

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY  
IN AN ENGLISH AS FOREIGN LANGUAGE (EFL)  
CLASSROOM**

(A Case Study at MAN 2 Pandeglang)

**A PAPER**

Submitted to the English Education Department  
As a partial Fulfillment of the Requirements  
for Sarjana Degree



**By:**

**FARHAN MUHAMMAD**

SRN.152301914

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
SULTAN MAULANA HASANUDDIN BANTEN  
2019 A.D/1440 A.H**

## STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfilment of the requirements for the Sarjana Degree and submitted to English Education Department, Faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained the institution as well as other rules prevailing in Indonesia.

Serang, April 11<sup>th</sup> 2019

Farhan Muhammad  
SRN. 152301914

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The writer knows that this paper needs to be revised in order to get good result. The writer will always hope that this paper will be useful for the reader and become references for other researcher.

***Wassalamu'alaikum Wr.Wb***

Serang, April 11<sup>th</sup> 2019

Farhan Muhammad  
SRN. 152301914

## ABSTRACT

**Farhan Muhammad.** 152301914. An Analysis of Students' Speaking Anxiety in an English as Foreign Language (EFL) Classroom (A Case Study at MAN 2 Pandeglang). The paper of English Education Department at Faculty of Education and Teachers Training of State Islamic University Sultan Maulana Hasanudin Banten, 2018/2019.

To speak in foreign languages students certainly will experience various obstacles. One of the barriers is from psychological aspect, which is anxiety. This study is intended to know the level of students' anxiety and identify possible factors to contribute the anxiety in an EFL classroom. The writer took a class of second grade students of Senior High School of MAN 2 Pandeglang in academic year 2018/2019. This research used a descriptive qualitative method with case study approach. The writer used two kinds of instruments to collect the data. The first instrument is Foreign Language Classroom Anxiety Scale questionnaire, developed by Horwitz et al. (1986). It consists of 33 items with 5 point Likert-Scale. The second instrument is the semi-structured interview. The result of this research showed that most of the students are at "Mildly Anxious" level without "Very Anxious" student. There are 10 (29%) students who experience "Anxious" level, 20 (59%) students are in "Mildly Anxious" level, 2 (6%) students have "Relaxed" level, and 2 (6%) student from 34 students is in "Very Relaxed" level. The results of this research show that from psychological aspect more than a half of students (59%) are in the level of moderate anxiety, 10 students (29%) are in the level of severe anxiety, and 4 students (12%) are in the level of mild anxiety. This research also showed that speaking in front of the class, being laughed at by others, incomprehensible input, students' beliefs about language learning, teacher personality, and lack of preparation were the six factors that may contribute to the students' anxiety in learning English from ten anxious students were selected as the participants.

**Keywords:** English, Levels of Anxiety, Student's Anxiety

## THE ADVISOR'S APPROVAL

This is to certify that the undergraduate research paper of  
Farhan Muhammad  
"An Analysis of Students' Speaking Anxiety in an English as Foreign Language  
(EFL) Classroom (A Case Study at MAN 2 Pandeglang)"

Has been approved by the research paper advisors for further approval by the board  
of Examiners,

Serang, April 11<sup>th</sup> 2019

Advisor I,

Advisor II,

**Dr. Yuyu Heryatun, M.Pd.**  
NIP. 19730107 200801 2 005

**Hj. Eulis Rahmawati, M.Pd.**  
NIP. 19790713 200312 2 002

Acknowledged by:  
The Head of English Department,

**Dr. H. Abdul Muin, S.Ag., M.M.**  
NIP. 19710923 199903 1 003

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN AN ENGLISH  
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By:

Farhan Muhammad  
SRN 152301914

Under the Supervision of:

Advisor I,

Advisor II,

**Dr. Yayu Heryatun, M.Pd.**  
NIP. 19730107 200801 2 005

**Hj. Eulis Rahmawati, M.Pd.**  
NIP. 19790713 200312 2 002

Acknowledged by:

The Dean of Education and  
Teacher Trainings Faculty,

The Head of English Department,

**Dr. H. Subhan, M.Ed.**  
NIP. 19680910 200003 1 001

**Dr. H. Abdul Muin, S.Ag., M.M.**  
NIP. 19710923 199903 1 003

**THE BOARD OF EXAMINERS' APPROVAL**

This is to certify that the undergraduate research paper of Farhan Muhammad has been approved by the board of Examiners as a partial fulfillment of the requirement for the degree of Sarjana in English Education.

Serang, May 2<sup>nd</sup>, 2019

The Board of Examiners:

Prof. Dr. H. Ilzamudin, M.A. NIP. 19610829 199003 1 002	Chairperson	_____
Tri Ilma Septiana, M.Pd. NIDN. 0430098703	Secretary	_____
Moh. Nur Arifin, S.Ag., M.Pd. NIP. 19710221 200212 1 002	Examiner I	_____
Dr. H. Abdul Muin, S.Ag., M.M. NIP. 19710923 199903 1 003	Examiner II	_____
Dr. Yuyu Heryatun, M.Pd. NIP. 19730107 200801 2 005	Adviser I	_____
Hj. Eulis Rahmawati, M.Pd. NIP. 19790713 200312 2 002	Adviser II	_____



## DEDICATION

*This research paper dedicated to:*

*The writer's beloved parents,*

***H. Chaeril Chandra***

*And*

***Hj. Hasnah***

*Thanks for Everything*

## **A BRIEF BIOGRAPHY**

The writer, Farhan Muhammad, was born in Serang, Banten, on 17<sup>th</sup> of February 1997. He is the last child, out of three of H. Chaeril Chandra and Hj. Hasnah, S.Pd. He Finished his elementary elementary education at SDN Serang 2 in 2009, whereas his junior and senior high education were respectively finished at Islamic Modern Boarding School Daar El Falaah, Pandeglang, Banten in 2012 and 2015. He continued his study to English Education Department, Faculty of Education and Teacher Training, State Islamic University Sultan Maulana Hasanuddin Banten.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

To be able to communicate with people around the world, English speaking skill is considered to be an important skill. Students should have a good command of communication skills in English so as to prepare their future careers and lives. In reality, even though English has been taught for at least six years in school levels in Indonesia, which in Junior High School and Senior High School level and also in many elementary schools as local content subject, the students still have some difficulties in learning English whether it is the productive or receptive skill, especially speaking. The fact that many of school graduates cannot communicate in English has become national problem in Indonesia.<sup>1</sup>

This could happen because of the lack of speaking exposure.<sup>2</sup> English in Indonesia is considered to be a foreign language. Most of time, students could only develop their speaking ability in an EFL classroom, but they usually don't use this chance to enhance their speaking ability. It happens because of many factors, one of the reason is the students are not comfortable to speak in front of

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<sup>1</sup> A. Chaedar Alwasilah, *Perspektif Pendidikan Bahasa Inggris di Indonesia dalam Konteks Persaingan Global*, (Bandung: CV Andira, 2000), 62.

<sup>2</sup> Pettela Ramesh, "Teaching English as A Second Language: Factors Affecting Learning Speaking Skills", *International Journal of Engineering Research & Technology (IJERT)*, Vol. I, No.7, (September, 2012), 3.

classmates. A number of previous study have reported language anxiety among Second Language learners. (Al-Saraj, 2011; Heryatun, Y. & Tarihoran, N. 2016; Horwitz, E. K, Horwitz, M.B., & Cope, J.A. 1986; Krashen, 1988) Relating to previous study, found out that students don't feel comfortable to speak in front of the others. This research finding is almost the same as other research that show students are influenced by the other students when they have to speak in front of the class.

The reluctance of many students to speak in class has become a major factor that could influence their ability in language learning. In an EFL classroom, students tend to be silent if they are asked by their teacher. Many times they keep silence even if they understand the questions and could actually answer the questions from their teacher.<sup>3</sup>

This phenomenon happens because of many factors and anxiety is one of the most influencing factors.<sup>4</sup> As suggested by Horwitz et al. teachers and students feel strongly that anxiety is the main factor of obstacle to speak another language.<sup>5</sup> They also noted that counselors in LSC, (Learning Skills Center) in United States of America found that anxiety centers on two basic tasks; speaking and listening, especially the speaking one.

Speaking is an anxious triggering activity that makes students anxious when

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<sup>3</sup> Jonathan Snell, "Improving Teacher-Students Interaction in the EFL Classroom: An Action Research Report", *The Internet TESL Journal*, Vol. V, No.4, (April, 1999), 2.

<sup>4</sup> Taghreed Al-Saraj, "Foreign Language Anxiety: What is it?", *University of London*, (2011), 4.

<sup>5</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. LXX, No.2, (1986), 125.



they are in classroom, many learners are highly anxious because of participating in speaking activities.<sup>6</sup> In fact, it is often suggested that speaking is the most anxiety-provoking language skill in foreign language learning situation.<sup>7</sup> They even become more anxious when given questions or asked to perform in front of the class. This finding has some similarities with Horwitz, et al.<sup>8</sup> findings that showed EFL students are afraid to speak in foreign language because they are afraid to make mistakes and thought as less competent by the others.

These kinds of problems could cause a lot of disadvantages to EFL students. They will lose their opportunities in using English in classroom context to enhance their speaking ability. That way, anxiety could be a block of students' mastery in English. They also might develop other kinds of negative behaviors such as becoming passive learners in the class, sitting in the back row and even skipping EFL classes.

There are some previous researches on anxiety and its effects to speaking ability. The results show that anxiety plays an important role in students' speaking ability. It shows that the higher students' anxiety in EFL, the more they tend to gain low speaking proficiency. Many of the previous researches on speaking anxiety focused on high school level, therefore, this research will

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<sup>6</sup> Areti Keramida, "Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations", *International Education Studies Journal*, Vol. II, No.4, (November 2009), 40.

<sup>7</sup> Gonca Subaşı, "What are The Main Sources of Turkish EFL Students' Anxiety in Oral Practice?", *Turkish Online Journal of Qualitative Inquiry*, Vol. I, No. 2, (October 2010), 32.

<sup>8</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. VII, No.2, (1986), 130.

investigate foreign language learner anxiety of senior high school students in Indonesia and their strategies to overcome it.

Meanwhile, during his teaching practice in a senior high school, MAN 2 Pandeglang, the writer found signs of anxiety among the students. Many of students got jittery, created avoidance and reduced participation in the classroom. They were afraid and shy to practice with the target language, in this case the target language is English, because they were worried about making mistake. One of students thought if he made mistake, the teacher would get angry and his peers would ridicule him. So he preferred to be quiet and sit passively. While some of students also believed that English was a difficult subject. Such beliefs can affect their self-esteem and lead them to feel worry in classroom. In the end, when they were asked to practice, they started to stutter. Moreover, some of students were unable to produce the sound or intonation even after a number of repetitions because they were not sure if they can practice their English. It was quite hard for the writer to do proper learning activities with them.

In other words, anxiety can hinder the students from attaining the objectives of their English learning. Therefore, the writer is eager to investigate what is the level of anxiety experienced in English speaking classroom and the potential sources, factors or situations that make them feel anxious or uneasy when they speak English in English classroom.

## **B. Research Questions**

Several issues regarding language speaking anxiety have been identified in the background of study. The questions proposed for the study are as follows:

1. What are the levels of anxiety experienced by the students in an EFL classroom?
2. What anxiety factors are contribute to students' speaking anxiety?

## **C. Object of the Study**

1. To identify the level of anxiety experienced by students in an EFL classroom.
2. To identify the factors or situations that make them feel anxious when they speak English in an EFL classroom.

## **D. Significance of the Study**

This study is expected to give more contribution in students' ability in speaking area. The information could help educators or teachers to understand more the different levels of anxiety experienced by students when they speak using English. They also can get more information about factors that trigger students' anxiety when they speak in English and try to find strategy to help them in reducing students' anxiety and creating more relax atmosphere in class. This study is also expected to help students to find out ways or strategies to overcome their anxiety problem when speaking using English in public. Through this study, it is hoped that educators could also understand how anxiety affect in students' English learning.

## **E. Writing Organization**

The research paper will be organized as follows:

### **1. Introduction**

This chapter comprises the background of the study, research questions, object of the study, significance of the study, and writing organization

### **2. Literatur Review**

This chapter consists of related theories as the basis of investigating the research problems. Those are the conceptualization of anxiety, anxiety and english language learning, impact of foreign language anxiety, and possible factors contributing to foreign language anxiety.

### **3. Research Methodology**

This chapter discusses the methodology used in conducting the research. It clarifies how the research was conducted. It covers research design, research site, respondents, data collection procedure and data analysis.

### **4. Findings and Discussion**

This chapter consists of the results of the research and discussion. It shows the findings on the data collection and analyze as well as the discussion related to the theoretical framework.

### **5. Cocnclusion and Suggestion**

This chapter consists of the research conclusion and suggestion on the topic of research based on the research findings to other research who wish to conduct the research.

## CHAPTER II

### LITERATUR REVIEW

#### A. Definition of Speaking

The first definition proposed by Nunan, he states that speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning.<sup>9</sup> We have to be able to make our speaking can be understood by others clearly. As stated by Thornbury in Zyoud that speaking is an interactive and requires the ability to cooperate in the management of speaking turn.<sup>10</sup> The frequency of using the language will determine the success in speaking skill. In other word, without practicing, it will be difficult to speak English fluently.

While Brown cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.<sup>11</sup>

Furthermore, Richards and Renandya states that effective oral

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<sup>9</sup> David Nunan, *Practical English Language Teaching. First Edition*, (New York: Mc Grawhill, 2003), 48.

<sup>10</sup> Munther Zyoud, "Theoretical Perspective on How to Develop Speaking Skill Among University Students", *An Intenational Multidisciplinary Journal*, Vol. II, No. 1, (February-March, 2016), 3.

