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CHAPTER I

INTRODUCTION

In this chapter, the researcher wants to present introduction dicusess the general background of the study. In this chapter, also consist of several points, they are background of the problem, reseacrh question, purpose of the research, limiation of the problem, significant of the research, and definition of key term.

A. Background of the Research

Speaking defined as a process of interaction between speaker and listener. Through speaking, people are able to convey their idea and explore their thought to other people. In the process of interaction, speaker able to use verbal and non verbal language. According to Irsyad & Narius (2013), speaking is a verbal communication used by people in their social relationships. Verbal communication, according to Kraus (2012) is the way how express message using words or spoken language to interpret the meaning. Meanwhile, Anjali & Emmanuel (2015) defined non verbal communication is how people convey their thought not through words spoken language or words but moreover through expression and action.

Furthermore, speaking is a process of conducting meaning and transferring information. It it relevance with the definition of speaking where speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). They are It

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means that the ability to process and communicating information and language, that makes speaking become a complex matter (Harmer:2001).

Moreover, the main role of speaking is to communicate. Speaking aims is to deliver what the speaker want say in mind. This is in line with Tarigan (2008) who said that speaking, mainly has several aims. The aims of speaking based on Tarigan (2008) are to entertain, to persuade, to inform, and to discuss. To entertain mean, speakers talk in order to make listener feel happy. To persuade means the speaking activity conducted to ask listener to do certain activity. The next aim, is to inform. Where the speaker doing the speaking activity to tell others about something. The last aim is to discuss, where one speaker do the speaking activity with other speaker in order to talk about something.

To discuss, to persuade, to inform and also to entertain the meaning from one to another, speaking involves many aspects. They are grammar, vocabulary, pronounciation, fluency, and accuracy. Gower (1995:99) also argued that speaking has many different aspects: accuracy and fluency. The correct use of vocabulary, grammar, and pronounciation are all part of accuracy. While fluency is defined as the ability to maintain speaking spontaneously. From all of the aspects above, students are required to be mastered in all of them in the process of learning speaking.

In the teaching learning process, speaking is one of important skill that have to be mastered by the students when studying English. This is in line with Irsyad & Narius (2013) which stated that one of the language skills that have to be

mastered by students in the process of learning English is speaking, besides listening, and writing. Speaking itself is an exercises for the students to do an interaction with other students. This is because speaking is an activity that has to involve other person on it. Besides, students are required to master some elements such as vocabulary, grammar, pronounciation, accuracy, and fluency/

In the process of learning speaking in the class, there are some interactions that has to be followed by the teacher and students. They are interaction between the student with student, interactions between the student with the teacher, interaction between students and student, lastly is interaction between students and teacher. Classroom interaction is all interaction that occur the teaching learning process where the teacher determine the interaction occur in the classroom (Utami, 2020). In the class, when teacher ask the students to answer a question orally, the teacher said that most of the students will suddenly looks confused and what they want to say did not come out fluently. In so many occasion, when the teacher ask them to answer the question orally without writing the answer before, they will prefer the teacher to point one of them to do it rather than them volunteer themself. Worse, students will answer it in Bahasa or even keep silent even when the teacher ask them couple times to answer it. Therefore, this process of interactions usually growth the anxiety feeling in the students.

Anxiety is the condition where students feels nervousness, excessive sweating, worry, and uneasy. In line with that, Chiang (2012) defined anxiety as the synonym from feeling worry, the feel of uneasiness, disquiet, disquietude, and inquietude. Anxiety is also defined as a state of instability on the knowledge

which negatively affects students performance when attempting to learn English (Horwitz, E., Horwitz, M. & Cope, 1986).

Furthermore, students who is learning to English language often express and show a feeling of stress, nervousness, or anxiety while learning to speak English and claim to have mental block against learning English (Tanver: 2007). Horwitz (1991: 216) also said that he believes anxiety about speaking a certain language is able to affect students speaking skill. It will have the ability to impact the quality of spoken language production and, in this situation, makes students appear less fluent than they are.

Since anxiety plays a big role in affecting student speaking skill, there are some factors caused student to feel anxious. The factors which are able to increase individual to speak incorrectly and cause an acute sense of anxiety are the lack of vocabularies, improper grammar, and fears of mistake (Rayani,2012). Other factors such as uncomfortable class atmosphere and lack of preparation might be added more anxiety feeling towards the students when they asked to do speaking related activity.

Actually, speaking anxiety in Senior High School students is not a new issue, it is a common issue. People already talked about this topic a lot. There was also many researcher did their research on this topic. Speaking anxiety can be experienced in Senior High School students in the class when teacher ask them to do an English speaking activity which require the student to do it spontanously or a speaking activity that compel the student to respond or answer it quickly.

The reason why researcher choose 10th grade of MIPA 7 students in SMAN 7 Kediri as the object for the research because when researcher was doing her teaching internship, researcher found that during the online class, the English teacher said that most of the students in her class was passive and it was also a struggle for the teacher to make the students eager to speak English. It is became more difficult for teacher to ask the students to speak during the online because most of the turned off the camera and when teacher as them to answer some question some of the even decided to stay still and quiet.

