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Nama : Khoiriyah, M.Pd.
NIDN : 0719017501
Jabatan : Ketua Prodi Pendidikan Bahasa Inggris

Menyatakan bahwa:

Nama : ANIS YONA TYAS WILUPI
NPM : 19101080060
Judul Skripsi : INVESTIGATING STUDENTS' ANXIETY IN SPEAKING CLASS AT THE TENTH GRADE OF SMAN 1 KEDIRI IN THE ACADEMIC YEAR 2022/2023

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CHAPTER I INTRODUCTION This chapter presents several aspects that underlie the research topic which includes background of the problem, scope of the research, research questions, research objectives, and research significance. All these problems are presented representatively in the following sub-headings. Background of the Research In this era of globalization, many people need English as a language that is definitely important in the world.

Currently, many people use English in their daily activities to communicate with others, such as in business, work, research or leisure. There are four skills in learning English such as listening , speaking , reading , and writing. Speaking is kind of productive skill that has an important role in communication.

Speaking is the way to communicate with other people by conveying the ideas, feeling, point of view, create and build the information. Speaking allows people to communicate directly, and others can give or accept answers in a short time. Speaking English is also becoming important as it will be very helpful in dealing with the revolutionary era of 4.0.

Adopting to Zubaidah (2016), to face the Revolution Era 4.0 all the graduates must have 4C competencies, namely Creativity, Collaboration, Critical Thinking, and Communication. For this reason, teachers must provide learning experiences so that students can have the expected competencies, one of which can communicate using English.

Mastering English, particularly in terms of verbal communication, poses a significant challenge for students in foreign language 1

settings, as they have limited chances to apply the acquired language skills beyond the confines of the educational environment. However for foreign language learners, speaking English is not easy to be practiced.

In line with MacIntyre and Gardner (1991) noted that the biggest source of anxiety for students is speaking in a second language, and half of the confidence- building experience comes from using speaking skills. Students undergo various processes and types of learning in the target language. However, there are numerous challenges associated with learning to speak and teaching students. One of the issues faced by students is related to their emotions.

When students experience emotional distress, it can hinder their ability to concentrate while studying and may also manifest as nervousness and stuttering. Emotion plays a significant role in conversations or classroom activities as it positively influences learning. In the context of learning a foreign language, students often feel more disheartened rather than encouraged.

One of the emotional states that hinders this process is nervousness. Nervousness can manifest as feelings of unease, concern, and apprehension, which can hinder students' capacity to succeed in a foreign language classroom. According to Oxford (1990), most language research indicates a negative correlation between nervousness and performance.

For instance, when the teacher instructs students to practice in front of the class, some students fear that their peers will ridicule them if they make a mistake. As a result, they choose to remain silent. This situation creates discomfort for students in the classroom, which can impact their ability to communicate orally.

Anxiety impacts the academic performance of students by causing apprehension, lack of confidence, and decreased engagement.

Moreover, as stated by Krashen (1982), overwhelming nervousness can heighten the effective barrier and create a 'cognitive obstacle' that hinders the utilization of understandable input for language learning. Students who are anxious will encounter challenges in comprehending lessons and expressing themselves, resulting in decreased learning and an inability to showcase their acquired knowledge. Furthermore, they may face more setbacks, which in turn intensify their anxiety.

Meanwhile, during **the analysis of the** tenth-grade students **at senior high school 1** Kediri, the researcher identified indications of unease among the students. Numerous of them became nervous, displayed avoidance behavior, and decreased their engagement in class. The students encountered challenges when it came to expressing themselves in the classroom, as they lacked self-assurance.

Additionally, many students lacked motivation and were unresponsive when it came to learning speaking skills. They felt encourage to speak despite their anxiety. They were apprehensive and hesitant **to speak in English** due to their concerns about making errors. Some students also perceived English as a challenging subject. They thought that it could impact their self-confidence and cause them to experience unease in the classroom.

Ultimately, when prompted to voice their thoughts, they began to stutter. Additionally, a few of them struggled to articulate the correct pronunciation or inflection even after repeated attempts due to their uncertainty about speaking in

English. The researcher found it challenging to conduct effective oral exercises with them.

Utomo (2018) discovered that the factor affecting students' anxiety in communicating in English is **fear of making mistakes** that has the most minimal score of all factors, moreover Damayanti (2020) in his exploration discovered the factor that cause tension issues in unknown dialects from different viewpoints and the instructors' job is incredibly significant in this situation. Understudies and instructors could establish a positive homeroom climate so as to conquer understudies' anxiety.

