

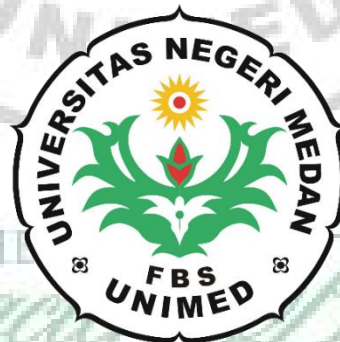
**STUDENTS' ANXIETY AND SPEAKING PERFORMANCE OF  
TENTH-GRADE AT SMA NEGERI 12 MEDAN**

**A THESIS**

*Submitted in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan*

By:

**THERECIA MONIKA DE SASHI MANULLANG**  
**Registration Number: 2173121058**



**ENGLISH AND LITERATURE DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI MEDAN  
2022**

## DECLARATION

I have familiarized myself with the University's Policy on Academic integrity. Except where appropriately acknowledged, this thesis is my own work, has been expressed in my own words, and has been not previously submitted for assessment. I understand that this paper may be screened electronically or otherwise for plagiarism.

Medan, January 2022

The Writer,

**Therecia Monika DS Manullang**  
**NIM. 2173121058**

THE  
*Character Building*  
UNIVERSITY

## ABSTRACT

**Manullang, Therecia Monika De Sashi. Registration Number: 2173121058. Students' Speaking Anxiety and Speaking Performance of Tenth-Grade at SMA Negeri 12 Medan. A Thesis. English Education Study Program, Faculty of Languages and Arts, State University of Medan, 2022.**

Speaking in a foreign language, students certainly experience various obstacles. One of the barriers is the psychological aspect, which is anxiety. This study is intended to know the level of students' anxiety and identify possible factors contributing to the anxiety in the English class. The data came from a class of first grade students at Senior High School of SMAN 12 Medan. This research used a descriptive qualitative method with a case study approach. The researcher used two kinds of instruments to collect the data. The first instrument is the Foreign Language Classroom Anxiety Scale questionnaire, developed by Horwitz et al. (1986). It consists of 33 items with a 5 points Likert-Scale. The second instrument is the semi-structured interview. The result of this research shows that most of the students are at a "Very Anxious" level without being "Relaxed and Very Relaxed." There are 11 (44%) students who experience the "Very Anxious" level, 7 (28%) students are in the "Anxious" level, and 7 (28%) of the 25 students are in the "Mildly Anxious" level. The result of the research shows the dominant type of anxiety is "State Anxiety." This is shown based on the results of the questionnaire that was given to the participants. This research also showed that speaking in front of the class, unintelligible input, personality and attitude of the teacher, other people's laughter, students' perception of language learning, and inappropriate preparation were the six factors that may contribute to the students' anxiety in learning English. Ten anxious students were selected as the participants.

**Keywords: Anxiety Levels, Dominant Type of Anxiety, and Student Anxiety Factors**



## ACKNOWLEDGEMENTS

First and foremost, the researcher wishes to express gratitude to Jesus Christ, the Almighty. Many people offered advice and moral support to the writer as he completed this thesis. This thesis was given at the State University of Medan's Faculty of Languages and Arts (FBS) English and Literature Department.

Consequently, the writer also thanks the following people:

- **Dr. Syamsul Gultom, SKM., M.Kes.**, the Rector of State University of Medan
- **Dr. Abdurahman Adisaputera, M.Hum.**, the Dean of Faculty of Languages and Arts, State University of Medan.
- **Dr. Wahyu Tri Atmojo, M.Hum.**, the First Dean of Faculty of Languages and Arts.
- **Dr. Masitowarni Siregar, M.Ed.**, the Second Vice Dean of Faculty of Languages and Arts and her Second Thesis Examiners.
- **Dr. Marice, M.Hum.**, the Third Vice Dean of Faculty of Languages and Arts.
- **Indra Hartoyo, S.Pd., M.Hum.**, the Head of English and Literature Department and also her Third Thesis Examiner
- **Fahri Haswani, S.Pd., M.Hum.**, the Secretary of English and Literature Department
- **Nora Ronita Dewi, S.Pd., S.S., M.Hum.**, the Head of English Education Study Program
- **Maya Oktora, S.Pd., M.Hum.**, her Thesis Advisor, who has guided and motivated, her by giving advice, supervising, and comments to complete this thesis.
- **Dr. Isli Iriani Indiah Br. Pane, S.Pd., M.Hum.**, her Academic Advisor and also her First Thesis Examiner, who guided her by giving advice.
- **All the Lectures of English and Literature Department** for the knowledge, guidance, and advice during the academic years
- **Eis Sri Wahyuningsih, M.Pd.**, the Administration Staff of the English Department who has given motivation, help, and suggestions
- **Dra. Ade Melinda Banjarnahor, M.Si.**, the Headmaster of SMAN 12 Medan
- **Ester Donna Simanjuntak, S.Pd.**, the English Teacher of SMAN 12 Medan

- Her beloved parents **S Mariduk P. Manullang, S.H.**, and **Shinta RT br Aritonang**, who have patiently supported her with encouragement, financial support, prayers, and unconditional love over the past 22 years.
- Her beloved brothers **Gabriel Immanuel Manullang** and **Justin Jonathan Manullang**, as well as her beloved opung boru **P Br Tambunan**, who has always loved, supported, and prayed for her.
- Her support system, including unlicensed therapist and best friends, **Shira Aulia Putri Yanda** and **Nadila Afyfa**, has been very kind and helpful in helping her comprehend this thesis so that she was able to overcome all of these challenges. How fortunate she is to have crossed paths with you two at this time in life.
- Her un-biological sisters, **Monica Dewi Seba Pasaribu, Amd.T**, and **Cristina Sihombing**, for constantly supporting her, giving motivational words to not give up, and giving a shoulder to cry on during this research.
- Her best-friend since Senior High School, **Susan Febriana Barus, Amd.Par** and **Fitri Octaviani Silaban, S.Kep** for always listening, understanding, loving, and supporting her to complete her degree.
- Her beloved classmates in **English Education 17 D**, especially **Nabila, Merry, Rudi, Windy, Yayuk, Ratih, and Rismawanto**, who supported each other to complete this degree and to spend their four-years of education together.
- Last but not least, the writer wanted to convey appreciation to herself for working hard to complete this thesis with patience and perseverance. The writer wishes to express her deepest love and appreciation for herself, as she has done her best until this second.

Finally, the researcher wishes to express her gratitude to everyone who helped her in completing the thesis, which is far from perfect but is expected to be valuable to everybody.

Medan, January 2022  
The writer,

Therecia Monika De Sashi Manullang  
Reg Number 2173121058

## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	i
<b>ACKNOWLEDGEMENTS</b> .....	ii
<b>TABLE OF CONTENTS</b> .....	iv
<b>LIST OF TABLES</b> .....	vi
<b>LIST OF FIGURES</b> .....	vii
<b>LIST OF APPENDICES</b> .....	viii
<b>CHAPTER I INTRODUCTION</b> .....	1
A. The Background of Study .....	1
B. The Problem of the Study .....	5
C. The Objectives of the Study .....	6
D. The Scope of the Study .....	6
E. The Significance of the Study .....	6
<b>CHAPTER II REVIEW OF LITERATURE</b> .....	8
A. Theoretical Framework .....	8
1. The Nature of Speaking .....	8
2. Speaking Skills .....	10
3. Challenges in Speaking Performance .....	12
4. The Nature of Anxiety .....	13
5. Types of Anxiety .....	14
6. Levels of Anxiety .....	15
7. Foreign Language Anxiety .....	16
8. Impact of Foreign Language Anxiety .....	19
9. Possible Factors Contributing to Language Anxiety .....	21
B. Relevant Studies .....	24
C. Conceptual Framework .....	27
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	29
A. Research Design .....	29
B. The Data and Source of Data .....	30
C. The Instrument of Collecting Data .....	31
D. Technique of Collecting Data .....	33
E. The Technique of Analyzing Data .....	34
<b>CHAPTER IV FINDING AND DISCUSION</b> .....	38
A. Finding .....	38
B. Discussion .....	45

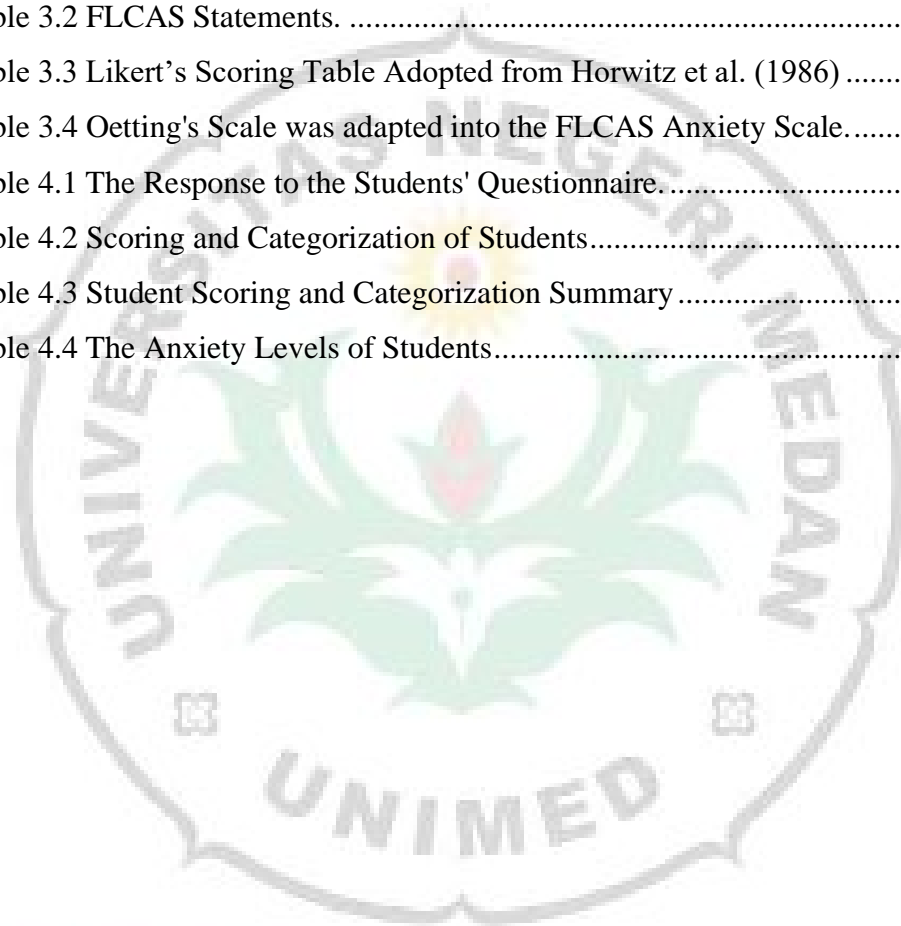
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS .....</b>	<b>57</b>
A. Conclusion .....	57
B. Suggestion.....	58
<b>REFERENCES.....</b>	<b>60</b>
<b>APPENDIX.....</b>	<b>60</b>



THE  
*Character Building*  
UNIVERSITY

## LIST OF TABLES

Table 3.1 Foreign Language Classroom Anxiety Scale.....	32
Table 3.2 FLCAS Statements. ....	35
Table 3.3 Likert’s Scoring Table Adopted from Horwitz et al. (1986).....	36
Table 3.4 Oetting's Scale was adapted into the FLCAS Anxiety Scale.....	36
Table 4.1 The Response to the Students' Questionnaire.....	39
Table 4.2 Scoring and Categorization of Students.....	41
Table 4.3 Student Scoring and Categorization Summary .....	44
Table 4.4 The Anxiety Levels of Students.....	47

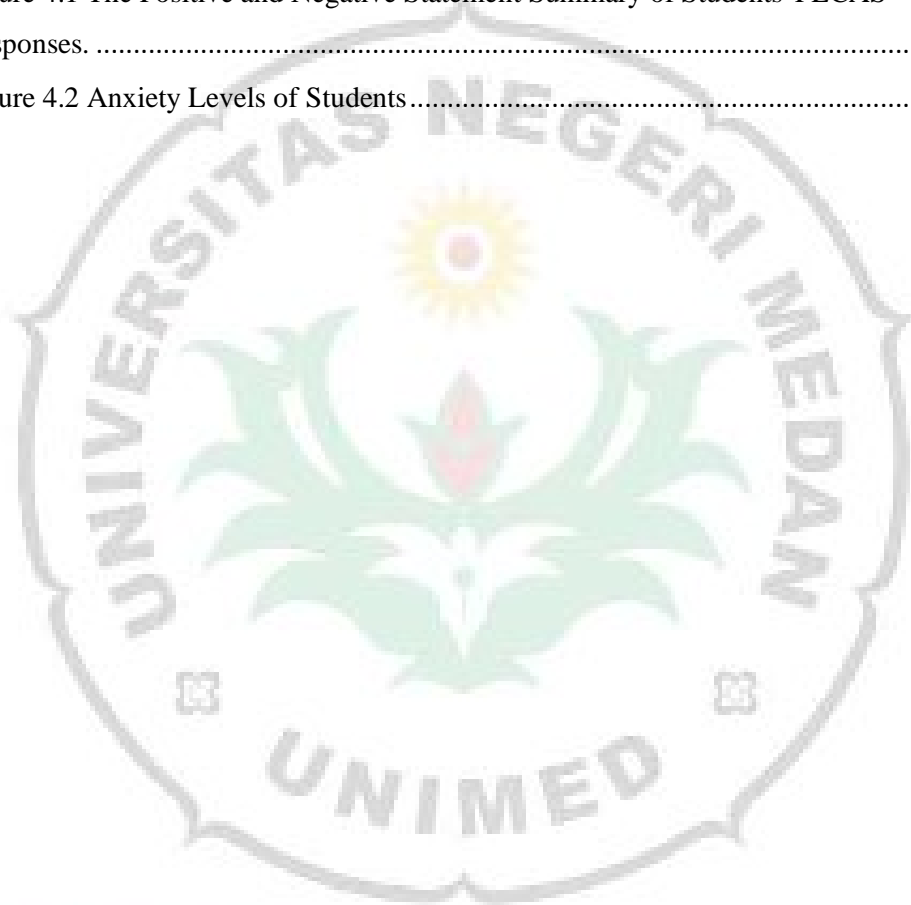


THE  
*Character Building*  
UNIVERSITY



## LIST OF FIGURES

Figure 2.1 An illustration of possible elements that contribute to anxiety.....	23
Figure 4.1 The Positive and Negative Statement Summary of Students' FLCAS Responses. ....	40
Figure 4.2 Anxiety Levels of Students.....	46



**LIST OF APPENDICES**

APPENDIX A .....60  
APPENDIX B .....60



THE  
*Character Building*  
UNIVERSITY

# CHAPTER I

## INTRODUCTION

### A. The Background of Study

In Indonesia, English appears to be a compulsory subject in education. It is required in every formal class and level from kindergarten through high school. In this age of globalization, the ability to communicate in another language is incredibly valuable. In today's society, English is basically employed in every area. The economy, technology, journalism, and business are all frequently associated with English in our daily lives. Despite its widespread use, English is still regarded as a foreign language in Indonesia. According to Isnaini et al. (2011), "foreign language" is a non-widely used language that is mainly employed for cross-cultural communication reasons and studied in formal learning with no immediate practical use. In other words, English is rarely spoken in Indonesia and is only utilized for specific purposes, such as language acquisition.

