

**STUDENTS' ANXIETY IN SPEAKING ENGLISH AT THE
ELEVENTH GRADE OF SENIOR HIGH SCHOOL 3 JAMBI CITY**

THESIS

**Submitted as a Partial Fulfillment of the requirement
for the Degree of Sarjana Pendidikan (S.Pd) in English Education**



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1. The thesis that I wrote with the title The Correlation of Students' Anxiety In Speaking English At The Eleventh Grade Of Senior High School 3 Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution..
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by other people, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the references.
4. I make this statement in truth, and if in the future it turns out that there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I received because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

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LETTER OF RATIFICATION

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MOTTO



It is not happiness that makes us grateful, but being grateful will make our lives happy.

Many people are busy thinking about a happy life. But forget to think of a happy way to die. This world is not a place to live, but a place to die.

(Imam Hasan Al Banna)

ABSTRACT

Wulandari, R. 2022: Student's Anxiety in Spaking English at the Eleventh Grade of Senior High School 3 Jambi City Academic year 2021/2022. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Dr. Yanti Ismiyati M.Pd. The Second Advisor Ridho Praja Dinata M.Pd.

Anxiety in speaking English is anxiety that occurs in students who are expected to speak English. The aim of this research was to determine the types of student anxiety in speaking English and the factors that cause student anxiety in speaking English in class XI Senior High School 3 Jambi City. In this research the researcher used 6 students as research subjects where the subject was taken from 3 categories, namely 2 high score students, 2 middle score students and 2 low score students have Anxiety in speaking English at the XI Science 5 of Senior High School 3 Jambi City. This is a qualitative research, this research uses interviews to collect data and data analysis in this research is descriptive analysis, data reduction, data presentation, conclusion drawing or verification . The results showed that there were three types of student anxiety in learning English in class XI Senior High School 3 Jambi City namely state anxiety, where students feel panicked and they can be stressed when they want to speak in English. Trait Anxiety, where students feel nervous when students cannot understand the teacher's explanation and Specific-situation anxiety, where students have to do an examination about speaking. There are two factors that cause students' anxiety in learning English in class XI Senior High School 3 Jambi City namely the eksternal factors, where students feel lack of preparation, limited vocabulary, grammatical errors, friends and embarrassment. The internal factors, where students feel lack of self confident, shy, motivation and fear of mistakes.

Keywords : Anxiety, Speaking, Speaking Anxiety.

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This is one of requirements to get strata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari University Jambi.

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Finally, as human being, the researcher who has many weaknes and mistakes in making this thesis. any criticism or suggestions are very welcome to improve this thesis.

Jambi, 9 Juni 2022
The Researcher

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DEDICATION

I greatly praise to Allah Subhanahuwata‘ala for His blessing so that I am able to survive and finishing this thesis entitled “Student’s Anxiety in Speaking English at the Eleventh Grade of Senior High School 3 Jambi City”.

In completing this thesis, I want to say thank you for my beloved people who are mean a lot for me. I am dedicating this thesis first and foremost, to my mom and my father, Said Umar and my mother, Srf. Nuraini, who are always pray, giving me advice, support and help. Thank you, Aba, Ibu.

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

The teaching of English in senior high school comprises four language skills: listening, speaking, reading, and writing, as well as language aspects. In order to grow in learning English, you have to express yourself. Speaking is one of the most important skills that they need to be developed (Paramasivam, 2013, 7). It means that speaking is a crucial skill for students to develop in the language learning process because it is one of the communication instruments. “Speaking involves many factors,” Harmer (2001) stated. It refers to the ability to process information and language, which makes speaking a foreign language a difficult task.

In Senior high school, the students should brave to express their idea or they can ask something if they do not understand yet with English because to have good speaking English the students must have good grammar and vocabulary, it will be useless because they do not interest to speak by using English (Rayani, 2012, 5). It means that the students may have a high anxiety to speak in English in front of many people or even just with their friend. One of the factors that the students are too afraid to speak English because if they are not prepared well during speaking English, afraid in making mistake, the other students will laugh and mock to that student and their anxiety will be higher than before (Paramasivam, 2013, 7).