<sup>11</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco State University: Pearson, 2001), 267.

communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation. Moreover, nonlinguistic elements such as gesture, body language and expressions are needed in conveying messages directly without any accompanying speech.<sup>12</sup>

From some definitions above, the writer concluded that speaking is a systematic process of constructing meanings, ideas and thoughts to other people based on the context orally and effectively.

## **B. Kinds of Speaking Activities**

To increase students' speaking motivation, teachers should engage their student into various speaking activities. Teacher has to set up kind of enjoyable speaking activities, so the student can fully participate on it. Harmer (2001:88) said that speaking activities can give the student enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.<sup>13</sup>

According to Nunan, there are several speaking activities that lead students to speaking mastery. These activities are designed to increase students' fluency in speaking English.<sup>14</sup>

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<sup>12</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), 204.

<sup>13</sup> Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English Language Teaching)*, (England: Longman, 2001), 88.

<sup>14</sup> David Nunan, *Practical English Language Teaching. First Edition*, (New York: Mc Grawhill, 2003), 56.

## **1. Information Gap**

Information is a useful activity which one person has information that the other lacks. They must use the target language to share that information. Harmer (2001:88) states that information gap is one type of speaking activity where two speakers have different parts of information making up a whole. Because they have different information, there is a gap between them.

## **2. Role-plays**

This activity is kind of speaking activity that relatively safe environment of the classroom. In a role-play, students are given particular roles in the target language. Teacher can prepare the students to play a role as a policeman, doctor, tourist, etc. The student will be practice the target language effectively before they have to do the conversation in the real life.

## **3. Simulation**

Simulation is more complicated than role-plays. Because in a simulation requires the props to make somewhat realistic environment to support students' language practice. For example, if the students have to practice transactional speaking with the cashier in the bookstore, the teacher might provide some stuff such as: book, pen, rules, even using money for their purchases. So the situations are created by the teacher as if it is real.

#### 4. Contact Assignment

The purpose of this activity is to get the students talk to people using the target language by sending them out of the classroom. The teacher sends the students to find information as many as they can. The students are provided with a worksheet and they can fulfill the information by asking the questions. Afterwards, the students compile the result of the survey and report what they have learned.

#### C. The Nature of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.

There are several definitions of anxiety which are found by the writer. Relating to Carlson and Buskist, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach.”<sup>15</sup> Furthermore, anxiety arises as a response to a particular situation. Passer and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat.<sup>16</sup> It means that people are naturally feels anxious when they are threatened. While relating to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a

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<sup>15</sup> Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior*, (Needham Heights: Viacom Company, 1997), 570.

<sup>16</sup> Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), 546.



situation with an uncertain outcome.<sup>17</sup>

Although anxiety and fear sounds similar, both are actually different. Halgin and Whitbourne describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen.<sup>18</sup>

Furthermore, Relating to Barlow, as cited in Passer and Smith, Anxiety responses consist of emotional component, feeling of tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations.<sup>19</sup>

From the definitions explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

#### **D. Types of Anxiety**

Several kinds of anxiety have been described. Two of the most well-known is *state anxiety* and *trait anxiety*. Anxiety that arises when confronted with specific situations is called *state anxiety*. Most people experienced *state anxiety* which also known as a normal anxiety. Relating to Ormrod, “state anxiety is

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<sup>17</sup> Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson, 2011), 401.

<sup>18</sup> Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*, (New York: McGraw-Hill, 2007), 148.

<sup>19</sup> Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), 546.

temporary feeling of anxiety elicited by a threatening situation.”<sup>20</sup> It is nervousness or tension at a particular moment in response to some outside stimulus. This type of anxiety arises in a particular situation or in a stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is called trait anxiety. Relating to Ormrod, “trait anxiety is pattern of responding with anxiety even in nonthreatening situations.”<sup>21</sup> Such anxiety is a part of a person’s character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed to.

Based on the intensity, duration and situations, anxiety can be divided into two types: State anxiety; feeling of apprehension and nervousness as reaction to particular situation, and trait anxiety; more intense anxiety that depends on ones individual regardless of the situation.

### **E. Levels of Anxiety**

There are three levels of speaking anxiety. They are high anxiety, moderate anxiety, and low anxiety. High anxiety is indicated if the scores are above 131 points. Moderate anxiety is indicated if the scores between 98-131. The last,

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<sup>20</sup> Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson, 2011), 401.

<sup>21</sup> Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson, 2011), 401.

low anxiety is indicated if the scores below 98. The other measurement test of anxiety is Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Horwitz, Horwitz and Cope (1986). It consists of thirty three items. Those thirty three items ask the participants to respond some situations reflecting three components. They are communication apprehension, test anxiety, and fear of negative evaluation. FLCAS is now widely used by researchers in order to explore learners' foreign language anxiety.

From psychological aspect, anxiety is differentiated into three levels, they are mild anxiety, moderate anxiety, and severe anxiety.

### **1. Mild Anxiety**

Mild anxiety is a feeling that something is different and people with mild anxiety requires special attention. Mild anxiety is associated with the tension of everyday life events. The characteristics of people with mild anxiety are unable to sit still, a little impatient, tend to be alone, wrinkled face, lips tremble, pulse and blood pressure increased, etc.

### **2. Moderate Anxiety**

Moderate anxiety is disturbing feeling caused by something different which makes people with moderate anxiety become nervous or agitated. The characteristics of people with moderate anxiety are the feelings of being uncomfortable, sensitive, unconsciousness, sound changes, sweating, headaches, back pain, etc.

### 3. Severe Anxiety

This is the highest level of anxiety. Severe anxiety is the feeling caused by the believes that something is different which makes them feel that they are being threaten by their surroundings. This usually comes from the response of fear and distress. The characteristics of people with severe anxiety can be seen from their behavior or feeling that always wants to be free, very anxious, agitated, confused, poor eye contact, withdrawal, denial, the need for increased space, shaking, etc.

#### F. Foreign Language Anxiety

There is a certain term for anxiety that linked to language performance. The term Language Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use. Relating to Brown, foreign language anxiety is “a feeling of intimidation and inadequacy over the prospect of learning a foreign language.”<sup>22</sup> In addition, relating to Gardner and MacIntyre, as cited in Oxford, “It is fear or apprehension occurring when a learner is expected to perform in the target language.”<sup>23</sup> Furthermore, Horwitz, and Cope, proposed conceptual foundations of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension,

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<sup>22</sup> H. Douglas Brown, *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, Inc., 1991), 80.

<sup>23</sup> Rebecca L. Oxford, *Anxiety and the Language Learner: New Insights*, in Jane Arnold (Ed.), *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), 60.

test anxiety, and fear of negative evaluation.<sup>24</sup>

Communication Apprehension is a type of shyness characterized by fear of or anxiety about communication with people.

Relating to McCroskey J.C., as cited in Jason S. Wrench, communication apprehension is “an individual’s fear or anxiety associated with either real or anticipated communication with another person or persons.”<sup>25</sup> Communication apprehension plays large role in foreign language anxiety since interpersonal interactions are the major emphasis in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may derive students into a communication apprehension. Communication apprehension exist because students think that they will have difficulty understanding others in listening and making oneself understood in speaking.

Since performance evaluation is frequent in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety. Based on Sarason, as cited in Oxford, test anxiety is “the tendency to become alarmed about the consequences of inadequate performance on a test or other

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<sup>24</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, “Foreign Language Classroom Anxiety”, *The Modern Language Journal*, Vol. LXX, No.2, (1986), 127.

<sup>25</sup> Jason S. Wrench, “What Is Communication Apprehension?”, 2014, [www.2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s06-01-what-is-communication-apprehen.html](http://www.2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s06-01-what-is-communication-apprehen.html).

evaluation”.<sup>26</sup> It means this kind of anxiety occurs in an evaluation situation. Students with test anxiety might have unpleasant experience on their previous tests which makes them fear of failing the upcoming test. These students may also have false belief about foreign language learning. They put unrealistic demand that they should feel that anything than a perfect test is a failure.

Another anxiety related to foreign language learning is fear of negative evaluation. Watson and Friend, as cited in Horwitz, defined fear of negative evaluation as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively.”<sup>27</sup> In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only fluent speaker in the class and their peers.

However, Horwitz, Horwitz, and Cope also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that, “foreign language anxiety as a distinct complex of self- perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.”<sup>28</sup>

Based on description above, it could be said that foreign language anxiety

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<sup>26</sup> Rebecca L. Oxford, *Anxiety and the Language Learner: New Insights, in Jane Arnold (Ed.), Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), 64.

<sup>27</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, “Foreign Language Classroom Anxiety”, *The Modern Language Journal*, Vol. LXX, No.2, (1986), 128.

<sup>28</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, “Foreign Language Classroom Anxiety”, *The Modern Language Journal*, Vol. LXX, No.2, (1986), 128.

is a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

### **G. Impact of Foreign Language Anxiety**

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students' learning effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process.

Anxiety has long been recognized by educators as a potential problem in foreign language classroom. Anxious student will have difficulty in their language learning since anxiety affects cognition processing. Relating to Ormrod, anxiety can interfere with several aspects 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 skill that have previously been learned.<sup>29</sup> In other words, foreign language anxiety belongs to debilitating anxiety because it can hinder language learning.

Similar with Ormrod, MacIntyre as cited in Young, also believed that anxiety can affect students' cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety on learning from instruction which

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<sup>29</sup> Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson, 2011), 402.

consist of three stages: input, processing, and output.<sup>30</sup> Further, anxiety can affect students' cognitive performance at any or all of the three stages. It means if anxiety disrupts the cognitive work at one stage, then information is not passed along to the next stage.

At the input stage, foreign language anxiety acts like a filter that preventing some information from getting into the cognitive processing. This is similar to Krashen's well-known concept of the "affective filter". Krashen state that anxiety can raise affective filter and form of a 'mental block that prevents a comprehensible input from being used for language acquisition.<sup>31</sup> For example, anxious student may not be able to gather information of the language rules and vocabulary because anxiety interfere their ability to process information.

During the processing stage, anxiety acts as a distraction. It distracts student in processing information effectively. When they are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson.

While at the output stage, anxiety can influence the quality of students' foreign language performance. Students with anxiety in this stage may not be able to demonstrate what they have learned.

Moreover, Oxford described that "anxiety harms learner's through worry

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<sup>30</sup> MacIntyre and Peter D., *Language Anxiety: A Review of the Research for Language Teachers*, in Dolly Jesusita Young (ed.), *Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low-Anxiety Classroom Atmosphere*, (Boston: McGraw-Hill, 1999), 35.

<sup>31</sup> Ricardo Schutz, "Stephen Krashen's Theory of Second Language Acquisition", 2013, <http://www.sk.com.br/sk-krash.html>



and self-doubt and also by reducing participation and creating overt-avoidance of the language.” He also mentioned certain aspects that have negative correlation of anxiety such as: grades in language courses, proficiency test performance, performance in speaking and writing tasks, self-confidence and self-esteem in language learning.<sup>32</sup>

Based on the description above, it could be said that the existence of foreign language anxiety can affect the fluency of learner’s speech and learning in general.

## **H. Possible Factors Contributing to Foreign Language Anxiety**

Anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teachers instructions and tasks. For example, speaking activities, it appears frequently as one of the anxiety provoking factor. Horwitz, Horwitz, and Cope found that speaking in the foreign language as the most anxiety-producing experience.<sup>33</sup> While Koch and Terrell as cited in Oxford, also found oral skits and oral presentation in the front of the class as the most anxiety producing activities. They also noted that being called on to respond orally can produce anxiety.<sup>34</sup> Speaking activities are prone to anxiety. In speaking students are tried to communicate in their limited capabilities. They also fear of being negatively evaluated by the teacher and

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<sup>32</sup> Rebecca L. Oxford, *Anxiety and the Language Learner: New Insights, in Jane Arnold (Ed.), Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), 60.

<sup>33</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, “Foreign Language Classroom Anxiety”, *The Modern Language Journal*, Vol. LXX, No.2, (1986), 129.

<sup>34</sup> Rebecca L. Oxford, *Anxiety and the Language Learner: New Insights, in Jane Arnold (Ed.), Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), 65.

peers which exposed their inadequacies. Moreover, in some cases students often laughed at their peers who make a mistake. It absolutely makes students fear of making mistake. They fear of making fool of themselves in public so they prefer to be quiet rather than speak to practice their English.

Price found that fear of being laughed at by other is one of the greatest sources of anxiety.<sup>35</sup>

In addition, inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. Relating to Worde, the inability to understand what is being said in the classroom often lead to communication apprehension.<sup>36</sup> Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. Oxford also noted that "harsh correction, ridicule and the uncomfortable handling of mistake in front of a class are among the most important instructor-learner interaction issues related to language anxiety."<sup>37</sup> Students' might also feel anxious because of the excessive material demand. They find that foreign language class stressful when they don't have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover, the level of difficulty of foreign language class and the poor of result of students may elicit anxiety when

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<sup>35</sup> Mary Lou Price, *The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students*, in Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc., 1991), 105.

<sup>36</sup> Renee Von Worde, "Students' Perspectives on Foreign Language Anxiety", *Inquiry*, Vol. VIII, No.1, (2003), 5.

<sup>37</sup> Rebecca L. Oxford, *Anxiety and the Language Learner: New Insights*, in Jane Arnold (Ed.), *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), 66.

compared to other classes. So, they may find that the foreign language class is more demanding and more difficult than other class.

Besides the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly.

