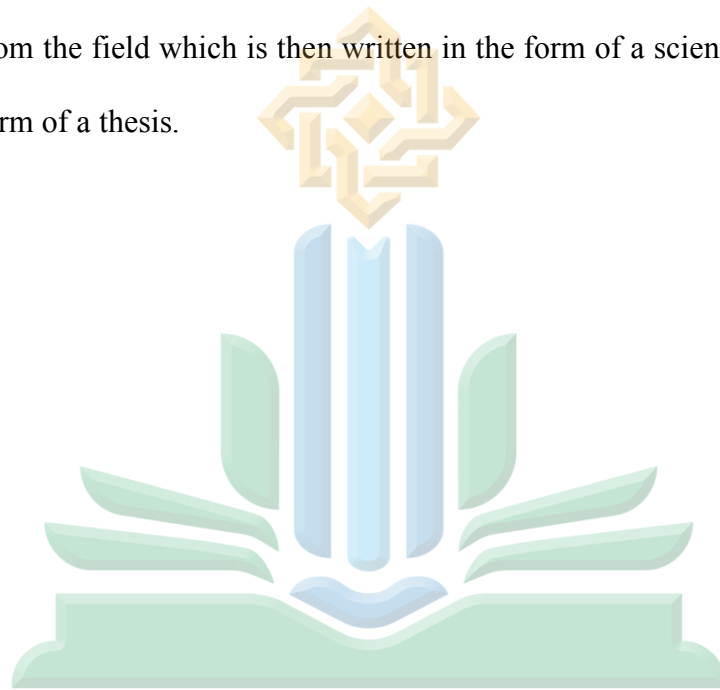
2. Field Stage

At this stage, researchers carry out their research in the field. Researchers conduct research on objects in the field by collecting data in accordance with data collection techniques that have been determined by researchers.

⁶⁰ Penyusun, *Pedoman Penulisan Karya Ilmiah Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember*, 2024.

3. Post-Field Stage

This stage is the final stage in the research carried out after all the required data is obtained and carried out in accordance with the data analysis that has been determined by the researcher. This stage is marked by the researcher making a written report on the results of obtaining data from the field which is then written in the form of a scientific paper in the form of a thesis.



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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher will present the results of the research and discussion related to the answers to the problem formulations mentioned in chapter I. The results of this study are divided into two parts. In the first part, the author will explain the process of working in pairs in helping to reduce students' speaking anxiety, while the second part will explain the factors that cause students' anxiety in speaking English class XI D at MAN 2 Probolinggo.

A. Description of Research Object

1. The Profile of Madrasah Aliyah 2 Probolinggo

- a) School Name : MAN 2 Probolinggo
- b) School Code : 131135130002
- c) School NPSN : 20579882
- d) Village : Karanggeger
- e) Sub-district : Pajarakan
- f) District : Probolinggo
- g) Post Code : 67281
- h) Telephone : 0335-841583
- i) Email : Man2kabprobolinggo@Gmail.Com
- j) Website : WwW.Man2probolinggo.Sch.Id
- k) Name of Principal : Ahmad Zamroni, Ss, M.Pd
- l) Accreditation Status : A
- m) Year Established : November 25, 1995

- n) Teaching and Learning Activities : 07.00 a.m. to 14.30 p.m.
- o) Distance to sub-district center : 2 km
- p) Curriculum Used : Independent Curriculum

2. The History of Madrasah Aliyah 2 Probolinggo

MAN 2 Probolinggo was previously a Filial Madrasah from MAN Karanganyar Paiton which was established in 1995 with Decree Number: 515A on November 25, 1995, in further development it was granted so that it became MAN Pajarakan in 1997 and then changed the name of the madrasah through the Decree of the Minister of Religion of the Republic of Indonesia Number 673 of 2016 to MAN 2 Probolinggo until now it has been 27 years old, during this period there have been seven changes in the leadership of the principal:

1. The First Principal is Drs.MARZUKI (1997 - 2000)
2. The Second Principal is Drs.MOH.SAHWI (2000 - 2003)
3. The Third Principal is Drs.H.ABD.MANAN (2003 - 2006)
4. The Fourth Principal is Drs.UTSMAN KAHARUDDIN, M.Pd (2007 - 2014)
5. The Fifth Principal is AKHMAD SRUJI BAHTIAR, S.Ag, M.Pd.I (2014 - 2018)
6. The Sixth Principal is SYAIFUL ANWAR, M.Pd (2018 - 2020)
7. The Seventh Principal is AHMAD ZAMRONI, S.S., M.Pd (2020 - Present)

3. Vision and Mission

a. Vision

Becoming a Madrasah that is superior, Islamic, environmentally friendly and cultured.

b. Mission

- 1) Carry out the teaching and learning process and guidance effectively, professionally and with dedication so that each student can develop optimally according to their potential.
- 2) Developing quality education and increasing access in accordance with community expectations.
- 3) Carry out tutoring and cooperation with universities.
- 4) Develop skills development and cooperation with the business world / industrial world.
- 5) Fostering a religious environment and behavior in everyday life.
- 6) Carry out learning based on science and technology and IMTAQ.
- 7) Organizing learning to develop creative thinking, critical thinking and problem solving, communication, and collaboration.
- 8) Developing the potential of students through self-development activities.
- 9) Implementing the Sustainable Food Madrasah Area Program (KMPL).

B. Data Presentation and Analysis

At this step, the researcher will present the results of the data regarding what factors cause student anxiety in speaking as well as strategies that can reduce this anxiety. This study focuses on students of class XI D at MAN 2 Probolinggo which aims to identify factors that can cause student anxiety and describe strategies that can help reduce student anxiety in speaking English. The researcher used three main instruments to collect data, namely observation, interview, and document review which aimed to obtain in-depth information about students' experiences while learning to speak English.

In the first step, the researcher entered the classroom to observe the learning process. This observation aims to find out how students respond to learning activities, as well as to identify factors that can cause anxiety that arises during the speaking process. In addition, the observation was also used to see what learning strategies the teacher applied in reducing students' anxiety. After the observations were conducted, the researcher also conducted in-depth interviews with selected students to gain a deeper understanding of their experiences with anxiety, as well as strategies that they felt were effective in helping them reduce their anxiety.

1. Factors That Can Cause Students' Anxiety In English Speaking Performance

In this section, the author will present the presentation of data related to factors that can cause student anxiety in English speaking performance. The researcher found that most of the students interviewed

experienced anxiety when asked to speak English. The researcher conducted observations from April 14, 2025 to April 28, 2025, which aimed to identify what factors cause students to experience anxiety in English speaking performance.

After conducting observations, and interviews, the author found several findings, namely:

a. Lack of Vocabulary

One of the dominant factors that cause students' anxiety in speaking English is limited vocabulary. Vocabulary is an important component in speaking skills, because without mastery of adequate vocabulary, students will have difficulty in conveying their ideas, opinions or ideas fluently and precisely. This lack of vocabulary mastery makes students feel confused, nervous, and even tend to remain silent when asked to speak in public.