Anxiety could make impact to students’ learning. It means that if the students have low anxiety, they will be more success on acquiring English. Rayani (2012, 24) states that the factors which can increase to speak incorrectly and cause

an acute sense of anxiety are the lack of vocabularies, improper grammar, and fears of mistakes. Moreover, Rayani (2012, 42) adds that the very limited chance to practice can be the causes of being not confidence, shyness, and silence that impede a natural communication. If they expect that they are going to be failed on acquiring English, they will not be able to speak English well. Nunan (2000:39) states that speaking is one of a key aspect of learning a second or foreign language. Moreover, he further notes that the success of learning the language is measured in terms of the ability to carry out a conversation in the target language. It can be said that being able to speak fluently is essential in students' language learning to communicate both in inside or outside the classroom.

McCroskey (1984) states that some individuals experience anxiety only under certain conditions, meaning that there is a general type of communication condition that causes anxiety, namely the communicator. The emphasis is that the phenomenon of public speaking anxiety is speaker-centred. The context most frequently encountered is public speaking, for example giving a speech, presenting in front of the class, during a meeting. Beaty (Opt & Lofferdo, 2000) also known as public speaking anxiety with the term "communication apprehension". Beaty explained that public speaking anxiety is a form of real fear and anxiety when speaking in front of people as a result of the social learning process.

Based on the description about phenomena on the students' speaking anxiety above, the researcher concludes that anxiety which happens to the students is surely affected by some aspects: feeling, tension, condition, situation, and apprehension. Considering the phenomena above, most of students do not know about the way to overcome the speaking anxiety. Moreover, speaking in public is not as easy as the people think when there is no preparation before. Almost everyone feels uncomfortable in social situation such as English Speaking. In fact, feelings of social anxiety and shyness which happen to the speaker are perfectly normal. He or she can

overcome the speaking anxiety as soon as possible in order to make him or her feels relax when having English Speaking.

The students in Eleventh Grade were chosen by the researcher because they had trouble studying speaking. The majority of students still have trouble verbally expressing their thoughts, feelings, or experiences. They had a serious issue with their ability to communicate. Many students have an influence on how they study and how their learning patterns differ from that of their peers. As a result, students must be made aware of their learning styles in order for the learning process to be more relevant and effective.

Most of the students also had problem with vocabulary mastery and it made them get difficulty in understanding the materials. Furthermore, Then the students did not have motivation in speaking English. It can be seen from their behavior during the lesson. Most of the students did not pay attention to the teacher they talked to their classmate or played with their book.

Based on the explanations above, the researcher is interested in conducting the study entitled **“Students’ Anxiety in Speaking English at the Eleventh Grade of Senior High School 3 Jambi City.”**

1.2 Identification of the Problem

Based on the explanation elaborated above, the researcher attempts to formulate the problems as follow:

1. The students have lack of vocabulary and imprecise grammar of English.
2. The students have lack of confidence when speaking English in front of people.
3. The students have fear of making mistakes when speaking English in front of people.

1.3 Limitation of the Problem

This research focused on 6 students low-score who have Anxiety in speaking English in XI Science 5 of Senior High School 3 Jambi City in the academic year of 2021/2022.

1.4 The formulation of the Research

The problem of this research formulated in following questions:

1. What kinds of anxiety were experienced by the students in speaking English at the Eleventh Grade of Senior High School 3 Jambi City?
2. What factors that caused the Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 3 Jambi City?

1.5 Purpose of the Research

The purposes of the research were follows:

1. To find out kinds of anxiety were experienced by the students in speaking English at the Eleventh Grade of Senior High School 3 Jambi City.
2. To find out the factors caused the Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 3 Jambi City.