While others think that English is a difficult subject. Such beliefs can lead to language anxiety. Horwitz et al. noted that “certain beliefs about language learning also contribute to the students’ tension and frustration in the classroom.”<sup>38</sup> This also indicates that low self-esteem can generate anxiety. Price noted that anxious students believed their language skill were weaker than any other students.<sup>39</sup> Mostly it comes from their learning experience. A stressful learning experience will condition the students to believe that the language learning is difficult. This belief is quite enough to generate negative thinking to the present language learning. Eventually, this usually lead the students to avoid every single thing about the language learning includes preparation for classroom activities or a test. According to Marwan, lack of preparation was the major contributor of students’ anxiety.<sup>40</sup> Lack of preparation will absolutely

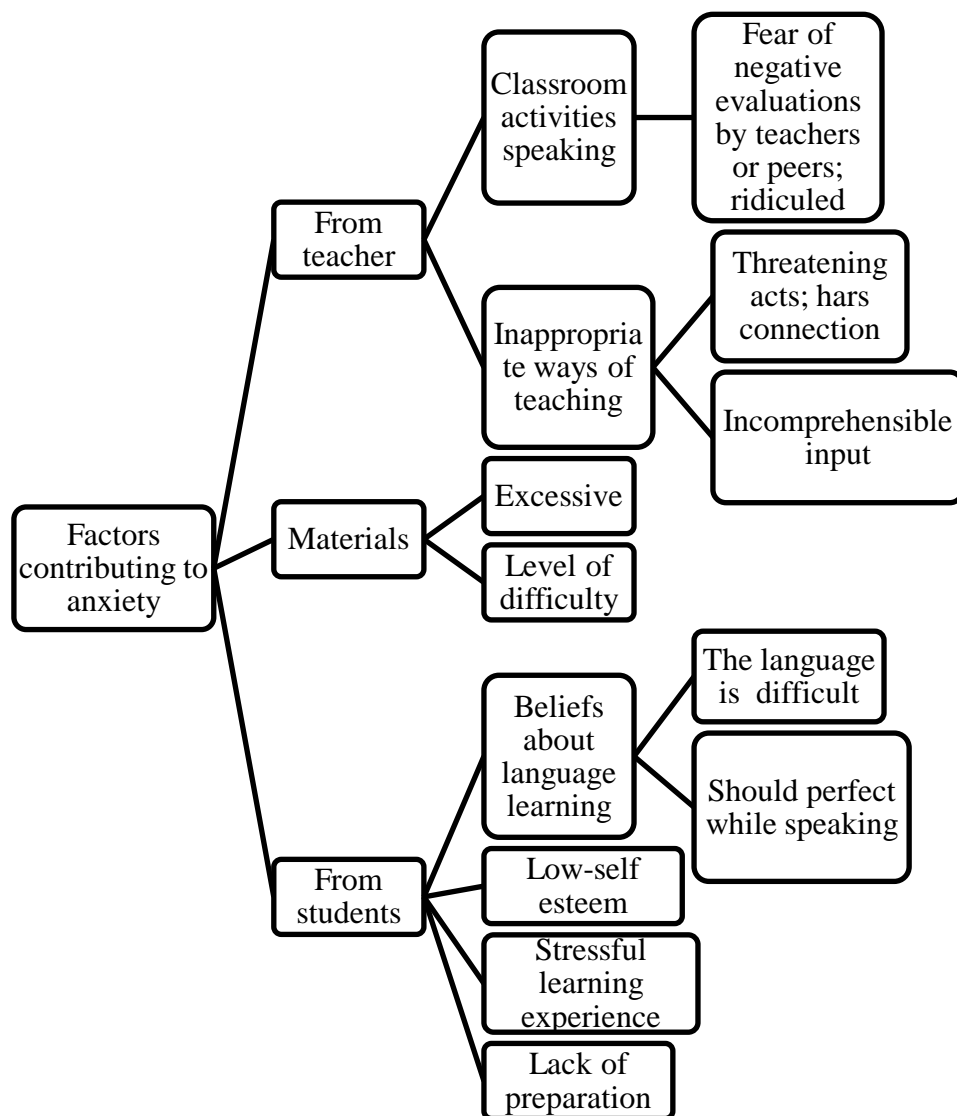
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<sup>38</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, “Foreign Language Classroom Anxiety”, *The Modern Language Journal*, Vol. LXX, No.2, (1986), 127.

<sup>39</sup> Mary Lou Price, *The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students*, in Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc., 1991), 106.

make students feel anxious. They fear if they cannot perform well.

Here is the illustration of possible factors contributing to anxiety adapted from Worde.<sup>41</sup>



**Figure : Possible anxiety factors adapted from Worde**

<sup>40</sup> Ardi Marwan, "Investigating Students' Foreign Language Anxiety", *Malaysian Journal of ELT Research*, Vol. III, (2007), 48.

<sup>41</sup> Renee Von Worde, "Students' Perspectives on Foreign Language Anxiety", *Inquiry*, Vol. VIII, No.1, (2003), 5.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This current research uses a qualitative descriptive method to obtain the data needed. Qualitative descriptive research generates a descriptive summary of events in everyday terms as they are experienced by people and is an appropriate research design when a straight forward description of a phenomenon is desired. The description of students' anxiety was explored using this method. Like any other qualitative research design, the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.<sup>42</sup>

Therefore, this research uses a descriptive method to reveal the phenomenon of speaking anxiety in senior high school students.

#### B. Research Site

The research site was conducted by the students from a senior high school, MAN 2 Pandeglang. This school was chosen for reasons such as the writer had ever conducted a teaching practicum in that school. Besides, for many reasons it was found that many of students were very anxious to speak English. This condition pushed the writer to conduct a research.

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<sup>42</sup> Vickie A. Lambert and Clinton E. Lambert, "Qualitative Descriptive Research: An Acceptable Design", *Pacific Rim International Journal of Nursing Research*, Vol. XVI, No. 4, 255.

### **C. Respondents**

Thirty two second grade students were chosen as the respondents of this research. The second graders is chosen as respondents in consideration that they have learnt English for several years and are capable to represent their opinion related to the research questions. Afterward, ten students with various level of anxiety were chosen and then interviewed. The selections were proposed to capture the heterogeneity among the students population and also to have comparisons to explain difference between setting, events, and individuals.

### **D. Data Collection Procedure**

In collecting the data from the respondents, the research used two instruments which is FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire proposed by Horwitz et al.<sup>43</sup> and semi-structured interview of students' experience in learning English that was made to meet the needs of this research to find out the possible factors of their anxiety in an EFL classroom.

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

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<sup>43</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. LXX, No.2, (1986), 129.

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

## 1. Questionnaires

In order to measure the level of students' anxiety level, the questionnaire used is the adaptation and translation of FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al.<sup>44</sup> This open-ended questionnaire has been used and validated by many researchers before. FLCAS, in its function to measure the level of anxiety perceived by foreign language learners has been used by some researchers. It shows its high reliability and validity.

FLCAS consists of 33 questions with answers response options ranged from 1-5 of each item. The 5-point Likert's scale is ranged from "Strongly Agree" (SA), "Agree" (A), "Neither Agree nor Disagree" (NA), "Disagree" (D), and "Strongly Disagree" (SD). The questionnaire was adapted and translated to suit the respondents. Therefore, if the points are summed up by adding each answer point of each statement, the score of students' anxiety scale would range from 33 to 165. The higher the total score is, the more anxious the respondent is.

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<sup>44</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. LXX, No.2, (1986), 129.

FLCAS consists of three main types of language anxiety in its questions, those are:

- Communication apprehension: 1, 9, 14, 18, 24, 27, 29, 32
- Test anxiety: 2, 8, 10, 19, 21 and
- Fear of negative evaluation: 3, 7, 13, 15, 20, 23, 25, 31, 33

## 2. Interview

Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin, in-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide.<sup>45</sup>

During the initial process with the students, the writer explained the nature of the study and that all interviews would be conducted in Bahasa, students' first language, to elicit answers without limiting or inhibiting the students. Those who indicated a willingness to participate were scheduled for an interview.

Each interview spent for about ten minutes and was recorded with

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<sup>45</sup> Burhan Bungin, *Penelitian Kualitatif: Edisi Kedua*, (Jakarta: Kencana Prenada Media Group, 2007), 111.



participants' permission. The interview guide was adapted from Price<sup>46</sup> focusing on foreign language anxiety. The following questions were asked:

1. Please tell me something about how you have felt during English classes?
2. What bothers you the most about English classes?
3. Do you have any idea why you feel so anxious in your English classes?
4. How do you think people in your classroom will react if you make a mistake?
5. Do you think English is a difficult language to learn?
6. Have your teacher played a role in your feelings, either good or bad, about your English classes?
7. Do you have any ideas of how English classes might be less stressful?

## **E. Data Analysis**

In order to answer the research questions, data analysis is needed. It covers the anxiety level perceived by the students in speaking English, their sources of anxiety in speaking English as well as their strategies to overcome it.

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

FLCAS consists of two kinds of statement which are positive and negative. The positive statement scale ranged from 1- 5 with answer

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<sup>46</sup> Mary Lou Price, *The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students*, in Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc., 1991), 103.

“Strongly Agree” to “Strongly Disagree”. While, the negative statement was ranging from 5-1 with answer “Strongly Agree” to “Strongly Disagree”. They are 9 positive statements in the questionnaire which are number 2, 5, 8, 11, 14, 18, 22, 28, and 32. While, the negative statements are in number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33.

### 1. Arrange the Data

The positive statement was arranged together and the negative statements was arranged together to avoid students’ misunderstanding of the questionnaire. Therefore, the positive statements is number 1,2,3,4,5,6,7,8,9 and the negative statements is in number 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32 and 33.

### 2. Calculate the Data

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

### 3. Categorize the Data

The data was categorized into some levels of anxiety started from “Very Anxious”, “Anxious”, “Mildly Anxious”, “Relaxed” and “Very Relaxed” based on Oetting’s scale.

The Likert’s scoring scale table to measure students’ anxiety level

using FLCAS is shown below:

**Table 3.1**

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

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

As for the categorization of the anxiety level, the research used an adapted Oetting's scale which consist of 40 items with answers ranged from 1-5 and total score of 200. The following table is the score for each anxiety level perceived by students.

**Table 3.2**

**FLCAS Anxiety Scale Adapted from Oetting's Scale**

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

## 2. The Factors of Students' Speaking Anxiety

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion drawing.

### 1. Data Reduction

First, the mass of the data has to be organized and somehow meaningfully reduced or reconfigured. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data.<sup>47</sup>

In reducing the data, the writer chose which aspects of the data that appeared in the interview transcriptions and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research. Further, the writer put code on each meaningful unit based on the list of codes (table 3.3). Then, the writer examined all the relevant data sources for description and themes which will be used for the research findings.

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<sup>47</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook, Second Edition*, (Thousand Oaks: SAGE Publications, 1994), 10.

**Table 3.3****List of Codes Factors Contribute to Anxiety**

Factors Contribute to Anxiety	Codes
AF: Factors from teacher	AF-T
AF: Teachers' personality	AF-TP
AF: Speaking in front of the class	AF-TSP
AF: Incomprehensible Input	AF-TII
AF: Factors from students	AF-S
AF: Ridiculed by peers	AF-SR
AF: Beliefs about English	AF-SB
English is difficult	AF-SB/DF
Low self-esteem	AF-SB/LO
AF: Lack of preparation	AF-SLK

## 2. Data Display

Data display is the second phase in Miles and Huberman's model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing.

The writer displayed the data that have been reduced in order to facilitate for data interpretation. It displayed in a table with the basic categories such as factors contribute to language anxiety.

### 3. Conclusion Drawing

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

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter describes the result of data collections and data analysis to answer the research questions in chapter I. The researcher got the data from (1) FLCAS questionnaires that have been distributed to all respondents and (2) the interview of anxiety test from several respondents.

#### **A. Finding**

This research is done to identify what are the levels of anxiety experienced by the students' in an EFL classroom and what factors do students believe to contribute to their anxiety in learning English. This research used a qualitative descriptive method. This research involved 34 second grade students of MAN 2 Pandeglang. The data of this research was gained from questionnaire and interview.

#### **1. The Result of Questionnaire**

The researcher used a close questionnaire called Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire as the first instrument in this research. The questionnaire adopted from Horwitz, Horwitz, & Cope<sup>48</sup> which assessed the degree of learner's anxiety during English class. The FLCAS consists of 33-item questionnaire on how anxious foreign language

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<sup>48</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. LXX, No.2, (1986), 129.

learners feel in the classroom. The respondents of this research, those are all the second grade students of MAN 2 Pandeglang were answered the questionnaire completely. The table below shows the result of student's response toward FLCAS questionnaire.