The results of observations made by researchers support this finding. It was seen that some students had difficulty in continuing sentences when speaking; they often stopped to think and hesitated in choosing words. In some situations, students chose to remain silent or ask their friends for help because they could not find the appropriate vocabulary to express their intentions. In addition, there are also students who tend to use the same vocabulary repetitively due to the limited variety of words they have. This condition has a direct impact

on their speaking fluency and lowers their confidence in using English language verbally.

This statement is reinforced by the results of an interview with one of the students who stated:

“I was very nervous about speaking English because I didn't have enough vocabulary. I feel nervous when asked to perform speaking English in class.”⁶¹

b. Lack of Confidence

The second factor that significantly contributes to students' anxiety in speaking English is a lack of confidence. Self-confidence is a psychological aspect that greatly affects students' courage in expressing their opinions orally in front of others. Based on the observation, the researcher found that some students showed signs of lack of confidence, such as avoiding eye contact with the teacher, speaking in a very low voice, lowering their heads, and appearing hesitant when asked to express their opinions. These attitudes reflect discomfort and uncertainty about one's own abilities, which then trigger anxiety in speaking performance.

This statement is reinforced by the results of an interview with one of the students who stated:

“I'm a bit nervous because I don't feel confident if I have to speak in front of the class”.⁶²

⁶¹ Student 1, Interviewed by the researcher, Probolinggo 24 April 2025

⁶² Student 2, Interviewed by the researcher, Probolinggo 24 April 2025

The statement shows that the feeling of lack of confidence has a direct impact on students' anxiety level when they have to perform speaking in front of the class. In addition, the researcher also found that low self-confidence is often closely related to other factors, such as limited vocabulary mastery. In other words, some students feel a lack of confidence not solely due to psychological factors, but also because of their limited language skills. When students feel unable to convey ideas well due to limited vocabulary, their confidence decreases, and anxiety increases.

c. Afraid to Make Mistake

One of the factors that can cause students' performance anxiety in English is the afraid to making mistakes. Based on classroom observations, the researcher found that students often feel anxious when asked to speak for being afraid of making mistakes in pronunciation, grammar, or vocabulary selection. Some students also felt worried about being criticized by friends and teachers. The fear of making such mistakes causes students to choose to remain silent rather than trying to speak. The researcher also witnessed one student who was laughed at by his friends after making a mistake while speaking. The situation made other students even more reluctant to perform for their afraid of experiencing the same thing.

This statement is reinforced by the results of an interview with one of the students who stated:

“When I speak English, I am afraid of making mistakes with my pronunciation. I am afraid of being criticized and laughed at by my friends.”⁶³

d. Lack of Preparation

In this study, it was found that lack of preparation is one of the factors that trigger students' anxiety in speaking English. Students who do not prepare well, both mentally and materially, tend to feel anxious when asked to speak in front of the class. Based on the observation, it was seen that some students came to class without bringing notes or without planning in advance what they would say. When asked to speak, they seemed confused and hesitant in expressing their opinions.

Some students also showed physical symptoms of anxiety, such as shaking hands, trembling voice, looking nervous, and often turning to friends as if looking for help. Lack of preparation causes the ideas presented to be unclear, so students become more nervous and less confident. This finding shows that the lack of preparation has a direct contribution to increasing speaking anxiety in students. Without prior practice or planning, students feel unprepared both emotionally and content-wise, so they have difficulty speaking fluently in English.

This statement is reinforced by the results of an interview with one of the students who stated:

“I often feel panic when I am asked by my teacher to speak English because I did not prepare beforehand.”⁶⁴

⁶³ Student 3, Interviewed by the researcher, Probolinggo 24 April 2025

⁶⁴ Student 4, Interviewed by the researcher, Probolinggo 24 April 2025

2. The Strategies to Help Reduce Students' Anxiety in English Speaking Performance

In this study, the researcher will present some findings related to the exploration of students' anxiety in English speaking performance through pair work activities. The researcher conducted observations from April 14, 2025 to April 28, 2025, which aimed to observe the process of pair work in helping to reduce students' anxiety in English speaking performance.

Based on the observations that have been made, researchers found several findings, namely:

a. Pair Work

The results show that pair work has a significant role in reducing students' anxiety when speaking English, especially for those who feel less confident when having to speak in front of the class.

Students felt more comfortable and more confident when speaking in a more private setting with a partner, rather than having to perform alone in front of the whole class. This more relaxed and less intimidating environment helps to reduce the pressure that students usually feel in speaking activities.

This finding is supported by the statement of one of the students who said:

“Pair work really helps me reduce my anxiety in speaking English, and I find it easier to speak English when I am in pairs with friends, compared to when I have to speak alone.”

In addition to reducing anxiety, pair work has also been shown to support the development of students' speaking skills. The two-way interaction that occurs encourages students to be more active in responding and expressing their ideas. In this process, students find it easier to understand the material due to direct help and feedback from their partner. This activity helps students develop better understanding and improve fluency in speaking.

This finding is supported by the statement of one of the students who said:

With the pair work, I feel like I understand the material better, because of the help from my partner. I also feel that I can make better progress in my speaking skills through pair work."⁶⁵

Observations made by the researcher also supported this finding, where students seemed more enthusiastic and engaged in speaking activities when done in pairs than individually. In addition, the classroom environment built through pair work tends to be safer and more supportive, so students feel freer to try speaking without excessive fear. Pair work not only supports students' cognitive aspects in speaking learning, but also plays a role in building confidence and reducing psychological barriers related to speaking anxiety.

This finding is supported by the statement of one of the students who said:

⁶⁵ Student 5, Interviewed by the researcher, Probolinggo 24 April 2025

“Pair work really helps me reduce my anxiety in speaking English, and I find it easier to speak English when I am in pairs with friends, than when I have to speak alone.”⁶⁶

b. Preparation

Based on the observation, preparation was one of the strategies that seemed to have an influence on students' anxiety level when speaking English. This strategy comes in response to the lack of preparation factor previously identified as one of the main causes of anxiety. Students who were seen to have prepared themselves before the speaking activity, such as bringing notes or writing down important points, appeared more confident when asked to express their opinions. They were able to speak with a more structured flow and showed no signs of excessive anxiety. In contrast, students who did not prepare appeared confused, hesitant, and often showed physical symptoms of anxiety such as looking down, trembling voice, or often turning to friends as if asking for help.

During the learning process, the researcher observed a significant difference between students who prepared and those who did not. Students who had prepared beforehand seemed calmer and able to maintain fluency in speaking, while students who had no preparation tended to have difficulty in conveying ideas, even in constructing simple sentences.

⁶⁶ Student 6, Interviewed by the researcher, Probolinggo 24 April 2025

This finding is supported by the statement of one of the students who said:

“If I have prepared what I want to say beforehand, I am calmer and less afraid when I have to speak.”⁶⁷

The statement shows that preparation is not only related to academic aspects such as vocabulary mastery or sentence structure, but also has an impact on students' mental readiness in facing speaking activities. Students feel more comfortable and less panicked because they have an idea of what they are going to say. students who prepare themselves independently before speaking activities really help students to appear more relaxed and focused.

c. Positive Thinking

In the English learning process, one of the factors that cause student anxiety is the fear of making mistakes. This fear makes students tend to be passive, reluctant to try, and feel embarrassed when they have to speak in front of the class. Based on observations, students who have this fear appear reluctant to raise their hands to speak, often look down when asked to answer questions, and look hesitant in pronouncing sentences for fear of mistakes in pronunciation or language structure.