As added, when researcher doing her second teaching internship which the school already apllied the 50% offline teaching learning process, researcher found that the class and overall scholl environment is clean where it can add more comfortable feeling to the students. When researcher teach the students in the class and explained to them about the material using PowerPoint as media, they are all excited and studied well. Even when researcher ask some random students to read the material, most of them use their loud voice and pretty clear prounounciation. Then, when researcher started to asked random students about some question related to the material, most of them are suddenly become unexcited. She added that the students choose to sit quietly or even avoid to have an eye contact just so researcher wont ask them to answer an oral question given or do any other activity related to speaking English.

Based on the reason above, researcher decided to conduct an undergraduate thesis entitle, "Students' Anxiety In Speaking English At The 10th Grade Of SMAN 7 KEDIRI In The Academic Year 2021/2022".

B. Research Question

This research is conducted to answer these following question :

1. What anxiety type are experienced by the students in 10th grade of SMAN 7 Kediri in the academic year 2021/2022 in speaking class?
2. What are the factors that caused the students anxiety in 10th grade of SMAN 7 Kediri in the academic year 2021/2022 in speaking class?

C. Objective of the Research

The aim of this research is to find Students' Anxiety In Speaking English At The 10th Grade of SMAN 7 KEDIRI In The Academic Year 2021/2022. For that, the purpose of this study are

1. To describe which type of anxiety that the students in 10th grade of SMAN 7 Kediri in the academic year 2021/2022 experienced when they study speaking English

2. .To describe about the factors caused the students' anxiety in speaking English at the 10th grade of SMAN 7 Kediri in the academic year 2021/2022.

D. Scope of the Research

In this study, researcher decided to limit on students anxiety in speaking English at the 10th grade in class X-MIPA 7 with total 32 students of SMAN 7 Kediri in the academic year 2021/2022.

E. Significance of the Research

By conducting and writing this research, the researcher hopes that this can gives some contribution to the teacher, the students, the researcher and other researcher.

1) For researcher

The reasearcher be able to study more about speaking anxiety while studying English that experienced by most of the students in the 10th grade of SMAN 7 Kediri.

2) For other researcher

The result of this research can be used by other researcher in the future who wants to know more about speaking anxiety and write a better research paper in the future.

3) For students

The result of this research can be used by the students to understand more about speaking anxiety also learn how to reduce it during their speaking class or during speaking activity.

F. Definition of Key Term

This definiton is intended to avoid misunderstanding of some term used in this research. Here are the definiton of the keyword for this research:

1. Speaking is "active use of language, but differ in the mental activity involved and demands that they make on learners of language in term of finding and sharing meaning". Cameron, et. al. (2001: 40)

2. Horwitz (1986) said that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, researcher will explain about nature of speaking, elements of speaking, nature of anxiety, types of speaking anxiety, factor caused speaking anxiety, and impact of foreign language anxiety. This chapter will also include findings from previous related study.

A. Nature of Speaking

Cameron (2001: 40) define speaking is about making people understand speaker's feeling and ideas by doing an act of communication using languange. Nunan (2003) also added that speaking is the productive oral skill and it consist of producing systematic verba utterances to convey meaning.

According to (Bailey, 2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.. Other definition comes from Finocchiaro and Brumfit as in (Lia: 2015) propose that speaking means giving oral expression to thoughts, opinions, and feelings in terms of talk or conversation.

Leong & Ahmadi (2018) defined speaking is an interactive activity of constructing meaning that involves producing and receiving then processing information. Whereas, Komariah (2020) explain that speaking is an activity where the speakers must use oral language well to transfer the information to order people. Najiha and Sailun (2021) also put their explanation about speaking is the act of communicating with others via the use of words.

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Speaking is not the oral production of written language, but it needs a wide range of learners" subs-skill involvement, which, added together, constitute an overall competence in the spoken language (Mc Donough:1993). Based on Hafidhoh (2014), he stated that that there are some aspect in speaking, there are :

1) Pronunciation including the segmental features vowels and consonants, the stress and intonation patterns.

2) Grammar as the result for forming words and making sentences. Grammar is not only about forming words to sentences, but grammar also tells that a word can be a certain situation.

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

4) Fluency; the ease and speed of the flow of speech. Indeed, the term fluency is not only talks about the speed of speech, but fluency also talks about pause of speech. A fluent one not only talks quickly, but also pause the speech appropriately.

5) Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.

Therefore, speaking is an activity that involve the process of transferring meaning from one to others using oral or spoken language. Furthermore there are

also some aspects is speaking that has to be understood. They are pronounciation, vocabulary, grammar, fluency, and comprehension.

B. Elements of Speaking

According to Harmer (2001) that speaker has to be competent in the speaking skill, those are 4 points language features:

1) Connected speech is the sounds modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking), or weakening (through contradiction and stress patterning).

2) Expressive devices are the stress and variation in producing utterance in order to convey the truth meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using this device people will be able to show what and how they are feeling to whom they are talking to.

3) Grammar and lexis are described as people live in different ways, places, and environments causing different mindset too. Therefore, teachers necessary to supply their student with various phrases for different function in their speaking classroom activities.

4) Negotiation language is the speech clarification. It is the use of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other people

saying. Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between speaker and listener.

To have a good speaking skill, speaker required to know, understand, and capable enough to aplly 4 elements conducted in speaking skill. Those 4 elements are connected speech, expressive devices, grammar and lexis, then the last is negotiation language.

C. The Nature of Anxiety

Anxiety is one of the most common psychology issues known in the society. Sutarsyah (2017) defined anxiety as psychological state that characterized by somatic, emotional, cognitive, and behavioral components.. Anxiety is a sense of apprehension or doom that is accompanied by certain psychologycal reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach (Horwitz:2011). Anxiety usually appears when someone facing a specific or certain conditions and situations.