Listening, reading, speaking, and writing are the four skills that must be mastered when studying English. Speaking ability is a vital talent that plays a significant role in everyday life as a means of communication. Speaking seems intuitively the most important thing, according to Ur (1996): "People who know the language are referred to as "speakers of that language." Speaking allows people to communicate socially, directly and verbally, and to express their thoughts, ideas, and feelings. "Speaking is one

of the most fundamental abilities in the acquisition of English as an additional language," according to Leather and Van Dam (2002, referenced in Al-Saadi, et al 2013). As a result, in order to speak fluently, students must practice and strengthen their communicative skills. Learners who have improved their speaking abilities will be able to produce and communicate information or share ideas without losing their genuine meaning and sense.

As a result, it becomes easier to maintain interpersonal relationships. However, this purpose makes English difficult to learn and, at the same time, the most important issue. This is because the goal of learning English is to use the language's capability to engage and communicate with one another. Despite the fact that learning has a high target expectation, learners have a bad tendency of communicating in their native tongue. It makes people feel at ease and confident when they use it. They may face difficulties communicating in a language in which they are not fluent. As a result, speaking in a language that their students are unfamiliar with is likely to make them nervous.

Anxiety can have a negative impact on performance. As a result of the sensation, students tend to remain mute when they are required to act or speak. Anxiety is a subjective experience caused by tension, nervousness, and worry (Horwitz et al., 1986). Not to mention that learners instinctively translate their words from Bahasa to English or vice versa while speaking. This kind of intricacy is difficult for students, so it's critical to understand what kind of challenge they're dealing with.

Each learner's problems may differ from those of another, as well as their levels of proficiency. According to Ur (1996), "The problem with speaking anxiety is hesitation, having nothing to say, low or uneven participation, and the usage of the mother tongue." Common problems in speaking mastery that may distract and worsen anxiety levels include difficulty expressing thoughts precisely, a lack of vocabulary, a lack of grammatical competence that leads to confusion in constructing a good sentence, a lack of motivation, non-accurate pronunciation, fear of making mistakes, and fear of peer judgment. Worde (1998) backed up this claim by saying that "learners who are nervous in learning a foreign language may find it less fun, which can lead to poor performance." In the end, trainees had difficulty applying the terminology to each skill.

According to Samuelsson (2001), cited in Hadziosmanovic (2012), "Speaking anxiety is the problem of speaking in front of a group." "These challenges include prepared speeches, oral presentations, answering questions, or basic presenting rounds, among others." If they are overwhelmed by such events, they will fail. Learners have to get control of their emotions, overcome their fears, and change their minds about speaking English. Even now, many of these issues can be identified in language learners at all levels.

The issue of anxiousness when speaking English is fascinating to address because it is rarely discussed. That is why academics are interested in learning more about it. Researchers wish to focus on the factors that

influence students' nervousness when speaking English. The Foreign Language Classroom Anxiety Scale is frequently used to assess English speaking anxiety (FLCAS). FLCAS are frequently used in Indonesia as a foreign language to assess the type and severity of students' speaking anxiety. Horwitz created the FLCAS to organize and quantify the level of foreign language anxiety in the classroom through a paper-based questionnaire filled out by students. Communication fear, peer feedback and teacher fear, and language exam fear are the three categories on the scale for determining the level of speaking anxiety. Measuring students' speaking anxiety is frequently used as a guidance in developing English as a foreign language learning strategies so that students can communicate effectively and accurately.

This study focuses on the tenth-grade students at SMA Negeri 12 Medan and their ability to communicate. The study focused solely on speaking because it is the ability that is used most frequently to engage directly with others. Another explanation is that the researcher discovered the same issues that learners have when speaking. Their issues include difficulty pronouncing the right words, a lack of vocabulary, and, most importantly, the inability to construct a good sentence based on grammatical norms. The above-mentioned difficulty was discovered during the researcher's teaching practicum. It is a subject in English language education in which students teach at a school to practice their soft and hard skills in order to demonstrate their aptitude as future teachers.

The reason for using tenth-grade data is that the English teacher at SMA Negeri 12 Medan also advised that it would be better to employ tenth-grade students as participants. This encourages her since the kids in the eleventh and twelfth grades display more anxiety than the students in the eleventh and twelfth grades. As a result, the purpose of this research is to look into students' speaking anxiety as measured by the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire statements, and the researcher wants to discover what circumstances cause students to be anxious when speaking English. For the reasons stated above, the title of this study is "Students' Anxiety and Speaking Performance of Tenth-Grade at SMA Negeri 12 Medan."

## **B. The Problem of the Study**

The concerns in this study are structured into the following questions to clarify the issues to be investigated:

- a. What is the level of anxiety among tenth-grade students at SMA N 12 Medan when it comes to speaking English?
- b. What is the most dominant type of anxiety experienced by tenth-grade students at SMA N 12 Medan when speaking English?
- c. What anxiety factors are contributing to tenth-grade students' speaking anxiety at SMAN 12 Medan?

### **C. The Objectives of the Study**

The following are the study's objectives, which are based on the problem statement:

- a. To know the level of anxiety among tenth-grade students at SMA N 12 Medan when it comes to speaking English.
- b. To find out is the most dominant type of anxiety experienced by tenth-grade students at SMA N 12 Medan when speaking English.
- c. To identify the factors are contributing to tenth-grade students' speaking anxiety at SMAN 12 Medan.

### **D. The Scope of the Study**

To avoid misconceptions in the interpretation of the problem, the researcher limited the scope of the study to only the degree of anxiety in speaking English, the main types of anxiety, and the factors that contribute to students' speaking anxiety at SMAN 12 Medan in tenth grade.

### **E. The Significance of the Study**

The research should also help students find ways or tactics for overcoming their fear of speaking English publicly. It is hoped that through this research, educators can gain a better understanding of how anxiety affects students' English learning. They can also learn more about the reasons that cause students to become anxious while speaking English and try to come up with a technique to help them reduce students' nervousness and create a more relaxed atmosphere in the classroom. Such a scenario is presented by followers.



1. Theoretical Benefits: Other scientists interested in studying speaking anxiety in English schools should find the findings of this study useful.

2. Practical Benefits: It is hoped that the findings of this study will bring the following benefits with regard to this research:

- Teacher

This study provides an opportunity to produce an effective method and solution for reducing or eliminating anxiety in learners' speaking abilities. The researcher of this study says this can be used to expand the design and implementation of English instruction in schools.

- College student

The researcher of this study allowed students to have a better understanding of themselves and to determine their level of nervousness when speaking in class.

- The researcher

The researcher may have prior experience and understanding of speaking anxiety levels. Furthermore, the researcher might broaden his or her understanding of the research field. This research methodology and findings may encourage interested academics to conduct research in related domains or serve as a model for developing future studies that address the same topic.

## CHAPTER II

### REVIEW OF LITERATURE

#### **A. Theoretical Framework**

Theories are required when conducting research to explain the concepts or terms used in the study. This theoretical framework encompasses theories relevant to the research, such as: The Nature of Speaking, Speaking Skills, Speaking Performance Challenges, Speaking Anxiety, The Nature of Anxiety, Types of Anxiety, Anxiety Levels, Foreign Language Anxiety, Impact of Foreign Language Anxiety, and Possible Contributing Factors to Language Anxiety

##### **1. The Nature of Speaking**

Speaking is a type of oral communication that takes place between speakers and listeners. They present and accept the concept. Successful oral communication, according to Nunan (1989), requires: a. the ability to articulate phonological characteristics of the language in a comprehensible manner; b. mastery of stress, rhythm, and intonation patterns; c. an appropriate level of fluency; and d. transactional and interpersonal abilities; e. The ability to take short and long speaking turns f. The ability to manage an engagement g. The ability to negotiate meaning h. Conversational listening skills (successful conversations require good listeners as well as good speakers); i. Capabilities in

identifying and negotiating a conversation's purpose; j. Filling in the blanks with relevant conversational formulae and fillers.

Nunan (1989) also claims that the teacher can use a bottom-up or top-down strategy to teach speaking. It means that students start with the smallest elements of language, such as individual sounds, and progress via word and sentence proficiency to speaking discourse. The top-down approach, on the other hand, posits that student start with the big amounts of language embedded in meaningful contexts, then use their grasp of the contexts to comprehend and appropriately apply the smaller parts of language.

Thornburry (2001) claims that speaking necessitates the ability to collaborate in the administration of speaking turns. It usually takes place in real time, with some time set aside for planning ahead of time. In this case, a lot of lexical phrase memorization is also required in the spoken language. As a result, learning grammar may not be the most important aspect in developing the most effective speaking preparation strategy.

The capability to engage with others can be a criterion for language learning success. Brown (2001) goes on to say that demonstrating an ability to achieve pragmatic goals in an interactive context with other speakers is always a high quality of successful language acquisition. Speaking occurs when two people are conversing with each other.

According to Harmer (2001), they are speaking for a variety of reasons, including knowledge sharing, asking for or giving something, and other forms of communication.

According to these beliefs, speaking is defined as the ability to express something via the use of a spoken language. Speaking is the process of putting one's thoughts into words, which involves dealing with one's issues, views, and feelings in order for others to understand the meaning or message of the spoken language. Speaking is one way to express and transmit ideas.

## **2. Speaking Skills**

One of the abilities that must be learned when learning a language is speaking. Speaking is a skill in which students must be able to produce specific information and communicate it using proper syntax, pronunciation, structure, and vocabulary to produce a meaningful speech. Speaking, according to Brown (2001), is a fascinating process of meaning construction that involves producing, receiving, and processing information. What makes speaking even more fascinating is that the context and meaning are dependent on the speaker, the listener's knowledge, and the speaker's purpose for speaking in order to achieve effective communication between speaker and interlocutor.

In order to achieve proper production while speaking, both the speaker and the interlocutor are subjected to certain requirements. There

are four majors in speech production, according to Levelt (1989) and Nunan (2001): conception, formulation, articulation, and self-monitoring. The importance of these four is unquestionable. Conceptualization is used to guarantee that the speaker and interlocutor communicate effectively. It is concerned with background knowledge in order to plan the content of messages and subjects that may arise during encounters. The role of the formulator is to formulate the notion after it has been communicated in the form of a linguistics plan. The articulator organs are then controlled by articulation, which includes the lip, tongue, teeth, alveolar palate, velum, glottis, mouth cavity, and breathing. Last but not least, self-monitoring occurs when speakers are able to recognize and rectify their own errors while speaking.

There are various criteria that determine a successful speaking performance for learners when it comes to becoming a better speaker. According to Ur (1996), these qualities can be divided into four categories:

- a. Students talk a lot. Learner conversation takes up as much time as feasible during the time given for activity. This may seem self-evident, yet most of the time is spent by the teacher discussing pauses.
- b. There is an even distribution of participation. The classroom is not dominated by a small group of chatty students; everyone gets an opportunity to speak, and contributions are dispersed pretty evenly.

- c. There is a lot of enthusiasm. Learners are eager to speak because they are enthusiastic about the subject and have new thoughts to contribute.

### 3. Challenges in Speaking Performance

There are hurdles or problems that may disrupt learners' performance while speaking English, among all the speaking performances that they may utilize. There are several prevalent issues with speaking activity, according to Ur (1996):

- a. Inhibition: When learning to speak, students are generally concerned about making mistakes and fearing being judged by their classmates, who may make them feel embarrassed and lose face as a result of their performance.
- b. Nothing to say; under some circumstances, students may lack the drive to express themselves.
- c. Inequal or low participation, as a result of a tendency for some students to have less speaking time while others dominate the class while speaking. As a result, the chances of speaking and participating are becoming more unequal.
- d. Use of mother tongue: When a learner speaks in their mother tongue, they feel less exposed than when they speak in another language.

#### 4. The Nature of Anxiety

Anxiety is one of the most well-studied psychosocial factors. Anxiety is a reaction of the human body to a specific event in general. Anxiety is characterized by a sense of being threatened by fear, stress, or anxiety.

The researcher came across various different definitions of anxiousness. According to Carlson and Buskist, anxiety is "a feeling of dread or impending doom followed by physiological symptoms such as a racing heart, sweaty hands, and stomach tightness." Anxiety is also a reaction to a specific situation. Passer and Smith define anxiety as a state of tension, and apprehension as a natural reaction to a perceived threat. It means that when people are threatened, they are naturally nervous. Anxiety, as it relates to Ormrod, is a sensation of unease and apprehension over a situation with an unclear result.

Despite the fact that anxiety and fear seem similar, they are not the same. According to Halgin and Whitbourne, fear is a natural alarm response to a dangerous circumstance, whereas anxiety is more future-oriented, a sensation of trepidation and uneasiness about the likelihood of something terrible happening.

According to Passer and Smith, anxiety responses include an emotional component of tension, a cognitive component of worry, physiological responses such as increased heart rate and blood pressure, and behavioral responses such as avoidance of specific situations.