From the previous research, various perspectives have been explored to identify the sources of foreign language apprehension. However, **this study aims to** specifically examine the factors, the primary factor **that caused students' speaking anxiety and the students' solution to overcome speaking skills.**

Scope of the Research **In this study, the researcher** restricts several limitation such as the factors causing speaking anxiety, identify **the dominant factors of causing speaking anxiety and students' solution in X-4 class at the tenth grade of Senior High School 1 Kediri** with total 36 students and used descriptive text. Research Questions Based on the information provided in the background, the researcher aims to articulate the research query as follows: **What are the factors that caused the students' anxiety to Speak English at the tenth grade of SMAN 1 Kediri in the academic year 2022/2023?**

What is the most dominant factor which causes the students' anxiety to Speak English at the tenth grade of SMAN 1 Kediri in the academic year 2022/2023? What are the students' solution to overcome the anxiety to speak English at the tenth grade of SMAN 1 Kediri in the academic year 2022/2023? Objective of the Research Based on the research questions, the objectives of this study are as follows: To describe the factors which cause the students' anxiety to Speak English at the tenth grade of SMAN 1 Kediri in the academic year 2022/2023 To find out the most dominant factor which cause the students' anxiety to Speak English at the tenth grade of SMAN 1 Kediri in the academic year 2022/2023.

To describe the students' solution to overcome the anxiety to speak English at the tenth grade of SMAN 1 Kediri in the academic year 2022/2023. Significance of the Research By conducting and writing this research, the researcher hopes that it will give benefit: Theoretically, this research is expected to offer additional information for the senior high school students regarding the reasons behind students' apprehension in oral communication sessions.

The outcome of this study also presents educators with a resolution to alleviate students' anxiety regarding the reasons behind students' apprehension in oral communication sessions. The outcome of this study also presents educators with a resolution to alleviate students' anxiety.

Practically, this study will provide more information for future researchers.

In addition, this study provides benefits as a guide to overcoming students' speaking anxiety as well as explaining the factors that can influence speaking anxiety.

CHAPTER II REVIEW OF RELATED LITERATURE In order that this research report gives clear description about the focus and the research direction, this chapter presents some relevant theories required in the research.

Literature Review **Definition of Speaking** Speaking can be defined as the mode of human communication and conveying ideas, emotions, thoughts, and necessities orally (Peters, 2012). According to Brown (2007), **speaking is an interactive** procedure of constructing significance that involves generating **and receiving and processing** data.

Speakers must possess not only the ability to generate specific aspects **of language such as grammar** and pronunciation, but also comprehend when, why, and how to produce language. Based on the above definition, one can conclude that speaking is always connected to a intricate process of communication. **Speaking itself can be** described as the aptitude to utilize language precisely to convey meaning in order to exchange or acquire **knowledge and information from** others in various life situation.

Speaking Goal According to Tarigan, (2008) speaking is connected to uttering words that intends to communicate what will be communicated either emotions, concepts or viewpoints. Hence, in order to effectively convey the message, the speaker must comprehend what will be conveyed. The individual who speaks them should have the capability to articulate their emotions to achieve the desired language in 7

communication.

In the context of everyday life, this implies that the objective of learning speaking skills is for students to comprehend and utilize language correctly and in accordance with specific situation. Speaking Skill Nunan **in Pratama and Satria (2016)** explains **that speaking is the productive oral** ability, it involves generating organized verbal expressions to communicate meaning. Brown (2007) expands on the idea that proficiency in speaking encompasses both micro-skills and macroskills.

These skills are categorized as micro and macro skills. Micro skill emphasizes the significance of attending to both the structures of language and the purposes of language. Macro skill pertains to the individual stages in acquiring language.

According to Hafidhoh (2014), he mentioned that there are certain elements in communication, there are: Pronunciation including the component characteristics vowels and consonants, the stress and intonation patterns. Grammar is the outcome of constructing words and crafting sentences. Grammar encompasses more than just the construction of words into sentences; it also conveys that a word can denote a specific situation.

Vocabulary is the primary means by which individuals speak. **Vocabulary refers to all** meaningful words that everyone knows and uses. Speakers must use easy-to-understand terms and express them competently. Fluency; the smoothness and rapidity of the flow of speech. Indeed, the term fluency not only refers to the speed of speech, but fluency also refers

to the breaks in speech.

A fluent individual not only speaks rapidly, but also pauses in speech appropriately. Comprehension. For oral communication certainly requires a subject must have the ability to react to spoken words and also to initiate conversation. Therefore, speaking is an activity that involve the process of transferring meaning from one to others using oral or spoken language.

Additionally, there are 11 factors of speaking that must be comprehended, including pronunciation, vocabulary, grammar, fluency, and comprehension. How to learn Speaking O'Malley (1996) state that there are three types of learning strategies, specifically metacognitive strategies, cognitive strategies, and socio-affective strategies. During the process of learning, students are expected to have as many opportunities as possible to use various ways to gain knowledge about the subject.

The ways that are referred to as learning strategies will be shown by the activities and behavior of students. The National Research Council of Washington affirms that the actions and behaviors displayed by students during their learning activities indicate the learning strategies they utilize.

In addition, learning strategies are important for students' learning processes because they stand as a tool for active and independent movement, which is very important for fostering students' communicative proficiency. Every student possesses their own learning approach to assist them in gaining knowledge. Each approach must be well organized to support students in enhancing their abilities.

According to Reid (2005), a learning approach refers to the method

by which students handle their learning. These approaches can be chosen based on the student's situation and learning goals. As a result, several specialists have categorized different learning approaches that students can utilize to enhance their learning.