1.6 Significance of the Research

In this research there are two significances of this research, the first is theoretically, the second is practically. It describes as follows:

1. Theoretically

This research hopes can give the contribution in developing knowledge, especially in students' anxiety in speaking English. It shares information about the kinds of anxiety were experienced in speaking English and the factors caused the

students' anxiety speaking in English.

2. Practically

The findings of this research are expected to be useful:

1) For student

This research is expected can overcome students' anxiety especially in speaking English and can motivate students so that the students can improve their ability.

2) For English teacher

This research is expected for the teachers can give some suggestion for classroom interaction in English class so that teachers are expected to give and develop their capability in teaching speaking skill especially pronunciation element.

3) For researcher

From this research the researcher will get many experiences being useful in the future as an English teacher.

4) For other researchers

The result of this research can be used as one of the references and further information for research related with the field.

1.7 Definition of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follows:

1. Anxiety

According to Cheng (2009, 12) 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.

2. Speaking

Harmer. (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language.

3. Speaking Anxiety

According to Gardner and Macintyre (as cited in Nimat, 2013) , speaking anxiety is a fear or communication apprehension occurring when a learner is expected to perform in the second or foreign language.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Anxiety

Horwitz (2011, 23) 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. Furthermore, when someone shows signs of anxiousness, they don't do things as they normally would, they forget what they did, forget the content more easily, lose courage, and so on.

Cheng (2009, 12) 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. From the various theories above, it can be inferred that the researcher explains the definition of anxiety, which is the expression that someone can do anything in normal circumstances, but they are more likely to lose their mind, overact, panic, and many other things.

Freud, S (Feist&Feist 2008) anxiety is an emotionally disagreeable condition and is very and deeply felt its power, accompanied by a physical sensation that warns a person against an approaching danger. This unpleasant feeling is usually vague and difficult to ascertain but always felt. It is means that anxiety is an unpleasant condition that is felt by a person and gives rise to certain feelings and that feeling becomes strong so that a person experiences physical sensation.

Durand & Barlow (2006) anxiety is a state of future oriented mood characterized by anxiety because individuals can not predict and control events to come. It is means that anxiety is a feeling of worry with the circumstances to come.

While Phillips, Ririn et al (2013) mentions the anxiety of public speaking with the term reticence, that inability of individuals to develop a conversation that is not caused by lack of knowledge but because of the inability to convey the message perfectly, which is marked by the reaction of psychological and physiological.

In addition that anxiety is an unpleasant feeling, worrying that something bad will happen so that it is difficult for someone to do something perfectly.

2.2 Types of Anxiety

Anxiety can be classified into three categories, Elis (1994: 479-480) namely: state anxiety and trait anxiety.

1. State Anxiety

The majority of participants had state anxiety, often known as normal anxiety. Anxiety is temporary feeling of anxiety elicited by a threatening situation (Hotwitz, 2011, 31). It is a feeling of uneasiness or tension that occurs at a specific time in reaction to an external stimuli. This sort of anxiety is temporary and emerges in response to a specific situation or unpleasant occurrence. To put it another way, it's a situational nervous emotion that goes away once the hazardous scenario is no longer present.

2. Trait Anxiety

Traits Anxiety is a type of anxiety that is more persistent and spreads throughout the bodyvarious aspects of individual life. Individuals feel anxious, when and anywhere, if he thinks something dangerous will happen himself (Bender, Anastasi & Urbina in Amir, 2004). According to Hotwitz, (2011, 41)trait anxiety is pattern of responding with anxiety even in nonthreatening situations. 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 byseveral things

in the environment. In other words, trait anxiety is a person's inclination to be worried or anxious regardless of the situation to which he or she is subjected.

3. Specific-situation anxiety

Specific-situation anxiety, refers to the persistent and multi-faceted nature of some anxieties. It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994: 480). This situation specific anxiety is defined as an individual tendency to be anxious in a particular time and situation. Situation specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context. Thus, language anxiety can be included in situation specific anxiety.