**Table 4.1 The Result of Students Questionnaire's Answer**

Respondent	Questionnaire Number																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	N A	A	N A	A	A	N A	A	N A	A	A	N A	A	A	N A	A	A	N A
2	A	A	S D	S D	S A	D	A	S A	S D	A	N A	S D	S D	S A	S D	D	S D
3	A	S A	A	N A	A	A	S A	A	A	A	D	D	S A	N A	A	A	A
4	A	A	N A	N A	N A	D	A	N A	S A	A	A	N A	N A	N A	N A	A	N A
5	A	A	N A	A	N A	A	N A	N A	A	A	N A	N A	N A	N A	A	A	A
6	A	S A	A	A	D	N A	D	S A	S D	S A	D	D	N A	S A	A	D	N A
7	A	A	A	D	A	A	A	A	D	D	D	D	A	D	A	D	D
8	A	A	D	N A	D	D	D	A	S A	A	N A	A	D	A	N A	A	D
9	N A	A	N A	N A	N A	N A	N A	N A	A	N A	N A	A	N A	N A	A	N A	D
10	N A	D	S A	N A	S A	A	N A	A	D	N A	S A	N A	S A	N A	S A	N A	D
11	D	A	D	N A	A	D	S D	A	A	N A	D	A	S D	S A	N A	A	D
12	A	A	N A	N A	N A	D	A	N A	S A	A	A	N A	N A	N A	N A	A	N A
13	A	A	N A	A	N A	A	N A	N A	A	A	N A	A	N A	N A	A	D	D
14	A	D	N A	D	A	N A	A	D	N A	N A	N A	A	D	N A	A	D	N A
15	N A	N A	A	A	A	N A	S A	A	N A	N A	A	A	S A	A	N A	N A	D
16	A	A	D	D	A	N A	A	N A	D	N A	A	A	D	A	A	A	D
17	D	S A	N A	D	A	N A	A	D	N A	A	D	A	A	N A	S A	A	A



18	N A	A	N A	A	A	N A	A	N A	A	A	N A	A	A	N A	A	A	N A
19	A	S A	A	N A	A	A	S A	A	A	A	D	D	S A	N A	A	A	A
20	A	A	N A	N A	N A	D	A	N A	S A	A	A	N A	N A	N A	N A	A	N A
21	A	A	N A	A	N A	A	N A	N A	A	A	N A	N A	N A	N A	A	A	A
22	A	S A	A	A	D	N A	D	S A	S D	S A	D	D	N A	S A	A	D	N A
23	A	A	A	D	A	A	A	A	D	D	D	D	A	D	A	D	D
24	A	A	S D	S D	S A	D	A	S A	S D	A	N A	S D	S D	S A	S D	D	S D
25	N A	N A	A	A	A	N A	S A	A	N A	N A	A	A	S A	A	N A	N A	D
26	A	A	D	D	A	N A	A	N A	D	N A	A	A	D	A	A	A	D
27	D	S A	N A	D	A	N A	A	D	N A	A	D	A	A	N A	S A	A	A
28	A	A	D	N A	D	D	D	A	S A	A	N A	A	D	A	N A	A	D
29	N A	A	N A	N A	N A	N A	N A	N A	A	N A	N A	A	N A	N A	A	N A	D
30	N A	D	S A	N A	S A	A	N A	A	D	N A	S A	N A	S A	N A	S A	N A	D
31	D	A	D	N A	A	D	S D	A	A	N A	D	A	S D	S A	N A	A	D
32	A	A	N A	N A	N A	D	A	N A	S A	A	A	N A	N A	N A	N A	A	N A
33	A	A	N A	A	N A	A	N A	N A	A	A	N A	A	N A	N A	A	D	D
34	A	D	N A	D	A	N A	A	D	N A	N A	N A	A	D	N A	A	D	N A

Respondent	Questionnaire Number																
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
1	N A	N A	A	N A	A	A	A	A	A	A	N A	A	N A	N A	N A	N A	
2	S A	S D	S D	S D	S D	D	S A	S D	S D	S D	S A	S D	N A	S D	S A	S D	
3	A	N A	A	A	D	D	A	N A	A	S A	S A	N A	A	S A	D	S A	
4	N A	N A	N A	D	N A	N A	N A	N A	A	A	N A	D	D	D	N A	N A	
5	N A	A	A	N A	A	A	A	N A	N A	A	A	N A	N A	D	N A	A	

6	S A	N A	S A	D	S A	N A	A	A	N A	S A	D	D	S D	S A	D	N A
7	A	D	D	D	S A	A	A	D	D	D	A	D	D	D	D	D
8	A	D	N A	A	A	N A	N A	D	D	D	A	N A	N A	D	A	A
9	N A	N A	N A	N A	N A	A	N A	N A	A	N A	N A	A	N A	D	D	A
10	S A	A	A	S A	N A	A	A	S D	N A	N A	D	A	N A	A	D	A
11	A	D	D	D	A	N A	D	A	D	D	A	A	A	D	A	N A
12	N A	D	N A	D	N A	N A	N A	N A	A	A	N A	D	D	D	N A	N A
13	N A	A	A	N A	N A	A	A	A	N A	A	A	N A	N A	D	N A	A
14	A	A	A	N A	N A	A	D	N A	D	N A	D	N A	D	A	N A	N A
15	A	N A	N A	S A	A	S A	A	N A	A	A	S A	A	S A	N A	A	N A
16	N A	D	D	N A	A	N A	A	A	D	N A	S A	A	N A	D	A	D
17	N A	D	N A	S A	A	S A	A	N A	S A	A	D	A	N A	S A	N A	S A
18	N A	N A	A	N A	A	A	A	A	A	A	N A	A	N A	N A	N A	N A
19	A	N A	A	A	D	D	A	N A	A	S A	S A	N A	A	S A	D	S A
20	N A	N A	N A	D	N A	N A	N A	N A	A	A	N A	D	D	D	N A	N A
21	N A	A	A	N A	A	A	A	N A	N A	A	A	N A	N A	D	N A	A
22	S A	N A	S A	D	S A	N A	A	A	N A	S A	D	D	S D	S A	D	N A
23	A	D	D	D	S A	A	A	D	D	D	A	D	D	D	D	D
24	S A	S D	S D	S D	S D	D	S A	S D	S D	S D	S A	S D	N A	S D	S A	S D
25	A	N A	N A	S A	A	S A	A	N A	A	A	S A	A	S A	N A	A	N A
26	N A	D	D	N A	A	N A	A	A	D	N A	S A	A	N A	D	A	D
27	N A	D	N A	S A	A	S A	A	N A	S A	A	D	A	N A	S A	N A	S A
28	A	D	N A	A	A	N A	N A	D	D	D	A	N A	N A	D	A	A
29	N A	N A	N A	N A	N A	A	N A	N A	A	N A	N A	A	N A	D	D	A
30	S A	A	A	S A	N A	A	A	S D	N A	N A	D	A	N A	A	D	A

31	A	D	D	D	A	NA	D	A	D	D	A	A	A	D	A	NA
32	NA	D	NA	D	NA	NA	NA	NA	A	A	NA	D	D	D	NA	NA
33	NA	A	A	NA	NA	A	A	A	NA	A	A	NA	NA	D	NA	A
34	A	A	A	NA	NA	A	D	NA	D	NA	D	NA	D	A	NA	NA

Grey columns : Positive Statements                      NA : Neither Disagree

White columns : Negative Statements                      D : Disagree

SA : Strongly Agree    SD : Strongly Disagree

A : Agree

To make the readers easy to understanding student’s responses, the researcher summarize the result and divided into positive and negative responses as followed in the table below:

**Table 4.2 Summarizing of Students’ Response**

Respondent	Positive Statement					Negative Statement				
	SA	A	NA	D	SD	SA	A	NA	D	SD
1		3	6				15	9		
2	6	1	1		1	1	3	1	3	16
3	2	3	1	3		5	13	4	2	
4		2	7			1	6	12	5	
5	3	6					14	9	1	
6	5			4		4	6	7	5	2
7	1	5		3			8		16	
8		7	1	1		1	6	7	10	
9		1	7	1			7	15	2	
10	3	1	2	3		4	8	9	2	1
11	1	7		1			6	5	11	2
12		2	7			1	6	11	6	
13		2	7				14	7	3	

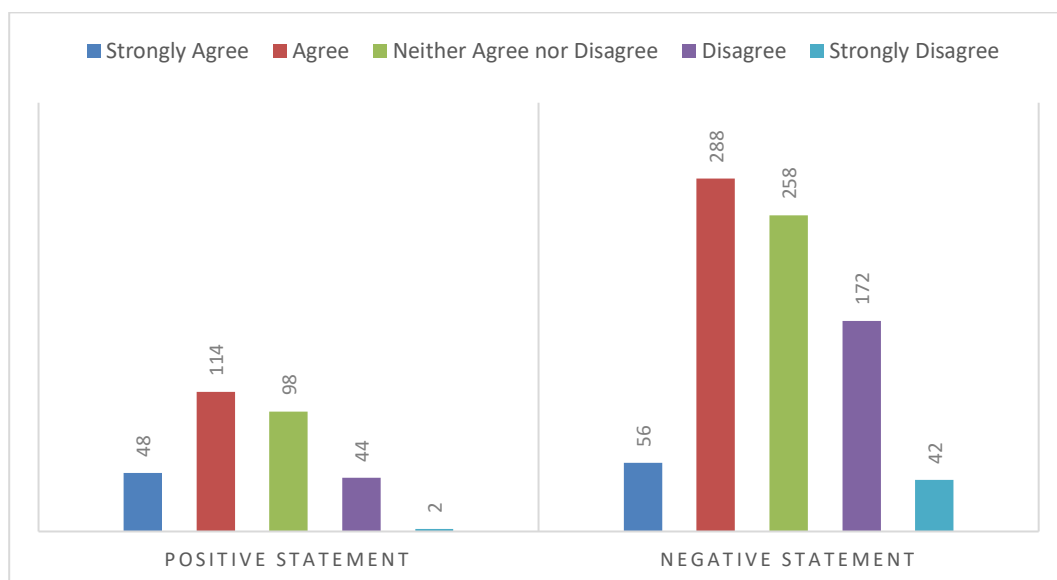
14		2	4	3				8	10	6		
15	1	7	1				5	7	11	1		
16	1	6	2					8	6	10		
17	1	2	3	3			6	9	6	3		
18		3	6					15	9			
19	2	3	1	3			5	13	4	2		
20		2	7				1	6	12	5		
21	3	6						14	9	1		
22	5			4			4	6	7	5	2	
23	1	5		3				8		16		
24	6	1	1		1		1	3	1	3	16	
25	1	7	1				5	7	11	1		
26	1	6	2					8	6	10		
27	1	2	3	3			6	9	6	3		
28		7	1	1			1	6	7	10		
29		1	7	1				7	15	2		
30	3	1	2	3			4	8	9	2	1	
31	1	7		1				6	5	11	2	
32		2	7				1	6	11	6		
33		2	7					14	7	3		
34		2	4	3				8	10	6		
<b>TOTAL</b>	<b>48</b>	<b>114</b>	<b>98</b>	<b>44</b>	<b>2</b>	<b>306</b>	<b>56</b>	<b>288</b>	<b>258</b>	<b>172</b>	<b>42</b>	<b>816</b>

**Positive statements are in number :** 2, 5, 8, 11, 14, 18, 22, 28, and 32

**Negative statements are in number :** 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19,

20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33.

**Chart 4.1 The Summary of Students' Response in FLCAS in Positive and Negative Statement**



Based on the table and the chart above, the researcher found out that: the positive statement has the highest score in “Agree” (114 responses) and the lowest score in “Strongly Disagree” (2 response). Then, the negative statement has the highest score in “Agree” (288 responses) and the lowest score in “Strongly Disagree” (42 responses).

Furthermore, the researcher will show another data about the percentage of student’s preference towards 33 items of FLCAS. This is to gain the most student’s responses for each statement in FLCAS questionnaire. It present in the following table.

Table 4.3 The Percentage of Students' Preference

No	Questionnaire	The Percentage of Students' Preference										Total
		SA	%	A	%	NA	%	D	%	SD	%	
1	I never feel quite sure of myself when I am speaking in my foreign language class.	-	-	22	64%	8	23%	4	11%	-	-	34
2	I don't worry about making mistakes in language class.	6	17%	22	64%	2	5%	4	11%	-	-	34
3	I tremble when I know that I'm going to be called on in language class.	2	5%	8	23%	16	47%	6	17%	2	5%	34
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	-	-	10	29%	14	41%	8	23%	2	5%	34
5	It wouldn't bother me at all to take more foreign language classes.	4	11%	16	47%	10	29%	4	11%	-	-	34
6	During language class, I find myself thinking about things that have nothing to do with the course.	-	-	10	29%	14	41%	10	29%	-	-	34
7	I keep thinking that the other students are better at languages than I am.	4	11%	16	47%	8	23%	4	11%	2	5%	34
8	I am usually at ease during tests in my language class.	4	11%	12	35%	14	41%	4	11%	-	-	34
9	I start to panic when I have to speak without preparation in language class.	6	17%	12	35%	6	17%	6	17%	4	11%	34

10	I worry about the consequences of failing my foreign language class.	2	5%	18	52%	12	35%	2	5%	-	-	34
11	I don't understand why some people get so upset over foreign language classes.	2	5%	8	23%	14	41%	10	29%	-	-	34
12	In language class, I can get so nervous I forget things I know.	-	-	18	52%	8	23%	6	17%	2	5%	34
13	It embarrasses me to volunteer answers in my language class.	6	17%	6	17%	12	35%	6	17%	4	11%	34
14	I would not be nervous speaking in the foreign language with native speakers.	6	17%	6	17%	20	58%	2	5%	-	-	34
15	I get upset when I don't understand what the teacher is correcting.	4	11%	18	52%	10	29%	-	-	2	5%	34
16	Even if I am well prepared for language class, I feel anxious about it.	-	-	18	52%	6	17%	10	29%	-	-	34
17	I often feel like not going to my language class.	-	-	6	17%	10	29%	16	47%	2	5%	34
18	I feel confident when I speak in foreign language class.	6	17%	12	35%	16	47%	-	-	-	-	34
19	I am afraid that my language teacher is ready to correct every mistake I	-	-	8	23%	12	35%	12	35%	2	5%	34

	make.											
20	I can feel my heart pounding when I'm going to be called on in language class.	2	5%	12	35%	12	35%	6	17%	2	5%	34
21	The more I study for a language test, the more confused I get.	6	17%	4	11%	12	35%	10	29%	2	5%	34
22	I don't feel pressure to prepare very well for language class.	4	11%	14	41%	12	35%	2	5%	2	5%	34
23	I always feel that other students speak the foreign language better than I do.	4	11%	14	41%	12	35%	4	11%	-	-	34
24	I feel very self-conscious about speaking the foreign language in front of other students.	2	5%	20	58%	8	23%	4	11%	-	-	34
25	Language class moves so quickly I worry about getting left behind.	-	-	10	29%	16	47%	4	11%	4	11%	34
26	I feel more tense and nervous in my language class than in my other classes.	2	5%	12	35%	8	23%	10	29%	2	5%	34
27	I get nervous and confused when I am speaking in my language class.	4	11%	14	41%	8	23%	6	17%	2	5%	34
28	When I'm on my way to language class, I feel very sure and relaxed.	8	23%	10	29%	8	23%	8	23%	-	-	34
29	I get nervous when I don't understand every word the language teacher says.	-	-	14	41%	10	29%	8	23%	2	5%	34