In addition, the learning techniques employed by students will help them in enhancing their independence and involvement in their learning process. The learning strategy enables students to communicate their challenges with the content to both their peers and instructors. However, learning strategies can also be applied to language proficiencies, such as oral communication.

Definition of Anxiety According to Chaplin (2006) Anxiety is a mixture of fear and anxiety about future emotions without any particular reason for that fear. It is anxiety which is **the feeling of fear** and anxiety about something that will be faced in the future without any obvious reason for the fear and anxiety. According to (Feist & Feist 2008) Anxiety is an emotionally unpleasant state, the intensity of which is experienced intensely and entails physical sensations that warn a person of impending danger. This unpleasant sensation is usually vague and difficult to pinpoint, but it is always felt.

Anxiety is an unpleasant condition that causes a person to experience certain emotions, which means that the emotions become so intense that the person feels physical sensations. While Phillips, Ririn et al (2013) discusses the **fear of public speaking** using the term reticence, which refers to the hesitation of individuals to engage in a conversation not due to lack of knowledge but because of their inability to

communicate their message effectively, as evidenced by their psychological and physiological reactions.

Characteristics of Anxiety Nevid (2015) claimed that there are three characteristics of anxiety that manifest in the students they are: Physically, include anxiety, trembling in the arms and legs, perspiration, dryness in the mouth or throat, speech impediments, breathing difficulties, irregular heartbeats or constriction, lightheadedness, sensation of weakness or numbness, frequent urination, heightened sensitivity, or irritability.

Behaviorally, includes evasive behavior, bonding and reliant behavior, unsettled behavior. Cognitively, obsessing over something, emotions of unease or apprehension about something occurring in the future, the conviction that something dreadful will occur imminently without a distinct rationale, anxiety about relinquishing control, dread of being unable to conquer challenges, perceiving that everything is slipping out of control, struggles to maintain focus and concentration.

Types of Anxiety The types of anxiety introduced by MacIntyre & Gardner (1991) there are three various types of anxiety: Trait anxiety can be described as the likelihood that a person will experience anxiety in certain situations (Spielberger, 1983). Students with

heightened trait anxiety tend to feel anxious in a variety of situations, with specific situations triggering anxiety.

Furthermore, as pointed out by MacIntyre & Gardner (1991), trait anxiety can impair cognitive abilities, especially memory, and can lead people to avoid risky behaviors. Based on MacIntyre & Gardner (1991) Anxiety is thought of as a temporary fear caused by certain situations, such as certain important tests. In other words, people most want to experience state anxiety when they are afraid of a particular difficulty (fear of math, fear of being read aloud, etc.).

Regarding to MacIntyre & Gardner (1991) is situation specific anxiety. MacIntyre & Gardner (1991) also pointed out that situation anxiety is a further interpretation of the concept of state anxiety. Specifically, this fear is discussed as an individual concern that grows stronger over time when faced with certain situations. In this case, MacIntyre et al.

(1991) were tested in specific situations (e.g., public speaking, written test, etc.) to determine the impact of respondents' fearful attitudes on language learning. Factors Causing the students' Anxiety According to Liu (2006), there are some causes of reticence (Anxiety to speak English), they are: Low English proficiency Low English proficiency is also identified in the current study as a significant factor that impeded the students from conversing with others in

English in class.

Consequently, students may feel weak in speaking English, perceived their English to be poor, and may feel that the others is better than him or her. **Lack of familiarity of task** The word "well-known" means well-known, well-seen and heard, well-informed, and close to purpose or friendly . Interest was very important for students to actively participate in classroom activities.

In other words, if a student is interested in a topic, is familiar with it, sees it, hears it well, is knowledgeable about it, is familiar with it, or is even friendly with it, then he or she will be **actively involved in the topic. Lack of confidence Confidence means having strong beliefs, firm trust, or sure expectation, feeling certain, fully assure, having no failure, etc.**

Some students might good have pronunciation and be at a high proficiency level but they still preferred to be reticent because of the lack of courage. **Fear of making mistakes** Students feared losing face in oral language classes. Students wait until asked to speak English in silence. The reason is that students are afraid and embarrassed to make mistakes.

Incomprehensible **inputs Language input comes in the form of teacher interviews,** listening activities, reading comprehension, and **language heard and read outside** the

classroom. Provides learners with the materials they need to start learning the language on their own. Review of Previous Researchers Researchers have found more efficient, more interesting and easier strategies in the process of teaching and learning.

The research results of the researchers are quoted below. Damayanti (2020) on his research "An Analysis Of Students' Speaking Anxiety In Academic Speaking Class." The findings revealed that students' speaking anxiety in English speaking class was derived from three main factors of anxiety, i.e. communication apprehension, test anxiety and fear of negative evaluation.

Furthermore, the responses from the questionnaires and interviews indicated that students' anxiety in speaking was also influenced by a lack of vocabulary, underestimating their own abilities, inadequate preparation, fear of making mistakes, and concern about being embarrassed by their peers. These findings highlight the crucial role of teachers in addressing this issue.

By establishing a positive classroom environment, both students and teachers can work together to overcome students' anxiety. Based on Utomo (2018) on his reaseach, Embarrassment is the factor that primarily impacts students' unease in speaking English. Moreover, out of all the elements affecting students' anxiety in speaking English, the factor of apprehension towards making errors has the lowest rating.