The researcher will use this theory to kinds of anxiety were experienced by the students in speaking English at the Eleventh Grade of Senior High School 3 Jambi City.

2.3 Factors Causing Anxiety

Ernawati & Fatma (2012) there are two factors influence the students' anxiety that is the internal and external factors.

1. The external factors

Regarding to the internal factors consists of:

a) Lack of preparation

Many previous study studies stated that preparation becomes one of major factors that made students anxious (Liu, 2007:129) also mention "preparation", in their top lists how to overcome anxiety. Hence, it is obvious that lack of preparation becomes one of the issues contributing students' anxiety in speaking class.

b) Limited vocabulary

Those sentences showed one's difficulty in regarding vocabulary (Tanveer, 2007:50). However limited vocabulary might hindered the process of learning a language. Thus limited vocabulary should be noted as one of factors contributing

anxiety.

c) Friends/classmates

Classmate are also having important role in learning language. Yet, friends often make anxious situation makes learners feel nervous and uncomfortable when they speak. Feeling uncomfortable when being stared at by other students while speaking is one of anxiety sources which commonly experienced by language learners. According to Tsiplakides (2009:39) fear of negative evaluation from peers was common factor appeared in language learning. Yet, even it was a natural sense, classmates still become factors contributing students anxiety in learning process.

d) Embarrassment

In learning second/foreign language, embarrassment become one of the factors contributing students' anxiety. The expert above explained that learning speaking a second/foreign language entails possibility of embarrassment (Kessler, 2010:361). Thus embarrassment factors need to be alarmed in learning language.

2. The internal factors

Regarding to the internal factors consists of:

a) Lack of self confidence

According to Cubukcu (2007:133), an anxious' students will performance unsuccessfully in his/her foreign language learning. In other way those who good in language class are they with little anxiety. It is means lack of self-confidences is one of important factors needed to be concerned, because it is determined to one successful learning.

b) Shyness

Shyness is an emotional thing many students suffer from as some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important

in order to help the students do their speaking performance in the classroom (Gabhard, 2000:2). In line with this, Baldwin (2011:13) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the student.

c) Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007:24). With regard to the issue of motivation in learning, Nunan (1999:234) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) in Juhana (2012:103) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation.

d) Fear of Mistake

Robby (2010), fear of mistake becomes one of the main factors of students reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation.

2.4 Speaking Anxiety

According to Basic (2011, p. 4) states, speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have capacity to express themselves and knowledge that is worth hearing. It means

students with speaking anxiety experience failure he or she will rather remain quiet than take the risk of failing again. It is frequently suggested that children who have not been encourage to speak from an early stages also contributes to limited opportunities to practice oral skills.

In addition, Basic (2011, p. 10) notes these students usually give up very early and continue to be quite throughout their years in school. Students who have speaking anxiety are often very calm and passive. They believe that only correct English must be spoken and comparing their skills with native speakers of the target language. They fear that their pronunciation is not good enough. The lack of opportunity to participate in classroom activities also contributes to less learning even if they are no less intelligent than other students in class. This situation also contributes to the quiet students being seen as less intelligent since they rarely demonstrate their knowledge.

Furthermore, Horwitz, et.al (1986, p. 127) studied three types of speaking anxiety which are communication apprehension (the fear of communicating with other people), fear of negative evaluation (worry about how others view the speaker), and test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance).

In addition, Speaking anxiety is the difficulty in speaking experienced by students. Speaking anxiety keeps students silent even when they have the capacity to express themselves. They believe that only correct English should be spoken and compare their skills with native speakers of the target language. It involves the communication apprehension, fear of negative evaluation, and test anxiety.

2.5 Speaking Skills

Speaking is one of the most important language skills to master. Edward (2013) maintains that speaking is a verbal use of language to communicate with

others. It means that speaking is a delivery of language through the mouth, to great the message that is going to be delivered. Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate (Rayhan, 2014, p. 516).