According to Mohtasham & Farnia (2017), anxiety is that state of an individual when they feel "uneasiness, frustration,, self –doubt, apprehension, or worry" similar to other specific anxiety. Anxiety is "associated with feelings of uneasiness, frustation, self doubt, apprehension or worry". Brown, et. al. (1994). Anxiety is also defined as distress or uneasiness of the mind caused by fear of danger or misfortune (Suleimenova, 2012).

Another definition about anxiety is coming from Waters (2003). Waters said that anxiety is a concern and fear about something that happened. As an

addition, Moss (2002) said that each experience on anxiety involves a perception of danger, thoughts about harm and a process of psychological alarm and activation. From those definition and explaination, researcher conclude that anxiety is an uneasy feeling experienced by person when they think they are in an uncomfortable situation. Anxiety might also appears caused by a trauma about what they experienced in the past.

D. Types of Anxiety

According to Huberty (2009) he divided anxiety into two types. Those are: trait anxiety and state anxiety.

a. Trait Anxiety

Trait anxiety is pattern of responding with anxiety even in nonthreatening situations (Huberty:2009). This type of anxiety is the most "common" anxiety that happened or experienced by people. In line with Huberty, Adi (2007) shows that trait anxiety is a part of person's character and is a permanent disorder. According to Isnaini (2018) trait anxiety is the type that have more intensive anxiety that depends on one individual regardless of the situation. People who is living with type of anxiety tend to worry about anything more that they should do.

b. State Anxiety

If trait anxiety also know as normal anxiety, this type is the opposite. The state anxiety is a temporary emotional reaction that aries

in certain situations that are perceived as a threat, such as taking test, undergoing surgery, or otherwise (Risnawati&Gufron: 2010). As an addition, they also said that this anxiety is determined by a subjective sense of tension. Huberty (2009:31) said that state anxiety refers to anxiety that occurs in a specific situation and in a short time.

Anxiety can be categorized into two, they are trait anxiety and state anxiety. Trait anxiety is when student will feel the tension of anxiety regardless the situations they face. Where state anxiety is temporary feeling of anxiety and only occurs when student is in a specific situations.

E. Factor Caused Anxiety

According to Horwitz et al. (2011) there are 3 factors caused language learning anxiety. They are 1) communication apprehension, 2) test anxiety, 3) fear of negative evaluation. This explanation will be used in this research to investigate factors causes the students' speaking anxiety in English class.

a. Communication Apprehension

Communication apprehension is kind of anxiety occurs when learners feel unable to speak, discuss, ask and answer questions in a speaking class; they fail to communicate smoothly and effectively. (Watson & Friend, 1969).

b. Test Anxiety

This type of anxiety is related to anxiety that will appears in someone as a form a fear that they might get failed in the test. Test anxiety refers to

a type of performance anxiety stemming from a fear of failure (Horwitz et al. 2011).

c. Fear of Negative Evaluation

Fear of negative evaluation is defined by Watson & Friend (1969:449) as an apprehension about other's evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively. Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test taking situations, but, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class (Horwitz et al. 2011, 12).

Anxiety is not a phenomena which happen to the students without any factors. There are 3 factors anxiety happened to the students. Communication apprehension, fear of negative evaluation, and test anxiety are the factors caused speaking anxiety in the students.

F. Impact of Foreign Language Anxiety

Foreign language anxiety is an apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient (Gardner & MacIntyre, 1993:5). Hadziosmanovic (2012) shows that speaking anxiety is one of the problems experienced by many people especially in front of the public. In line with that, Young 1990) said that speaking in a

foreign language is often cited by students as their most anxiety-producing experienced.

Foreign language anxiety belongs to debilitating anxiety because it can bring out some problem in the process of language learning (Richard and Reynanda,20212). Oxford (1999) explained that debilitating anxiety is bad because it harms students' performance in many ways, both indirectly through worry and self-doubt and directly by reducing participation and creating an overt avoidance of the language. It may be more a matter of the intensity of the feeling, than of its quality.

According to Ormrod (2011), anxiety can interfere with several aspect of cognition in learning process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating that have previously been learned (Isnaini,2018). Isnaini (2018) also added that anxious student me be disturbed in paying attention to what need to be learned, processing information effectively, retrieving information, and demonstrating that have previously been learned.

In the end, foreign language anxiety giving students a big effect when they need to speak in front of the class or in public. Not only affecting their speaking skill, it is also affecting their attention in the class, their way to understand the material, also conveying their mind about the material that they don't understand to the teacher.

G. Previous Research

In this section, researcher will summarize and write some previous research those are related to researcher thesis. The previous researchs are;

The first is a thesis conducted by Santriza, a student of Department of English Languange Education, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University Darussalam Banda Aceh (2018). The tittle for her research is "An Analysis of Students' Anxiety in Speaking Performance (A Study at Second Grade at SMAN 5 Banda Aceh)". The focus of this reserach is to indetify the factor of students anxiety in speaking perfomance specifically at second grade at SMAN 5 Banda Aceh. The subject of this research were 20 students of XI IPA 1. Researcher use those as a sample to answer the research question. The method used in this research is descriptive qualitative research where researcher will described the findings using written words. The data were collected by handing a questionarre that categorized using Likert scale. There are 31 *close-ended* question were given to the students by the researcher. The students answered the questionarre by giving a chech mark on the coloum provided in the questionarre. After collecting the data, the data was analyzed by categorizing students' respond toward every stattement inside the questionnare given. After analyzing the data, then the researcher found out that there are 72% of students who experienced the anxiety of a test, 73% of the students feel anxious in communicative apprehension, and 55% of them were getting anxious in fear of negative evaluation.