This implies that the fear of committing mistakes was the smallest and least significant factor in comparison to all the elements that influenced students' anxiety in speaking

English among second semester students of the English Education Department at Muhammadiyah University of Makassar. According to Isnaini (2018) on her study that the students' speaking anxiety factors in English as a foreign language (EFL) were the students' excessive self-prediction, unwarranted belief to speak in English, vulnerability to anxiety, misinterpretation of physical signals due to their inability to express their thoughts in English effectively, and lack of self-confidence.

These factors hinder their ability to practice speaking in English as a foreign language (EFL) and can be concluded that the students lack confidence, fear making mistakes, feel shy, worried, afraid, and panicked when experiencing symptoms of anxiety such as rapid heart rate and shortness of breath, which prevents them from practicing their spoken English. The research has investigated and found the factors that cause foreign language anxiety problems from different perspectives.

Meanwhile, in this study, the dominant factors that influence the anxiety of English-speaking students will be concerned. And in the three studies above there is no solution provided by the teacher to be able to minimize the factors that cause students' anxiety in speaking skills. Theoretical Framework Learning English can be divided into four skills: listening, speaking, reading, and writing.

Speaking is a crucial aspect that students in Indonesia need to learn and practice. The objective of learning how to speak is to effectively convey messages, and speakers must comprehend what they will communicate. Individuals

who speak should be capable of expressing their emotions to achieve the desired language in communication.

However, some students encounter challenges when it comes to practicing speaking. One of the factors that can affect students' ability to speak is the difficulty of the speaking material itself, as it is primarily in English (a foreign language). Additionally, another factor that can impact students' speaking skills is their psychological state, specifically anxiety.

According to Chaplin (2006), anxiety is a combination of fear and worry about future emotions without any specific reason for the fear. The students who struggle with anxiety may feel unable to achieve a satisfactory outcome on the test or assignment given by the teacher. As a result, in their attempt to achieve a good result, the students may find it challenging to focus, recall information, and express new ideas.

Consequently, these negative emotions will impact their performance. Therefore, the researcher aims to investigate the factors that contribute to students' anxiety when speaking, the main cause of their anxiety, and potential solutions to overcome speaking anxiety at Senior High School 1 Kediri. To find out students' anxiety, it is use grand theory that describe in literature review.

CHAPTER III RESEARCH METHODOLOGY This chapter introduces the explanation of the research techniques utilized in this study. Beginning from the description of the design of the research, this chapter extends to the description of the Approach and type of the research, research role, procedure of the research, source of data, procedure of collecting data, technique of data analysis and trustworthiness.

Design of the Research This study used descriptive research and qualitative as the approach. In this study, the researcher decided to choose a descriptive qualitative research because the data is in the form of descriptions in the form of sentences, pictures and tables.

Suciati (2020) states that Descriptive techniques involve describing objective situations or specific events based on observable facts and attempting to draw general conclusions based on these historical facts. **Qualitative research methods are** methods of explaining and analyzing phenomena, events, social activities, beliefs, perceptions and thoughts individually or in groups (Johnson and Christensen, 2019). Researchers use descriptive qualitative methods to explain the methodology of this study.

Farhan (2019) states that the descriptive qualitative method is research that produces descriptive summaries of one or more events in everyday life as experienced by people and is **an appropriate research design** when you want a straight phenomenon. This is supported by Ary et.al (2010), who claimed that he qualitatively focused on understanding social phenomena from the perspective of human 18

participants in the natural setting.

The researcher describes factors, dominant factor causing the students' anxiety and teacher solution to decrease students' anxiety in speaking class at tenth grade of Senior High School 1 Kediri. Subject of the Research In this research, the researcher took subject were 8 males and 24 females from students at X-4 Class of SMA N 1 KEDIRI in the Academic Year 2022/2023 with the total number are 32 students..

The reason why did the researcher conducted research in class X-4, because in class X-4 students were very active when the teacher gave an instruction or any assignment and also had a very high competitive spirit in class X-4, for this reason researchers were curious whether they had anxiety in speaking. Instrument of the Data Questionnaire and interview are chosen as the writer's instruments of data collection.

The questionnaire is a form used in research planning, completed by study participants and returned to researcher Cresswell (2012). A survey is a series of questions designed to obtain information from a respondent on a topic. Researchers administer questionnaires to students to determine their fear of speaking, and researchers determine their fear of speaking in an English class.

The researcher use Closed-ended Questions to collecting data. Respondents' answers are limited to a fixed set of responses according to Roopa (2012). A survey or questionnaire is the main tool or instrument used to collect data in descriptive survey research study

Interview, according to Moleong (2014) is an activity of having a conversation with a specific purpose.

According to Bungin (2013), in-depth interviews are a process of obtaining information for research purposes by way of face-to-face debriefing between the interviewer and the informant or interview, with or without using an interview guide. Interviews can be carried out by two people, namely by the interviewer giving questions and the interviewee who responds to questions posed by the interviewer, or it is a direct face-to-face effort to obtain a reliable and valid measure in the form of a verbal response from one or more respondents Moleong (2014).