However, the researcher also observed that some students showed the ability to control this fear by applying positive thinking. They seemed brave to try, despite the possibility of making mistakes.

⁶⁷ Student 6, Interviewed by the researcher, Probolinggo 24 April 2025

These students looked calmer, did not panic easily when speaking, and showed an effort to keep expressing their opinions even though their language was not perfect. Positive thinking seems to be a strategy to reduce anxiety due to afraid of making mistakes.

This finding is supported by the statement of one of the students who said:

"I'm now trying not to be too afraid of being wrong, because if I don't try I won't be able to. I think positively, the important thing is that I dare first."⁶⁸

This positive thinking strategy appears to provide space for students to accept mistakes as part of learning, not as something to be ashamed of. In classroom practice, students who apply this mindset appear to be more active and less inhibited when making small mistakes while speaking. Observations showed that they tended to continue talking without immediately falling silent or looking panicked.

C. Discussion

In this section, the author will discuss the findings that have been presented in the previous chapter. The discussion is carried out by linking the research results with relevant theories and findings from previous researchers that have been explained by the researcher in chapter II. This study aims to identify factors that can cause anxiety as well as strategies used in reducing students' anxiety in English Speaking Performance.

⁶⁸ Student 5, Interviewed by the researcher, Probolinggo 24 April 2025

1. Factors That Can Cause Students' Anxiety In English Speaking Performance

Based on the research findings and the theories explained in Chapter II, there are several main factors that influence the emergence of students' anxiety in English speaking performance, namely limited vocabulary, low self-confidence, fear of making mistakes, and lack of preparation. The four factors are interconnected and have an impact on students' courage in conveying ideas verbally.

a. Lack Of Vocabulary

Based on the research findings, one of the main factors causing students' anxiety in speaking English is the lack of vocabulary. The observation results also show that the majority of students still show physical symptoms such as nervousness to speak English because of the lack of vocabulary that makes them feel difficult in choosing the right words. Some students also show signs of confusion in the middle of a conversation, which indicates limitations in their lexical mastery.

In addition, the interview results also stated that students felt nervous when they had to speak because they did not know the English word structure to convey their ideas. The lack of vocabulary not only affected their speaking fluency, but also lowered their overall confidence.

This is in agreement with the theory put forward by Liu (2011) that a lack of vocabulary causes students to feel nervous, unconfident,

and even embarrassed to speak in front of the class for fear of not being able to convey opinions correctly.⁶⁹ When students are unable to convey opinions with the right vocabulary, they will feel inhibited in communication, which in turn causes anxiety.

Based on the results of observations, and interviews, as well as theories and previous researchers, it can be concluded that lack of vocabulary is a significant factor in causing student anxiety in English speaking performance. Therefore, teachers need to pay more attention in enriching students' vocabulary through communicative and contextual activities so that students feel more prepared and confident in using English orally.

b. Lack Of Confidence

Based on the research findings, lack of confidence is one of the significant factors that cause students' anxiety in speaking English. The observation results show that some students appear to show symptoms of lack of confidence such as avoiding eye contact, looking down, and speaking in a low voice when asked to speak English. This shows that the majority of students experience a low level of confidence when they have to speak English, especially in public. Lack of confidence makes students reluctant to express their opinions or appear active in class discussions. In addition, the interview results also reinforce this

⁶⁹ Liu, "Anxiety in Oral English Classroom : A Case Study in China."

finding. Some students stated that they feel afraid and not confident when speaking in front of individuals.

This is in accordance with the theory put forward by Cubukcu (2007) which reveals that lack of self-confidence is a factor that can hinder success in foreign language learning.⁷⁰ When students feel insecure, they tend to choose not to contribute to the learning process. In this context, it shows that lack of confidence is a factor that causes students to experience anxiety in speaking English.

c. **Afraid of Making Mistake**

Based on the results of the research findings, one of the factors that can cause students to experience anxiety in English speaking performance is the afraid of making mistakes. The observation results show that most students still feel afraid of making mistakes in pronunciation, grammar, or sentence structure. This fear drives students to experience anxiety so that students choose not to participate in the learning process and students choose to be silent.

This is in accordance with Aftat's (2008) theory which states that the afraid of making mistakes is directly related to the fear of correction, negative evaluation, and the response of the teacher or the surrounding environment.⁷¹ Hieu (2011) also supports this view by stating that students who are afraid of being laughed at by friends or

⁷⁰ Cubukcu, "Foreign Language Anxiety,."

⁷¹ Aftat, "Motivation and Genius Learning."

criticized by teachers, they will prefer to be silent and tend not to contribute to the learning process.⁷²

Furthermore, Robby (2010) revealed that the afraid of making mistakes is one of the main obstacles in students' speaking ability because they are reluctant to take risks to speak.⁷³ The interview results also reinforce these findings which reveal that students are afraid of speaking English for fear of making mistakes in grammar, pronunciation, so that they will be laughed at by their friends.

Based on the discussion above, it is concluded that afraid of making mistakes is one of the factors that can cause students to experience performance anxiety in English speaking. Therefore, teachers should create a safe and supportive environment that is free from ridicule, such as the pair work strategy. Teachers also need to emphasize that making mistakes is part of the learning process.

d. Lack Of Preparation

Based on the research findings, lack of preparation is one of the important factors that cause anxiety in students' speaking performance.

In learning English, especially in speaking skills, students need preparation in order to achieve success in conveying ideas orally. The observation shows that the majority of students feel confused when asked to respond to the teacher's talk or asked to give an opinion. Lack

⁷² Hieu, "Students Lack Confidence to Use English."

⁷³ Robby S, "Conquer Your Fear of Making When Speaking English."

of preparation often leads to feelings of panic, doubt and nervousness when students have to be asked to speak spontaneously.

This is in accordance with Liu (2007) who states that one of the causes of speaking anxiety is lack of preparation as it makes students feel insecure and unconfident.⁷⁴ When students do not have enough time to prepare, they tend to experience high mental stress, which has a direct impact on the performance of their speaking skills. The interview results also showed that students felt that they were afraid if they were asked to speak suddenly, because they were not ready and felt confused about what to say. This sense of unpreparedness triggers students to feel insecure so they prefer to remain silent during the learning process.

Based on the results of the discussion above, it is concluded that lack of preparation is one of the causes of students experiencing anxiety in English speaking performance. Teachers need to implement learning strategies that provide enough time for students to formulate ideas, prepare themselves before speaking, and practice in pairs that are done gradually can be a solution to foster self-confidence and can reduce student anxiety in English speaking performance.

⁷⁴ Liu, "Anxiety in Oral English Classroom : A Case Study in China."