If people do not communicate, they must be nearly completely cut off from society. Because speaking is the most basic form of human communication, most individuals confuse the ability to speak a language with knowing a language. Speaking is a skill that is taken for granted, as it is learnt as part of the socialization process through communication. A recent study (Bashir, Asim, & Dogar, 2011) concluded that speaking skills is one of the elements of communication which is communication is output modality and learning is the input of language acquisition and the use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words.

As human in the world we need to communicate each other to express an idea to do everything, what is more as students or learners they have to speak with the teachers and friends as long as in learning to express the idea (Fromkin, Rodman, Collins, & Blair, 1988, p. 237). Teachers should teach students how to listen to others, interact with others, and negotiate meaning in a shared context while teaching speaking skills. It indicates that in a formal setting, teachers and students must constantly interact in order to communicate, because most of our daily communication is interactional.

Noviasari (2011) states that speaking skills is an oral communication that gives information involves two elements, they are; the speaker who gives the message and the listener who receives the message in the world, the communication involves the productive skill of listening. Fromkin (1988) also states that an act of communication through speaking is commonly perform in face to face interaction and occur as a part of dialogue or rather than form or verbal

exchange.

From definition above, it may be concluded that speaking skills is a way of communicating thoughts, opinions, perspectives, and descriptions to others in order to receive a reaction or a way of sending a message in order to comprehend and contribute to others' wishes. Speaking activities must involve both the speaker and the audience, or the speaker alone.

2.6 Elements of Speaking

There are many elements of speaking that must be mastered by students in order to be a good. There are five elements of speaking ability which is based on Bahdi (2014) he divided the elements of speaking ability into five parts. It can be seen in explanations below:

1. Accuracy and Pronunciation

Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. According to Richards (1992) accuracy concerns "the ability to produce grammatically correct sentence". In other words, accuracy in language means grammatical accuracy only. The terms accuracy seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. Anjaniputra (2013) also sets the clear scale for assessment of accuracy, they are; Grammar, students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions or difficult tenses; vocabulary, students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught; pronunciation, students speak and most people understand.

It means that accuracy is the ability to produce correct sentences using correct

grammar and vocabulary. So, a good accuracy in speaking is shown when people speak with good pronunciation, a correct grammar, and appropriate vocabulary. Pronunciation is the way for students to produce clearer language when students speak. Lin (2014) maintains that “pronunciation is the most important skill of spoken English” (p. 16), the spelling of words in accordance with their usual pronunciation. It means that in having a good pronunciation, there are four aspects that have to be mastered by the students, they are; sound, stress, intonation, and rhythm. If one of them is missed from the speaker, it will cause misunderstanding between the speaker and listener.

2. Grammar

It needs for students to arrange correct sentence in conversation. Students can use their ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Grammar is one of the major language components. Bahdi (2014) states that grammar is a form of internal, linguistic knowledge which operates in the production and recognition of appropriately structured expression in that language. It means that grammar is the way words are put together to make correct sentences. It pertains to sentence and word. It figures the categories such as noun, subject, imperative clause, and so on. There is not language without grammar, and none can be mastered without assimilation grammar (Subasini and Kokilavani, 2013, 57). It means that a good understanding in grammar makes students able to produce grammatical and lexical sentences correctly. If the speakers make mistakes in using grammar in communication, the listeners will also make mistakes to translate the meaning of utterance.

3. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes

use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. One cannot communicate effectively or express their ideas both oral speaking and written form if they do not have sufficient vocabulary. A recent study (Larson, Dixon, & Townsend, 2013, p. 16) concluded that vocabulary is total number of words which (with rules for combining them) make up a language.

It consists of content words; noun, verb, adjectives, and adverb, and function words such as preposition, conjunction, article, and pronoun. Some vocabulary exercises need to be carefully prepared in advance or adult (Nation, 2009, p. 2). It must be planned to systematically cover a certain area of vocabulary useful vocabulary needs to be met again and again to ensure it is learned. Without grammar, there is a little information that can be conveyed. Without vocabulary, nothing can be conveyed. So, vocabulary means the appropriate diction which is used in communication.