2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	58	Very Relaxed
	4	2	1	1	1	2	4	1	1	4	3	1	1	1	1	2	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	1	1	1	5	2	5	1	1	1	1	1	3	1	1	1			
3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Anxious
	4	1	4	3	2	4	5	2	4	4	4	2	5	3	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	4	4	4	2	4	3	4	5	1	3	4	5	4	5			
4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	Midly Anxious
	4	2	3	3	3	2	4	3	5	4	2	3	3	3	3	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	3	2	3	3	3	3	4	4	3	2	2	2	3	3			
5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	109	Anxious
	4	2	3	4	3	4	3	3	4	4	3	3	3	3	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	4	4	3	2	4	4	3	3	4	2	3	3	2	3	4			
6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	98	Midly Anxious
	4	1	4	4	4	3	2	1	1	5	4	2	3	1	4	2	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	3	5	2	1	3	4	4	3	5	4	2	1	5	4	3			
7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	87	Midly Anxious
	4	2	4	2	2	4	4	2	2	2	4	2	4	4	4	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	2	2	1	4	4	2	2	2	2	2	2	2	4	2			
8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	91	Midly Anxious
	4	2	2	3	4	2	2	2	5	4	3	4	2	2	3	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	3	4	2	3	3	2	2	2	2	3	3	2	2	4			
9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	104	Midly Anxious
	3	2	3	3	3	3	3	3	4	3	3	4	3	3	4	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	3	3	3	4	3	3	4	3	3	4	3	2	4	4			

10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	107	Midly Anxious
	3	4	5	3	1	4	3	2	2	3	1	3	5	3	5	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	4	4	5	3	4	4	1	3	3	4	4	3	4	4	4			
11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	82	Relaxed
	2	2	2	3	2	2	1	2	4	3	4	4	1	1	3	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	2	2	2	3	2	4	2	2	2	4	4	2	2	3			
12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	99	Midly Anxious
	4	2	3	3	3	2	4	3	5	4	2	3	3	3	3	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	3	2	3	3	3	3	4	4	3	2	2	2	3	3			
13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	108	Anxious
	4	2	3	4	3	4	3	3	4	4	3	4	3	3	4	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	4	4	3	3	4	4	4	3	4	2	3	3	2	3	4			
14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	102	Midly Anxious
	4	4	3	2	2	3	4	4	3	3	3	4	2	3	4	2	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	4	4	3	3	4	2	3	2	3	4	3	2	4	3	3			
15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	106	Midly Anxious
	3	3	4	4	2	3	5	2	3	3	2	4	5	2	3	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	3	5	2	5	4	3	4	4	1	4	5	3	2	3			
16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	89	Midly Anxious
	4	2	2	2	2	3	4	3	2	3	2	4	2	2	4	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	2	3	2	3	4	4	2	3	1	4	3	2	2	2			

17	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Anxious
	2	1	3	2	2	3	4	4	3	4	4	4	4	3	5	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	3	5	2	5	4	3	5	4	4	4	3	5	3	5			
18	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	111	Anxious
	3	2	3	4	2	3	4	3	4	4	3	4	4	3	4	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	4	3	2	4	4	4	4	4	3	4	3	3	3	3			
19	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Anxious
	4	1	4	3	2	4	5	2	4	4	4	2	5	3	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	4	4	4	2	4	3	4	5	1	3	4	5	4	5			
20	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	Midly Anxious
	4	2	3	3	3	2	4	3	5	4	2	3	3	3	3	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	3	2	3	3	3	3	4	4	3	2	2	2	3	3			
21	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	109	Anxious
	4	2	3	4	3	4	3	3	4	4	3	3	3	3	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	4	4	3	2	4	4	3	3	4	2	3	3	2	3	4			
22	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	98	Midly Anxious
	4	1	4	4	4	3	2	1	1	5	4	2	3	1	4	2	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	3	5	2	1	3	4	4	3	5	4	2	1	5	4	3			
23	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	87	Midly Anxious
	4	2	4	2	2	4	4	2	2	2	4	2	4	4	4	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	2	2	1	4	4	2	2	2	2	2	2	2	4	2			
24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	58	Very Relaxed
	4	2	1	1	1	2	4	1	1	4	3	1	1	1	1	2	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	1	1	1	5	2	5	1	1	1	1	1	3	1	1	1			

25	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	106	Midly Anxious
	3	3	4	4	2	3	5	2	3	3	2	4	5	2	3	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	3	5	2	5	4	3	4	4	1	4	5	3	2	3			
26	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	89	Midly Anxious
	4	2	2	2	2	3	4	3	2	3	2	4	2	2	4	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	2	3	2	3	4	4	2	3	1	4	3	2	2	2			
27	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Anxious
	2	1	3	2	2	3	4	4	3	4	4	4	4	3	5	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	3	5	2	5	4	3	5	4	4	4	3	5	3	5			
28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	91	Midly Anxious
	4	2	2	3	4	2	2	2	5	4	3	4	2	2	3	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	3	4	2	3	3	2	2	2	2	3	3	2	2	4			
29	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	104	Midly Anxious
	3	2	3	3	3	3	3	3	4	3	3	4	3	3	4	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	3	3	3	4	3	3	4	3	3	4	3	2	4	4			
30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	107	Midly Anxious
	3	4	5	3	1	4	3	2	2	3	1	3	5	3	5	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	4	4	5	3	4	4	1	3	3	4	4	3	4	4	4			
31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	82	Relaxed
	2	2	2	3	2	2	1	2	4	3	4	4	1	1	3	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	2	2	2	3	2	4	2	2	2	4	4	2	2	3			
32	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	99	Midly Anxious
	4	2	3	3	3	2	4	3	5	4	2	3	3	3	3	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	3	2	3	3	3	3	4	4	3	2	2	2	3	3			

																		108	Anxious
33	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
	4	2	3	4	3	4	3	3	4	4	3	4	3	3	4	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	4	4	3	3	4	4	4	4	3	4	2	3	3	2	3	4		
																		102	Midly Anxious
34	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
	4	4	3	2	2	3	4	4	3	3	3	4	2	3	4	2	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	4	4	3	3	4	2	3	2	3	4	3	2	4	3	3			

In the table 4.5 below shows the result of scoring and categorizing in student's anxiety level:

**Table 4.5 The Summary of Student's Scoring and Categorizing**

Range	Level	Result
124-165	Very Anxious	
108-123	Anxious	Anxious :10 Respondents ( <b>29%</b> )
87-107	Mildly Anxious	Midly Anxious : 20 Respondents ( <b>59%</b> )
66-86	Relaxed	Relaxed : 2 Respondents ( <b>6%</b> )
33-65	Very Relaxed	Very Relaxed : 2 Respondents ( <b>6%</b> )

### 3. The Result of Interview

The data were gathered through structured interview with the participants who considered to be anxious in English class. The table below is a data display compiled from the interview. It shows what factors that might contribute to the students' anxiety.

**Table 4.6 Factors Contribute to Anxiety**

Respondent	Participants Answers/Factors Contribute to Anxiety [AF]
1 <sup>st</sup> Respondent	Unclear explanation [AF-TII], asked to speak in front of the class [AF-TSP], explain mostly in English [AF-TII], ridiculed by peers [AF-SR], limited vocabulary [AF-SB/LO], studying less [AF-SLK], asked by the teacher [AF-TSP], unannounced test [AF-TP], threatening attitude [AF-TP],
2 <sup>nd</sup> Respondent	Asked by the teacher [AF-TSP], unclear explanation [AF-TII], ignored by the teacher [AF-TP], getting left behind [AF-TII], studying less [AF-SLK], do not understand what teacher said [AF-TII], the teacher mostly using English [AF-TII], ridiculed by peers [AF-SR], the way teacher acts and behave [AF-TP],
3 <sup>rd</sup> Respondent	Being called by the teacher [AF-TSP], asked by the teacher to speak in front of the class [AF-TSP], having turn to speak [AF-TSP], unclear explanation [AF-TII], ridiculed by peers [AF-SR],
4th Respondent	English is difficult [AF-SB/DF], do not understand what teacher said [AF-TII], explain too fast [AF-TII], speak in front of the class [AF-TSP], ridiculed by peers [AF-SR],
5th Respondent	Ridiculed by peers [AF-SR], asked to speak in front of the class [AF-TSP], limited vocabulary [AF-SB/LO], English is difficult [AF-SB/DF],
6th Respondent	Unclear explanation [AF-TII], asked to speak in front of the class [AF-TSP], ridiculed by peers [AF-SR], studying less [AF-SLK], English is difficult [AF-SB/DF], feel other students are better [AF-SB/LO], explain too fast [AF-TII],

7th Respondent	English is difficult [AF-SB/DF], speak in front of the class [AF-TSP], ridiculed by peers [AF-SR],
8th Respondent	Being called by the teacher [AF-TSP], asked to practice [AF-TSP], do not understand what teacher said [AF-TII], ridiculed by peers [AF-SR],
9th Respondent	English is difficult [AF-SB/DF], do not understand what teacher said [AF-TII], ridiculed by peers [AF-SR],
10th Respondent	Suddenly asked by the teacher [AF-TSP], unclear explanation [AF-TII], fear of being ridiculed by others [AF-SR], feel other students are better [AF-SB/LO], limited vocabulary [AF-SB/LO], English is difficult [AF-SB/DF], threatening attitude [AF-TP],

The full interview transcript can also be seen in Appendix 1. Based on the table 4.6, it shows that unclear explanation and speaking activities were the aspects that bothered the participants most about English class. They also spoke of their fear of making mistake and being ridiculed by peers. Further/then, when asked why feel so anxious, the participants responded that they feel anxious when do not understand what teacher said and do not prepare enough. Again, they also spoke fear of being ridicule by peers so they became anxious. Moreover, they thought that they feel anxious because only had limited vocabulary and grammar knowledge. They also felt that other students are better than them.

While asked how people react if someone make a mistake, they all responded that their peers will laughed. The writer also examined the participants' beliefs about English language. Most of the participants also admitted that English was difficult. They thought that they need to know



every word to understand what being said in English. They also thought that other students were better than them.

Further, the participants also asked how teacher influenced their feelings. They responded that the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and forced them to practice. Last, the participants suggested that the teacher should teach more slowly and comprehensible by using English moderately. They also wanted the teacher to encourage them and not forced them to practice. Moreover, they argued that a group learning and an extra time to absorb the lesson would be very helpful.

## **B. Discussion**

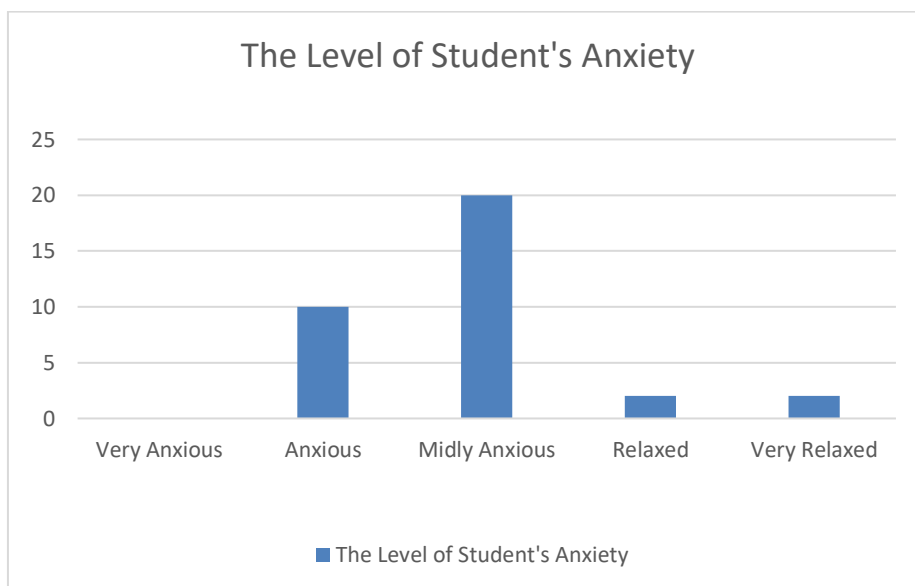
In this section, the writer was discussed the result of questionnaire and interview. The writer used qualitative approach in analyzing the results.

### **1. The Level of Students' Speaking Anxiety**

Based on 33 items of statement in FLCAS questionnaire, there were varieties of responses from the all respondents. The researcher found out that, there were 34 students who had different levels of anxiety in speaking skill. [1] There were 10 students (29%) who experience "Anxious" level, and the range score for "Anxious" level started from 108-123. [2] There were 20 students (59%) are in "Mildly Anxious" level, it means a half of the respondents are in range score 87-107. [3] There were 2 students (6%) that had "Relaxed" level, and the range score of this level is started from 66-86.

[4] Only 2 student (6%) from 34 students is in “Very Relaxed” level, which the range score started from 33-65. The researcher found that there were no respondents who are in “Very Anxious” level in this research.

**Chart 4.2 The Summary of Student’s Anxiety Level**



From the chart above, it can be seen that most of the students had level of anxiety in high and middle level (anxious and mildly anxious). It means that many students have problem in reducing anxiety. Only 4 students are in low level of anxiety (relaxed and very relaxed). These students had best level to face anxiety when they are performing English. Later on, the researcher also shows the higher and the lowest score in each level of anxiety in the following table.

**Table 4.7 The Summary of Student's Anxiety Level**

No	Level of Anxiety	The Highest Score	Respondent	The Lowest Score	Respondent
1	Anxious	116	3, 15, 17, 19, 25, 27	108	13, 33
2	Mildly Anxious	107	10, 30	87	7, 23
3	Relaxed	82	11, 31	-	-
4	Very Relaxed	58	2, 24	-	-

There are also three levels of speaking anxiety. They are high anxiety, moderate anxiety, and low anxiety. The other measurement test of anxiety is Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Horwitz, Horwitz and Cope.

From psychological aspect, anxiety is differentiated into three levels, they are mild anxiety, moderate anxiety, and severe anxiety.