The second research is an article conducted by Nira Erdiana, Bukhari daud, Diana Fauzia Sari, and Shindy Kusuma Dwitani. All of them are students from Department of English Education, Faculty of Teacher Training and Education, Universitas Syiah Kuala Banda Aceh (2020). The article untitled A Study of Anxiety Experienced by EFL Students in Speaking Performance. The reason why they decided to do this research is because the found many EFL students that showed anxiety when the do a speaking related activity. This research is focused to find out the level of English-speaking anxiety experienced by those students. Researches choosed to use quantitative study to answer the research probelm. The subject of this research is 2nd year students with total of 29 students from SMPN 1 Banda Aceh. To collect the data, researchers collected it through questionnaire that consist of 10 questions. Researcher also use FLCAS scale for grading the questionnare and for analyzing it. The result of the data is explained using a percentage and narration for further explenation. From the research, they found that (38%) from the 29 students were experienced a low anxiety. Moreover, (59%) out of 29 students were experienced the moderate level of anxiety and only one students which is (3,4%) that was experienced a high level anxiety.

The third previous study conducted by Irawati, student of English Education Department, Faculty of Teacher Training and Education, Nusantara PGRI Kediri University (2019). The title of her research is An Analysis of Students' Anxiety in Speaking English of 10th Grade Students in SMK Pawyatan Daha 1 Kediri. The aims of this research are to identify the students' anxiety level,

factor that caused anxiety in the students, and how to reduce anxiety in the students. The subject of this research were 34 students of 10th grade student of Hospitality Accomodation of SMK Pawyatan Daha 1 Kediri. The method used in this research is mixed method with explanatory design where the researcher will input a data by numbers and write down a descriptive explanations to elaborate the data more. Researcher collected the data by handling the students the questionnaire, interview, and documentations such as audio recording. From the research, researcher found that student who experienced low level anxiety is (0%), moderate level is (82%), and high level is (12%). Also, out of 3 factors, the biggest factors influenced students speaking anxiety was fear of negative evaluation (65,7%), the second one were test anxiety (64,2%), and the last one was communication apprehension (63,8%). Moreover, from the interview with students, researcher found that students with high anxiety level tend to had more strategies to reduce their anxiety rather than the students who got low or moderate anxiety. In short, researcher concluded that students with anxiety need more attention from the teacher and the teacher also need to solve these problems by apllying a new method or technique to study.

The fourth study was conducted by Najiha and Betty Sailun. Najiha was a student of English Education Department, Faculty of Teacher Training and Education, Islamic Riau University (2021). Betty Sailun herself, is a lecturer in the same department. The article title is An Analysis of Stundets' Speaking Anxiety in English Classroom at SMAN 2 Siak Hulu. The aims for this research is to determine the students' speaking anxiety level and to determine the dominant

caused of anxiety in English classroom. The subject of this research are 34 students of 12th grade class in academic year 2021/2022 which consist of 14 males students and 20 females students. Researcher choose to use quantitative method for this research. The data in this research were gained using questionnaire which conducted by using FLCAS scale to fulfill the aims of this research. The research found that (18%) of the students are very anxious, followed by (32%) students from the class are anxious, (38%) students are in midly anxious level, (12%) students are relaxed and lastly (0%) student very relaxed. For the dominant caused of anxiety, researcher found that (79%) students choose communication apprehension, followed by fear of negative evaluation (68%), and the last is test anxiety with (63%).

The fifth study was conducted by Nur Isnaini, a student from English Education Program, Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung (2018). The title of the research is An Anlysis of Students' Speaking Anxiety Students of English Foreign Languge (EFL) at the Fifth Semester English Department of UIN Raden Intan Lampung Academic Year 2018/2019. The aims of this study is to find what kind of anxieties do the students have in speaking and the factors contributed students' anxiety in English Foreign Language. The subject of the research are 68 students from B and F class on the fifth semester. For the research, researcher use qualitative research method. To gain the data from the subject, researcher used interview, observation, and questionnaire. After the research, researcher found that there are several factors were felt by the students. Those are felt self-prediction towards fear, irrational

faith, over sensitivity toward threat, the sensivity of anxiety, wrong attribution body signal, low self-efficacy. Moreover, researcher found that caused the students' speaking anxiety. The cause are students' were unconfident to speak English, fear to make mistakes when speaking, felt the anxiety when the teacher asked the to speak up, and shy to perform in front of class.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter consist of research design, procedure of the research, role of the researcher, place and time of the research, subject of the research, technique of data collecting, procedure of collecting data, and technique of data analysis.

A. Research Design

In this research, researcher decided to choose descrptive qualitative research. Qualitative research is a research which intend to collect information about the status of an existing indication, the statement of the phenomenon as it is at the time of the research. Qualitative research can also defined as any kind of research that produces findings not arrived by means of statictical procedures or other means quantification (Strauss and Corbin 1990:17). More specifically, researcher will use descriptive qualitative method to explain the findings form this research. Muhammad F (2019) stated that descriptive qualitative method is a research generates a descriptive summary on one or more events in everyday terms as they are experienced by people and is an appropriate research design when a straight phenomena is desired.