## 5. Types of Anxiety

State anxiety and trait anxiety are two of the most well-known. State anxiety is anxiety that occurs when a person is confronted with a certain situation. The majority of participants had state anxiety, often known as normal anxiety. "State anxiety," according to Ormrod, is a "temporary feeling of anxiety induced by a dangerous event." It is a feeling of uneasiness or tension that occurs at a specific time in reaction to an external stimulus. This type of anxiety is temporary and emerges in response to a specific situation or unpleasant occurrence. To put it another way, it's a situational nervous emotion that goes away once the hazardous scenario is no longer present.

Anxiety can, however, become more powerful and stay longer in some circumstances. Trait anxiety is a type of anxiety that is a part of a person's personality, according to Ormrod. "Trait anxiety is a pattern of responding with concern even in nonthreatening situations," he says.

Everyone with trait anxiety worries more than normal people and perceives various items in their environment as inappropriately threatening. Trait anxiety, in other words, is a person's proclivity to be worried or nervous regardless of the situation to which he or she is exposed.

Anxiety can be divided into two types based on intensity, duration, and situations: state anxiety, which is a sensation of trepidation and



unease in response to a given scenario, and trait anxiety, which is more acute anxiety that is unique to one person regardless of the situation.

## 6. Levels of Anxiety

Speaking anxiety is divided into three categories. There are three levels of anxiety: high, moderate, and low. If the scores are above 131, it means you have a lot of anxiety. If your anxiety level is between 98 and 131, you have moderate anxiety. Low anxiety is indicated if the scores are less than 98. Horwitz, Horwitz, and Cope developed the Foreign Language Classroom Anxiety Scale (FLCAS) as another anxiety measurement tool (1986). There are thirty-three items in all. The participants are asked to answer three situations put of thirty-three items. Communication apprehension, test anxiety, and the fear of a negative evaluation. FLCAS is currently being commonly used by researchers to investigate learners' fear of learning a foreign language.

Anxiety can be divided into three categories from a psychological standpoint: mild anxiety, moderate anxiety, and severe anxiety.

### a. Mild Anxiety

Mild anxiety is a sensation that something isn't quite right, and those with mild anxiety require extra care. Mild anxiety is linked to the pressures of ordinary life. People with mild anxiety have difficulty sitting still, are a bit irritated, prefer to be alone, wrinkle

their faces, tremble their lips, their pulse and blood pressure rise, and so on.

b. Moderate Anxiety

Moderate anxiety is a troubling emotion brought on by something different, causing people to become apprehensive or agitated. Feelings of discomfort, sensitivity, unconsciousness, sound alterations, sweating, headaches, back pain, and other symptoms are common in people with moderate anxiety.

c. Severe Anxiety

This is the most anxious state possible. Severe anxiety is a feeling that is triggered by the belief that something is wrong, and that they are being threatened by their environment. This is frequently a result of a fear or distress response. People with extreme anxiety include traits such as always wanting to be free, being highly anxious, agitated, confused, poor eye contact, withdrawal, denial, the need to expand space, shivering, and so on.

## **7. Foreign Language Anxiety**

Anxiety and language performance are referred to by a specific term.

Language Anxiety and Foreign Language Anxiety are terms that are frequently used interchangeably. Foreign language anxiety is anxiety over learning and using foreign language. Anxiety about learning a new language, according to Brown, is "a feeling of apprehension and

inadequacy over the possibility of learning a foreign language. According to Gardner and MacIntyre, as cited in Oxford, Horwitz and Cope also suggest conceptual basis for foreign language phobia. Foreign language anxiety manifests itself in the form of anxiety such as communication apprehension, test anxiety, and the dread of a poor evaluation, according to them. Communication apprehension is a type of shyness marked by apprehension or dread of communicating with others.

Communication apprehension is defined as "an individual's worry or anxiety linked with either real or anticipated communication with another person or persons," according to McCroskey J.C., as referenced in Jason S Wrench. Because interpersonal interactions are a key focus is communication anxiety plays a significant influence in foreign language anxiety in foreign language classes. In foreign language classes, students are expected to practice speaking by speaking and listening. Students may have communication anxiety as a result of their limited proficiency in the target language. Students develop communication anxiety because they believe they will have trouble understanding people when listening and making themselves understood when speaking.

Test anxiety is directly related to a discussion of foreign language anxiety because performance evaluation is common in most foreign language classrooms. "Tendency to become concerned about the

implications of inadequate performance on attest or other evaluation," according to Sarason, as cited in Oxford. This suggests that nervousness like this arises throughout an evaluation. Students with test anxiety may have erroneous beliefs about learning a foreign language. They place excessive expectations on them, expecting them to believe that anything less than a perfect test is a failure.

Another concern associated with learning a foreign language is the fear of being judged negatively. Fear negative evaluation is defined by Watson and Friend, as stated by Horwitz, as "apprehension about others' judgments, avoidance of evaluative circumstances, and the expectation that others will adversely judge oneself." In the context of learning a foreign language, students are prone to fearing unfavorable feedback from both the teacher, as the sole fluent speaker in the class, and their peers.

Horwitz, Horwitz, and Cope, on the other hand, argue that foreign language anxiety is more than just a collection of performance anxiety related to foreign language learning. "Foreign language anxiety as a discrete complex of self-perception, beliefs, feelings, and actions associated to classroom language acquisition emerging from the distinctiveness of the language learning process," they add.

Foreign language anxiety, according to the preceding definition, is a sensation of uneasiness, nervousness, worry, and trepidation experienced when learning or utilizing the target language.

## 8. Impact of Foreign Language Anxiety

Students will, without a doubt, be disturbed by feelings of uneasiness and concern. It has a big influence on how hard students try to study and how well they do. Students who are anxious think less clearly and are more likely to make mistakes. Furthermore, individuals must work harder to complete a task since anxiety causes them to worry and disrupts their learning process.

Educators have long identified anxiety as a potential issue in foreign language classes. Because anxiety impacts cognition processing, anxious students will struggle with language learning. Anxiety, according to Ormrod, can disrupt numerous areas of cognition during the learning process. Anxious students can be distracting when it comes to paying attention to what has to be learned, properly processing information, recovering information, and using previously learned skills. Foreign language anxiety, in other words, is detrimental since it can obstruct language learning.

MacIntyre, like Ormrod, believes that worry might influence students' cognitive functioning, according to Young. He suggests a three-stage variant of the Tobias model of anxiety's impacts on learning through instruction: input, processing, and output. Furthermore, anxiety can have an impact on students' cognitive performance at any of the three stages. It means that if worry interferes with cognitive function at one stage, information will not be passed on to the next.

At the input stage, foreign language anxiety acts as a filter, preventing some data from accessing the thinking process. This is similar to Krashen's well-known theory of the "affective filter." Anxiety, according to Krashen, can cause a mental block, limiting a comprehensible input from being used for language norms and vocabulary since anxiety impairs their ability to process information.

Anxiety serves as a distraction during the processing stage. It prevents students from adequately processing information. Students who are anxious may learn less and struggle to understand new vocabulary, sentences, grammar, and other concepts, or they may take longer to process the lesson.

Anxiety can affect the quality of students' foreign language performance at the output stage. Students that are anxious at this point may be unable to exhibit what they have learned.

Furthermore, "anxiety hurts learners through worry and self-doubt, as well as by limiting involvement and producing overt-avoidance of the language," according to Oxford. He also highlights several characteristics of language acquisition that have a negative link with anxiety, such as grades in language classes, proficiency test performance in speaking and writing activities, and self-confidence and self-esteem.

Based on the preceding explanation, it is reasonable to conclude that a learner's language fluency and learning in general are influenced by foreign language anxiety.

### **9. Possible Factors Contributing to Language Anxiety**

Anxiety could come since a variety of places. It can originate from activities and approaches in the classroom that are correlated to the teachers' directions and tasks. Speaking activities, for illustration, are usually mentioned as one of the anxiety-inducing causes. Speaking in a foreign language was shown to be the most anxiety-inducing experience by Horwitz, Horwitz, and Cope. According to Koch and Terrell, who were cited in Oxford, the most anxiety-inducing activities were oral skills and presentations in front of the class. Furthermore, students sometimes laugh at their classmates when they make a fault. It instills in students a fear of making a fault. The students are afraid of making a fool of themselves in front of others, thus they prefer to remain silent rather than talk in order to improve their English.

One of the most common sources of anxiety, according to Price, is the dread of being laughed at by others. Furthermore, ineffective teaching methods, such as speaking too quickly, might lead to students' nervousness. According to Worde, not being able to grasp what is being said in class might contribute to communication anxiety. Furthermore, frightening teaching methods such as calling on students one by one in

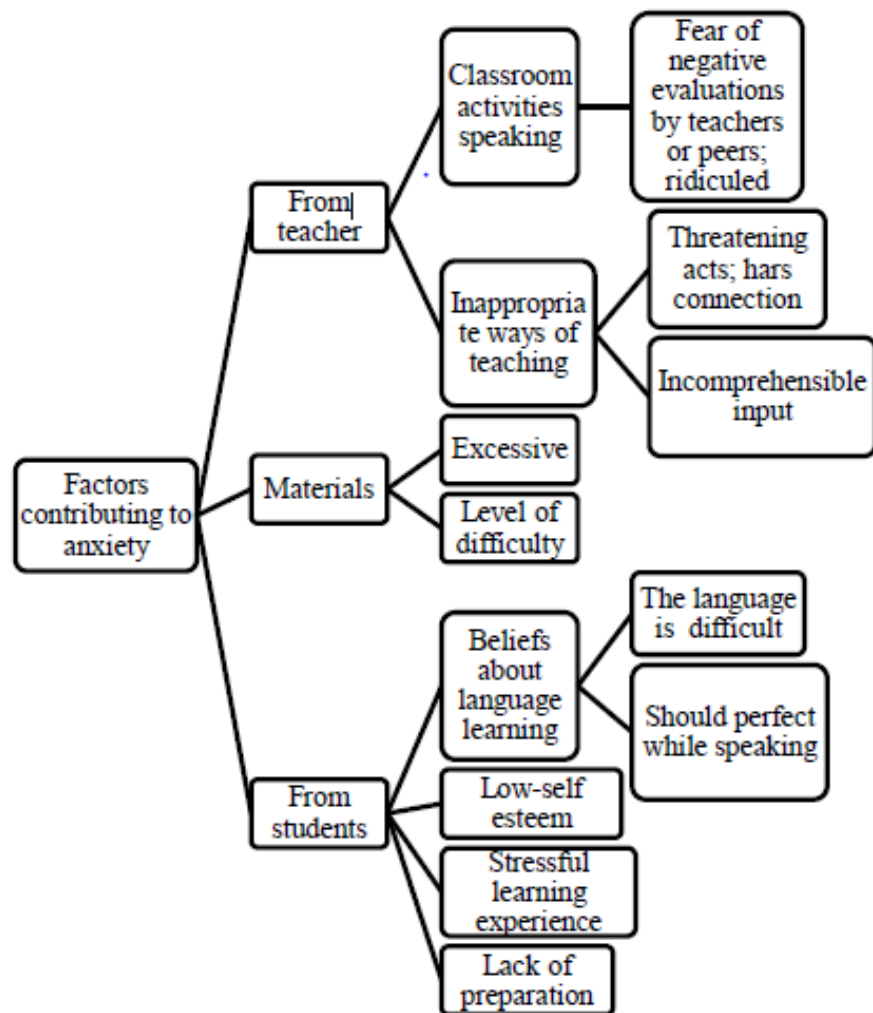
sitting order might cause anxiety. "Harsh correction, humiliation, and the awkward handling of a mistake in front of a class are among the most relevant teacher-learner interaction difficulties related to language anxiety," Oxford added. Students may also be apprehensive because of the growing demands for resources. They dislike foreign language class since there isn't enough chance for them to grasp the content. Foreign language lessons are tough, and students' poor results might cause anxiety when compared to other subjects. As a result, individuals find that foreign language classes are more stressful and challenging than most other ones. Students struggle with language because they have been socialized to trust that it is tough. Students, for case, believe that they should be able to communicate fluently.

Others consider English to be a challenging topic. Language anxiety might develop as a result of such assumptions. "Specific attitudes about language learning also contribute to the students' anxiety and irritation in the classroom," Horwitz et al. wrote. Low self-esteem can also cause anxiety, as evidenced by this. According to Price, nervous students believe their language skills are inferior to those of their peers. It stems primarily from their educational experiences. Students will believe that learning a language is difficult if they have a stressful learning experience. This idea alone is sufficient to induce unfavorable thoughts about current language development. This eventually led to students avoiding all aspects of language acquisition, including preparation for



classroom activities or a test. They are afraid of not being able to perform effectively.

Adapted from Worde, here is an illustration of possible elements that contribute to anxiety.



**Figure 2.1** An illustration of possible elements that contribute to anxiety.

## B. Relevant Studies

This section discusses past research in order to strengthen the issue by offering relevant references to back up this research. Muthita Chimpakdee's initial research (2015). "Thai EFL University Students' Perspectives on Foreign Language" is the title of this study. The research was carried out at one of Thailand's most prestigious research universities. The study's participants are second-third-fourth-year university students from several faculties who are attending a reading and writing course. The goal of this study is to determine the level of foreign language anxiety among Thai EFL students by identifying the sources of their concern and determining a feasible remedy to reduce their language learning anxiety. The research used the FLCAS (Foreign Language Classroom Anxiety Scale) and a focus group interview. Finally, the findings revealed that Thai EFL students experienced high levels of anxiety both within and outside of the language classroom. Academic evaluation, negative evaluation, comprehension challenges, and a teacher-related aspect all have a role in students' nervousness. Another conclusion was that in order to establish better learners' belief and lessen fear, the teacher must ignore the interaction between the students and the teacher, as well as the classroom climate.

Yahya is the second (2013). The focus of this study is on quantifying anxiety in speech communication students at the American Arabia University of Jenin (AAUJ). The primary goal of this study is to look into the factors that cause speaking anxiety in people who communicate through speech. The descriptive statistics are used to analyze the data (means and

standard deviation). The study's findings revealed that fear of negative feedback had the greatest mean (92.93), followed by communication anxiety (2.80), and test anxiety (lowest mean) (2.68). In addition to the questions in Horwitz et al. (1986)'s Foreign Language Classroom Anxiety Scale (FLCAS), this study adds additional elements to the scale to perform the research project. Two referees from the English Department and the AAUJ's English Language Center (ELC) were handed the scale.