From the total of 34 respondents, only 10 students (29%) experience the "Anxious" level and the most of the respondents are in the normal level of anxiety. This is the highest level of anxiety. Severe anxiety is the feeling caused by the believes that something is different which makes them feel that they are being threaten by their surroundings. This usually comes from the response of fear and distress. The characteristics of people with severe anxiety can be seen from their behavior or feeling that always wants to be free, very anxious, agitated, confused, poor eye contact, withdrawal, denial,

the need for increased space, shaking, etc.

Later on, more than a half of the students (59%) are in the level of mildly anxious. It can be a normal condition when many people are also feeling tense or nervous when they have to perform something in front of other people (especially the lecturer/ teacher). Moderate anxiety is disturbing feeling caused by something different which makes people with moderate anxiety become nervous or agitated. The characteristics of people with moderate anxiety are the feelings of being uncomfortable, sensitive, unconsciousness, sound changes, sweating, headaches, back pain, etc.

Meanwhile, there are 4 students (12%) which in the level of “Relaxed” and “Very Relaxed” and their score are in satisfactory and excellent category. It means, they have no problem with their anxiety level. They have low stress level in performing speaking, so that their English productions are good. Mild anxiety is a feeling that something is different and people with mild anxiety requires special attention. Mild anxiety is associated with the tension of everyday life events. The characteristics of people with mild anxiety are unable to sit still, a little impatient, tend to be alone, wrinkled face, lips tremble, pulse and blood pressure increased, etc.

## **2. The Factor Contribute to Anxiety**

The findings suggested several factors that possibly contribute to the students' anxiety in their English class. It also indicated that those factors were not only come from teacher but also the students. Based on the findings,

the factors that contribute to anxiety could be classified as follows:

## **1. Factors Contribute to Anxiety comes from Teacher**

### **a. Speaking in front of the Class**

Five of the participants (50%) responded that they were very concerned about having to speak in front of the class. They frequently answered that they started to worry when their teacher asked them to practice their speaking in front of the class. While the other said that they started to panic when have to speak English. Many also commented that they get anxious when suddenly teacher asked them a question. One student reported that just simply being called on can produce anxiety. This factor of anxiety is evidenced in the observation and is confirmed in the interview with the following statement:

*“Waktu disuruh maju kedepan itu, iya biasanya itu sampai keluar keringat di seluruh tubuh. Nah itu bikin tambah malu lagi, tambah panik. Takut salah kalau maju ke depan, apalagi bahasa Inggris saya juga kurang lancar.”* (Respondent 5)

Moreover, some of the participants (5 respondents) confessed that they felt uneasy because all the students pay attention to them.

They fear of being negatively evaluated by both teacher and peers which can expose their inadequacies. Furthermore, they thought it might happen because of their limited vocabulary and

grammatical knowledge.

During observation it also found that students appeared to be anxious when speaking in front of others. Some of them lowered their voices or read faster to avoid the teacher correction. While several other were likely to avoid their teacher by pretended to be busy writing a note or read a book. Few even refuse the teacher's instruction to practice their speaking skill in front of the class in an effort to avoid humiliation or embarrassment of being called to speak.

Similar result was found by Iizuka that students experienced anxiety in some contexts. One of the contexts is speaking in front of the class. These finding is also consistent with Koch and Terrel, as cited in Oxford that oral presentation is the most anxiety producing activities. He added that being called on to respond orally was also anxiety producing. Horwitz et al. also noted that students are very self-conscious about speaking foreign language in front of others students, those feeling often lead to fear or even panic. Moreover, according to them difficulty in speaking in dyads or groups or in public are all manifestations of communication apprehension.

**b. Incomprehensible Input**

According to five participants (50%), unclear explanation may also contribute to their anxiety in learning English. The interview indicated that most of the participants get so bothered when they don't understand a lesson. They told that they started to feel uneasy when they don't understand what teacher said. Some of them added that they fear they would not understand all the language input which simply increased the probability of their failure. This can be seen in one of the respondent's statement below.

*“Kadang-kadang sih dari faktor gurunya juga, kadang-kadang kalau jelasin gak enak gitu, kurang paham. Jadinya tuh merasa gelisah, gak enak rasanya.”* (Respondent 1)

Many complained that the teacher spoke too much fast. In addition, other also felt that the English class moved so quickly. Several other participants reported that they often feel intimidated when the teacher only using English when giving a lesson. One replied that he got so annoyed when he didn't understand a lesson. The other one also admitted that an extra time would be very helpful for him to digest the lesson.

Moreover, the result of the observation revealed that some students looked confused when the teacher gave a lesson. A few even showed carelessness by chatting with their friend next to them

or drawing something maybe to reduce their anxiousness.

According to Horwitz et al. (1986) difficulty in listening to or learning a spoken message are manifestations of communication apprehension. Worde (2003) also noted that incomprehension provoked considerable amount of anxiety. Moreover, similar result was found by Iizuka (2010) that difficulty in following teachers' talk lead to anxiety.

**c. Teachers' Personality and Attitude**

The two previous factors discussed, speaking in front of the class and incomprehensible input, both indicated that it was clear teacher had played significant role in the amount of anxiety. However, other factors mentioned by the participants were also appeared to be generated by teacher.

Some participants (5 respondents) reported that they got anxious when teacher overly criticized students' mistake. It made them feel very intimidated. They also commented that they started to feel uncomfortable or worried when suddenly the teacher gave them a quiz or a test. Furthermore, they suggested that teacher should show their empathy and encouragement to their students. This can be clearly seen in a statement below.

“Kadang ada guru yang cuma kasih pertanyaan terus tapi gak dibantuin, sengaja gitu dikasih pertanyaan bisa atau enggak. Kadang



juga gurunya marah gitu kan jadi gak enak.” (Respondent 1)

Few other students complained that the teacher sometimes showing apathetic attitude. One told his experience that one day he asked about a lesson but the teacher just ignored him. The teacher ordered him to ask his friend instead of answer the question. The other one told similar story. The teacher didn't want to repeat the explanation. He added the teacher accused him didn't hear the explanation so the teacher refused to repeat.

Price noted that some teachers had increased students' anxiety. These findings were also consistent with Oxford who classified the most important teacher- learner interaction related to language anxiety into three issues such as harsh correction, ridicule, and the uncomfortable handling of mistake in front of a class. Similar results were found by Worde that some pedagogical and instructional practices brought by the teacher can lead to anxiety.

## **2. Factors Contribute to Anxiety comes from Students**

### **a. Being laughed at by others**

Another factor that play great role in contributing the participants into anxious feeling is unsupportive manner such as ridicule by peers or teacher (10 respondents). They all thought that people in their classroom will laugh at them if they make a mistake. In other words they all were very concerned about being laughed at

by others or making fool of themselves in public. This factor of anxiety is evidenced in the observation and is confirmed in the interview with the following statement:

*“Biasanya tuh kalau reaksi teman itu suka menertawakan, jadi tuh bikin gak percaya diri, udah gitu kadang-kadang disorak-sorakin juga, bikin malu jadinya. Kalau gurunya ya kadang-kadang gitu, senyum-senyum kaya gak enak hati gitu.”* (Respondent 1)

Moreover, some of them had painful memories of being ridiculed by other students. They admitted that their peers often ridiculed or even sometimes shouted at them if they make a mistake. It just simply makes them lose their focus and feel so embarrassed. This finding also indicated that is why they get so nervous when had to speak in front of the class.

In addition, this finding is supported by the result of observation that indeed most students were likely to laughed at their peers when he or she made a mistake. The worst thing was the students who made mistake just started to lose their focus. Their mind went blank and remained silent for a moment. They fidgeting, squirming, stammering or stuttering. They looked so disturbed, worried and even sweating. While some of them just smiled or also laughed to cover their anxious feeling.

Similar result was found by Price that fear of being laughed at

by other as one of the greatest sources of anxiety. Moreover, this finding is also consistent with Oxford he noted that ridicule is one of the most important issue related to language anxiety.

**b. Students' Beliefs about the Language Learning**

Certain beliefs were also found as factor that may contribute to students' anxiety. The interview revealed that English has gained reputation as notorious lesson. Six of the participants (60%) felt that English was a difficult subject. They often think that they just cannot speak correctly or understand the lesson. They also felt less competent than other students. They kept thinking that other students were way better than them. In other words they had a low self-esteem. This can be seen in one of the respondent's statement below.

*“Sulit lah, sulit banget. Sulitnya itu ya, cara bicaranya sih masih bisa tapi menghafal seperti bikin kalimat kaya berbicara seperti biasa dalam bahasa inggris itu yang masih susah.”*  
(Respondent 10)

Furthermore, some of them replied that they felt overwhelmed by the language rules. While several others admitted they had a problem with their vocabulary. They believed that in order to understand what being said in English they must understand every word.

Moreover, during observation it also revealed that students were too afraid to become active in their classroom. Most students were passive. They preferred to wait for the teachers, just followed, and did whatever the teacher told them to do.

These findings were consistent with Horwitz et al. that certain beliefs about language learning also contribute to the students' tension and frustration in the classroom. In addition, Price found that anxious students believed their language skill were weaker than any other students. He added that unsuccessful language learner often have lower self-esteem than successful language learner. Similar result was found by Marwan that lack of confidence is one of the primary causes of students' anxiety.

**c. Lack of Preparation**

The findings indicated that lack of preparation was also factors that contribute to the students' anxiety (3 respondents). Few admitted that they usually get very anxious when they didn't prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less. This can be clearly seen in a statement below.

*“Hmm kalau maju ke depan udah ada persiapannya enggak cemas kecuali kalau nggak ada persiapannya, cemas. Kalau udah ada persiapannya sih ya sanggup - sanggup aja, pede-pede aja.”*

(Respondent 2)

Similar result was found by Marwan that lack of preparation was the major contributor of students' anxiety. In addition, Iizuka also found that participating in class without enough preparation often lead to anxiety.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This section provides conclusion and recommendation related to the study of foreign language anxiety experienced by senior high school students in EFL classroom, regarding levels of anxiety and possible factors to contribute the anxiety.

#### **A. Conclusion**

Based on the data analysis and the result of the study, it can conclude as followed:

1. The result of this research show that most of the students are at “Mildly Anxious” level without “Very Anxious” student. There are 10 (29%) students who experience “Anxious” level, 20 (59%) students are in “Mildly Anxious” level, 2 (6%) students have “Relaxed” level, and only 2 (6%) student from 34 students, is in “Very Relaxed” level. The results of this research show that from psychological aspect more than a half of students (59%) are in the level of moderate anxiety, 10 students (29%) are in the level of severe anxiety, and 4 students (12%) are in the level of mild anxiety. Many students experienced anxiety in the EFL classroom and it affects them negatively. Therefore, it is important for the English teacher to be aware of anxiety among their students.
2. From the results of the research, there are various factors that may contribute to their anxiety. There are at least six factors which are found in

this study, they are: speaking in front of the class, being laughed at by others, incomprehensible input, teacher, students' beliefs, lack of preparation. The sources of these factors are not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which deepened our understanding of foreign language anxiety.

## **B. Suggestion**

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by student, teacher and future researcher to improve the quality of English teaching and learning especially in speaking skill.

### **1. For Teacher**

The teacher should be aware of foreign language anxiety in EFL classroom, because anxiety has become important factor which affects student's language learning process. Therefore, it is necessary for English teacher to know the level of students' anxiety at the beginning in order to treat the students properly during the learning process. Good acknowledgement of the existence of students' anxiety will absolutely influence the teacher's way in teaching English. Administrating FLCAS (Foreign Language Class Anxiety Scale) at the beginning of the semester to the students will help the teacher knowing the anxiety level from each student. Thus, the teacher can find the solution to help student reducing anxiety. Moreover, they can arrange the material which suitable with the

students, so it can improve the quality of English learning process.

## 2. For Student

Each student definitely has anxiety feeling in different level. For the students who have high anxiety, they need to get involved to reduce anxiety in classroom. The students should cooperate with one another in order to create a comfortable environment in the class. The students with low anxiety level should not ridicule other students with high anxiety; they should to help them when they get difficulties. They should realize that making mistakes in learning foreign language is common and it is naturalness.

## 3. For Future Researcher

Due to the limitations of this study, the researcher hopes that the future researchers will conduct a better research about language anxiety in different skills area such as writing, reading, and listening. The issues about language anxiety will never be expired, because most of foreign language learners are definitely face this problem. Therefore, further investigations about certain methods that can help students reduce their anxiety in learning English are extremely needed.



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# **APPENDIXES**

# APPENDIX 1

## RESEARCH INSTRUMENT

### INSTRUMEN

#### TINGKAT KECEMASAN DALAM BERBAHASA INGGRIS

Semua keterangan yang diberikan dalam kuesioner ini semata-mata digunakan untuk kepentingan akademis yang berkaitan dengan penelitian dalam rangka penyusunan tugas akhir. Keterangan yang diberikan akan saya jaga kerahasiaannya, oleh karena itu mohon kesediaan adik-adik untuk memberikan keterangan sebenar-benarnya.

Atas bantuannya saya ucapkan terima kasih.

Nama :

Kelas :

Bahasa Ibu :

Jenis kelamin : Laki-laki/ perempuan \* (coret yang tidak perlu)

#### A. Petunjuk Pengisian

1. Tulis terlebih dahulu nama, kelas, dan jenis kelamin pada tempat yang telah disediakan.
2. Beri tanda centang (√) pada jawaban yang adik-adik anggap paling sesuai dengan keadaan adik-adik pada jawaban yang telah tersedia, yaitu:
  1. Sangat Tidak Setuju
  2. Tidak Setuju
  3. Agak Tidak Setuju / Agak Setuju
  4. Setuju
  5. Sangat Setuju
3. Jawablah dengan jujur, cermat, dan teliti karena jawaban tersebut tidak mempengaruhi hasil belajar adik-adik di sekolah.
4. Telitilah pekerjaan adik-adik sebelum dikumpulkan.