Creswell (2009) said that the fundamental characteristic of descriptive qualitative research is that they involve naturalistic data. As and addition, Mayring (2003) stated that qualitative reserach are more concentratring on the individual rather on the general. Not only Mayring, Taylor and Bogdan (1998:9) also said that qualitative studies emphasize validity and qualitative studies

designed to ensure a close fit between the data and what people actually say and do. That is, they attempt to study language learning and teaching in their naturally occurring settings without any intervention or manipulation from anyone. In this research, the data will be collected by observing the students of 10th grade in SMAN 7 Kediri during speaking actvity in the class. To gain the main data for this research, researcher will also do interview to the stduents using *close ended* question where students will be given 28 *close ended* question where the students only allowed to choose between *yes* or *no* regardless the questions. However, to emphasize students answer, researcher will also ask the reason behind the answer in their *close ended* answer. Then, the data will be analyze and presented in a form of description.

B. Procedure of The Research

1. Preliminary

The first stage is preliminary. In this stage, researcher will investigates phenomena and problems of of students related to English speaking anxiety at the choosed school and . Then, previous studies and theories related to the problem will be reviewed to gain more information.

2. Problem Formulation

In this stage, researcher formulated the problem gained from conducting preliminary study and then choose some theories and previous studies that had been reviewed related to the tittle of the research to use it as references along the process of writing the thesis.

3. Collecting Data

The researcher decided and designed technique for collecting data. After designed it, researcher will apply that technique, which is by doing observation in the class during the process of teaching held by English teacher, doing interview with the students and conducting study of documents. Then, the collected data will be analysed and interpreted in a form of percentage based on the theories that the researcher use as references.

4.   Data Report

The data that has been analyzed is presented in the form of percentage that written in the table and chart bar where the researcher compiles the results by taking into account the rules that must be considered.

C. Role of the Researcher

Researcher is a person who will observe and interviewed some students about students' anxiety in speaking English of 10th grade students in SMAN 7 Kediri. In short, in this research the role of researcher in as a research instrument where researcher will do an observation, design how to research will be hold, as data collector, analyst, data interpreter, and as a presenter of the data result.

D. Place and Time of the Research

1. Place of the Research

This research conducted at SMAN 7 Kediri which is located in Jl. Penanggungan No.4, RT.34/RW.07, Bandar lor, Kec. Mojoroto, Kediri City, East Java. SMAN 7 Kediri has three classes, namely 10th grade, 11th grade, and 12th . In this research the researcher choose the students from 10th grade SMAN 7 Kediri.

The reason why researcher choose this school as place for the research because this school is in the list of "Most Wanted" school in the town. So, researcher was curious is there will be a students who experiencing speaking anxiety in the class.

2. Time of the Research

Researcher started this research in January 2022. Researcher decide to create a research schedule which will used to know and prescribe how long this research would take.

Table 3.1

No	Activity	January			February			March			April			May			June		
1	Designing the Research		■	■		■	■	■	■										
2	Arranging instrument										■	■							
3	Collecting the data													■	■				
4	Analyzing data															■	■	■	
5	Writing the conclusion																	■	■

E. Subject of the Research

The subject of this research is one class of 10th grade students with total of 32 students in SMAN 7 Kediri in the academic year 2021/2022.

F. Technique of Data Collecting

1. Interview.

For collecting the primary data needed in this thesis, researcher decided to go with interview. According to Oakley (1998), interview is a type of a framework in which the practices and standards be not only recorded, but also achieved, challenged and reinforced. Researcher will asked the students 28 *close-ended* question. The interview will use Indonesia language in order to make the students are able to answer it easily and they can explain in detail about the questions that will be ask to them. Besides, the use of Indonesia language is to avoid any misunderstanding during the interview between researcher and the students.

2. Observation

Observation is the process of gathering information by observing people and places at a research site (Creswell: 2012). Researcher will use this technique to observe students anxiety in speaking English at the 10th grade of SMAN 7 Kediri in the academic year 2021/2022. Bungin (2003) states that the observation method is very important in the tradition of qualitative research because through that observation, various forms of events, circumstances, and actions that are patterned from day to day in the community are recognized.

G. **Procedure of Collecting Data**

In this research, 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 7 Kediri. The 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 did in order to gained the data from the research object, such as:

1. First, the respondents were 32 students from X MIPA-7 at SMAN 7 Kediri, then researcher handed out the research instrument to the students which is the close-ended questionnaire.

2. 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 (√) 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.

3. Third, researcher gave 30 minutes to the students to fully fill the research instrument.

4. 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

while representation is about how the gained presented (Ary, et al, 2010).

5. The fifth, the data was calculated manually by counting on how many students answered "yes" or "no" for each question.

6. The sixth, researcher made numeral of students' answers based on each questions that indicate students type of anxiety and factors caused speaking anxiety in the students using (%) with the following formula :

$$N = \frac{\text{Students' answer}}{\text{Number of students}} \times 100$$

Based on the formula above, it can be explained that students' answer is the result from students answer for each question divided by the total students in the class then multiplied by 100. From that, researcher was able to calculate and finally know the numbers of students who answered "yes" and numbers of students who answered "no" to the questions provided in the research instrument.