The purpose of this interview is to explore the problem in depth and openly. Research interviews involve the interviewer coordinating the conversation process and asking questions, the interviewer responding to those questions. In this study, the researcher gave interviews to teachers about speaking anxiety in the classroom mostly in learning speaking skills.

In addition, the purpose of this interview is to get data related to this research. Table 3. 1 Indicator of Instrument of the Data NO _INDICATORS _SUB INDICATORS _RESPONDENTS _INSTRUMENTS _1. _ Low English proficiency _Feel weak in speak english _ 32 students _ Questionare _ _ _ _ Perceived poor speking english _ _ _ _ _Feel that others is better than him/her _ _ _ _2.

_Lack of familiarity of task _Active in speak interesting topic _ _ _ _

NO _INDICATORS _SUB INDICATORS _RESPONDENTS _INSTRUMENTS _ _ _ _Have a good knowledge or be familiar to a topic _ _ _ _3. _ Lack of confidence _Hesitant with their pronunciation _ _ _ _ _Hesitant with their proficiency level _ _ _ _4. _Fear of making mistakes _Feel afraid and embarrassed of making mistakes _ _ _ _5. _Incomprehensible inputs _Very difficult inputs _ _ _ _6.

_ Solutions _When they speak _ _ Interview _ _ _ _When at home before speaking class _ _ _ _ Researcher Role **In this study, the researcher** as a research instrument to interview the students. Not only that, the researchers collected data by conducting questionnaires and the researcher using interviews because the researchers were not involved in the teaching and learning process.

Procedure of the Research The procedure in conducting this research are: Preliminary In the pre-eliminatory stage, the researcher identified problems and general descriptions that occurred in the field in the speaking learning

process. After that, the researchers reviewed the theory and the results of previous studies Problem formulation At this stage the researcher formulates the problem based on the results found in the preliminary stage of the study. After that, the researcher determined the data and data sources.

Making Instrument In this stage, the researcher designed a data collection technique in advance by making a questionnaire and interview questions for students. Data Collection In **the data collection process**, the researcher conducting interviews and distributing questionnaires. Then, the collected data **be analyzed and interpreted** based on the theories that the researcher use as reference.

Reporting This is the last stage whose activities include the preparation of the results of data analysis **in the form of** a report. The data that has been collected is then compiled into a report. Then the resecher writing the report. **Place and Time of the Research** Place of the research This reseach **conducted at SMAN 1 KEDIRI** which located at no.

1 of Veteran street, Mojoroto, Kediri city, East Java. The reseacher choose SMAN 1 KEDIRI because this school is in the list of the most favorite school in the

town. So, researcher was curious about what factor which experiencing students' speaking anxiety in the class.

Time of the research Time of this research is presented in the following schedule. The research conducted from June 2022 to April 2023. The schedule as follows: Table 3. 2

Timeline of research activities

No	Activity	July 2022	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Apr	Mei	1
	Preliminary study											2
	Writing proposal											3
	Revising proposal											5
	Collecting data											6
	Analyzing data											7
	Drawing conclusion of research											
	Writing report											

Source of Data Tenth grade students were chosen as the subject of the research.

The data sources for this research were the students' answers to questionnaire and interview. The tenth graders were selected as data sources with the consideration that they had studied English for several years and were able to represent their opinions regarding

the research question. While the data are in the students' answers to the questionnaire and interview.

Questionnaire To obtain specific main data, researchers used a questionnaire. The questionnaire has a total of 15 questions. Each questionnaire question has two alternative answers denoted by "yes" or "no". The researcher gave fifteen questions in Indonesian. with the following questions: Table 3. 3 Questionnaire NO. _QUESTION _1. _Saya merasa lemah ketika berbicara dalam bahasa inggris _2.

_Saya merasa bingung merangkai kalimat ketika berbicara bahasa inggris _3. _Kadang saya lupa pelafalan sebuah kata dalam bahasa inggris _4. _Saya tidak memiliki banyak kosa kata saat berbicara bahasa inggris _5. _Saya berani berbicara bahasa inggris jika saya familiar dengan topik atau temanya _6. _Saya berani berbicara bahasa inggris jika saya menyukai topik atau temanya _7. _Saya jarang praktek berbicara dengan bahasa inggris _8.

_Saya tidak pernah merasa cukup percaya diri saat berbicara bahasa Inggris _9. _Saya malu berbicara bahasa inggris didepan kelas _10. _Saya merasa minder karena teman teman saya lebih baik berbicara bahasa inggris daripada saya _11. _Saya khawatir membuat kesalahan saat berbicara di kelas bahasa _12. _Saya khawatir tentang konsekuensi kegagalan kelas berbicara saya _13.

_Saya takut teman saya tertawa ketika saya membuat kesalahan _14. _Saya takut jika guru memberikan feedback dalam bahasa inggris _15. _Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa asing _ Interview Each interview took approximately 2 minutes each students and is recorded with the participant's permission. The interview guide was adapted

from questions focusing on students' solution to overcome the speaking anxiety.