Uli Modesta Siagian & Adam, third (2017). The title of this study is an examination of students' fear of speaking. The goal of this study is to identify the elements that contribute to students' speaking anxiety, as well as the students' ways for dealing with it in the classroom. The concern in this study is tenth-grade students at SMK Indomalay School Batam's fear of speaking in class. The survey instruments, the Foreign Language Classroom Anxiety Scale, provided the data (FLCAS; Horwitz et al, 1986) This is a qualitative descriptive study. For the 2015/2016 academic year, the students in this study are in tenth grade at SMK Indomalay School Batam. Peer seeking, preparation, relaxation, positive thinking, and surrender were among the students' tactics for overcoming speaking fear. Lack of familiarity with the task, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence, and finally low English proficiency were the causes of speaking anxiety among the students in the language classroom.

Fourth, in 2014, Putri. This research was carried out in SMAN KRIAN. The goal of this study was to determine the amount of anxiety among XI grade students, the factors that influence anxiety, and the relationship between anxiety and speaking performance. The pupil exhibits a significant level of anxiousness, according to the results. It was induced by students' fear of unfavorable evaluation and nervousness when speaking and taking tests. In this example, kids with the lowest levels of anxiety have a favorable relationship with their ability to talk. On the other hand, there was a negative association between students with the highest level of anxiety and their ability to talk. As a result, it's reasonable to conclude that anxiety levels have a significant impact on speaking performance.

Mayangta, fifth, in 2013. The purpose of the study is to find out how anxious students are about speaking, what causes their fear, and how they deal with it. The information was gathered from 32 junior high school students in Bandung. The results suggest that 43.8 percent of the students were slightly apprehensive, 9.4 percent were very anxious, 21.9 percent were anxious, and 25% were relaxed when speaking. Personal and interpersonal anxiety, students' beliefs about language acquisition, student-teacher interaction, classroom activity, and perceived level of English competence all contributed to their worry. Most students used a method of preparation, calm, and surrender to overcome their fear.

The five previous research used the same instrument, FLCAS, to collect data on participants' foreign language anxiety. However, in order to measure

the amount of foreign language anxiety, Muthita (2015) and Yahya (2013) used the FLCAS questioner. When a questionnaire is adopted, it means that some of the questions have been changed or removed, and others have been added, so it is no longer entirely based on Horwitz et al. Foreign Language Classroom Anxiety Scale (FLCAS) (1986). The four and five preceding studies focused not only on the amount of anxiety, but also on the factors that cause students to feel worried when speaking. For the researcher, it will be a comparison study. The researcher will, however, use the original questioner from Horwitz et al. Foreign Language Classroom Anxiety Scale (FLCAS) (1986). This study used a qualitative descriptive method, with the researcher manually calculating the data rather than utilizing the SPSS application. The data is analyzed by transforming it into a graph. Finally, the research question was discovered.

### **C. Conceptual Framework**

The conceptual framework of this study began with the intention of gathering information about the level, types, and factors that make students feel anxious about speaking English in the classroom, as stated in the study's title, *Students' Anxiety and Speaking Performance in Tenth-Grade at SMA Negeri 12 Medan*. The researcher used Horwitz et al. (1986) theory and questioners of the foreign language classroom anxiety scale (FLCAS) to determine the anxiety level and types in this study. The FLCAS consists of 33 questions and two types of statements: positive and negative.

Communication apprehension, test anxiety, and fear of unfavorable evaluation are the three main dimensions of language anxiety in FLCAS. The researcher then utilizes a semi-structured interview with students to determine the various reasons for students' fear of speaking English in the classroom.

The descriptive qualitative research design will be used to conduct this study, and the data will be collected in the form of numbers. In addition, the researcher does not use the SPSS application to calculate the data. The data will be collected by the questioner, and it will be done in one sitting. Horwitz et al. prepared the questioner that will be delivered to you (1986).

Based on the foregoing, this study will examine students' anxiety levels in the classroom. The most common type of language anxiety in the classroom, as well as the anxiety factors that contribute to students' speaking fear.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

To find the answers to the research questions, a descriptive qualitative method was used in the design of this study. A qualitative design was chosen in order to explore and understand the social phenomenon (Creswell,2009). In this research, a descriptive qualitative method was used to exhaustively describe the circumstances or conditions that occur in the classroom. Additionally, qualitative research is a way of portraying and deciphering and may prompt the advancement of a new idea or hypothesis, and it prompts a normal setting as the information. Natural phenomena, which were the focus of this study, are the things that influence students' anxiety in speaking English.

The qualitative method is the research method that was used in this study to provide an insight into the case of language anxiety in tenth-grade students of SMA Negeri 12 Medan, specifically anxiety in the English language. As indicated by Fraenkel (2012), a qualitative study approach that studies a single individual, group, significant guide to form translations to the particular case or to give valuable speculation. Along these lines, the case study approach permits the researcher to contemplate specific students trying to comprehend the case of language anxiety.

## **B. The Data and Source of Data**

The data of this study was the result of a questionnaire and an interview with tenth-grade students at SMA Negeri 12 Medan. The source of the data was given by a questioner in the study. The total number of participants was 25, and just one class was suggested by the English teacher. The rationale for using first-grade students as participants is that their English skills were assessed to be on par with those of subsequent grades. This argument was supported by the researcher's experience during a teaching practicum. Although the teacher had coached them gently in forming sentences from Bahasa to English, it had been difficult for them to express their opinions or feelings. The researcher is forced to do research as a result of this condition.

The teacher discovered that the tenth-grade students are most influenced by their junior high school behavior, which causes them to be hesitant to speak in English in class. This issue has a greater chance of occurring due to anxiety and other circumstances. Furthermore, based on teacher evaluations, second-grade students perform well in an English-speaking classroom environment. On the other hand, because third-grade students specialized in national exams at the time, it will be prohibited to use them as participants. Finally, all of the data used in the study came from tenth-grade students at SMA Negeri 12 Medan.



## C. The Instrument of Collecting Data

### 1. Questionnaire (Foreign language Classroom Anxiety Scale)

This study employed a version and translation of Horwitz et al. Foreign Language Classroom Anxiety Scale (FLCAS) to determine the degree of students' speaking anxiety (1986). Many studies have already utilized and validated this open-ended questionnaire. Some researchers, such as Aida (1994), Liu (2007), Sugiharti (2009), and Ariani (2009), have used FLCAS to assess the level of anxiety experienced by foreign language learners (2010). It demonstrates its high level of dependability and validity. This style of survey question was chosen since it is simple and quick to respond to.

In foreign language classes, the FLCAS has been the most extensively used tool to measure foreign language learners' general anxiety. "Strongly Agree (SA)", "Agree (A)", "Neither Agree nor Disagree (NA)", "Disagree (D)", and "Strongly Disagree (SD)" were the five options on this scale. This form of questionnaire fits the participants' learning situation environment in relation to the original FLCAS's use of the term "foreign language." The term "English" shall be constantly substituted. As a result, the students' anxiety scale scores will range from 33 to 165 if the points are totaled by adding each statement's answer point. The higher the total score, the more nervous the respondent is, and hence the higher the total score. There are three basic forms of FLCAS, those were:

**Table 3.1 Foreign Language Classroom Anxiety Scale**

No	Dimension	Indicator	Number of Item	Total
1	communication apprehension	<ul style="list-style-type: none"> <li>• Fear to communicate with people</li> <li>• Difficult in learning spoken language</li> <li>• Communication goes well depends on speaker's knowledge of language</li> </ul>	1, 6 7, 10, 12, 18, 19,23,24,25, 26,27,29,31	14 items
2	test anxiety	<ul style="list-style-type: none"> <li>• Fear of academic failure</li> <li>• Fear of failure in an individual's performance</li> </ul>	2,4,5,11,13,15,16,20,28,33	10 items
3	fear of negative evaluation	<ul style="list-style-type: none"> <li>• Avoid negative evaluation by others</li> <li>• Afraid of people's expectation</li> <li>• Classroom condition affected learner's anxiety</li> </ul>	3,8,9,14,17,21,22,30,32	9 items

## 2. Interview

An interview is a data gathering technique in which a respondent is selected and interviewed. This is also a straightforward face-to-face effort to elicit credible and correct action from one or more respondents in the form of verbal comments. According to Bungin, in-depth interviewing is a way of gathering information for research purposes that involves eye-to-eye questioning between the interviewer and the informant or interviewee, with or without the assistance of an interview guide.

A researcher explains the purpose of the study and how all interviews will be performed in Bahasa, the students' first language, in

order to elicit replies without confining or constraining them. Those who expressed an interest in participating were invited to an interview.

Each interview lasted approximately ten minutes. The interview guide was derived from Mary Lou Price's foreign language anxiety interview guide. The following are some of the questions that will be asked:

- a. Please tell me something about how you have felt during English classes?
- b. What bothers you the most about English classes?
- c. Do you have any ideas why you feel so anxious in your English classes?
- d. How do you think people in your classroom will react if you make a mistake?
- e. Do you think English is a difficult language to learn?
- f. Has your teacher played a role in your feelings, either good or bad, about your English classes?
- g. Do you have any ideas of how English classes might be less stressful?

#### **D. Technique of Collecting Data**

In collecting the data from the respondents, the research used two instruments, which were the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire proposed by Horwitz et al. and a semi-structured interview of students' experience in learning English that was made to meet the needs of this research to find out the possible factors of their anxiety in an EFL classroom.

Firstly, the FLCAS questionnaire was administered to twenty-five first grade senior high school students. Secondly, the administered questionnaires were collected and the data from FLCAS questionnaire was analyzed manually using Oetting's scale to categorize students' anxiety level. The analyzed questionnaires were put into percentage diagram differentiating the anxiety level experienced by respondents.

The next step was an interview. It was administered to seek the possible factors that make them feel anxious. The interview was administered to ten selected participants. The answer was analyzed based on some experts' theory and compared with several study results.

#### **E. The Technique of Analyzing Data**

Data analysis is essential for answering the research topic. It discusses the level of anxiety students have when speaking English, as well as their sources of anxiety and ways to deal with it.

##### **1. The Levels of Students Speaking Anxiety**

FLCAS consists of two kinds of statement, which are positive and negative. The positive statement scale ranged from 1 to 5, with the answer "Strongly Agree" to "Strongly Disagree". While the negative statement ranged from 5-1 with the answer "Strongly Agree" to "Strongly Disagree". The following are the categories for the questions:

**Table 3.2 FLCAS Statements.**

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

### 1.1 Arrange the Data

The positive statement was arranged together with the negative statements to avoid students' misunderstanding of the questionnaire.

Therefore, the positive statements are numbers 1,2,3,4,5,6,7,8,9 and the negative statements are number 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, and 33.

### 1.2 Calculate the Data

The data was calculated manually with the range of score starting from 33 to 165. After each score from the students' FLCAS results

### 1.3 Categorize the Data

The data was categorized into some levels of anxiety starting from "Very Anxious", "Anxious", "Mildly Anxious", "Relaxed" and "Very Relaxed" based on Oetting's scale. The Likert's scoring scale table to measure students' anxiety levels using FLCAS is shown below:

**Table 3.3 Likert's Scoring Table Adopted from Horwitz et al. (1986)**

Statement	Scoring				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

The researcher utilizes an altered Oetting's scale to categorize anxiety levels, which consists of 40 questions with answers ranging from 1 to 5 and a total score of 200. The table below shows the Likert scoring scale table for assessing students' anxiety levels:

**Table 3.4 Oetting's Scale was adapted into the FLCAS Anxiety Scale.**

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

## 2. The Factors of Students' Speaking Anxiety

Following Miles, Huberman and Saldana (2014) approach to qualitative analysis, data analysis was divided into three primary phases: data condensation, data display, and conclusion formulation.

## 2.1 Data Condensation

This is the first step to do in analyzing the data in the research. According to Miles, Huberman and Saldana (2014) data reduction refers to the process of selecting, focusing, simplifying, abstracting, transforming, and writing up field notes, transcripts, and other empirical materials.

## 2.2 Data Display

Data display is the second phase of Miles, Huberman and Saldana (2014) model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits conclusion drawing.

The writer displayed the data that had been reduced in order to facilitate data interpretation. It was displayed in a table with the basic categories, such as factors contributing to language anxiety.

## 2.3 Conclusion Drawing

Conclusion drawing involves stepping back to consider what analyzed data mean and to assess their implication for the research question. In this phase, the writer drew meaning from the data in a display.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

The results of the data gathering and information analysis performed in Chapter I to answer the research questions are discussed in this chapter. The data comes from (1) the FLCAS questionnaire, which was provided to all participants, and (2) anxiety test interviews with a number of people.

#### **A. Finding**

The focus of this research was to find out what types and levels of anxiety are most prevalent among students learning English in class, as well as what factors they believe contribute to their anxiety. A descriptive qualitative methodology was being used in the research. A total of 25 students from SMA Negeri 12 Medan's tenth grade participated in this study. The data for this study was gathered through questionnaires and interviews.

##### **1. The Questionnaire's Result**

As the first instrument in this study, the researcher used a closed questionnaire called the Foreign Language Classroom Anxiety Scale (FLCAS). Horwitz, Horwitz, and Cope developed a questionnaire to assess students' anxiety levels during English class. The FLCAS is a 33-item questionnaire that assesses how nervous English language learners are in class. All of the tenth-grade students at SMA Negeri 12 Medan who answered the questionnaires were included in this study. The results of student responses to the FLCAS questionnaire are shown in the table below.