7. Seventh, to find out whether students belong to one type of anxiety or both and what factors cause students to experience speaking anxiety the researcher calculates by looking at the students' answers for each category. Then, if at least 50% or more of the student's answers match the expected answers, then the students can be said to be eligible to be classified in that category.

8. The eight, to know how many students in each type of anxiety and students who experienced the factors of speaking anxiety, researcher decided to use this formula to classified it and present it into (%) :

$$N = \frac{\text{Students included in category}}{\text{Total students in the class}} \times 100$$

From the data that had been gotten by formula above, researcher started to describe what type anxiety experienced by the students and which factor caused their speaking anxiety.

9. Ninth, after finished interpreting the data, researcher continued to represent it into percentage and chart bar based on the result that had been calculated before. In the table, researcher put down the percentage and number of students answer for each question. In the chart bar, researcher show the total result of students who experienced trait and state anxiety also factors of anxiety that experienced by students.

These procedure are used to collect and gain the data from the students, since the data need to be collected, interpreted and presented as the result of the research.

H. Technique of Data Analysis

The procedure for analyzing the qualitative data, according to Miles, Huberman, and Sadana (2013) are as follows:

a. Data reduction

In this step, the researcher will summarize, sorting and focus on the important information related to the research, find the background of the choosed tittle and put aside the unrelated data. The use of data reduction is, to gives researcher a clear description and help the researcher to collect the next information easily. Reducing data means summarizing and include only important and related information. Sorting the data based on it category and skipping unimportant data. It deals with how the data is emphasized, minimized or set aside to get relevant data based on the purpose of the research.

b. Data Display

After doing data reduction, the next step is doing data display such as giving a brief explanation, making flowchart, etc. Miles, Huberman, and Sadana (2013) stated that the most frequent and used form of display data for qualitative research data in the past has been the narrative text. Although narrative is the most frequent used data in the qualitative research, graphic, matrix, or network can also be used in display data. From the perspective of program evaluation, data display can be extremely helpful in identifying why a system is or is not running well and what

might be done to change it. As for this research, researcher interpreting and describing the data gained from the research instruments filled by the students. Then, researcher counted on how many students answered "yes" and how many students answered "no". From the result, researcher then calculate, described, and presenting the data in the form of table and chart bar that showed the number of students' answer.

c. Drawing Conclusion

Miles, Huberman, and Sadana (2013) stated that the meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'confirmability' that is, their validity. Validity means something different in this context than in quantitative evaluation, where it is a technical term that refers quite specifically to whether a given construct measures what it purports to measure. Here validity encompasses a much broader concern for whether the conclusions being drawn from the data are credible, defensible, warranted, and able to withstand alternative explanations. It means that our findings truly represent the phenomenon we are claiming to measure and the data is accurate and correct that have evidence to be proven. When the data are credible, defensible, warranted and able to withstand alternative explanations, we can say that the data is valid.

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.

A. Description of Setting of the Research

In this section, researcher describes the setting where the research conducted. This research was conducted in SMAN 7 Kediri located in Jl. Penanggungan No.4, RT.34/RW.07, Bandar lor, Kecamatan Mojoroto, Kediri City, East Java. SMAN 7 Kediri has three classes, namely 10th grade, 11th grade, and 12th . In this research the researcher choose the students from 10th grade specifically from X-MIPA 7 class SMAN 7 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 Scholl" 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 7 Kediri is one of the 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 30-40 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 teacher usually applied to the students is asking the students a short question related to the subject. In another meeting, teacher sometimes will ask students to go with their desk mate and create a conversation related to the subject.

B. Description of Research Finding

In this section, researcher shows the finding after data collecting process. The data is organized into chart and table as the answer from the research instruments.

Initially, researcher defined the data based on the first research question. Below is the described data;

1. **Finding anxiety type experienced by the students in 10th grade of SMAN 7 Kediri in the academic year 2021/2022 in speaking class**

Chart 4.1
Type of Anxiety
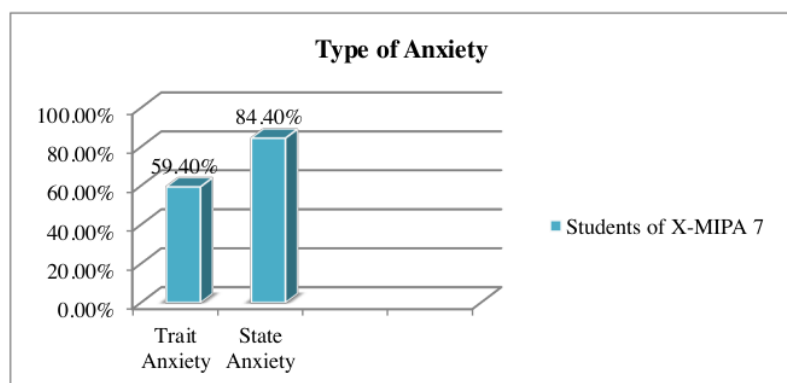
From total thirty two students in the class, it can be seen on the chart 4.1 that fifty nine point four percent or nineteen students in the class undergo the trait anxiety type. This result gained from the table in the appendix 2 page 51 which shown that twenty students which in percentage is sixty two point five percent feel less confident to use English in everyday life. Then, it is also proven from students answer for the fourth and sixth question. In the fourth question, there are thirteen students who did not excited to attend English class which in percentage is fourty point six percent. Having the same output, there are also thirteen students who answered that they do not want to volunteer themselves during English class.