Furthermore, the researcher gave 2 questions to each child in turn. The researcher gave four questions in Indonesian. These questions are posed as follows: Table 3. 4 Questions of Interview NO. _QUESTION _1. _Ketika Anda merasa tidak nyaman atau merasa cemas berbicara bahasa Inggris di kelas, apa yang Anda lakukan? _2. _Saat kamu merasa cemas, apakah kamu sudah mempersiapkan diri di rumah sebelum belajar di sekolah? _
_ Procedure of Collecting Data The data are collected using two techniques, they are questionnaires and interview.

Questionnaire In this research, the researcher gave out the **research instrument which is** a questionnaire to collect the data. This stage was done by coming to the school to confirm the data from one class of the 10th grade in SMAN 1 Kediri. 32 data gained from the research instrument is **the type of anxiety experienced by the students** and factors that caused anxiety in the students when they are in the speaking class.

There are some steps done in order to gain the data from the research object, such as: First, the respondents were 32 students there are 24 female and 8 male from X-4 at SMAN 1 Kediri, then the researcher handed out the research instrument to the students which is the open-ended questionnaire.

Second, researcher explain to the students how to fill the questionnaire and also explained each question and let the students answer it when researcher done reading.

The research instrument are consist of questions related to type of anxiety and factor caused speaking anxiety. All those questions used checklist (v) where if the students agree or relate to the question they gave response by ticking the "yes" column and if the students disagree with the question, students are able to ticking the "no" column. Third, researcher gave 30 minutes to the students to fully fill the research instrument.

The fourth step was, after received the research instrument from the students, researcher proceed on to analyze the data by interpreting and representing the data using percentage that written in the table and chart bar. Interpreting is about bring out the meaning, telling the story, give an explanation, then expanding reasonable argument 28 while representation is about how the gained presented (Ary, et al, 2010). The fifth, the data was calculated manually by counting on how many students answered "yes" or "no" for each question.

Interview **The interview technique is** communication between two people involved where one person wants to get information from the other person by asking several questions related to **students' anxiety in speaking** English.. All interviews were conducted in indonesian and recorded with the subject's permission. The interview lasted approximately 2 minutes each

students.

According to Walker, as quoted in Nunan (2003), there are several advantages of using audio recordings when conducting interviews. The first is that the actual language is maintainable. Second, the interview process will be natural. Third, the researcher's contribution can be recorded. There are a several step that resercher did to gained the information of factor that make students' anxiety: The first, the researcher gave an explanation to the class before being asked a question. The students can answer according to what their experienced.

Furthermore the researcher gave 2 questions to each students in turn. **the researcher gave the** questions in Indonesian. The interview session lasted for approximately 2 minutes per person After the interviews were conducted, the data is analyzed and interpreted by the researcher. The data was transcribed comprehensively, then the comments and opinions of the participants were written down.

"Transcribing is an important **part of the data analysis process**. Transcription facilitates careful examination of data, which is essential for interpretation". Then, the data from each question is explained to describe and find out the solution of the student to overcome Speaking Anxiety. after all the data is explained, a conclusion is drawn to describe.

Technique of Data Analysis The data analysis process was divided into three main phases and followed the qualitative analysis framework developed by Miles and Huberman (2014). Data reduction, data display, conclusions and verification. Data Reduction First, a large amount of data that needs to be organized and reduced or restructured in some way in a meaningful way.

According to Miles and Huberman (2014), data reduction refers to the process of selecting, focusing, abstracting, and transforming data. You can then analyze this summary to display key information, group the data, select the data you need and organize it into the appropriate format so that you can provide meaningful results and conclusions. Data Display Data display is the second phase in Miles and Huberman (2014), model of qualitative data analysis.

This stage provides an organized and collated collection of information to draw conclusions. Researchers zoomed out and displayed older data to make it easier to interpret the data. Displayed in a table with basic categories such as factors contribute to language anxiety.

Conclusion Drawing and Verification Drawing conclusions means taking a step back and considering what the data analyzed mean and assessing its relevance to the research question. At this stage, the authors derived meaning from the advertising data.

Validation involves drawing conclusions and reviewing data as often as necessary to cross-check those new conclusions.

Validation is the process by which research questions and research goals can be answered. Additionally, data resilience and verifiability should be checked.. Researchers consult multiple sources, such as interview responses and question data, as many times as necessary to obtain valid results for this study. At this step, the researcher can conclude that he needs three steps to present the results of a qualitative study. The first is data reduction.

It's about finding the key points of your research. Secondly, having understood the main points of the research, the narrative is presented in a meaningful and more comprehensible format. The last is the conclusion. In this step, after analyzing all the data, the researcher draws conclusions about the researcher.

Trustworthiness The researcher checked the validation of the data using triangulation strategy. According to Miles, triangulating is a tratic for verifying or confirming findings by using multiple sources and modes of evidence. In qualitative research, data can be categorized good data if the data are valid.

To make sure that the data of this study credible, the researcher carry out a careful examination on the data by looking closely at every utterance produced by the teacher and the students. In this study, researchers use triangulation techniques. Triangulation can be defined as his use of two or more data collection methods in studying some aspect of human behavior.