#### B. Pernyataan tentang Tingkat Kecemasan dalam Berbahasa Inggris

No	Pernyataan	Skala				
		1	2	3	4	5
1.	Saya tidak pernah cukup yakin pada diri sendiri ketika berbicara Bahasa Inggris di kelas.	1	2	3	4	5
2.	Saya tidak khawatir jika membuat kesalahan di kelas Bahasa Inggris.	1	2	3	4	5

3.	Saya gemetar ketika tahu bahwa saya akan diminta untuk berbicara Bahasa Inggris di kelas.	1	2	3	4	5
4.	Saya takut ketika tidak mengerti apa yang dikatakan guru di kelas Bahasa Inggris.	1	2	3	4	5
5.	Saya tidak ragu sama sekali untuk menambah les Bahasa Inggris.	1	2	3	4	5
6.	Saat pelajaran Bahasa Inggris, saya memikirkan hal-hal yang tidak berhubungan dengan pelajaran.	1	2	3	4	5
7.	Saya berpikir bahwa Bahasa Inggris teman sekelas saya lebih baik dari saya.	1	2	3	4	5
8.	Saya biasanya nyaman selama tes Bahasa Inggris di kelas.	1	2	3	4	5
9.	Saya mulai panik ketika saya harus berbicara Bahasa Inggris di kelas tanpa persiapan.	1	2	3	4	5
10.	Saya khawatir tentang akibat jika saya gagal saat pelajaran Bahasa Inggris di kelas.	1	2	3	4	5
11.	Saya tidak mengerti mengapa beberapa teman menjadi begitu bingung saat pelajaran Bahasa Inggris.	1	2	3	4	5
12.	Saat pelajaran Bahasa Inggris, saya sangat gugup hingga saya lupa apa yang saya tahu.	1	2	3	4	5
13.	Saya malu untuk mengajukan diri menjawab di kelas Bahasa Inggris.	1	2	3	4	5
14.	Saya tidak akan gugup ketika berbicara Bahasa Inggris dengan penutur asli Bahasa Inggris.	1	2	3	4	5
15.	Saya mengalami depresi ketika saya tidak mengerti apa yang guru koreksi tentang Bahasa Inggris saya.	1	2	3	4	5
16.	Walaupun saya siap untuk pelajaran Bahasa Inggris, saya tetap merasa cemas.	1	2	3	4	5
17.	Saya sering merasa tidak ingin mengikuti pelajaran Bahasa Inggris.	1	2	3	4	5
18.	Saya percaya diri ketika berbicara Bahasa Inggris di kelas.	1	2	3	4	5
19.	Saya takut guru Bahasa Inggris akan mengoreksi setiap kesalahan yang saya buat.	1	2	3	4	5
20.	Saya merasa jantung saya berdebar ketika diminta untuk berbicara Bahasa Inggris di kelas.	1	2	3	4	5
21.	Semakin saya mempersiapkan diri untuk tes Bahasa Inggris, semakin saya bingung.	1	2	3	4	5
22.	Saya tidak merasa tertekan untuk mempersiapkan dengan baik pelajaran Bahasa Inggris.	1	2	3	4	5
23.	Saya selalu merasa bahwa teman sekelas saya berbahasa Inggris lebih baik daripada saya.	1	2	3	4	5

24.	Saya merasa malu ketika berbicara Bahasa Inggris di depan siswa lain.	1	2	3	4	5
25.	Pelajaran Bahasa Inggris berjalan begitu cepat sehingga saya khawatir tertinggal pelajaran.	1	2	3	4	5
26.	Saya merasa tegang dan lebih tertekan saat pelajaran Bahasa Inggris daripada pelajaran lain.	1	2	3	4	5
27.	Saya gugup ketika berbicara Bahasa Inggris di kelas.	1	2	3	4	5
28.	Sebelum pelajaran Bahasa Inggris dimulai, saya merasa percaya diri dan santai.	1	2	3	4	5
29.	Saya gugup ketika saya tidak mengerti setiap kata yang diucapkan guru Bahasa Inggris.	1	2	3	4	5
30.	Saya merasa kewalahan dengan beberapa aturan yang harus dipelajari untuk berbicara Bahasa Inggris.	1	2	3	4	5
31.	Saya takut teman sekelas saya akan menertawakan saya ketika saya berbicara Bahasa Inggris.	1	2	3	4	5
32.	Saya merasa santai ketika penutur asli Bahasa Inggris bersama dengan saya.	1	2	3	4	5
33.	Saya gugup ketika guru Bahasa Inggris mengajukan pertanyaan-pertanyaan yang belum saya persiapkan sebelumnya.	1	2	3	4	5

## LIST OF QUESTON IN INTERVIEW

The following questions were asked for interview:

1. Please tell me something about how you have felt during English classes?
2. What bothers you the most about English classes?
3. Do you have any idea why you feel so anxious in your English classes?
4. How do you think people in your classroom will react if you make a mistake?
5. Do you think English is a difficult language to learn?
6. Have your teacher played a role in your feelings, either good or bad, about your English classes?
7. Do you have any ideas of how English classes might be less stressful?



**APPENDIX 2**  
**TRANSCRIPT INTERVIEW**

Penulis :	Bagaimana perasaan kamu saat belajar bahasa Inggris?
Partisipan 1 :	Perasaannya ya, sebenarnya kalau tidak tahu arti kadang-kadang cemas, tapi misalnya kalau udah ngerti gitu rasanya santai.
Penulis :	Hal apa saja yang mengganggu kamu di kelas bahasa Inggris?
Partisipan 1 :	Kadang-kadang sih dari faktor gurunya juga, kadang-kadang kalau jelasin gak enak gitu, kurang paham. Jadinya tuh merasa gelisah, gak enak rasanya. Nah kadang-kadang disuruh maju kedepan, hehe bingung ngomongnya. Maksudnya cara pengucapannya gimana gitu. Selain itu gurunya kadang jelasinya pakai bahasa Inggris, kurang ngerti, kurang paham.
Penulis :	Memang apa reaksi orang-orang sekitar kalau kamu salah?
Partisipan 1 :	Biasanya tuh kalau reaksi teman itu suka menertawakan, jadi tuh bikin gak percaya diri, udah gitu kadang-kadang disorak- sorakin juga, bikin malu jadinya. Kalau gurunya ya kadang- kadang gitu, senyum-senyum kaya gak enak hati gitu.
Penulis :	Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?
Partisipan 1 :	Sebenarnya sih enggak, mudah dipahami sebenarnya, ya lebih susah matematika. Bahasa Inggris kadang-kadang ya itu dari faktor guru, kurang jelasinnya, kurang jelas. Terus kosa katanya, kadang-kadang lupa, gak inget, kadang-kadang juga gak tau.
Penulis :	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?

Partisipan 1 :	Ya itu , apa namanya waktu ditanya saya kurang mengerti jadi saya merasa cemas, terus jika ada ulangan dan belum dipersiapkan (belajar) cemas juga, mendadak gitu. Kadang-kadang guru masuk, tiba-tiba ulangan, paling disuruh baca lima menit, sepuluh menit belajar kan deg-deg-an tuh. Kalau lagi panik jadinya malah susah belajar. Ya kalau ditanya takut salah aja pokoknya, takut salah aja artinya gitu. Abisnya kalau salah ya gitu, biasa temen-temen tuh ngetawain, gak percaya diri jadinya.
Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?
Partisipan 1 :	Hmm merasanya sih baik. Soalnya dijelasin, kadang-kadang ditanya satu-satu sambil dijelasin. Tapi iya sih mempengaruhi juga, ya baiknya sih kaya gitu guru dikasih pertanyaan tapi dibantuin gitu loh. Kadang ada guru yang cuma kasih pertanyaan terus tapi gak dibantuin, sengaja gitu dikasih pertanyaan bisa atau enggak. Kadang juga gurunya marah gitu kan jadi gak enak.
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?
Partisipan 1 :	Hmm seharusnya sih belajar berkelompok aja gitu. Jadi misalnya ada yang gak ngerti ya jadi muridnya yang tanya ke gurunya kita bertanya gitu. Jangan gurunya yang bertanya ke murid kadang takut salah. Jadi kalau belajar bersama enak jadi sama teman-teman diskusi jadi tau. Semuanya jadi pada paham satu kelompok gitu. Saling sharing. Terus temen-temen seharusnya saling menghargai, biasa saja kalau ada yang salah. Belum tentu juga kan dia bisa. Kalaupun tertawa jangan berlebihan, jangan terbahak-bahak

Penulis :	Coba gambarkan perasaan kamu saat belajar bahasa Inggris?
Partisipan 2 :	Lumayan nyaman tapi ada gelisah sedikit
Penulis :	Hal apa saja yang paling mengganggu kamu di kelas Bahasa Inggris?
Partisipan 2 :	<p>Diajak ngobrol sama gurunya, kadang-kadang ehh kalau mau nanya itu gak dijawab. Terus gurunya kalau misalnya gak jelas, kita mau tanya kadang-kadang dicuekin, bikin resah malah. Waktu itu nanya, “bu ini maksudnya gimana?” “itu tanya aja ke teman” katanya. Jadi gurunya itu gak mau ngasih tau. Nah nanti takutnya pas ulangan ketinggalan gitu gak bisa jawablah. Hmm kalau maju ke depan udah ada persiapannya enggak cemas kecuali kalau enggak ada persiapannya, cemas. Kalau udah ada persiapannya sih ya sanggup - sanggup aja, pede-pede aja. Kalau misalnya udah tau artinya, apa yang dimaksudnya ya udah jelasin aja gitu</p>
Penulis :	Menurut kamu sendiri, mengapa kamu begitu cemas saat belajar bahasa inggris?
Partisipan 2 :	<p>Ya rasanya ya gitu, resah gara-gara kita mau tanya terus gurunya bilang, jawab “saya kan udah jelasin, tanya aja ke temen kamu.” Kalau gitu kan kurang jelas juga, pengennya tanya ke guru biar lebih jelas. Terus misalnya juga kadang, kalau misalnya kita enggak ngerti gitu apa yang udah dijelaskan guru. Hmm kadang juga itu, jelasinnya pakai bahasa inggris. Terus nanya-nanya pakai bahasa inggris. Padahal belum mengerti, jadinya cemas. Harusnya sih jelasinya itu campur, bahasa inggris sama bahasa Indonesia-nya. Jangan mentang- mentang bahasa inggris, bahasa inggris mulu. Padahal belum mengerti.</p>
Penulis :	Menurut kamu apakah bahasa inggris itu pelajaran yang sulit?
Partisipan 2 :	Ya enggak juga. Kalau tau artinya itu bikin kita mudah untuk belajar dan mengerjakan soal-soal ulangan, ujian.

Penulis :	Menurut kamu bagaimana reaksi orang sekitar jika kamu salah?
Partisipan 2 :	Ya paling diliatin sama diketawain sama temen-temen, kadang-kadang guru juga sih. Ya guru ngasih tau yang bener.
Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?
Partisipan 2 :	Ya berperan lah, dari sikap dia ngomong, berbicara. Ya berbicaranya itu gak jelas kadang-kadang. Kita udah dengerin, malah dibilang enggak dengerin. Padahal memang belum jelas.
Penulis :	Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?
Partisipan 2 :	Seharusnya gurunya itu bisa mengerti, jelasin yang baik. Terus misalnya kita tanya tuh harus dijelasin yang baik. Ya misalnya kita tanya ke guru, terus gurunya jawab “kan tadi udah dijelasin” tanya ke temen lagi, jadinya tuh membalik pertanyaan. Terus baiknya itu pakai dua bahasa. Ya mentang- mentang bahasa inggris, bahasa inggris mulu ngomongnya, harus ada artinya lah, bahasa Indonesia tuh, biar paham lah. Jangan bahasa Inggris mulu, jadinya kita kurang paham gitu dengernya. Biar lebih nyaman dan percaya diri lah, kalau maju kedepan bareng-bareng, misalnya satu kelompok empat orang, maju. Terus kaya baca, ngerjain tugas kelompok gitu maju. Jangan ngetawain orang kalau salah, apa ngetawain penderitaan orang gitu. Ketawanya jangan berlebihan, apa bikin malu yang di depan ketika berbicara di depan kelas.

Penulis :	Coba gambarkan perasaan kamu pada saat belajar di kelas?
Partisipan 3 :	Hmm menurut saya sih menyenangkan, cuma tuh kadang- kadang gak jelas gitu. Itu yang bikin gak enak. Gak jelasnya kalau misalnya emm ada penjelasan dipapan tulis terus kalau misalnya disuruh baca tuh gak bisa, susah. Iya kadang-kadang ngerasa gak enak, tapi masih susah matematika sama fisika.
Penulis :	Hal apa saja yang paling membuat kamu terganggu saat belajar bahasa Inggris?
Partisipan 3 :	Hmm kalau belajar bahasa inggris tuh yang sangat mengganggu tuh kalau misalnya disuruh maju ke depan terus enggak bisa bacanya, terus kalau misalnya diajarin di papan tulis kadang-kadang tuh enggak jelas. Terus kalau pas dapet giliran maju gitu takut. Pengennya sih misalnya kalau belajar bahasa inggris yang mudah dipelajari sama semua temen-temen juga. Itu belajarnya kurang puas soalnya gak ngerti. Jadi harusnya tuh waktunya diluangin lagi biar belajarnya dapat dimengerti.
Penulis :	Menurut kamu bagaimana reaksi orang sekitar kalau kamu salah?
Partisipan 3 :	Pada ketawa. Misalnya ada yang salah ngucapin nya nanti yang lain pada ketawa. Emm itu padahal kalau mereka disuruh maju kedepan belum tentu mau, giliran kita maju diketawain.
Penulis :	Apakah guru mempengaruhi perasaan kamu?
Partisipan 3 :	Kalau guru si enak aja, misalnya saya salah malah dibawa santai bercanda.
Penulis :	Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?
Partisipan 3 :	Emm pengennya sih kalau belajar bahasa Inggris yang mudah dipelajari sama teman-teman juga. Sama itu waktunya sedikit, jadi belajarnya itu kurang puas enggak ngerti. Sama waktunya itu harus

	diluangin lagi supaya belajarnya puas juga, bisa ngerti
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Penulis :	Coba gambarkan perasaan kamu pada saat belajar di kelas?
Partisipan 4 :	Kalau saya, kadang-kadang menjengkelkan hmm karena saya gak bisa bahasa inggris. Abis bahasa inggris itu susah
Penulis :	Hal apa saja yang paling membuat kamu terganggu saat belajar bahasa Inggris?
Partisipan 4 :	Yang ganggu itu kalau ditanya sama guru, tiba-tiba ditanya terus aduh gak tau mau jawab apa. Terus kalau guru jelasin gak jelas saya gak ngerti itu ganggu juga. Soalnya pas belajar sering gak ngertinya, kecepatan jelasinnya. Sama saya tuh kalau misalnya maju kedepan maju itu malu.
Penulis :	Menurut kamu bagaimana reaksi orang sekitar kalau kamu salah?
Partisipan 4 :	Pada ketawa, itu gak enak banget. Orang lagi belajar malah Diketawain
Penulis :	Apakah guru mempengaruhi perasaan kamu?
Partisipan 4 :	Ya gurunya enggak galak malah dikasih tau yang bener. Enggak tegang, tapi ya kadang-kadang takut, kalau salah takut diomelin.
Penulis :	Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?
Partisipan 4 :	Ya dibawa bercanda, kalau ada yang salah enggak apa-apa, jangan ditertawakan.