However, for the fifth question that asked about will the students still feel anxious even though they have learned the material before, thirty seven point five percent or twelve students responded "yes" to this question. Then for first question, only eight students which mean twenty three point two percent of the class answered that they do not like English lesson. While, there are only twenty percent or seven students who feel like that they want to skip English class.

As for state anxiety, it can be seen in the chart 4.1 there are twenty seven students or eighty four point four percent of thirty two students who encounter state anxiety. The data in detail can be seen in the appendix 3 page 52 . From the table, it shows that thirty one students or ninety six point nine percent of the class feel panicked when they asked to speak English without any preparation before. Then, as shown in the table (see appendix 3 page 52), the first and fourth question receiving the same responses from the students. In the first question, there are seventy five percent or twenty four students who agreed that they feel panicked

when they asked to speak English loudly. Having the same amount of responses from students, the fourth question also shows that there are twenty four students from total thirty two students who find themselves feel panicked when they take an oral exam. Meanwhile, students responses on the fifth question shows that twenty one students or sixty five point six of the class feel that they feel panicked when they can not understand what the teacher said in English.

2. **Factors that caused the students anxiety in 10th grade of SMAN 7 Kediri in the academic year 2021/2022 in speaking class**

Chart 4.3

Factor Caused Anxiety
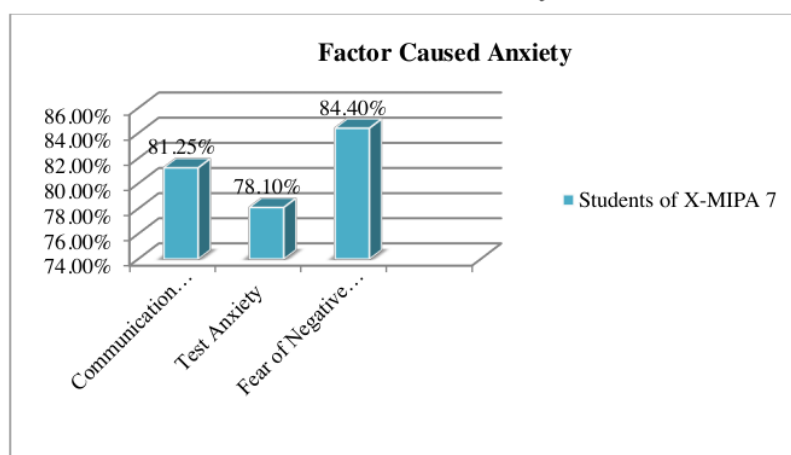
According to the chart 4.2, twenty six students from thirty two students in the class, having communication apprehension as the factor that caused anxiety. For further details, it can be seen in the table in the appendix 4 page 53 where twenty seven students or eighty four point four students answered "yes" to the fourth question that asked about whether they feel anxious when they asked to do

an individual presentation in English. Moreover, the sixth question shows twenty five students or seventy eight percent of the class still feel anxious when they have to do a presentation in a group.

Meanwhile, the first question asked about students anxious feeling when they asked to speak in English. This question shows that seventy five percent students in the class which also means twenty four students feeling anxious when they asked to speak in English. As for the second question, there are twenty four students or seventy five percent of the class that responded "yes" to this question explained that they feel anxious when they have to ask question in English. The third also receive the same responses as two previous questions. From thirty two students in the class, twenty four of them answered that they feel anxious when they have to answer question in English. Whereas, for the least question that got answered "yes" by the students is the fifth question. In this question, there are twenty two students who feel anxious that they might be asked to have a conversation in English.

Based on the chart 4.2, from thirty two students in the class seventy eight point one percent of them or twenty five students agreed if this factor is one of the factor caused they anxiety in speaking. In details that shown in the table (see appendix 5 page 55), there are twenty seven students or eighty four point four percent of the class who answered that they feel anxious that they might be called by the teacher during speaking class (Question 3). Then, in the second question, there are seventy five percent of the students or twenty four students who said that

they feel anxious that it made them forget the material they have been learned before.

Only one different students answers, the third question talked about whether the students feel anxious that they might made mistake during English class. Twenty three or seventy one point nine percent students responded that they feel anxious about making a mistake during English class. The fifth question, examined about students anxious feeling during oral test despite that they have studied before. In contrast, there are only nine students or twenty eight point one students who feel less capable when they practiced for speaking class. This examined, that more than half of the class think they are good enough when they have practiced for speaking class before.

Being the biggest factor that caused anxiety in the students, as shown in the table 4.2, from total thirty two students in the class, eighty four point four percent or twenty seven students chosen this factor as one of the factor that caused their anxiety. For detailed data, it can be seen in table (see appendix 6 page 56) that seventy five precent of the class or twenty four students agreed that they feel worried about getting negative feedback from their teacher. While, the fifth question also show exact result as it is presented that seventy five percent from total thirty two students which means twenty four students said that they feel that their classmate are better than them in speaking class.

On the sixth question, from total thirty two students, seventy point four percent of the class answered "yes". This implies that twenty two students worried

that their classmate laugh at them when they speak English. Then, the second question got sixty seven point two percent or twenty one students who agreed that they feel anxious about the teacher feedback during speaking class. Meanwhile, third question shows that twenty students or sixty four percent of the class said that they are worried about getting negative feedback from their classmate. Last, the first question shows that there are eighteen of the total thirty two students who feel anxious about their classmate's feedback during speaking class.