**Table 4.1 The Response to the Students' Questionnaire.**

Respondent	Positive Statement						Negative Statement					
	SA	A	NA	D	SD		SA	A	NA	D	SD	
1	-	5	1	2	1		3	20	1	-	-	
2	-	2	4	2	1		1	10	12	1	-	
3	2	1	-	4	2		9	10	2	3	-	
4	4	4	-	-	1		21	-	-	-	3	
5	-	1	3	4	1		1	15	3	5	-	
6	1	2	3	2	1		6	5	6	4	3	
7	-	1	6	1	1		-	13	4	4	3	
8	-	1	7	1	-		10	1	7	5	1	
9	2	3	3	1	-		3	10	3	6	2	
10	2	3	-	1	3		19	3	1	1	-	
11	6	1	2	-	-		3	6	9	3	3	
12	-	3	2	3	1		5	4	8	5	2	
13	1	-	6	1	1		1	8	13	1	1	
14	1	-	4	2	2		7	3	7	5	2	
15	-	-	4	3	2		6	13	5	-	-	
16	-	2	3	4	-		-	12	8	4	-	
17	4	3	2	-	-		1	8	11	4	-	
18	1	2	5	1	-		9	9	4	2	-	
19	6	-	1	1	1		19	3	-	2	-	
20	3	2	3	1	-		7	13	4	-	-	
21	4	4	1	-	-		12	3	4	3	2	
22	8	-	-	-	1		21	3	-	-	-	
23	7	1	1	-	-		22	2	-	-	-	
24	8	-	-	-	1		24	-	-	-	-	
25	5	4	-	-	-		15	8	1	-	-	
TOTAL	65	45	61	34	20	225	225	182	113	58	22	600

SA : Strongly Agree

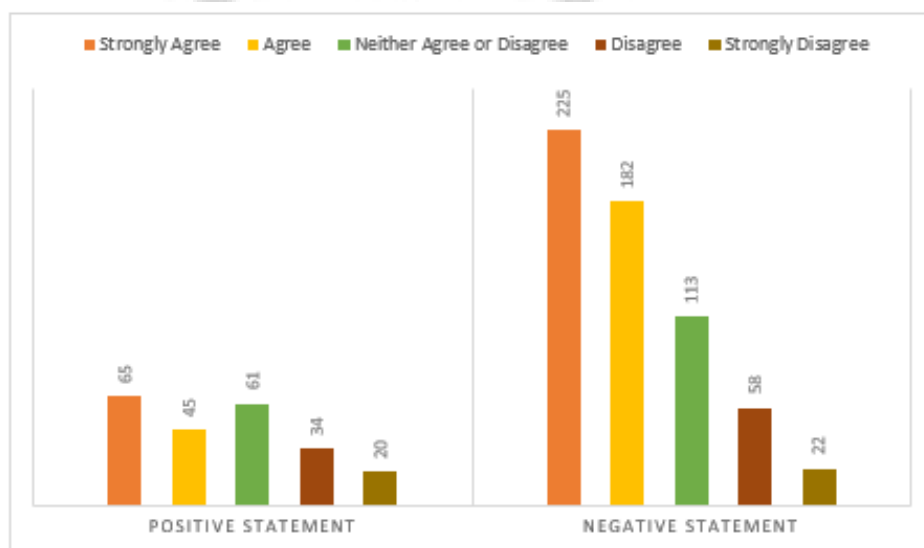
A : Agree

NA : Neither Disagree

D : Disagree

SD : Strongly Disagree

Positive statements are in number: 2,5,8,11,14,18,22,28 and 32. While 1,3,4,6,7,9,10,12,13,15,16,17,19,20,21,23,24,25,26,27,29,30,31 and 33 in negative statement.



**Figure 4.1 The Positive and Negative Statement Summary of Students' FLCAS Responses.**

The researcher discovered that the statement received the greatest score on "Strongly Agree" (65) and the lowest score on "Strongly Disagree" (20) based on the table and chart above. The greatest score on "Strongly Agree" (225) was given to negative statements, while the lowest score on "Strongly Disagree" was given to positive claims (22 responses).

## 2. The Anxiety Level of the Students

To quantify their level of anxiety during speaking presentations, the researchers score and classify every student based on their responses in the FLCAS questionnaire, as shown in table 4.4 below:

**Table 4.2 Scoring and Categorization of Students**

Respondent	Questionnaire Number																	Total of Score	Level of Anxiety
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	126	Very Anxious
	5	4	5	5	2	4	4	3	4	4	4	4	4	4	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	4	4	4	4	3	4	4	4	4	1	4	4	4	2	4			
2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	108	Anxious
	2	3	5	4	4	4	4	1	3	3	4	3	3	2	3	3	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	4	4	4	3	4	4	4	4	3	3	3	3	3	2	3			
3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	121	Anxious
	2	5	2	2	2	5	5	2	4	5	2	5	5	1	5	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	5	3	3	5	5	5	4	4	4	2	4	4	4	1	4			
4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	145	Very Anxious
	5	5	1	5	5	1	5	5	5	5	5	5	5	4	5	5	5		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	1	5	5	1	5	5	5	5	5	4	5	5	5	4	5			
5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	103	Mildly Anxious
	5	1	4	4	2	4	4	2	4	4	2	4	2	1	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	3	3	2	4	4	4	4	2	3	2	2	2	3	4			
6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	106	Mildly Anxious
	4	5	5	5	1	1	1	3	5	4	3	1	3	2	3	3	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	5	5	5	4	2	2	2	2	4	2	4	4	3	3	3			

7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	Mildly Anxious
	2	3	1	2	3	4	4	1	4	4	2	4	4	3	4	3	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	1	2	2	3	1	4	3	4	4	3	3	4	4	3	3			
8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	113	Anxious
	4	3	2	3	4	1	5	2	3	5	3	3	5	3	2	3	5		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	5	3	2	3	5	3	2	3	5	3	5	2	5	3	5			
9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	111	Anxious
	3	4	4	2	2	2	3	4	2	1	3	1	4	3	2	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	4	5	4	5	3	5	5	2	4	3	4	4	2	5	4			
10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	139	Very Anxious
	4	4	5	5	5	5	5	4	5	5	4	5	5	1	5	5	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	4	5	4	5	5	5	5	5	5	1	5	5	5	4	2			
11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	115	Anxious
	5	5	3	1	4	5	3	5	3	1	3	5	4	5	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	1	3	5	3	2	2	2	3	5	3	3	4	5	4			
12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	102	Mildly Anxious
	5	2	4	3	2	3	4	1	3	3	2	2	2	3	2	5	5		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	1	4	1	4	2	4	5	2	3	4	3	5	3	3	3			
13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	106	Mildly Anxious
	5	3	1	2	3	4	3	3	4	3	3	4	3	2	4	3	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	3	4	3	4	3	3	3	3	5	3	3	3	2	4			
14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	102	Mildly Anxious
	1	3	4	2	3	4	3	2	5	5	2	5	3	1	3	3	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	1	4	2	3	4	3	2	5	3	1	2	5	5	5	2			
15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	117	Anxious
	5	1	4	4	1	5	4	3	5	4	3	3	4	2	3	3	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	5	4	4	2	5	4	4	4	4	3	5	4	4	3	3			
16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	101	Mildly Anxious
	3	2	3	3	2	4	4	3	2	2	3	2	2	3	4	4	4		

	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	3	4	2	4	3	3	4	3	2	4	4	4	2	4			
17	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Anxious
	4	5	3	3	3	4	3	3	5	4	4	2	3	4	2	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	5	4	3	3	5	4	3	3	3	4	5	2	3	3	4	2			
18	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	127	Very Anxious
	4	3	4	5	3	4	5	3	4	4	2	5	3	4	3	2	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	4	5	5	3	4	5	5	5	4	5	5	3	4	4	2			
19	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	148	Very Anxious
	2	5	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	4	4	4	3	5	5	5	5	5	3	5	5	5	5	5			
20	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	133	Very Anxious
	4	5	5	5	2	4	5	3	4	3	3	4	3	3	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	5	4	5	5	5	4	5	4	4	5	4	4	3	3	4	4			
21	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	131	Very Anxious
	5	5	2	2	4	5	2	4	5	1	4	5	1	4	5	5	5		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	5	4	5	4	3	4	5	5	5	3	5	3	3	3	5	5			
22	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	158	Very Anxious
	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	5	4	5	5	1	4	5	5	5	5	5	5	5	5	5	5			
23	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	158	Very Anxious
	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	5	5	5	5	5	5	4	5	5	5	5	5	4	5	3	5			
24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	161	Very Anxious
	5	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5			
25	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	149	Very Anxious
	4	4	5	5	5	4	4	5	5	4	5	5	4	5	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	5	5	5	5	5	1	5	5	5	4	5	5	5	4	5			

The following table 4.3 illustrates the results of scoring and categorizing the anxiety level of students:

**Table 4.3 Student Scoring and Categorization Summary**

Range	Level	Result
124 – 165	Very Anxious	11 Respondents (44%)
108 – 123	Anxious	7 Respondents (28%)
87 – 107	Mildly Anxious	7 Respondents (28%)
66 – 86	Relaxed	-
33 – 65	Very Relaxed	-

### 3. The Interview's Result

Structured interviews with participants who were considered apprehensive in English class were used to gather data. Appendix 1 has the complete interview transcript. According to the interviews, the most bothersome components of learning English for participants were imprecise explanations and speaking exercises. They also discussed their apprehensions of making errors and also being ridiculed by their peers. Participants indicated they were anxious because they didn't understand what the teacher was saying and weren't prepared enough when asked why they were worried. They also mentioned being apprehensive because they were anxious about being mocked by their peers. Furthermore, they are concerned since they have a limited

vocabulary and are unable to say farewell in their native language. They also believe that other students are superior to themselves.

When asked how they would react if one of their comrades made a mistake, they all said their comrades would laugh. The participants' perceptions of English were also assessed. The majority of the participants also acknowledged that English is a challenge for them. They believe that in order to grasp what is being said in English, they must teach every specific structure. They also believe that other students are superior to themselves.

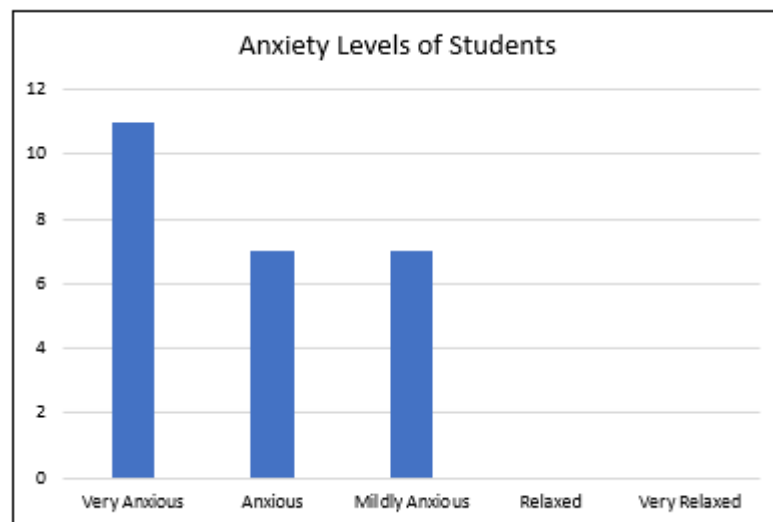
Participants were then asked how their feelings were influenced by the teacher. Teachers, they said, might strike anxiety in students by acting rudely and threateningly, speaking too quickly, and pushing students to practice. Finally, the students indicated that the instructing teacher should move slowly and use a moderate English tone when speaking. They also want the teacher to encourage them to practice rather than force them to. Furthermore, they discovered that group study and extra time to digest lessons would be extremely helpful.

## **B. Discussion**

The researcher explains the results of the questionnaire and interviews in this section. In assessing the results, the researcher uses a qualitative method.

### 1. The Anxiety Level of Students When Speaking

There are variations in responses from all respondents based on the 33 statement items in the FLCAS questionnaire. The researcher discovered that there were 25 students with varying levels of anxiousness in their speaking abilities. [1] The "Very Anxious" category affects 11 students (44 %), with scores ranging from 124 to 165. [2] There are 7 students (28%) who are at the "Anxious" level, with a score ranging from 108 to 123, and [3] There are 7 students (28%) who are at the "Mildly Anxious" level, with a score ranging from 108 to 123. In this research, the researcher discovered that none of the respondents were in the "Relaxed and Very Relaxed Levels."



**Figure 4.2 Anxiety Levels of Students**

According to the chart above, the majority of students are very anxious, anxious, and mildly anxious. As a result, many children find it



difficult to manage their anxiety. The researcher also provides the highest and lowest outcomes for each level of anxiety in the table below.

**Table 4.4 The Anxiety Levels of Students**

No	Level of Anxiety	The Highest Score	Respondent	The Lowest Score	Respondent
1	Very Anxious	161	24	126	1
2	Anxious	121	3	108	2
3	Mildly Anxious	106	6,13	100	7

Speech anxiety is also divided into three categories. There are three levels of anxiety: high, moderate, and low. Horwitz, Horwitz, and Cope devised another anxiety assessment instrument, the Foreign Language Classroom Anxiety Scale (FLCAS). Anxiety is classified into three categories psychologically: mild anxiety, moderate anxiety, and severe anxiety.

Half of the 25 absolute responders believe they have the highest level of anxiety. Severe anxiety is a state of mind brought on by the notion that something is wrong, making individuals feel threatened by their surroundings. This is frequently the result of a network and cultural reaction. People with significant anxiety exhibit behaviors or sensations such as always wanting to be free, being very worried, puzzled,

confused, poor eye contact, retreating, denial, a need for more space, shivering, and so on.

After that, seven students were anxious. This is a common phenomenon in which many people feel nervous or tense when they have to accomplish anything in front of others, particularly teachers. This level of anxiety is characterized by a feeling brought on by something other than anxiety, such as restlessness. Feelings of discomfort, sensitivity, unconsciousness, changes in voice, feelings, headaches, backaches, and other symptoms are common in people with high anxiety levels.

While as many as seven students are classified as "mildly anxious" That is, they still have anxiety issues, but their stress level in speaking is low, so their English productivity is average. Mild anxiety is a feeling that something isn't quite right, and people who have it need extra care. People with anxiety have a hard time sitting still, are a bit impatient, distant, have wrinkled faces, trembling lips, raised pulse and blood pressure, and so on.

## **2. Contributing Factors to Anxiety**

The findings point to a number of factors that may play a role in students' nervousness in English classes. It also demonstrates that these characteristics are generated not only by the teacher, but also by the

students. Based on the findings, the elements that lead to anxiety can be categorized as follows:

## 2.1 Anxiety-Inducing Factors from Teacher

### a. Speaks in Front of the Class

The fear of trying to speak in front of the class was cited by all of the responders. When the teacher urged them to practice speaking in class, they frequently express their fear. Others claim that when it comes to speaking English, they become anxious. Many others also expressed their anxiety when the teacher abruptly asked them a question. Visits, according to one student, might cause anxiety. This anxiety aspect is evident in observations and validated in interviews, as stated below:

*“Ketika diminta untuk maju, biasanya saya berkeringat di sekujur tubuh. Sekarang aku bahkan lebih dipermalukan karena aku terlihat ketakutan di depan semua orang. Saya takut membuat kesalahan jika saya melangkah lebih jauh, terutama karena bahasa Inggris saya tidak begitu baik.”* (Participant 5)

Furthermore, some respondents stated their unease at being watched and laughed at by the entire class. They are afraid that being negatively criticized by professors and peers would expose their weaknesses. They also believed it was mainly due to a lack of vocabulary and grammatical skills.