2. The Strategies To Help Reduce Students' Anxiety In English Speaking Performance

This study explored various strategies to help reduce students' anxiety in English speaking performance, with a particular emphasis on pair work as an instructional approach. Based on classroom observations and interview results, pair work proved to be very effective in creating a supportive environment, which allowed students to practice speaking with more confidence. In addition to these classroom-based strategies, the findings also revealed the relevance of two psychological strategies proposed by Kondo (1994), namely preparation and positive thinking, which were evident in students' behaviors and responses. Although Kondo initially outlined five strategies, only two of these strategies proved applicable in the context of MAN 2 Probolinggo. These three strategies pair work, preparation, and positive thinking are discussed in detail in the following section to highlight their role in minimizing students' speaking anxiety.

a. Pair Work

Based on the results of the study, the pair work strategy proved to have a significant impact in reducing students' anxiety when performing English speaking activities. The majority of students stated that they felt calmer, more confident, and less afraid when speaking with a partner than when they had to perform alone in front of the class. Observations also showed that students were more relaxed,

active and engaged during speaking activities when done in pairs. This suggests that the more private and supportive learning environment built through pair work helps to reduce psychological pressure which is often a barrier to speaking.

This finding is in line with Harmer's (2001) opinion, which states that pair work is an effective technique to increase students' participation and reduce their anxiety levels.⁷⁵ A safe and non-stressful learning environment allows students to more freely express ideas and overcome fear. This support is reinforced by Brown (2001), who emphasizes that pair work creates a more comfortable learning environment and supports students' performance in speaking.⁷⁶

Fajriani and Melda's research (2022) also shows that pair work can significantly reduce students' anxiety because they feel more relaxed and confident when talking with friends.⁷⁷ Similarly, Aulia (2020) mentioned that pair work provides a safe space for students to explore language more freely, thus having a positive impact on speaking fluency and anxiety reduction.⁷⁸

Apart from the emotional aspect, pair work also has a positive impact on the development of students' speaking skills. The two-way interaction established in pair work encourages students to be more

⁷⁵ Harmer, "The Practice of English Language Teaching: Third Edition, England, Longman, 2001."

⁷⁶ Brown, "Teaching by Principle An Interactive Approach to Language Pedagogy 3rd Ed."

⁷⁷ Fajriani and Patawang, "The Effectiveness of Pair Work in Teaching Speaking."

⁷⁸ Aulia, Lengkanawati, and Rodliyah, "The Use of Pair Work to Reduce Speaking Anxiety in an EFL Classroom."

active in conveying ideas, providing responses, and composing sentences spontaneously. The observation results showed that students were able to speak more fluently and confidently, and were able to express opinions in a structured manner. This finding supports Moon's (2000) view, which states that speaking skills should be developed through direct practice in real contexts, and pair work is an effective way to make this happen.⁷⁹ In addition, students found it easier to understand the material due to the direct help and feedback from their partners.

Furthermore, this strategy also enhances students' cooperation and active participation in learning. When working in pairs, students are more enthusiastic to discuss, help each other, and complement each other's understanding. The interaction creates a healthy and deep collaboration. However, the effectiveness of this strategy is highly dependent on how the teacher forms the learning pairs. The selection of appropriate pairs, both in terms of character and ability, is an important factor in creating balanced and productive interactions.

Thus, based on the results of observations, interviews, and relevant theories, it can be concluded that pair work is an effective learning strategy in reducing anxiety, developing speaking skills, and increasing students' participation and cooperation in learning English. It also creates a safer, more supportive learning environment and

⁷⁹ Moon, "Children Learning English."

encourages students to be more active and confident in using English in real life.

b. Preparation

Based on observations, the preparation strategy proved to be influential in helping reduce students' anxiety when speaking English. Students who prepared themselves before the speaking activity-such as writing down key points or bringing notes-showed higher levels of confidence and performed more calmly. They were able to speak in a more structured flow and did not show symptoms of excessive anxiety. In contrast, students who did not prepare looked confused, hesitant, and often showed signs of anxiety such as looking down, trembling voice, or asking for help from friends.

This finding was reinforced by students' statements that preparation before speaking made them feel calmer and less afraid.

This shows that preparation strategies are not only related to material mastery, but also have an impact on students' mental readiness in facing speaking situations. Students who have a clear picture of what they will say tend to be more relaxed and focused, and are able to control the situation better.

The results of this study are in line with the theory put forward by Kondo and Ling (2004), which states that students who prepare well will feel more prepared and more relaxed when facing speaking

tasks.⁸⁰ Preparation helps to reduce the fear of forgetting or fear of making mistakes, because students already have a plan and strategy.

Furthermore, MacIntyre and Gardner (1991) explain that perceptions of self-competence play an important role in reducing anxiety.⁸¹ When students feel prepared and capable, their anxiety levels will decrease significantly. In this context, preparation becomes a strategy that directly shapes positive perceptions of self-competence, thus becoming an effective mechanism in reducing fear when speaking.

Overall, preparation is proven to function not only as a form of material readiness, but also as an internal strategy for students to build confidence and control the learning situation. Therefore, teachers can encourage students to do self-preparation before speaking activities as one of the steps to minimize anxiety and improve their speaking performance.

c. Positive Thinking

One of the main causes of students' anxiety in speaking English is the fear of making mistakes, both in pronunciation and language structure. This fear drives students to be passive, reluctant to try, and feel embarrassed when it comes to speaking in front of the class. Observations show that students who experience this fear tend to avoid participation, such as not raising their hands to speak, looking down

⁸⁰ D. S. Kondo dan Y. Y. Ling

⁸¹ MacIntyre, P. D., & Gardner

when asked, or appearing hesitant in delivering answers. However, some students seemed to be able to control these fears by applying positive thinking strategies.

Positive thinking strategies help students build a healthier and more constructive perspective on the learning process. Students who have a positive mindset seem more courageous to try even though there is a possibility of making mistakes. They do not panic easily, keep trying to express their opinions, and show a relaxed attitude even though the language used is not perfect. This shows that this strategy plays a role in reducing psychological pressure and increasing students' courage to speak. One student even stated that by thinking positively, he felt more courageous to try and less afraid of making mistakes, because he realized that mistakes are part of the learning process.

This finding is in line with the opinion of Kondo and Ling (2004) who explained that positive thinking strategies can reduce the psychological pressure that students often feel when speaking in a foreign language.⁸² By building an optimistic attitude and self-acceptance, students become more relaxed and less burdened by the demands of perfectionism. This attitude also encourages intrinsic motivation which is important in the development of speaking skills.

Furthermore, Horwitz et al. (1986) mentioned that many students feel anxious because they have too high expectations of

⁸² D. S. Kondo dan Y. Y. Ling

perfect speaking performance.⁸³ Positive thinking strategies help balance these expectations with the reality of a learning process full of challenges and mistakes. Students with a positive mindset tend to be more tolerant of mistakes and less fearful of judgment from others, two important factors that determine success in learning English.

Based on observations and interviews, the positive thinking strategy seems to encourage students to be more active, open, and confident in speaking. They do not let afraid stop their efforts, and instead continue practicing as a form of personal progress. Therefore, this strategy is not only psychologically beneficial, but also has an impact on increasing students' participation and performance in speaking skills. Teachers can encourage the adoption of this mindset by instilling the understanding that mistakes are a natural part of the learning process, not something to be avoided or feared.

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J E M B E R

⁸³ Horwitz, "Language Anxiety and Achievement".