C. Discussion

According to the research finding which had been elaborated above, students' anxiety in speaking English at the 10th grade of SMAN 7 Kediri in the academic year of 2021/2022 that is used as the tittle for this research bringing the discussion about the two research questions which are asked about students' type of anxiety and factors caused anxiety in the students. Several supporting theories and previous studies are used in case for supporting this discussion.

Based on the data gained, for trait anxiety type showed that more than half of the students in the class which are 19 students or 59.4% of them undergo this type of anxiety. As added, out of six questions it was found that the second question is the question with the highest appropriate answer where 62.5% from total 32 students which means 20 students answered "no" to the question that asked about their confident to use English in their everyday life. This shown that confident is the students' biggest indicator in the trait anxiety. This is in line with Rajitha and Alamelu (2020) who stated that the confidence level of the language user is essential to speak without the feel of anxiety or fear.

Followed by the second type of anxiety which is state anxiety shows higher percentage from the previous type. As for this type, 84.4% of the class or 27 of the students are experienced state anxiety. From total five questions used to identify the students, the second question got the highest students answered "yes" to it with 31 students or 96.9% of the class. This questions implies about whether the students feel panic when they asked to speak in English without preparation. This finding is similar with Marwan (2007) who found that lack of preparation from the students being the major contributor of students' anxiety. It is also a common thing happened to the students if they feel panic when they asked to speak without any preparation cause it will lead the students to be blank the could not think clearly (Damayanti and Listyani, 2020).

Meanwhile, moved to the factors that caused anxiety in the students, the first factor is communication apprehension. The overall result for this factor is shown that 26 students or 81.25% from total 32 students experiencing this as the cause of their speaking anxiety. In this category, there are six question used to identified the students. From that, the data indicate that the highest "yes" answer goes to the fourth questions where the question is asked about students' anxious feeling when they asked to do an individual presentation in English with 27 students or 84.4% of the class. From researcher observation, most of students in the class did struggling with their speaking anxiety when they asked to do individual presentation even though they had prepared it before. Zetterkvist (2021) also found that individual spoken presentations created anxiety and awkwardness in the students.

Followed by the second factor which is test anxiey, there are 25 students of 78.1% of the class experiencing this as the cause of their speaking anxiety. The third question in this category shows that 27 students or 84.4% of the class feel anxious when they are being called to speak during speaking class. As supported by Najiha and Sailun (2021) stated that students will always feel nervous when they name be called during speaking class even though they have studied before. For the last factor that caused speaking anxiety is fear of negative evaluation. The total result for this type is 84.40% from the total 32 students or 27 students experiencing this as the cause of their speaking anxiety. Researcher put 6 questions for this type to analyze it. Then, the result shows that there are 2 questions that getting the highest "yes" responses from students. The first one is questions number four that asked whether students feel worried about getting negative feedback from their teacher. Related to this question, 75% of the class or 24 students agreed with this question. Previous study by Mukminin et.al (2015) stated that the thought on students where they think that their teacher is perfect also they fear that they might make mistake lead the students to the feels where they worried about they teacher might give them negative evaluation. Followed by the fifth question about when oneself think that their classmates are better than them in speaking class which getting 75% of the class answered "yes". As mentioned previously, where students thought that they did not have the ability to talk in English like their classmate, they underestimated their ability and they felt lower than their classmate that led them to feel unrelaxed (Damayanti, et al, 2020)

From overall result findings of the research, the difference finding between this research and the previous research have already been seen on the focus of this research. Researcher focused on the type of anxiety overcome by the students and the factor caused anxiety. Meanwhile previous research from Irawati (2019) focus on the level of anxiety on the students, factors of speaking anxiety, and strategies how to reduce the anxiety on the students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, researcher presents about the conclusion and suggestion of this research. It means that the conclusion of this research is consist of conclusion of research finding and suggestion to English teacher, students, and other researchers.

A. Conclusion

Based on the finding and discussion mentioned in the previous chapter describe that researcher purpose to take conclusion from this research. First, highest type of anxiety experienced by the students of 10th grade in SMAN 7 Kediri is state anxiety followed by trait anxiety.

Second, as for factors that caused speaking anxiety in the students, there are 3 factors influence it. The factor that influenced the students most is fear of negative evaluation, followed by communication apprehension, and the last one is test anxiety.

B. Suggestion

After making conclusion, researcher gives some suggestion that might be useful for people in the future. The suggestions described as follow:

1. For English Teacher

Regarding the result of the research which show that the situations that made most of the students feel anxious is when they asked to speak without preparation, teacher might able to give some times to students to prepare before they speak.

Then, after knowing that the biggest factor caused anxiety in the students is fear negative evaluation, prove that being evaluated whether by teacher or classmate is something horrific for them. After knowing the situations and activities that influenced in the students anxiety, teacher should be more aware about it. Also, teacher have to try to build students self confidence and put the mindset in the students that speaking is not something to be afraid of.

2. For the students

As for the students, after knowing the situations and factor that caused their anxiety, they have to find a way how to reduce it and how to make their speaking skill better in the future.

3. For Other Researcher

Researcher hopes this research can be used as a reference for other researchers in the future. Though, researcher realize that there is no research is perfect, with that, researcher hopes that other researcher able to make a better research that taken from the weakness of this research.

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