4. Comprehension

Comprehension is having a sufficient vocabulary, or knowing the meanings of enough words. Students who have strong comprehension are able to draw conclusions about what they speak, what is important, what is a fact, what caused an event to happen, and which characters are funny. Thus comprehension involves combining reading with thinking and reasoning. For oral communication certainly requires a subject speech as well as to initiate it. Addition, Bahdi (2014) says that comprehensibility is the process of understanding of the utterances sent by the speaker done by listener. Comprehensibility has two common senses (Torky, 2006, p. 49).

In its narrow sense, it denotes the building of meaning from sounds. Comprehensibility in broader sense denotes the interpretation the meaning and

utilizes the speech act conveyed. In other words, if there are two people want to make communication to each other, they have to be speaking because they have different information. The activity of speaking or communication should be understood by the speaker and listener. For example, a question, listener extracts the importation then tries to search the answer for it. It means that comprehension is one of the components that involve in speaking skill. In this part, the speaker must have a good way to make the listener understand with their speech. As we know that the function of speaking is transformation and idea from the speaker to the listener.

5. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency being the main characteristic of the speaker performance. Fromkin (1988) defines that fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. Christiansen (2012) states that fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. One can say, it is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation (Nation and Newton, 2009, p. 151).

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses “ums” and “ers”. These sign indicate that the spoken does not have speed a lot of time

searching the language items needs to express the message. More specifically, points out the criteria for assessing fluency. They are as follows: a) lack of hesitation: students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying, b) length: students can put ideas together to form a message or an argument. They can make not only the simplest of sentence pattern but also complex ones to complete the task, c) independence: students are able to express their ideas in a number of ways, keep talking and ask questions, and many more to keep the conversation going (Khadidja, 2010, p. 2).

2.2 Previous Study

In this study, the researcher do the research about the Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 3 Jambi City. There are some previous researchers that have discussed about students' anxiety, they are;

Firstly, the student from English Education Department Education Faculty and Teacher Training The State Islamic University Sulthan Thaha Saifuddin named Roli Asparanita (2020) by thesis entitled "Students' Anxiety In Speaking English At the Eleventh Grade Of Senior High School 1 Muaro Jambi" The aim of this study was to investigate kinds of Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 Muaro Jambi and factors that caused the Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 Muaro Jambi. The object on the second year in the academic year of 2019/2020. This a qualitative research, the research employing observations, interviews to collect data and data analysis in this research was descriptive analysis, data reduction, data display, conclusion or verification and triangulation. The result of the study showed that There were three kinds of students' anxiety in learning English at the Eleventh Grade of Senior High School 1 Muaro Jambi based on Elis

(1994) theory, they are State Anxiety, where the students feel panic and they could stress when they want to speak in English Trait Anxiety, where the students feel nervous when the students could not understand the teacher explanation and Specific-situation anxiety, where the students should do examination about speaking. There were three factors caused the students' anxiety in learning English at the Eleventh Grade of Senior High School 1 Muaro Jambi based on Horwitz (2011) theory, they are communication apprehension, where the students could not speak English because they have weak experience about English and they are not always practice English, test anxiety, where the students feel anxiety because they have to do the test that the teacher give to them of the students do examination and fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistake.

The differences between previous study and this research are: First is research conducted in different years. The second is data collection, data collection in previous studies is observation and interviews. The similarities of previous research and this research are: First is the research subject, which becomes the research subject is the eleventh grade. The second is the research objective, which is to find out the types of students' anxiety in speaking English.