During research, it was also noticed that the students appeared apprehensive and uncomfortable when speaking in front of others. To avoid teacher correction, some of them turn the volume down or read quicker. While others appear to be busy writing notes or reading books to avoid their teachers. No student refuses the teacher's request to practice their public speaking skills at the front of the class in order to avoid shame or disgrace if called upon to speak.

Lizuka discovered that students felt anxiety in a variety of situations. Speaking in front of the class is one of the situations. This data supports Koch and Terrl's (1990) argument that giving an oral presentation is the most stressful activity. He goes on to say that being asked to answer verbally causes him worry. Horwitz et al. also found that students were acutely aware of the fact that they were speaking a foreign language in front of their peers, and that this awareness often resulted in dread or terror. Furthermore, they claim that trouble communicating in pairs, groups, or in public are all signs of communication anxiety.

#### b. Unintelligible Input

Uncertain explanations, according to five participants, can also contribute to their nervousness when learning English. According to the interview, when the participants didn't understand the lesson, the majority of them became really upset.

They claimed that when they discovered they couldn't understand what the teacher was saying, they became apprehensive. Some of them also expressed concern that they might not be able to comprehend all of the language input, increasing their odds of failing. This can be observed in one of the statements made by one of the respondents: "Kadang-kadang faktor guru juga, terkadang menjelaskan kurang enak pembawannya dan jadi tidak mengerti. Jadi saya gugup. Terkadang disuruh maju. Maksud saya itu, guru terkadang menjelaskan dalam bahasa Inggris, yang tidak saya dan teman teman sulit untuk memahami." (Participant 3)

Many students have complained that the teacher speaks too quickly. Others, too, thought the English class was moving too quickly. Several additional participants stated that they were frequently overwhelmed when their teachers solely taught in English. When he doesn't get the lesson, one responds that he is really annoying. Another admitted that having more time to digest the lesson would be extremely beneficial.

Furthermore, observations revealed that some students were perplexed when the teacher was presenting instruction. There aren't many who display irresponsibility by cheating on their companions next to them or painting something to relieve their anxiety.

### c. Personality and Attitude of Teachers

Speaking in front of the class and inaccessible input, two of the previously mentioned criteria, both suggested that the teacher had a significant effect on the level of anxiety. Other issues stated by the participants, on the other hand, were also caused by the teacher.

Seven people said they felt worried when they tried to place too much blame on the students' faults. It gives them a very personal feeling. They also mentioned that they felt uneasy or anxious when the teacher abruptly offered them a quiz or test. According to them, teachers should also offer understanding and encouragement to kids. This is seen in the following statement: "Berpengaruh. Saya selalu takut ketika guru tiba-tiba mengajukan pertanyaan di tengah kelas yang sepi. Sensasi ini cukup tidak menyenangkan dan membuat tidak nyaman. " (Participant 6)

Others in the class claimed that the teacher was apathetic at times. Someone related an incident in which he inquired about the teacher's positive lesson about him one day. Instead of answering questions, the teacher told him to ask his buddies.

Others have comparable tales to relate. The teacher was adamant about not repeating his explanation. He went on to say that the teacher accused him of not hearing the explanation and refused to repeat it.

Some teachers, according to Cost, have raised student anxiety. This finding is also consistent with Oxford's definition of language-related teacher-student interactions into three categories: forceful correction, comfortable mocking, and out-of-class handling.

## 2. 2 Factors that Contribute to Anxiety come from Student

### a. Other People's Laughter

Other characteristics that contributed to participants experiencing unsupportive anxiety included peer or teacher scorn (10 respondents). They all assumed that if they made a mistake, their classmates would laugh at them. They were all worried about being laughed at by others or embarrassing themselves in front of other organizations. Factors that have been verified by observations and interviews with the following statements: "Pertama dan terpenting, mereka pasti tertawa, yang membuat saya sangat tidak nyaman, kadang-kadang diteriaki juga hal ini memalukan untukku. Guru kadang-kadang bertindak seperti itu dan ditambah senyum nyengir." (Participant 7)

Furthermore, some of them remembered being teased by other classmates. They admit that if they make a mistake, their classmates typically ridicule them or even yell at them. It simply causes them to lose attention and feel humiliated. This research

also demonstrates how crucial they are when it comes to speaking in class.

Furthermore, the observation that most students laugh at their friends when they make mistakes supports this finding. The worst part is that students who make new mistakes lose focus. Their brains were blank and silent at the time. They wriggle, fidget, stutter, or stutter. They appear agitated, nervous, and even sweaty. Some of them hide their anxiety by smiling or laughing.

Price discovered that the dread of being laughed at by other guys was palpable. Furthermore, these findings back up Oxford's assertion that ridiculing is one of the most serious issues associated with language anxiety.

#### b. Student Perceptions of Language Learning

Certain beliefs have also been identified as potential contributors to student anxiety. According to interviews, English has developed a reputation as a well-known topic. 7 people thought English was a tough topic. They frequently believe that they are unable to communicate well or comprehend the instructions. They also believe they are less capable than their peers. They couldn't stop believing that other students were far superior to them. They have low self-esteem when it comes to other organizations. This can be observed in one of the statements made by one of the respondents: "*Sulit. Dalam*



*perspektif saya, kesulitannya adalah ya cara mengucapkannya masih sulit seperti menyusun kalimat dan berbicara dalam bahasa Inggris tidak dapat dilakukan selancar berbicara seperti biasa.” (Participant 8)*

Furthermore, several of them state that the language's rules have overwhelmed them. Others, on the other hand, acknowledge having vocabulary issues. They feel that in order to comprehend what is being said in English, they must first comprehend the structure of each word.

Furthermore, it was discovered during the observation that the students were too terrified to participate in class. The majority of the students are uninterested. They would rather wait for the teacher, simply follow along, and do whatever the teacher instructs.

This finding is in line with Horwitz et.al that specific assumptions about language learning contribute to classroom tension and irritation. Furthermore, Price discovered that nervous students considered their language skills inferior to those of their peers. He goes on to say that failed language students have lower self-esteem than successful language students.

c. Inappropriate Preparation

According to the data, a lack of preparation is also a factor in students' nervousness (5 participants). Few admit to becoming concerned when they do not prepare adequately for tests or speaking practice. Because of his lack of education, a person blames themselves for worrying too much. This is seen in the following statement: *“Hal yang paling menjengkelkan adalah ketika saya tiba-tiba disuruh di depan kelas untuk menjelaskan. Karena dipanggil secara tiba-tiba ini membuat saya sangat cemas karena tidak memiliki persiapan dan kesiapan apapun.”*

(Respondent 6)

Marwan discovered similar results, concluding that a lack of preparedness was the primary cause of student worry.

Furthermore, Lizuka discovered that attending classes without adequate preparation typically results in anxiety.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This section contains conclusions and suggestions based on high school students' studies of foreign language anxiety in English classrooms, the level of anxiety, and various variables that contribute to the anxiety.

#### A. Conclusion

Based on the analysis of data and study findings, the following key can be obtained:

1. The majority of the kids scored in the "Very Anxious" category.

There were 11 students (44%) who reported being "Very Anxious," 7 students (28%) who reported being "Anxious," and 7 students (28%) who reported being "Mildly Anxious." Many students suffer from anxiety in English class, which has a bad impact on them. As a result, it is critical for English teachers to be conscious of their students' uneasiness.

2. According to the study's findings, the most common type of anxiety is "State Anxiety," as evidenced by the results of the participants' questionnaire.

3. According to the research, a variety of things can contribute to their anxiety. Speaking in front of the class, unintelligible input, personality and attitude of the teacher, other people's laughter, students' perception of language learning, and inappropriate

preparation are among the issues identified in this study. These elements start not just with the teacher, but also with the students. These factors, which are dependent on our knowledge of foreign language anxiety, are also examined in this study.

## **B. Suggestion**

Despite the fact that this study had a small number of participants and was conducted over a short period of time, the results provide valuable information that students, teachers, and future researchers can use to improve the effectiveness of English teaching and learning, particularly in speaking abilities.

### **1. For the Teacher**

Because anxiety is a significant component influencing the composition of students' language acquisition, the teacher should be mindful of foreign language anxiety in English classrooms. As a result, knowing the amount of student anxiety from the outset is crucial in order to treat students appropriately throughout the learning process. A teacher's ability to recognize and respond to students' fear will have a significant impact on how they teach English. Giving students the FLCAS (Foreign Language Classroom Anxiety Scale) at the start of the semester will assist the teacher in determining each student's level of anxiety. As a result, the teacher can devise strategies to assist children in reducing worry. They can

also put together materials that are appropriate for students in order to increase the quality of the English essay.

## 2. Intended for Students

Every student is certain to experience anxiety at some point. To lessen anxiety in class, students with high anxiety should be involved. Students must collaborate to create a welcoming atmosphere in the classroom. Students with low anxiety levels cannot pick and choose which students have high anxiety levels; instead, they must help them when they are in difficulty. They need to understand that making mistakes while learning a new language is normal and expected.

## 3. For Future Researchers

Because of the study's limitations, the researcher hopes that future research will focus on language writing in different skill areas, such as reading and listening. Because it affects the majority of foreign language learners, the problem of language anxiety will never go away. As a result, it is critical to learn more about some factors that can assist students in reducing their anxiety while learning English.

## REFERENCES

- Al-Saadi et al. 2013. Perspective Speaking Difficulties Faced by Omani Students: Empirical Data on Self-Perception. *International Peer Reviewed Journal: Arab World English Journal* 4(3), 77-88
- Ardi Marwan, "Investigating Students' Foreign Language Anxiety", *Malaysian Journal of ELT Research*, Vol. III, (2007), 48.
- Brown H. Douglas, *Breaking the Language Barrier*, (Yamouth: Intercultural Press, Inc., 1991),80.
- Brown, H. D. 2000. *Principles of Language Learning and Teaching*. New York: Longman, Inc.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Addison-Wesley Longman, Inc.
- Burhan, Bungin. 2001. *Penelitian Kualitatif Aktualisasi Metodologi ke Arah Ragam Varian Kontempore*. PT Raja Grafindov Persada: Jakarta.
- Burhan Bungin, *Penelitian Kualitatif: Edisi Kedua*, (Jakarta: Kencana Prenada Media Group,2007), 111.
- Chimpakdee, Muthita. 2015. Thai EFL University Students' Perspective on Foreign Language Anxiety. *Sipakorn University Journal of Social Science, Humanities, and Arts* 15(3).
- Elaine K. Horwitz, Michel B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. LXX, No.2 (1986), 127.
- Elaine K. Horwitz, Michel B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. LXX, No.2 (1986), 128.

- Hadzismanovic, Lejla. 2012. *Students' Perspective on Speaking anxiety and Dynamic in the ESL classroom* (Thesis). Malmo University. Sweden.
- Harmer, J. 2001. *The Practice of English Language Teaching*. Essex: Pearson Education Ltd.
- Hidayat, Dede Rahmat. 2011. *Psikologi Kepribadian Dalam Konseling*. Ghalia Indonesia: Bogor
- Holbrook, Hilary Taylor. 1986. *Communication Apprehension: The Quiet Student in Your Classroom*. ERIC Clearinghouse on Reading and Communication Skills Urbana II.
- Horwitz, E.K., Horwitz, M.B. & Cope, J. 1986. *Foreign language classroom anxiety*. The Modern Language Journal, 70, 125-132.
- Horwitz, E.K., Horwitz, M.B. & Cope, J. 1986. *Foreign language classroom anxiety*. The Modern Language Journal, 70, (2), 125-192.
- Jason S. Wrench, "What Is Communication Apprehension?", 2014, [www.2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s06-01-what-is-communication-apprehen.html](http://www.2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s06-01-what-is-communication-apprehen.html).
- Jeanne Ellis, Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson, 2011), 401
- Levelt, J.M Willem. 1989. Accessing Words in Speech Production: Stages, Processes and Representation; Institute fur Psycholinguistic 42(1-3), 1-22.
- Mayangta, T. 2013. *Students' Speaking Anxiety in EFL Classroom*. A Thesis. Universitas Pendidikan Bandung.
- MacIntyre, P. D. 1995. How does anxiety affect second language learning? A reply to Sparks and Ganschow. *Modern Language Journal*, 79 (1), 90-99.
- MacIntyre, P. D., & Gardner, R. C. 1991a. Language anxiety: Its relationship to other anxieties and to processing in native and second languages. *Language Learning Journal*, 41 (4), 513-34.

- MacIntyre, P. D., & Gardner, R. C. 1991b. Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning Journal*, 41 (1), 85-117.
- MacIntyre, P. D., & Gardner, R. C. 1991c. Investigating language class anxiety using the focused essay technique. *Modern Language Journal*, 75, 296-304.
- MacIntyre, P. D., & Gardner, R. C. 1991d. *Anxiety and second language learning: Toward a theoretical clarification*. In E. K. Horwitz, & D. J. Young (Ed.), *Language anxiety: From theory and research to classroom implications* (pp. 41-54). Englewood Cliffs, NJ: Prentice Hall.
- MacIntyre and Peter D., *Language Anxiety: A Review of the Research for Language teachers*, in Dolly Jesusita Young (ed.), *Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low-Anxiety Classroom Atmosphere*, (Boston: McGraw-Hill,1999),35.
- McCroskey, J. C. 1978. Validity of the PRCA as an index of oral communication apprehension. *Communication Monographs*, 45, 192-203
- Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill,2009),546.
- Mary Lou Price, *The Subjective Experience of Foreign Language Anxiety: Interview with Highly Anxious Students*, in Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety; from Theory and Research to Classroom Implication*, (New Jersey: Prentice-Hall Inc., 1991),103.
- Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior*, (Needham Heights: Viacom Company,1997), 570.
- Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, David. 2012. *Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Ormrod, J.E. (2011). *Educational Psychology: Developing Learner*. Boston: Pearson Education.