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher will present the conclusion of the research that has been conducted, which includes conclusions and suggestions. The conclusions are based on the findings and discussion described in the previous chapter. In addition, the suggestions section is intended to provide recommendations for teachers, students, and future researchers as a contribution to this research. The researcher hopes that the contents of this chapter can provide a final overview of the results of the research as well as practical benefits that can be applied in the context of English language learning, especially in overcoming speaking anxiety through pair work activities.

A. Conclusion

Based on the results of data analysis obtained through observations, interviews and document review with class XI D students at MAN 2 Probolinggo, as well as the discussion that has been carried out, the conclusions of this study can be explained as follows:

1. Factors That Can Cause Students' Anxiety in English Speaking Performance

Based on the research findings obtained from observations, interviews and document review, it can be concluded that there are four main factors that can cause students to experience anxiety in English speaking performance. These factors include lack of vocabulary, lack of confidence, fear of making mistakes, and lack of preparation. These five

factors are interrelated and have a major influence on students' courage and ability to convey ideas orally.

Lack of vocabulary makes students feel confused in expressing their opinions and afraid of using the wrong words, so they tend to be silent and avoid speaking. Lack of self-confidence is also a big obstacle, where students feel doubtful about their own abilities. The fear of making mistakes such as errors in pronunciation, grammar, or sentence structure, adds to students' psychological pressure which encourages students not to participate in the learning process, especially in speaking skills. In addition, lack of preparation causes students to feel panic and nervous when asked to speak English spontaneously, because they are not mentally or physically prepared. Afraid of making mistake is also a significant factor in triggering anxiety, because students are afraid that they will be laughed at or judged negatively by their peers.

These factors indicate that anxiety in speaking English does not only stem from aspects of language ability, but is also influenced by aspects of students' emotional and social conditions. Therefore, effective strategies are needed in learning that not only focus on linguistic, but also in the affective aspects of students.

2. The Strategies To Help Reduce Students' Anxiety In English Speaking Performance

Based on the results of the research which includes observational data, interviews, and theoretical studies, it can be concluded that pair

work, preparation, and positive thinking strategies have an important role in helping to reduce students' anxiety in English speaking performance.

The pair work strategy proved effective in creating a safer, supportive, and less pressurized learning environment. Students feel more comfortable and confident when speaking with a partner, thus being able to express ideas more actively and naturally. In addition to reducing anxiety, pair work also improves students' speaking skills through two-way interactions that encourage real and collaborative use of language.

The preparation strategy helps students to face speaking activities with better mental and material readiness. Student who prepare, such as by writing down key points or practicing beforehand, show a calmer, smoother and more structured performance. Preparation also fosters self-confidence and a positive perception of one's abilities, which in turn lowers anxiety levels.

Positive thinking strategies contribute to building a healthy mindset towards learning. By considering mistakes as a normal part of learning, students become more tolerant of themselves and less fearful of others' judgment. This strategy keeps students motivated, willing to try, and not giving up when facing challenges in speaking.

Overall, the three strategies are complementary and effective in helping reduce students' anxiety in English speaking performance. Therefore, teachers are advised to integrate these three strategies in the

learning process to create a learning environment that supports, motivates and empowers students' in mastering speaking skills.

B. Suggestion

Based on the results of the research that has been done, the author provides some suggestions that are expected to provide practical benefits for those involved in learning English, especially in Speaking skills:

1. For Teacher

Based on the results of the study, it is recommended that teachers apply pair work, preparation, and positive thinking strategies regularly in speaking lessons. These three strategies are proven to help reduce students' anxiety, increase self-confidence, and create a more comfortable and supportive learning environment. Teachers also need to consider students' characters in determining partners, give time for preparation, and instill a positive mindset that mistakes are part of the learning process.

2. For Future Researchers

Future researchers are expected to conduct further research with a wider scope and different approaches (such as quantitative or mixed-method), or compare the effectiveness of pair work strategy with other learning strategies. Future researchers are also expected to explore in more depth the influence of factors that can cause students' speaking anxiety, such as the social environment, or the role of technology in oral learning.

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J E M B E R

APPENDIX 1

MATRIX OF THE RESEARCH

Title	Variable	Sub Variable	Indicator	Data Resource	Research Method	Research Question
Exploring Students's Anxiety In English Speaking Performance At MAN 2 Probolinggo	a. Speaking	a. Speaking	1. Grammar 2. Vocabulary 3. Comprehension 4. Fluency 5. Pronunciation	<ul style="list-style-type: none"> Student's at Class XI D English Teacher 	1) Research Approach: Qualitative Descriptive	a. What are the factors that cause students' anxiety in english speaking performance at MAN 2 Probolinggo?
	b. Anxiety	b. Students' Anxiety	1. Fear of making mistake 2. Lack of confidence 3. Limit vocabulary 4. Lack of preparation 5. Shyness		2) Data Collection Technique: Observation, Interview, and Document review 3) Data Analysis: Data Condensation, Data Display, Verifying Conclusion. 4) Validation: Technique Triangulation	b. What are the strategies to help reduce students' anxiety in english speaking performance at MAN 2 Probolinggo?

APPENDIX 2

Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor: B-11213/In.20/3.a/PP.009/04/2025

Sifat : Biasa

Perihal: Permohonan Ijin Penelitian

Yth. Kepala MAN 2 PROBOLINGGO
 Karanggeger, Pajarakkan, Probolinggo

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

NIM : 214101060035
 Nama : SHINTA AZKARINA
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "EXPLORING STUDENT'S ANXIETY IN ENGLISH SPEAKING PERFORMANCE THROUGH PAIR WORK ACTIVITY AT MAN 2 PROBOLINGGO" selama 25 (dua puluh lima) hari dilingkungan lembaga wewenang Bapak Ahmad Zamroni, Ss, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 April 2025 an.

UNIVERSITAS ISLAM NEGERI
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 JEMBER



Dekan,
 Fakultas Tarbiyah dan Ilmu Keguruan
 Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
 KHOTIBUL UMAM

APPENDIX 3

Letter of Having Conducted Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PROBOLINGGO
MADRASAH ALIYAH NEGERI 2
 Jl. Raya Karanggeger Kecamatan Pajarakan 67281 Telp / Fax (0335) 841583
 KABUPATEN PROBOLINGGO
 Email : man_pajarakan@yahoo.co.id , official@man2probolinggo.sch.id
 Website : www.man2probolinggo.sch.id

SURAT KETERANGAN

Nomor : 178/Ma.13.08.02/PP.00.6/4/2025

Yang bertandatangan dibawah ini:

Nama : AHMAD ZAMRONI
 NIP : 19821226 200901 1 007
 Jabatan : Kepala Madrasah
 Alamat Madrasah : Jl. Raya Karanggeger Pajarakan Proboinggo
 Dengan ini menyatakan bahwa :
 Nama : SHINTA AZKARINA
 NIM : 214101060035
 Program Study : TADRIS BAHASA INGGRIS

Telah melakukan penelitian (research) dilembaga kami dengan judul : "EXPLORING STUDENT'S ANXIETY IN ENGLISH SPEAKING PERFORMANCE TROUGH PAIR WORK ACTIVITY AT MAN 2 PROBOLINGGO"