Therefore, triangulation technique means that the researcher

used two or more techniques in gathering data for validity. The purpose of triangulation is to increase the reliability and validity of the results. Researchers collect data using a questionnaire-based interview guide. We also use observations to help determine if a participant is suitable to be used as a research subject.

CHAPTER IV FINDINGS AND DISCUSSION In this chapter, researcher put out on the result of this research related students type of anxiety and factor that caused students anxiety. There are three points that examined in this chapter. Those are the description of setting of the research, description of research finding, and discussion. Description of Setting of the Research In this section, researcher describes the setting where the research conducted.

This research was conducted in SMAN 1 Kediri located in no. 1 Veteran street, Mojoroto, Kediri city, East Java. SMAN 1 Kediri has three grades, there are 10th grade, 11th grade, and 12th . In this research the researcher choose the students from 10th grade specifically from X-4 class SMAN 1 Kediri.

The reason why researcher choose this school as place for the research, because this school is in the list of "Top 5 Best Senior High School" in Kediri. So, researcher was curious whether there will be a students who experiencing speaking anxiety in the class. The reason why researcher choose to do the research here is because SMAN 1 Kediri is one of the best and favorite school in the town also the students there often win a competition in national or international event. With that, researcher curious whether there will be students that undergo speaking anxiety.

The students in the class where researcher did the research having 2 English meeting per week. While the duration for each meeting is 90 minutes. Each meeting, the teacher will always include speaking activities. The activities might be differ for each meeting to adjust to the subject learned that day. Speaking activities that 31

teacher usually applied to the students is asking the students a short question related to the subject, telling story **in front of the class** and group presentation. In another meeting, teacher sometimes will ask students to go with their desk mate and create a conversation related to the subject.

Description of Research Finding **In this section, the researcher** shows the findings after the data collection process. The data is arranged in charts and tables in response to research instruments. Initially, the researcher defined the data based on the first research question. Below is the data described; **The factors which cause the students' anxiety to Speak English** According to the table on the appendix 1 on page 44, the first question until the fourth question is low English proficiency as a factor that causes anxiety.

For further details, it can be seen on the table in appendix 1 on page 44 that Low English proficiency consists of four questions related to. From the four questions that lead to low English proficiency, the most of students X-4 feel they don't have a lot of English vocabulary, then more than **half of the students** feel that they are weak **in speaking English and** half of them feel confused assembling a sentences and also sometimes forget the pronunciation of a word.

We can see on the table in appendix 1 on page 44, there are three questions that show that students in class X-4 have a lack of familiarity with the task factor. **Most of the students agreed** with the question that they rarely

practiced speaking English, besides that more than half of the students agreed that they dared to speak English if they liked the topic or theme. For some other students dare to speak English, if they are familiar with the topic or theme.

Then on questions eight to ten it shows the lack of confidence factor. From the table show that most of students never feel confidence enough when speak English. Then more than half of the students felt inferior because their friends spoke English better than themselves. Then a few students were embarrassed to speak English in front of the class.

Furthermore, in the question table next to thirteenth, it shows the Fear of making mistakes factor. The most of students were answered "yes" to the columns number eleven and twelfth that is they were worried about making mistakes while speak and worried about the consequences of failing in speaking class. Then more than half of the students felt afraid that their friends would laugh when they made mistakes while speak English.

In the table, questions number fourteen and fifteen show incomprehensible input factors. The two questions have almost the same results. Most of the students feel afraid if the teacher gives feedback in English and they are afraid when they don't understand what the teacher says in English.

The most dominant factor which cause the students' anxiety to Speak English In the chart below, students answered "yes" to the questionnaire that given by the researcher. Questions in the questionnaire are indicators of factors that cause students' anxiety in speaking.

The first to fourth questions are low English proficiency factor. Then the fifth to seventh questions are lack of familiarity of task. Furthermore, the eighth to tenth questions are lack of confidence. In the eleventh to thirteenth questions, there is the fear of making mistakes. Then, the fourteenth to fifteenth questions are incomprehensible inputs factors. Chart 4.

1 Result of Questionnaire Based on the number of students' answers above, researchers presented by taking the most dominant factors follows :

Chart 4. 2 Percentage of students' factor anxiety From the chart above, the researcher found that **most of the students** that choose "yes" for the question which refers to the **lack of familiarity of** the task with a result of 22,37%.

Furthermore, the second highest result is a question that refers to the factor of fear of the mistakes which is 21,49%. Then, 20,72% are students' answers to questions that refer to incomprehensible input factors. Furthermore, 17,73% of students answered "yes" to questions related to Low English proficiency factor. and the last one with a result 17,69% namely lack of confidence.

From the chat above, it shows that **the most dominant factor** that causes class tenth students **at SMAN 1 Kediri** is feel anxious when speak English is a **lack of familiarity of** task. The students' solution **to overcome the anxiety in Speaking class** The researcher gave two questions to each student in Indonesian. After conducting interviews with all students of class X-4, the researcher interpreted the data.

The average student of class X-4 has answers that are almost the same as other friends. Therefore the researcher makes grouping

answers from students who have the same meaning. The results of the answers to students who have been grouped can be described as follows.