Second, Anggiyana Musthachim (NIM: 109014000115). Students' Anxiety in Learning English (A Case Study at the 8th grade of SMPN 9 South Tangerang). The paper of English Education Departement at Faculty of Tarbiya and Teachers Training of State Islamic University Syarif Hidayatullah Jakarta, 2014. This study was carried out to investigate foreign language anxiety of EFL junior secondary school students at the 8th grade of SMPN 9 South Tangerang. Specifically, it sought to identify what factors that may contribute to anxiety in English learning environment based on the students' perspectives. The method was used in this study was qualitative method with case study approach. Fifteen anxious students

were selected as the participants. The data were gathered through structured interviews and classroom observations. The result of the study 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.

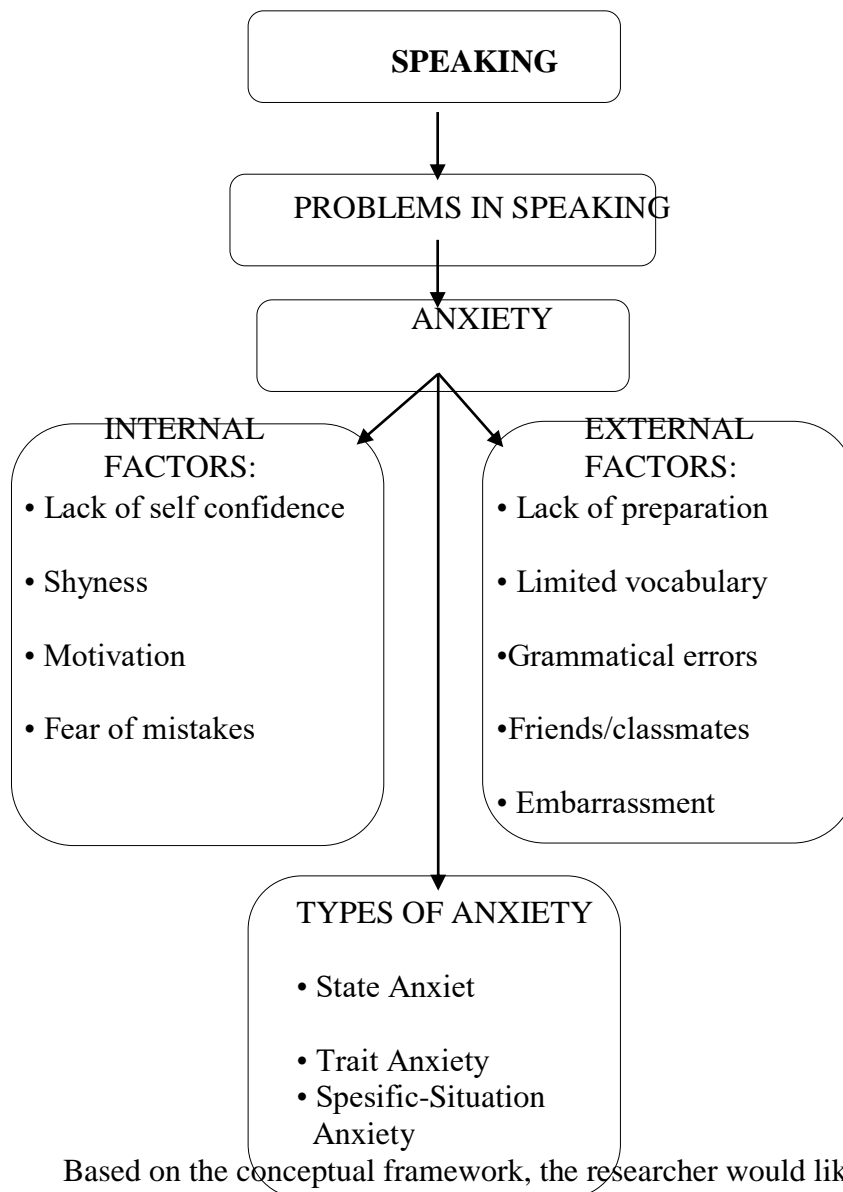
The differences between previous study and this research are: The first is the research objective, namely anxiety in the English learning environment based on the student's perspective. The second is data collection, data collection in previous research is class observation and structured interviews.