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Probolinggo, 28 April 2025

Kepala

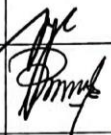
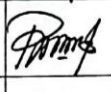
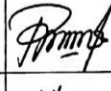
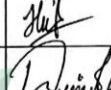
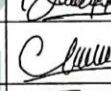









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 J E M B E R

APPENDIX 4

Research Journal

JURNAL PENELITIAN

No.	Time	Activity	Imformant	Signature
1.	Senin, 14 April 2025	Meminta izin penelitian kepada Kepala Sekolah MAN 2 Probolinggo.	Ahmad Zamroni, Ss, M.Pd	
2.	Senin, 14 April 2025	Konsultasi waktu penelitian dengan guru Bahasa Inggris.	Riece Indria Arini, S.Pd	
3.	Senin, 21 April 2025	Observasi kepada siswa kelas XI D.	Riece Indria Arini, S.Pd	
4.	Rabu, 23 April 2025	Membagikan questionnaire kepada siswa kelas XI D.	Riece Indria Arini, S.Pd	
5.	Kamis, 24 April 2025	Melakukan interview kepada siswa kelas XI D	1. Malia Safitri	
			2. Rahmatullah	
			3. Cesya Nauralia	
			4. Fahri Bahtiar Y	
			5. Putri Sri Utami	
			6. Jeni Mega H	
6.	Kamis, 24 April 2025	Meminta Profil MAN 2 Probolinggo	Muhammad Sholehuddin, S. Kom	
7.	Senin, 28 April 2025	Mengurus Surat izin selesai Penelitian.	Muhammad Sholehuddin, S. Kom	

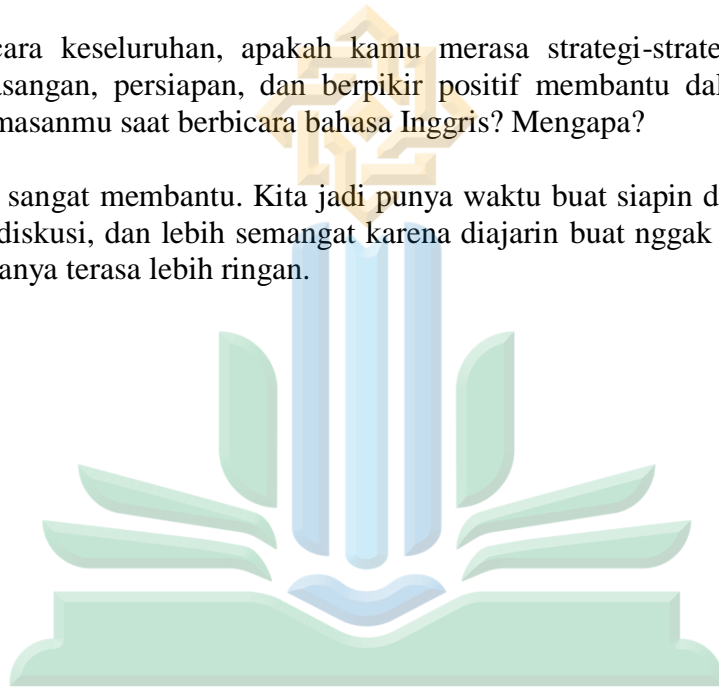
APPENDIX 5

STUDENT'S INTERVIEW TRANSCRIPT

Interview 1

- R : Bagaimana perasaanmu saat mengikuti pembelajaran bahasa Inggris, khususnya ketika diminta berbicara di depan kelas?
- F : Kalau diminta ngomong di depan kelas, saya biasanya deg-degan banget. Kayak tiba-tiba pikiran kosong dan bingung mau ngomong apa. Takut salah dan diliatin teman-teman gitu.
- R : Apakah kamu sering merasa gugup atau cemas saat harus berbicara dalam bahasa Inggris? Bisa ceritakan bagaimana perasaanmu saat itu?
- F : Saya sering merasa panik, ketika saya diminta oleh guru untuk berbicara Bahasa Inggris, karena saya tidak melakukan persiapan sebelumnya.
- R : Menurutmu, apa saja hal yang menyebabkan kamu merasa cemas atau tidak percaya diri saat berbicara bahasa Inggris di kelas?
- F : Mungkin karena saya takut salah grammar, terus saya juga kurang kosakata. Jadi pas ngomong tuh suka bingung milih kata, takut diketawain juga.
- R : Setelah kamu mengikuti aktivitas kerja berpasangan dalam pembelajaran speaking, bagaimana perasaanmu saat berbicara dibandingkan sebelumnya?
- F : Jauh lebih enak sih. Rasanya nggak sendirian, jadi lebih tenang. Kalau bingung juga bisa diskusi dulu sama pasangan, jadi lebih siap.
- R : Apakah menurutmu bekerja secara berpasangan membuatmu lebih percaya diri saat berbicara bahasa Inggris? Bisa jelaskan alasannya?
- F : Iya banget. Karena pas kerja berpasangan tuh nggak terlalu takut salah, karena teman saya bantu koreksi dan kasih semangat juga.
- R : Selain kerja berpasangan, apakah kamu juga merasa terbantu kalau diberi waktu untuk persiapan sebelum speaking?
- F : Sangat terbantu. Kalau ada waktu buat nyiapin dulu, rasanya lebih tenang. Bisa nulis dulu poin-poinnya atau latihan sendiri dulu. Jadi nggak terlalu khawatir.
- R : Apakah kamu pernah mencoba untuk berpikir positif sebelum tampil? Misalnya meyakinkan diri bahwa tidak apa-apa kalau melakukan kesalahan?

- F : Iya, saya coba berpikir kayak gitu. Saya bilang ke diri sendiri, “yang penting berani dulu.” Jadi lebih berani walaupun kadang masih gugup juga.
- R : Setelah beberapa kali melakukan kerja berpasangan dan latihan persiapan, apakah kamu merasakan adanya perubahan terhadap rasa cemasmu? Misalnya, apakah kamu merasa lebih tenang atau lebih berani?
- F : Iya, ada banget perubahannya. Sekarang saya lebih tenang dan nggak sepanik dulu. Karena sudah latihan dan mikir positif juga, jadi lebih siap.
- R : Secara keseluruhan, apakah kamu merasa strategi-strategi seperti kerja berpasangan, persiapan, dan berpikir positif membantu dalam mengurangi kecemasanmu saat berbicara bahasa Inggris? Mengapa?
- F : Iya, sangat membantu. Kita jadi punya waktu buat siapin diri, punya teman buat diskusi, dan lebih semangat karena diajarin buat nggak takut salah. Jadi semuanya terasa lebih ringan.