Putri, P.L. *A Study on Students' Anxiety and Its Correlation with the Speaking Performance of XI Grade students at SMAN 1 Krian*. A Thesis.

Rebecca L. Oxford, *Anxiety and the Language Learner: New Insight: in Jane Arnold (Ed.), Affect in Language Learning*, (Cambridge University Press, 1999),60.

Rebecca L. Oxford, *Anxiety and the Language Learner: New Insight: in Jane Arnold (Ed.), Affect in Language Learning*, (Cambridge University Press, 1999),64.

Renee Von Worde, "Students' Perspectives on Foreign Language Anxiety", *Inquiry*, Vol. VIII, No.1, (2003), 5.

Riasati, J Mohammad. 2011. Language Learning Anxiety from EFL Learners' Perspective. *Middle-East Journal of Scientific Research* 7(6), 907-914

Ricardo Schutz, "Stephen Krashen's Theory of Second Language Acquisition", 2013, <http://www.sk.com.br/sk-krash.html>.

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

Saidi, Majda. 2015. *The Impact of Students' Anxiety on Oral Performance Case Study. First Year LMD Students of English at Mhamed Khirder University-BISKRA* (Dissertation).

Saputra, Nofrans Eka, & Safaria, Triantoro. 2012. *Manajemen Emosi*. PT. Bumi Aksara: Jakarta

Spielberger, C. D. 1966. *Theory and research on anxiety*. In C. D. Spielberger (Ed.), *Anxiety and behavior* (pp. 3-20). New York: Academic Press.

Spielberger, CD. 1983. *Manual for the State-Trait Anxiety (From Y) Consulting Psychologists Press*, Palo Alto, CA.

Thornbury, Scott. 2001. *Uncovering Grammar*. Oxford: Macmilan Publishers.

Thornbury, Scott 2005. *How to Teach Speaking*. Harlow, England: Longman.

Uli Modesta Siagian & Adam. 2017. *An Analysis of Students' Anxiety in Speaking*. English Education Department University of Riau Kepulauan. Journal Anglo-Saxon. 2301-5292

Ur, Penny. 1996. *A Course in Language Teaching and Theory*. United Kingdom at University Press: Cambridge University Press.

Worde, R, V. 2003. Students' Perspective of Foreign Language Anxiety. ([www.vccade.org/inquiry/i-91-worde.html](http://www.vccade.org/inquiry/i-91-worde.html))

Yahya. 2013. *Anxiety in course students at the American Arabia University of Jenin (AAUJ)*. Journal of Literature, Languages, and Linguistics. 2422-8435.





**APPENDIX A**  
**Foreign Language Classroom Anxiety**  
**Scale (FLCAS)**



**Foreign Language Classroom Anxiety Scale (FLCAS)**  
**Adapted from Horwitz, E.K, Horwitz, M.B & Cope, J. (1986)**

No	Questionnaire	Strongly Agree	Agree	Neither Agree Noir Disagree	Disagree	Strongly Disagree
1	I never feel quite sure of myself when I am speaking in my English class.	5	4	3	2	1
2	I don't worry about making mistakes in English class.	1	2	3	4	5
3	I tremble when I know that I'm going to be called on in English class.	5	4	3	2	1
4	It frightens me when I don't understand what the teacher is saying in English.	5	4	3	2	1
5	It wouldn't bother me at all to take more English classes.	1	2	3	4	5
6	During English class, I find myself thinking about things that have nothing to do with the course.	5	4	3	2	1
7	I keep thinking that the other students are better at English than I am.	5	4	3	2	1
8	I am usually at ease during tests in my English class.	1	2	3	4	5
9	I start to panic when I have to speak without preparation in English class.	5	4	3	2	1
10	I worry about the consequences of failing my English class.	5	4	3	2	1
11	I don't understand why some people get so upset over English classes.	1	2	3	4	5
12	In English class, I can get so nervous I forget things I know.	5	4	3	2	1

13	It embarrasses me to volunteer answers in my English class.	5	4	3	2	1
14	I would not be nervous speaking the English with native speakers.	1	2	3	4	5
15	I get upset when I don't understand what the teacher is correcting.	5	4	3	2	1
16	Even if I am well prepared for English class, I feel anxious about it.	5	4	3	2	1
17	I often feel like not going to my English class.	5	4	3	2	1
18	I feel confident when I speak in English class.	1	2	3	4	5
19	I am afraid that my English teacher is ready to correct every mistake I make.	5	4	3	2	1
20	I can feel my heart pounding when I'm going to be called on in English class.	5	4	3	2	1
21	The more I study for an English test, the more confused I get.	5	4	3	2	1
22	I don't feel pressure to prepare very well for English class.	1	2	3	4	5
23	I always feel that the other students speak the English better than I do.	5	4	3	2	1
24	I feel very self-conscious about speaking the English in front of other students.	5	4	3	2	1
25	English class moves so quickly I worry about getting left behind.	5	4	3	2	1
26	I am afraid that my English teacher is ready to correct every mistake I make.	5	4	3	2	1
27	I get nervous and confused when I am speaking in my English class.	5	4	3	2	1

28	When I'm on my way to English class, I feel very sure and relaxed.	1	2	3	4	5
29	get nervous when I don't understand every word the English teacher says.	5	4	3	2	1
30	I feel overwhelmed by the number of rules you have to learn to speak English.	5	4	3	2	1
31	I am afraid that the other students will laugh at me when I speak the English.	5	4	3	2	1
32	I would probably feel comfortable around native speakers of the English.	1	2	3	4	5
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	5	4	3	2	1



**APPENDIX B**  
**Interview Transcript (Students)**



### Transcript Interview

#### Participants 1.

Peneliti:	Ketika Anda belajar bahasa Inggris, bagaimana perasaan Anda?
Siswa:	Seneng aja karena bisa belajar Bahasa asing.
Peneliti:	Hal tentang kelas bahasa Inggris apa yang membingungkan Anda?
Siswa:	Kadang kalo lagi gak fokus suka nggak paham sama maksudnya terus nggak bisa jawab soal. Kadang kalo nanyak pun ada yang jawab ada yang enggak temen-temen.
Peneliti:	Apa yang membuatmu begitu khawatir tentang belajar bahasa Inggris?
Siswa:	Karena saya kurang fasih dalam menggunakan kalimat dan Bahasa Inggris jadi sedikit takut.
Peneliti:	Menurut Anda bagaimana reaksi teman sekelas Anda jika Anda melakukan sebuah kesalahan?
Siswa:	Biasanya mereka ngeliat terus negur kalo ini itu salah diganti jadi kalimat ini dibantu perbaiki sama mereka tapi saya melaluinya saat SMP
Peneliti:	Apakah Anda menganggap bahasa Inggris sebagai mata pelajaran yang sulit?
Siswa:	Enggak terlalu sih.
Peneliti:	Apakah guru Anda memengaruhi perasaan Anda saat Anda belajar?
Siswa:	Mempengaruhi juga. Mood gurunya bagus belajarnya jadi nyaman.
Peneliti:	Apakah Anda punya saran untuk membuat belajar lebih menyenangkan?
Siswa:	Harusnya belajar bisa dibawa rileks dan jangan takut. Kalo misalnya guru nanyak ya tinggal dijawab gausah sampai takut gitu.



## Participants 2.

Peneliti:	Ketika Anda belajar bahasa Inggris, bagaimana perasaan Anda?
Siswa:	Rasanya takut karena Bahasa Inggris itu sulit.
Peneliti:	Hal tentang kelas bahasa Inggris apa yang membingungkan Anda?
Siswa:	Takut ada kesalahan dalam pengucapan.
Peneliti:	Apa yang membuatmu begitu khawatir tentang belajar bahasa Inggris?
Siswa:	Karena takut diejek teman dan akan dihukum guru.
Peneliti:	Menurut Anda bagaimana reaksi teman sekelas Anda jika Anda melakukan sebuah kesalahan?
Siswa:	Diejek.
Peneliti:	Apakah Anda menganggap bahasa Inggris sebagai mata pelajaran yang sulit?
Siswa:	Agak sulit karena susah dimengerti
Peneliti:	Apakah guru Anda memengaruhi perasaan Anda saat Anda belajar?
Siswa:	Tidak terlalu mempengaruhi.
Peneliti:	Apakah Anda punya saran untuk membuat belajar lebih menyenangkan?
Siswa:	Kelasnya itu harusnya saling dukung agar tidak ada saling ejek jika melakukan kesalaan.

## Participants 3.

Peneliti:	Ketika Anda belajar bahasa Inggris, bagaimana perasaan Anda?
Siswa:	Cemas, gugup dan takut.
Peneliti:	Hal tentang kelas bahasa Inggris apa yang membingungkan Anda?
Siswa:	Kadang-kadang faktor guru juga, terkadang menjelaskan kurang enak pembawannya dan jadi tidak mengerti. Jadi saya gugup. Terkadang disuruh maju. Maksud saya itu, guru terkadang menjelaskan dalam bahasa Inggris, yang tidak saya dan teman teman sulit untuk memahami.
Peneliti:	Apa yang membuatmu begitu khawatir tentang belajar bahasa Inggris?
Siswa:	Karena tidak tahu dan tidak pandai mengucapkannya
Peneliti:	Bagaiman kamu berpikir akan reaksi orang-orang dikelasmu jika kamu melakukan kesalahan?
Siswa:	Akan ketawa
Peneliti:	Apakah Anda menganggap bahasa Inggris sebagai mata pelajaran yang sulit?
Siswa:	Sulit
Peneliti:	Apakah guru Anda memengaruhi perasaan Anda saat Anda belajar?
Siswa:	Sedikit berpengaruh.
Peneliti:	Apakah Anda punya saran untuk membuat belajar lebih menyenangkan?
Siswa:	Seharusnya kelas itu bisa lebih tenang dan diam.

## Participants 4.

Peneliti:	Ketika Anda belajar bahasa Inggris, bagaimana perasaan Anda?
Siswa:	Cemas
Peneliti:	Hal tentang kelas bahasa Inggris apa yang membingungkan Anda?
Siswa:	Sewaktu ditanya pertanyaan Bahasa Inggris saya kurang mengerti
Peneliti:	Apa yang membuatmu begitu khawatir tentang belajar bahasa Inggris?
Siswa:	Kurang mengerti Bahasa Inggris itu sendiri
Peneliti:	Menurut Anda bagaimana reaksi teman sekelas Anda jika Anda melakukan sebuah kesalahan?
Siswa:	Tertawa
Peneliti:	Apakah Anda menganggap bahasa Inggris sebagai mata pelajaran yang sulit?
Siswa:	Sebenarnya tidak sulit jika memang niat untuk belajarnya
Peneliti:	Apakah guru Anda memengaruhi perasaan Anda saat Anda belajar?
Siswa:	Tidak mempengaruhi
Peneliti:	Apakah Anda punya saran untuk membuat belajar lebih menyenangkan?
Siswa:	Harusnya menguasai terlebih dahulu kosakata Bahasa Inggris

## Participants 5.

Peneliti:	Ketika Anda belajar bahasa Inggris, bagaimana perasaan Anda?
Siswa:	Sedikit cemas karena kurang pandai berbahasa Inggris
Peneliti:	Hal tentang kelas bahasa Inggris apa yang membingungkan Anda?
Siswa:	Ketika diminta untuk maju, biasanya saya berkeringat di sekujur tubuh. Sekarang aku bahkan lebih dipermalukan karena aku terlihat ketakutan di depan semua orang. Saya takut membuat kesalahan jika saya melangkah lebih jauh, terutama karena bahasa Inggris saya tidak begitu baik.
Peneliti:	Apa yang membuatmu begitu khawatir tentang belajar bahasa Inggris?
Siswa:	Karena sangat kurang pandai Bahasa Inggris dan artinya pun kurang tau
Peneliti:	Menurut Anda bagaimana reaksi teman sekelas Anda jika Anda melakukan sebuah kesalahan?
Siswa:	Menertawakan
Peneliti:	Apakah Anda menganggap bahasa Inggris sebagai mata pelajaran yang sulit?
Siswa:	Sedikit sulit
Peneliti:	Apakah guru Anda memengaruhi perasaan Anda saat Anda belajar?
Siswa:	Tidak berpengaruh
Peneliti:	Apakah Anda punya saran untuk membuat belajar lebih menyenangkan?
Siswa:	Teman-teman yang supportive saat belajar

## Participants 6.

Peneliti:	Ketika Anda belajar bahasa Inggris, bagaimana perasaan Anda?
Siswa:	Takut
Peneliti:	Hal tentang kelas bahasa Inggris apa yang membingungkan Anda?
Siswa:	Hal yang paling menjengkelkan adalah ketika saya tiba-tiba disuruh di depan kelas untuk menjelaskan. Karena dipanggil secara tiba-tiba ini membuat saya sangat cemas karena tidak memiliki persiapan dan kesiapan apapun.
Peneliti:	Apa yang membuatmu begitu khawatir tentang belajar bahasa Inggris?
Siswa:	Karena tidak mengerti
Peneliti:	Bagaimana kamu berpikir akan reaksi orang-orang dikelasmu jika kamu melakukan kesalahan?
Siswa:	Tertawa
Peneliti:	Apakah Anda menganggap bahasa Inggris sebagai mata pelajaran yang sulit?
Siswa:	Sulit
Peneliti:	Apakah guru Anda memengaruhi perasaan Anda saat Anda belajar?
Siswa:	Berpengaruh. Saya selalu takut ketika guru tiba-tiba mengajukan pertanyaan di tengah kelas yang sepi. Sensasi ini cukup tidak menyenangkan dan membuat tidak nyaman
Peneliti:	Apakah Anda punya saran untuk membuat belajar lebih menyenangkan?
Siswa:	Tidak ada ide