When the researchers asked the students for solutions when they felt anxious when speak English. Almost the students answered that if they felt anxious when speak English, they still continued to speak as best they could. However, it was slightly different from the answer of the student who answered that they were trying to calm down for a moment and then continued to speak and also a little student answered that they were trying to continue by lowering their voice.

Then, the researchers also asked what they had prepared from home before learning to speak English in class. Almost all students prepare themselves from home in different ways. Nine Students answered that they prepared themselves from home by learning public speaking in English, controlling his speech, increasing his vocabulary and also practicing frequently in public. Furthermore, in twelve Students preparing what will be discussed or talked by practicing speaking English from the text.

However, four students answered that they are seldom to study or prepare to speak English from home. Then, seven students prepared themselves by reading and listening at home by understanding the sentences and their pronunciation.

Discussion The main findings of this research such as the first is a factor that affects students' anxiety in speaking.

There are five factors, namely lack of confidence, low familiarity of tasks, low English proficiency, **fear of making mistakes and** incomprehensible inputs. This is agreement with Suparlan (2021) It figured out that factor that was caused foreign language anxiety is **afraid to speak in English, be afraid with teacher's consequence, lack of self-confidence, fear of being less competent than** others students, embarrassment, and insufficient preparation, and fear of making mistakes.

Followed by the second finding is **the most dominant factor** caused the students' speaking anxiety. The researcher found that the most dominant anxiety factor was the **lack of familiarity of** task. This contradicts with Dayamanti (2020) which found that the main factor of anxiety is the communication apprehension factor.

The last finding of this research is the students' solution **to overcome the anxiety** when speak english. The most of students have several way to overcome their anxiety such as almost the students still continued to speak as best they could. However, it was slightly different from several of the student who answered that they were trying to calm down for a moment and then continued talking and also a little student answered that they were trying to continue by lowering their voice. Then, almost all students prepare themselves from home in different ways.

Such as learning public speaking in English, controlling his speech, increasing his vocabulary, practicing frequently in public, discussed or talked by practicing to

speak English from the text, reading and listening at home by understanding the sentences and their pronunciation. In line with Lingga et al (2019) found that the type of strategy that most of them used to make themselves able to speak English was to listen to music to make them proficient in speaking.

It means this research confirms that in speaking class there are definitely factor that caused students' anxiety such as lack of confidence, low familiarity of tasks, low English proficiency, fear of making mistakes and incomprehensible inputs factors. This research has a weakness, this research is only carried out for general students.

Researchers did not investigate the gender differences, because usually the anxiety experienced by boys is different from the girls. The suggestion from the researcher is that other researchers can investigate further students' anxiety based on gender. The implication of this research is that in speaking class the teacher have to know that it turns out that students have anxiety resulting in poor performance, therefore the teacher is required to make the class atmosphere more comfortable, friendly and fun.

Mulyani (2018), found that participants gives most suggest to overcome the anxiety such as make language classroom more friendly and less formal, where the students can make mistakes without looking or sounding incompetent. Not only that, the teacher must also provide space and opportunities for students to prepare before the speaking class begins.

CHAPTER V CONCLUSION AND SUGGESTION In this chapter, the researcher presents the conclusion and suggestion of this research. The conclusion of this research consists of conclusion of research finding and suggestion to English teacher, students, and other researchers. Conclusion Based on the finding and discussion mentioned in the chapter IV that researcher takes conclusion.

First, there are five factors which influence the students speaking anxiety of 10th grade in SMAN 1 Kediri such as lack of task familiarity, low of english proviciency, lack of confidence, fear of making mistakes and incomprehensible inputs. Second, the three most dominant factors that influenced the students most are the lack of familiarity of the task, followed by fear of the mistakes, and the last one is incomprehensible input.

The explanation of the data above is in line with the finding by Horwitz in Juhana (2012) He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that not only the teacher should make an attempt to create a friendly learning atmosphere which gives students more comfortable situations in their learning activity but also the awareness of students who must continue to learn, explore themselves in order to reduce fear when speak English.

Comfortable situation also makes teaching and learning activities in speaking class can run well. Suggestion After making conclusion, the researcher gives some suggestions that might be useful for people in the future. The suggestions are described as follow: For English Teacher **The results of the** study show that the most factors that makes students feel anxious when speak is lack of familiarity with the task, the teacher can stimulate students more often by listening or giving English texts in the class.

Then, the second biggest factor is when students are asked to speak but are afraid of making mistakes. Teachers can provide motivation and also provide good feedback so that students are not afraid to speak. After knowing the situations and activities that affect student anxiety, the teacher should be more aware about it.

In addition, the teacher have to try to build students' self-confidence and instill a mindset in students that speaking is not something to be afraid of. For the students After knowing the situations and factor that caused their anxiety, students have to find a way to overcome it and students are more aware of themselves to improve their speaking skill better in the future.

For Other Researcher

The suggestion for the next researcher is that other researchers can investigate further student anxiety based on gender. Researcher hopes this research can be used as a reference for other researchers in the future. Although researcher realize that there is **no research is perfect**, researcher hopes that other researcher able to make a better research that taken from the weakness of this research.

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