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J E M B E R

Interview 2

- R : Bagaimana perasaanmu saat mengikuti pembelajaran bahasa Inggris, khususnya ketika diminta berbicara di depan kelas?
- S : Kalau pelajaran bahasa Inggris sih saya suka, tapi kalau udah speaking, itu yang bikin tegang. Saya takut kalau disuruh maju sendiri.
- R : Apakah kamu sering merasa gugup atau cemas saat harus berbicara dalam bahasa Inggris? Bisa ceritakan bagaimana perasaanmu saat itu?
- S : Iya, saya sering gugup, kayak bingung mau ngomong apa, terus takut salah ucap juga. Kadang malah lupa semuanya.
- R : Menurutmu, apa saja hal yang menyebabkan kamu merasa cemas atau tidak percaya diri saat berbicara bahasa Inggris di kelas?
- S : Menurut saya, karena saya nggak percaya diri sama kemampuan speaking saya, Takut salah grammar, terus juga takut dinilai teman-teman.
- R : Setelah kamu mengikuti aktivitas kerja berpasangan dalam pembelajaran speaking, bagaimana perasaanmu saat berbicara dibandingkan sebelumnya?
- S : Dengan adanya kerja berpasangan, saya merasa lebih memahami materi, karena bantuan dari partner/pasangan saya. Saya juga merasa dapat membuat kemajuan lebih baik dalam keterampilan berbicara Bahasa Inggris melalui kerja berpasangan.
- R : Apakah menurutmu bekerja secara berpasangan membuatmu lebih percaya diri saat berbicara bahasa Inggris? Bisa jelaskan alasannya?
- S : Iya, karena saya jadi nggak merasa sendiri. Kalau salah pun, ada temen yang bantu koreksi. Jadi lebih pede aja gitu.
- R : Selain kerja berpasangan, apakah kamu juga merasa terbantu kalau diberi waktu untuk persiapan sebelum speaking?
- S : Iya banget. Dengan waktu persiapan, saya bisa nulis dulu poin-poinnya dan latihan pelafalan. Jadi lebih siap.
- R : Apakah kamu pernah mencoba untuk berpikir positif sebelum tampil? Misalnya meyakinkan diri bahwa tidak apa-apa kalau melakukan kesalahan?

- S : Pernah. Saya coba tanamin ke diri sendiri kalau semua orang juga belajar. Jadi kalau salah, itu wajar.
- R : Setelah beberapa kali melakukan kerja berpasangan dan latihan persiapan, apakah kamu merasakan adanya perubahan terhadap rasa cemasmu?
- S : Iya, sekarang lebih tenang. Saya lebih siap dan nggak terlalu takut salah.
- R : Secara keseluruhan, apakah kamu merasa strategi-strategi seperti kerja berpasangan, persiapan, dan berpikir positif membantu?
- S : Sangat membantu. Saya jadi bisa belajar lebih pelan-pelan, dan nggak merasa sendirian.



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Interview 3

- R : Bagaimana perasaanmu saat mengikuti pembelajaran bahasa Inggris, khususnya ketika diminta berbicara di depan kelas?
- M : Awalnya sih biasa aja, tapi kalau udah speaking, jadi deg-degan. saya takut salah ngomong dan bikin malu.
- R : Apakah kamu sering merasa gugup atau cemas saat harus berbicara dalam bahasa Inggris? Bisa ceritakan bagaimana perasaanmu saat itu?
- M : Iya, cemas banget. Kadang kayak pengen ngilang aja dari kelas. Apalagi kalau guru tiba-tiba tunjuk.
- R : Menurutmu, apa saja hal yang menyebabkan kamu merasa cemas atau tidak percaya diri saat berbicara bahasa Inggris di kelas?
- M : Ketika saya berbicara Bahasa Inggris, saya takut membuat kesalahan terhadap pengucapan saya. Saya takut akan di kritik dan ditertawakan oleh teman saya.
- R : Setelah kamu mengikuti aktivitas kerja berpasangan dalam pembelajaran speaking, bagaimana perasaanmu saat berbicara dibandingkan sebelumnya?
- M : Saya merasa lebih aktif dan lebih berkontribusi dalam pembelajaran ketika dilakukan kerja secara berpasangan. Saya merasa kita bisa saling membantu dan bekerja sama dengan baik.
- R : Apakah menurutmu bekerja secara berpasangan membuatmu lebih percaya diri saat berbicara bahasa Inggris? Bisa jelaskan alasannya?
- M : Lebih baik. Karena sebelum tampil, saya dan pasangan saya udah latihan dulu. Jadi waktu ngomong nggak terlalu gugup.
- R : Apakah kerja berpasangan meningkatkan rasa percaya dirimu?
- M : Iya. Karena kita bisa saling bantu dan saling kasih semangat.
- R : Bagaimana peran persiapan sebelum speaking?
- F : Sangat penting. Kalau saya udah siapin materi dulu, jadi lebih percaya diri pas ngomong.
- R : Apakah kamu pernah mencoba untuk berpikir positif sebelum tampil?

- S : Iya, saya coba yakinkan diri sendiri kalau ini cuma latihan. Jadi saya lebih tenang.
- R : Apakah kamu merasakan perubahan dalam kecemasanmu?
- S : Iya, saya nggak segugup dulu. Sekarang lebih pede walaupun belum sempurna.



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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Interview 4

- R : Bagaimana perasaanmu saat mengikuti pembelajaran bahasa Inggris, khususnya ketika diminta berbicara di depan kelas?
- C : Perasaan saya campur aduk. Kadang senang, kadang takut juga. Apalagi kalau speaking test, itu bikin jantung deg-degan.
- R : Apakah kamu sering merasa gugup atau cemas saat harus berbicara dalam bahasa Inggris? Bisa ceritakan bagaimana perasaanmu saat itu?
- C : Iya, saya suka grogi. Mulut kering, tangan dingin. Takut salah dan ditertawakan.
- R : Menurutmu, apa saja hal yang menyebabkan kamu merasa cemas atau tidak percaya diri saat berbicara bahasa Inggris di kelas?
- C : Faktor utamanya sih kurang percaya diri sama kemampuan bahasa Inggris saya. Terus juga takut kalau temen-temen ngejek.
- R : Setelah kamu mengikuti aktivitas kerja berpasangan dalam pembelajaran speaking, bagaimana perasaanmu saat berbicara dibandingkan sebelumnya?
- C : Saya merasa lebih enjoy dalam kegiatan pembelajaran Bahasa Inggris ketika kerja berpasangan, dan saya merasa lebih percaya diri. Saya berharap guru sering menggunakan metode kerja berpasangan dalam pembelajaran speaking.
- R : Apakah menurutmu bekerja secara berpasangan membuatmu lebih percaya diri saat berbicara bahasa Inggris? Bisa jelaskan alasannya?
- C : Iya, karena partner saya membantu untuk buat ngingetin kalau ada yang lupa. Jadi lebih nyaman buat ngomong.
- R : Selain kerja berpasangan, apakah kamu juga merasa terbantu kalau diberi waktu untuk persiapan sebelum speaking?
- C : Sangat penting. Kalau sempat latihan dulu, saya bisa lebih yakin.
- R : Apakah kamu pernah mencoba untuk berpikir positif sebelum tampil? Misalnya meyakinkan diri bahwa tidak apa-apa kalau melakukan kesalahan?