## Participants 7.

Peneliti:	Ketika Anda belajar bahasa Inggris, bagaimana perasaan Anda?
Siswa:	Terkadang cemas terkadang juga senang
Peneliti:	Hal tentang kelas bahasa Inggris apa yang membingungkan Anda?
Siswa:	Kelas yang rebut
Peneliti:	Apa yang membuatmu begitu khawatir tentang belajar bahasa Inggris?
Siswa:	Karena masih kurang vocabulary
Peneliti:	Menurut Anda bagaimana reaksi teman sekelas Anda jika Anda melakukan sebuah kesalahan?
Siswa:	Pertama dan terpenting, mereka pasti tertawa, yang membuat saya sangat tidak nyaman, kadang-kadang diteriaki juga hal ini memalukan untukku. Guru kadang-kadang bertindak seperti itu dan ditambah senyum nyengir
Peneliti:	Apakah Anda menganggap bahasa Inggris sebagai mata pelajaran yang sulit?
Siswa:	Sulit
Peneliti:	Apakah guru Anda memengaruhi perasaan Anda saat Anda belajar?
Siswa:	Berpengaruh
Peneliti:	Apakah Anda punya saran untuk membuat belajar lebih menyenangkan?
Siswa:	Harusnya kelas itu tentram agar siswa dapat fokus belajarnya

## Participants 8.

Peneliti:	Ketika Anda belajar bahasa Inggris, bagaimana perasaan Anda?
Siswa:	Trekadang tidak rileks karena tidak mengerti
Peneliti:	Hal tentang kelas bahasa Inggris apa yang membingungkan Anda?
Siswa:	Teman-teman sekelas
Peneliti:	Apa yang membuatmu begitu khawatir tentang belajar bahasa Inggris?
Siswa:	Karena kurang mengerti Bahasa Inggris
Peneliti:	Bagaiman kamu berpikir akan reaksi orang-orang dikelasmu jika kamu melakukan kesalahan?
Siswa:	Teman-teman ada yang memberitahu dan memberikan yang benar
Peneliti:	Apakah Anda menganggap bahasa Inggris sebagai mata pelajaran yang sulit?
Siswa:	Sulit. Dalam perspektif saya, kesulitannya adalah ya cara mengucapkannya masih sulit seperti menyusun kalimat dan berbicara dalam bahasa Inggris tidak dapat dilakukan selancar berbicara seperti biasa
Peneliti:	Apakah guru Anda memengaruhi perasaan Anda saat Anda belajar?
Siswa:	Sangat mempengaruhi
Peneliti:	Apakah Anda punya saran untuk membuat belajar lebih menyenangkan?
Siswa:	Harusnya setiap memulai pelajaran siswa bawa happy saja karena pasti sebelum pelajaran dibuat sudah tertekan terlebih dahulu.

## Participants 9.

Peneliti:	Ketika Anda belajar bahasa Inggris, bagaimana perasaan Anda?
Siswa:	Biasa sih happy cuman balik lagi ke karakter gurunya
Peneliti:	Hal tentang kelas bahasa Inggris apa yang membingungkan Anda?
Siswa:	Kawan-kawan yang mengatngu
Peneliti:	Apa yang membuatmu begitu khawatir tentang belajar bahasa Inggris?
Siswa:	Karena kurang masih melafalkan Bahasa Inggris
Peneliti:	Menurut Anda bagaimana reaksi teman sekelas Anda jika Anda melakukan sebuah kesalahan?
Siswa:	Teman-teman pertama selalu menertawakan setelah itu biasanya ada yang memberitahu yang benarnya
Peneliti:	Apakah Anda menganggap bahasa Inggris sebagai mata pelajaran yang sulit?
Siswa:	Tidak sulit
Peneliti:	Apakah guru Anda memengaruhi perasaan Anda saat Anda belajar?
Siswa:	Sangat mempengaruhi
Peneliti:	Apakah Anda punya saran untuk membuat belajar lebih menyenangkan?
Siswa:	Sebaiknya sebelum belajar kelasnya dibuat happy dulu sperti bercerita



## Participants 10.

Peneliti:	Ketika Anda belajar bahasa Inggris, bagaimana perasaan Anda?
Siswa:	Biasa aja
Peneliti:	Hal tentang kelas bahasa Inggris apa yang membingungkan Anda?
Siswa:	Biasanya kalo guru menerangkan saya tidak fokus guru suka nanyak tiba-tiba gitu
Peneliti:	Apa yang membuatmu begitu khawatir tentang belajar bahasa Inggris?
Siswa:	Karena kurang percaya diri saja
Peneliti:	Menurut Anda bagaimana reaksi teman sekelas Anda jika Anda melakukan sebuah kesalahan?
Siswa:	Ditertawakan
Peneliti:	Apakah Anda menganggap bahasa Inggris sebagai mata pelajaran yang sulit?
Siswa:	Lumayan sulit
Peneliti:	Apakah guru Anda memengaruhi perasaan Anda saat Anda belajar?
Siswa:	Mempengaruhi
Peneliti:	Apakah Anda punya saran untuk membuat belajar lebih menyenangkan?
Siswa:	Harusnya punya guru yang responsif kepada siswanya



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI MEDAN  
FAKULTAS BAHASA DAN SENI

Jalan Willem Iskandar Psr.V - Kotak Pos No.1589 - Medan 20221

Telepon (061) 6623942

Laman : <http://fbs.unimed.ac.id> E-mail [fbs@unimed.ac.id](mailto:fbs@unimed.ac.id)

---

**SURAT TUGAS**  
**No. 2152/UN33.2.6/LL/2020**

Ketua Program Studi Pendidikan Bahasa Inggris FBS UNIMED menugaskan Saudara :

1. Nama : Maya Oktora, S.Pd., M.Hum  
NIP : 19801014 200812 2 001  
Pangkat / Gol : Penata / III/c

Sebagai Dosen Pembimbing Skripsi dari mahasiswa tersebut di bawah ini :

Nama : Therecia Monika De Sashi Manullang

NIM : 2173121058

Alamat : Jalan Sekip No.104 Medan

Telepon : 08216 041 9445

Jurusan : Bahasa dan Sastra Inggris

Prog. Studi : Pendidikan Bahasa Inggris / S-1

Demikianlah surat tugas ini diperbuat untuk dilaksanakan sebaik-baiknya.

Diketahui Oleh :  
Ketua Jurusan  
Bahasa dan Sastra Inggris

Anggraini Thesisia Saragih, S.Pd., M.Hum  
NIP. 19801111 200812 2 003

Medan, 05 Nopember 2020  
Ketua Program Studi  
Pend. Bahasa Inggris

Nora Ronita Dewi, S.Pd., S.S., M.Hum  
NIP. 19800522 200812 2 003



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI MEDAN  
FAKULTAS BAHASA DAN SENI

Jalan Willem Iskandar Psr.V - Kotak Pos No.1589 - Medan 20221

Telepon (061) 6623942

Laman: <http://englishdepartment.unimed.ac.id> e-mail: [b.ingunimed@unimed.ac.id](mailto:b.ingunimed@unimed.ac.id)

**PENGESAHAN JUDUL SKRIPSI**

Judul skripsi yang telah di tetapkan atas nama:

Nama : Therecia Monika De Sashi Manullang  
NIM : 2173121058  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni  
Semester : X (Sepuluh)  
Judul : Students' Anxiety and Speaking Performance of Tenth-Grade at SMA Negeri 12 Medan

Medan, 13 November 2020

Disetujui oleh,  
Dosen Pembimbing Skripsi

Maya Oktora, S.Pd., M.Hum  
NIP. 19801014 200812 2 001

Mahasiswa Ybs,  
Mahasiswa

Therecia Monika De Sashi Manullang  
NIM. 2173121058

Diketahui oleh,  
Ketua Jurusan Bahasa dan Sastra Inggris

Anggraini Thesisia Saragih, S.Pd., M.Hum  
NIP. 19801111 200812 2 003



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET DAN TEKNOLOGI  
UNIVERSITAS NEGERI MEDAN  
FAKULTAS BAHASA DAN SENI

Jalan Willem Iskandar Pasar V - Kotak Pos Nomor 1589 - Medan 20221

Telepon (061) 6623942

Laman : <http://fbs.unimed.ac.id> E-mail [fbs@unimed.ac.id](mailto:fbs@unimed.ac.id)

Nomor : 4125 /UN33.2.1/PL / 2021  
Hal : Permohonan Izin Penelitian

05 Oktober 2021

Yth. Kepala Dinas Pendidikan Provinsi Sumatera Utara  
Jl. Teuku Cik Di Tiro No 1-D, Medan

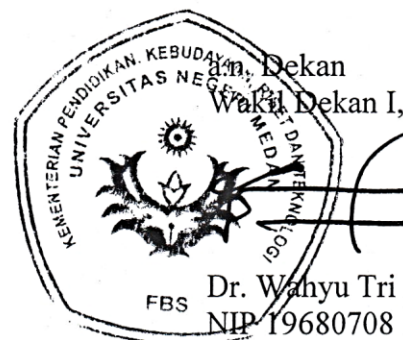
Bersama ini dengan hormat kami mohon kesediaan Saudara untuk mengizinkan mahasiswa:

nama : Therecia Monika De Sashi Manullang  
NIM : 2173121058  
jurusan/program studi : Bahasa dan Sastra Inggris/Pendidikan Bahasa Inggris

melaksanakan penelitian di SMA Negeri 12 Medan.

Perlu kami beritahukan bahwa penelitian tersebut dilaksanakan dalam rangka memenuhi persyaratan penulisan skripsi dengan judul **“Students' Anxiety and Speaking Performance of Tenth-Grade at SMA Negeri 12 Medan”**.

Demikian kami sampaikan, atas izin dan kerjasamanya diucapkan terima kasih.



Dr. Wahyu Tri Atmojo, M.Hum.  
NIP. 19680708 199303 1 002

Tembusan:

1. Kepala SMA Negeri 12 Medan
2. Ketua Jurusan / Sekretaris Jurusan
3. Ketua Program Studi
4. Dosen Pembimbing Skripsi



PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN  
SMA NEGERI 12 MEDAN



Alamat : Jln. Cempaka No. 75 Telp. 061 – 8455904 Kel.Heivetia Tengah, Kec. Medan Helvetia K.P. 20124  
NPSN. 10210876, NSS. 301076006052 E-mail : [smanegerimedan12@gmail.com](mailto:smanegerimedan12@gmail.com) ; <http://www.sma12medan.sch.id>

**SURAT KETERANGAN**  
**NOMOR : 421.3 / 488 - SMAN. 12 / 2021**

Sesuai dengan surat Kepala Dinas Pendidikan Provinsi Sumatera Utara perihal Izin Melaksanakan Penelitian, maka dengan ini diterangkan bahwa :

Nama : **THERECIA MONIKA DE SASHI MANULLANG**  
NIM : 2173121058  
Program Studi : Pendidikan Bahasa Inggris

Setelah mengadakan penelitian di SMA Negeri 12 Medan dari tanggal 14 Oktober – 22 Oktober 2021 dengan Judul :

“Students’ Anxiety and Speaking Performance of Tenth-Grade at SMA Negeri 12 Medan”.

Selama melaksanakan penelitian tidak ada mengganggu kegiatan Proses Belajar Mengajar pada SMA Negeri 12 Medan.

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.



**Dra. ADE MELINDA BANJARNAHOR, M.Si**  
**Pembina Utama Muda**  
**NIP. 19641002 198903 2 002**



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET DAN TEKNOLOGI  
UNIVERSITAS NEGERI MEDAN  
FAKULTAS BAHASA DAN SENI

Jalan Willem Iskandar Psr.V - Kotak Pos No.1589 - Medan 20221  
Telepon (061) 6623942

Laman : <http://fbs.unimed.ac.id> E-mail [fbs@unimed.ac.id](mailto:fbs@unimed.ac.id)

Nomor: 24 /UN33.2.6/LL/2022  
Hal : Ujian Skripsi

05 Januari 2022

Yth. 1. Maya Oktora, S.Pd.,M.Hum (Pembimbing Skripsi)  
2. Dr. Isli Iriani I. Pane, S.Pd.,M.Hum (Penguji)  
3. Dr. Masitowarni Siregar, M.Ed (Penguji)  
4. Tiarnita M.S. br.Srg,S.Pd.,M.Hum (Penguji)  
5. Christine Helena Natalia, M.Hum (Saksi)

Dengan hormat, bersama ini kami undang Saudara agar hadir pada pelaksanaan ujian mempertahankan skripsi mahasiswa:

Nama : Therecia Monika De Sashi Manullang  
NIM : 2173121058  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Judul Skripsi : Students' Anxiety and Speaking Performance of Tenth-Grade at SMA Negeri 12 Medan

yang dilaksanakan pada :

Hari/ Tanggal : Selasa/11 Januari 2022  
Pukul : 14.00 WIB – Selesai  
Tempat : Online.

Demikian undangan ini kami sampaikan. Atas perhatian dan kerjasama yang baik, kami ucapkan terima kasih.

Diketahui oleh  
Ketua Panitia Ujian

Dekan FBS

Dr. Abdurrahman Adisaputera, M.Hum.  
NIP. 19671001199402 1 001

NB:BS

Sekretaris Panitia Ujian

Indra Martoyo, S.Pd., M.Hum.  
NIP. 19741030 200604 1 006

- Pembimbing Skripsi Wajib Hadir saat Pembukaan Sidang pada Pukul 08.45 WIB
- Pakaian Pembimbing Skripsi dan Penguji (Pria) :
  1. Pakaian rapi memakai dasi, atau
  2. Batik

Tembusan :

1. Dekan FBS Unimed
2. Wakil Dekan I FBS
3. Wakil Dekan II FBS
4. Wakil Dekan III FBS

## BIOGRAPHY

The writer's name is Therecia Monika De Sashi Manullang. She was born on January, 04<sup>th</sup> 1999 in Medan. People usually call her There. She is 23 years old. Her beloved father is Mr. S Mariduk P Manullang, S.H and Mrs. Shinta RT Br. Aitonang. She has two siblings, they are Gabriel Immanuel Manullang and Justin Jonathan Manullang

Her formal education started from 2004 – 2010 in SD Swasta St. Thomas 4 Medan. Then, from 2010 – 2013, she continued her study in SMP Negeri 19 Medan. After that, she went to senior high school level in SMA Negeri 12 Medan started from 2013 – 2016. Then, in 2017 – 2022, she graduated from English Education Department of State University of Medan.

Medan, January 2022  
The Writer



**Therecia Monika De Sashi Manullang**  
**Reg. No. 2173121058**



THE  
*Character Building*  
UNIVERSITY