Penulis :	Bagaimana perasaan kamu pada saat belajar bahasa Inggris?
Partisipan 5 :	Apa ya? Hmm rasanya itu tegang, panik gitu, iya takut. Takut gak lancar gitu misalnya, takut salah. Takutnya gimana ya, ntar takut gak bisa gitu. Mau tanya juga itu, gak berani. Apa ya, malu gitu. Ya gak tau, dari dalam diri sendiri gitu takut gimana gitu. Takut itu diledekin.
Penulis :	Hal apa saja yang paling mengganggu kamu di kelas bahasa Inggris?
Partisipan 5 :	Waktu disuruh maju kedepan itu, iya biasanya itu sampai keluar keringat di seluruh tubuh. Nah itu bikin tambah malu lagi, tambah panik. Takut salah kalau maju ke depan, apalagi bahasa Inggris saya juga kurang lancar. Iya itu, masalahnya di vocabulary, arti-artinya banyak yang tidak tahu. Jadi takut ntar nilainya jelek. Karena kalau gurunya jelasinnya tidak jelas saya takut nilainya jelek.
Penulis :	Menurut kamu sendiri mengapa kau begitu cemas saat belajar bahasa Inggris?
Partisipan 5 :	Ya itu, gimana ya hmm takut salah aja, takut salah aja gitu udah. Takutnya itu mungkin diketawain teman-teman udah itu aja.
Penulis :	Memang bagaimana reaksi orang sekitar apabila kamu salah?
Partisipan 5 :	Disorakin gitu. Nah itu yang bikin takut, bikin cemas lagi. Jantung berdebar takut diketawain.
Penulis :	Apakah bahasa Inggris termasuk mata pelajaran yang sulit?
Partisipan 5 :	Iya sulit. Ya itu arti-artinya itu, masalah di kosakata nya. Kalau aturan-aturannya sih tidak terlalu.
Penulis :	Apakah guru mempengaruhi perasaan kamu saat belajar?
Partisipan 5 :	Iya mempengaruhi, misalnya lagi ngomong terus guru ngeliatin gitu, itukan bikin cemas. Takut salah. Kalau salah gak enak, diliat

	sama teman.
Penulis :	Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?
Partisipan 5 :	Cara belajarnya ya gurunya lebih berkomunikasi lagi sama siswanya, lebih aktif, lebih asik lagi gurunya gitu. Ya ngasih taunya yang jelas. Tapi seharusnya kan itu hmm apa ya.. pelan-pelan. Biasanya kan jelasinnya cepat kan bingung, harusnya pelan-pelan. Suka kecepatan jadi materinya belum mengerti tapi sudah lanjut.

Penulis :	Bagaimana perasaan kamu saat belajar bahasa Inggris?
Partisipan 6 :	Hmm kalau belajar bahasa inggris itu pas belajar itu biasa. Misalnya guru nerangin itu tidak apa-apa. Kecuali kalau disuruh maju gitu, saya itu agak-agak takut gitu rasanya. Takut, tegang gitu. Takutnya kalau salah nanti diketawain sama teman. Ya karena belum bisa gitu. Belum bisa jadinya kalau misalnya pas belajar diterangin guru belum jelas gitu, terus disuruh maju nah itu kan belum bisa jadinya bingung, apa gitu, kalau misalnya asal jawab nanti diketawain. Takut salah nulisnya, takut salah baca, pengucapannya.
Penulis :	Menurut kamu sendiri, mengapa kamu begitu cemas saat belajar bahasa inggris?
Partisipan 6 :	Karena kurang belajar. Kurang belajar jadinya guru udah jelasin juga gak nyambung, nah itu yang bikin blank. Ya cemas itu karena itu takut kalau salah diketawain, ya itu.
Penulis :	Memang bagaimana reaksi orang sekitar apabila kamu salah?
Partisipan 6 :	Kalau suruh diperbaiki, kalau murid-muridnya pada ketawa gitu.
Penulis :	Apakah bahasa Inggris termasuk mata pelajaran yang sulit?



Partisipan 6 :	Lumayan sulit. Sulitnya ya, dalam apanya tuh, kalimatnya itu kadang-kadang sering tertukar. Kosakatanya juga. Kalau bahasa Inggris itu kan berbeda, ada apa namanya, dalam menyusun kalimatnya itu ada rumus-rumusnya kadang-kadang terjebak. Kosakata belum semua tahu. Kurang apa namanya...hmm kurang menguasai jadinya masih kalah sama yang lain. Ada yang lebih pintar, ada yang sudah lancar gitu. Nah itu bikin takut juga. Yang lain sudah menguasai gitu, sudah pintar nah diri sendiri masih begitu, masih kurang, bikin takut.
Penulis :	Apakah guru mempengaruhi perasaan kamu saat belajar?
Partisipan 6 :	Ya mempengaruhi. Ya misalnya kalau disuruh maju itukan langsung, apa namanya reaksinya langsung takut cemas gitu kalau salah. Sampai berkeringat, nulis pakai spidol saja gemetar. Mau baca juga, jadinya itu udah tegang duluan, jadi salah malahan. Ya terus jelasinnya kecepatan, kitanya sendiri juga tidak memperhatikan. Jadinya yang bikin gak ngerti disitu.
Penulis :	Menurut kamu bagaimana agar pembelajaran bisa berjalan lebih nyaman?
Partisipan 6 :	Gurunya ya jelasinnya detail gitu, jadinya semuanya dirinci jadi murid kan kalau misalnya murid yang benar-benar tidak tahu gitu kan bisa mempelajari itu. Misalnya ini dapetnya dari mana, kata-kata ini. Jadinya harus detail gitu, jangan cepat-cepat. Nah kalau baca itu lebih baik kita di tempat kita sendiri. Jadi bacanya duduk supaya tidak grogi, jadi bacanya bisa lancar gitu enggak grogi. Kalau udah maju kan lain perasaannya, kita kalau didepan diliatin semua orang. Teman-teman juga harus stop menertawakan, kalau enggak ya mental kita jatuh. Seharusnya yang lain itu kalau misalnya kita baca salah, nulis salah itu jangan diketawain, yang mentertawakan itu juga belum tentu bisa padahal. Malah bisa lebih

	buruk, bisa jadi.
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Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris di kelas?
Partisipan 7 :	Malu, kan susah bahasa inggrisnya. Sebenarnya gak juga sih, pas SD enggak pas disini susah. Malu ngomong bahasa inggrisnya doang.
Penulis :	Hal apa saja yang paling mengganggu kamu saat belajar di kelas?
Partisipan 7 :	Yang ganggu itu maju kedepan, soalnya kalau disuruh baca disuruh ngartiin enggak tau. Terus bikin males kalau salah ngomong diketawain.
Penulis :	Menurut kamu bagaimana reaksi teman-teman dan guru apabila kamu salah saat berbicara?
Partisipan 7 :	Iya, ketawa. Kalau dulu pas di SD mah enggak pada ketawa kalau ada yang salah. Hmm kalau guru biasanya disuruh ulangin lagi.
Penulis :	Apakah guru mempengaruhi perasaan kamu pada saat belajar?
Partisipan 7 :	Hmm lebih ke yang enak, tapi ya ada yang enggak enak ya pas disuruh praktekin gitu misalnya.
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?
Partisipan 7 :	Ya pokoknya pelan-pelan ngajarannya. Diperhatikan semua siswanya udah pada ngerti atau belum. Terus jangan tiba-tiba suruh praktekin. Temen-temen juga harus santai lah gak boleh ketawain yang salah.

Penulis :	Bagaimana perasaan kamu pada saat belajar bahasa Inggris?
Partisipan 8 :	Rasanya sih itu agak berdebar-debar, gugup, takut aja gitu.
Penulis :	Hal apa saja yang paling mengganggu kamu pada saat belajar bahasa Inggris di kelas?

Partisipan 8 :	Saat dipanggil terus sama itu liat nilai. Ketika dipanggil dan dinilai, seperti dites. Terus disuruh ngomong gitu bahasa Inggris, kalau ditanya. Saat guru menjelaskan takut tidak mengerti, berisik juga sih.
Penulis :	Menurut kamu sendiri mengapa kamu begitu cemas pada saat belajar bahasa Inggris?
Partisipan 8 :	Karena tidak mengerti. Hmm, dari SD sih. Ya sudah dari SD susah. Gemetar terus jantungnya berdebar-debar gitu.
Penulis :	Menurut kamu bagaimana reaksi orang-orang sekitar, teman-teman kamu ketika kamu salah?
Partisipan 8 :	Pada menertawakan biasanya, itu yang bikin cemas.
Penulis :	Apakah guru mempengaruhi perasaan kamu saat belajar di kelas?
Partisipan 8 :	Guru itu membuat gugup kayaknya. Seperti bertanya-tanya, disuruh maju. Lalu pada saat memberikan hasil ulangan, takut jelek nilainya.
Penulis :	Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?
Partisipan 8 :	Gurunya mengajarnya supaya lambat saja, jangan cepat-cepat. Terus sama teman-teman tidak boleh menertawai jika ada yang salah.

Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris di kelas?
Partisipan 9 :	Enggak suka, soalnya susah. Susah bicaranya, susah Bahasa inggrisnya
Penulis :	Hal apa saja yang paling mengganggu kamu saat belajar di kelas?

Partisipan 9 :	Berisik, banyak yang bercanda, sama pelajarannya, kadang-kadang susah kadang-kadang gampang. Udah dijelasin tapi belum ngerti. Terus mengganggu itu kalau maju kedepan susah takut, bingung gak tau mau ngomong apa. Kalau gampang gak takut.
Penulis :	Menurut kamu bagaimana reaksi teman-teman dan guru apabila kamu salah saat berbicara?
Partisipan 9 :	Takut, paling diketawain. Terus kalau guru disuruh ngulang juga, jadinya bisa ngikutin.
Penulis :	Apakah guru mempengaruhi perasaan kamu pada saat belajar?
Partisipan 9 :	Kalau saya biasa gak terlalu takut sih. Misalnya pas salah gak apa-apa, gak diomelin.
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?
Partisipan 9 :	Emm penjelasannya yang mudah dipahami gitu misalnya. Terus jangan sering-sering praktek di depan. Atau berkelompok gitu kan gak terlalu gugup.

Penulis :	Coba gambarkan bagaimana perasaan kamu pada saat belajar bahasa inggris?
Partisipan 10 :	Bagaimana ya, hmm gugup sih gugup karena takut kalau ada tugas mendadak atau apa gitu, terus kalau ditanya pakai bahasa Inggris juga gugup takut karena tidak bisa.
Penulis :	Hal apa saja yang paling mengganggu kamu pada saat belajar di kelas?

Partisipan 10 :	Gurunya, kalau gurunya hmm membosankan gitu main langsung kasih tugas begitu saja terus kalau menjelaskannya kurang dapat dimengerti oleh kitanya disitunya yang bikin kita enggak nyaman. Kalau tidak jelas, cemas lah. Grogi gimana ya, takut lah maju kedepan. Gugup banget takut enggak bisa takut ditertawakan sama teman-teman yang lain terus takut nilainya jelek atau takut ada komentar yang tidak enak.
Penulis :	Menurut kamu bagaimana reaksi orang-orang sekitar kamu ketika kamu salah?
Partisipan 10 :	Diketawain, langsung diketawain kadang sampai ha-ha-ha keras gitu, kita jadi ikut ketawa tapi bikin nge-blank lupa, grogi
Penulis :	Menurut kamu sendiri mengapa kamu begitu cemas pada saat belajar bahasa Inggris?
Partisipan 10 :	Enggak bisa bahasa Inggris, karena merasa teman-teman itu lebih pintar dari pada kita. Terus kita juga belum terlalu bisa bahasa Indonesia dijadikan bahasa Inggris, masih kosakatanya masih belum banyak.
Penulis :	Apakah bahasa Inggris termasuk mata pelajaran yang sulit?
Partisipan 10 :	Sulit lah, sulit banget. Sulitnya itu ya, cara bicaranya sih masih bisa diikuti tapi menghafal seperti bikin kalimat kaya berbicara seperti biasa dalam bahasa inggris itu yang masih susah.
Penulis :	Menurut kamu apakah guru mempengaruhi perasaan kamu saat belajar di kelas?
Partisipan 10 :	Iya kalau pembawaan gurunya gitu, tampangnya misalnya lagi bad-mood gitu kitanya juga males kan, kalau gurunya baik, kalem gitu kitanya juga responnya baik juga.