- C : Sekarang iya. Saya bilang ke diri sendiri, “nggak apa-apa salah, yang penting berusaha.”
- R : Setelah beberapa kali melakukan kerja berpasangan dan latihan persiapan, apakah kamu merasakan adanya perubahan terhadap rasa cemasmu?
- S : Sekarang saya lebih berani ngomong, meskipun masih agak gugup.
- R : Secara keseluruhan, apakah kamu merasa strategi-strategi seperti kerja berpasangan, persiapan, dan berpikir positif membantu?
- S : Iya. Sangat mendukung, apalagi buat saya yang dulunya penakut banget.



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J E M B E R

Interview 5

- R : Bagaimana perasaanmu saat mengikuti pembelajaran bahasa Inggris, khususnya ketika diminta berbicara di depan kelas?
- Ra : Ketika saya diminta untuk berbicara bahasa Inggris, saya merasa malu karena takut di tertawakan oleh teman-teman.
- R : Apakah kamu sering merasa gugup atau cemas saat harus berbicara dalam bahasa Inggris? Bisa ceritakan bagaimana perasaanmu saat itu?
- Ra : Iya, pas speaking itu rasanya gugup banget. Kayak semuanya hilang dari pikiran.
- R : Menurutmu, apa saja hal yang menyebabkan kamu merasa cemas atau tidak percaya diri saat berbicara bahasa Inggris di kelas?
- Ra : Saya mengalami kecemasan berbicara Bahasa Inggris karena saya tidak memiliki kosakata yang cukup. Saya merasa gugup ketika diminta untuk tampil berbicara Bahasa Inggris di kelas.
- R : Setelah kamu mengikuti aktivitas kerja berpasangan dalam pembelajaran speaking, bagaimana perasaanmu saat berbicara dibandingkan sebelumnya?
- Ra : Setelah kerja berpasangan, jadi lebih santai. Kita bisa melakukan persiapan dulu sebelumnya.
- R : Apakah menurutmu bekerja secara berpasangan membuatmu lebih percaya diri saat berbicara bahasa Inggris? Bisa jelaskan alasannya?
- Ra : Iya, kerja berpasangan bikin lebih pede karena kita latihan dulu, jadi nggak asal ngomong.
- R : Selain kerja berpasangan, apakah kamu juga merasa terbantu kalau diberi waktu untuk persiapan sebelum speaking?
- Ra : Banget. Kalau bisa nyiapin dulu, saya lebih tenang pas tampil.
- R : Apakah kamu pernah mencoba untuk berpikir positif sebelum tampil? Misalnya meyakinkan diri bahwa tidak apa-apa kalau melakukan kesalahan?
- Ra : Iya, saya coba. Saya bilang ke diri saya, “santai aja, ini bukan ujian nasional.”

R : Setelah beberapa kali melakukan kerja berpasangan dan latihan persiapan, apakah kamu merasakan adanya perubahan terhadap rasa cemasmu?

S : Iya, saya lebih tenang dan nggak sepanik dulu.

R : Secara keseluruhan, apakah kamu merasa strategi-strategi seperti kerja berpasangan, persiapan, dan berpikir positif membantu?

S : Sangat. Saya merasa belajar jadi lebih nyaman dan nggak terlalu tertekan.



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J E M B E R

Interview 6

- R : Bagaimana perasaanmu saat mengikuti pembelajaran bahasa Inggris, khususnya ketika diminta berbicara di depan kelas?
- J : Kadang saya suka, tapi kadang takut juga pas harus speaking. Apalagi kalau diminta langsung maju.
- R : Apakah kamu sering merasa gugup atau cemas saat harus berbicara dalam bahasa Inggris? Bisa ceritakan bagaimana perasaanmu saat itu?
- J : Saya agak gugup, karena merasa tidak percaya diri jika harus tampil berbicara didepan kelas
- R : Menurutmu, apa saja hal yang menyebabkan kamu merasa cemas atau tidak percaya diri saat berbicara bahasa Inggris di kelas?
- J : Karena saya nggak terlalu bisa vocab-nya. Jadi pas ngomong suka macet.
- R : Setelah kamu mengikuti aktivitas kerja berpasangan dalam pembelajaran speaking, bagaimana perasaanmu saat berbicara dibandingkan sebelumnya?
- J : Kalau kerja berpasangan, lebih enak. Kita bisa latihan dulu dan lebih santai.
- R : Apakah menurutmu bekerja secara berpasangan membuatmu lebih percaya diri saat berbicara bahasa Inggris? Bisa jelaskan alasannya?
- J : Iya, saya jadi lebih percaya diri karena kita bisa saling membantu, bertukar ide, dan saling mendukung.
- R : Selain kerja berpasangan, apakah kamu juga merasa terbantu kalau diberi waktu untuk persiapan sebelum speaking?
- J : Sekarang saya merasa lebih berani ngomong. Cemasnya udah mulai hilang.
- R : Apakah kamu pernah mencoba untuk berpikir positif sebelum tampil?
- J : Sekarang saya coba begitu. Saya pikir, ini kesempatan buat belajar, bukan ajang penilaian.

R : Setelah beberapa kali melakukan kerja berpasangan dan latihan persiapan, apakah kamu merasakan adanya perubahan terhadap rasa cemasmu?

S : Penting banget. Saya bisa nulis dulu dan latihan pelafalan.

R : Secara keseluruhan, apakah kamu merasa strategi-strategi seperti kerja berpasangan, persiapan, dan berpikir positif membantu?

S : Sangat membantu. Saya merasa lebih siap, lebih tenang, dan lebih berani mencoba.



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APPENDIX 6

Authenticity Statement Writing

Authenticity Statement Writing

The under signed below

Name : Shinta Azkarina
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 Faculty : Education and Teacher Training
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 Place and date of birth : Probolinggo, 13th October 2002
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Hereby declares that the analysis of the thesis entitled: "Exploring Student's Anxiety in English Speaking Performance trough Pair Work Activity at MAN 2 Probolinggo" is the result of my analysis, except in part of referred by theory, sources, and data. I take references from experts.

KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Jember, 22 May 2025

Stated By:



Shinta Azkarina
 214101060035

APPENDIX 7**Documentation**

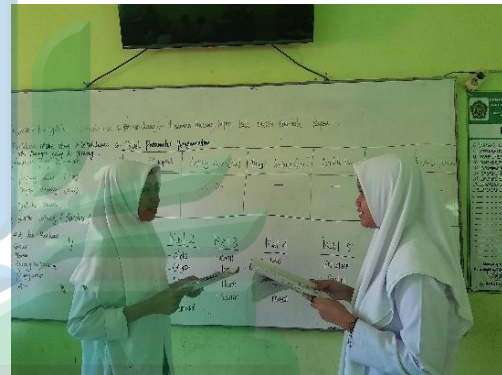
The researcher was asking for research permission from the principal of MAN 2 Probolinggo.



Researchers are asking for a schedule to conduct observations, as well as conduct interviews related to the conditions of MAN 2 Probolinggo students.



Researchers conducted observations in class XI D



The researcher was making observations during speaking lessons using the pair work strategy.



The researcher was conducting interviews with students of class XI D about students' experiences during English language learning, especially speaking.

APPENDIX 8

Statement Letter Of Plagiarism Check Completion



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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

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NIM : 214101060035

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Exploring Student's Anxiety in English Speaking Performance through
 Pair Work Activity at MAN 2 Probolinggo

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