Third, Diao Zhiping (2013) in his journal, "Anxiety of Speaking English in Class Among International Students in Malaysian University". He said that an investigate the reasons international students suffer anxiety and explore how they cope with their fear and anxiety when speaking English in class. The study also examines teachers perspectives and reactions towards learners anxiety and investigates the students speaking. The research is a case study of one single class. The researchers select a case study design because they managed to obtain permission to only use and observe one class for the present research from the faculty administration. The case study design has benefits for research studies. Merriam (2009) pointed out that the case study results in a rich and holistic account of a phenomenon. The results revealed that Nigerians in general are do not display anxiety when speaking. They are not shy, not afraid of being in public, and not anxious of speaking inaccurately. This is probably because English is their second language and their main language for instruction in college. They generally have a high proficiency in English and this could be a reason that decreases their anxiety. In addition, they are of higher proficiency level than their Iranian and Algerian classmates. However they did display expressive reactions when they made errors

during the class sessions.

The differences between previous study and this research are: First, the purpose of this research is to investigate the reasons international students suffer from anxiety and explore how they overcome fear when speaking English. The second is the research was conducted in a different year.

2.3 Conceptual Framework



Based on the conceptual framework, the researcher would like to use study case research to analyze the factors are influences the students' anxiety to speak English and consist are external and internal.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this study, the researcher used a qualitative design with a case study. In qualitative research the researchers study things in their natural settings, attempting to make sense or interpret phenomena (Creswell, 1997, in Sugiyono, 2017, 42). A qualitative design with a case study aimed to describe a phenomenon accurately based on the characteristic of research. The case such as event, problems, process, activity, program, a single person, or several people (Merriam, 1998, 4). Qualitative researchers are concerned with the perspective to explore the ideas and perceptions of the participants. The researcher tried to examine the experience from the participant's point of view in order to interpret his/her words. The researcher therefore became involved and immersed in the phenomenon to become familiar with it. The immersion of the researcher helped to provide dense descriptions from the narrative data gathered from the participants, to interpret and portray their experiences, and to generate empathetic and experiential understanding. However, immersion cannot be obtained without a researcher- participant trusting relationship. The relationship is built through basic interviewing and interpersonal skills.

Case study is in-depth detail explanation of a particular case in real. Pollit and Hungler (1990), both explain that case study is focused on the dynamics of further questions why someone thinks, does something, or even develops himself. Creswell (2014), case study is various strategies to carefully study something by collecting complete information, data collection procedures. Fraenkel and Wallen (New York: The McGraw-Hill Companies, 2009) stated, case study is a qualitative

study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization. Therefore, the study case approach allowed the writer to study particular students in an attempt to understand the case of language anxiety.

3.2 Setting Of The Research

This research was carried out Senior High School 3 Jambi City. The reason for conducting this study in Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 3 Jambi City because most of the students 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.

3.3 Subjects of the Research

According to Cresswell (2009) In the entire qualitative research process, the or researcher express in the literature.

In this research the researcher used 6 students as research subjects where the subject was taken from 3 categories, namely 2 high score students, 2 middle score students and 2 low score students have Anxiety in speaking English at the XI Science 5 of Senior High School 3 Jambi City. This research uses purposive sampling technique. researcher keeps on focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to research

According to Arikunto (2010:183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. The researcher chose 6 students who had low scores in English lessons because the researchers felt that the sample taken was the most knowledgeable about the problem to be studied by the researcher, namely

anxiety when speaking English.

3.4 Instrument of the Research

There are two kinds of instruments in qualitative research such as primary instrument and secondary instruments. Based on Ary (2010: 412),” in qualitative studies, the human investigator is the primary instruments for the gathering and analyzing of data”. In this research, the primary instrument is the researcher herself. In this research, the research used interview.

According to Ary (2010: 438), interviews are used in gathering data from people about opinions, beliefs, and feeling about situations in their own words. There are three types of interview; they are structure interview, unstructured interview, and semi structure interview.

In this research, the researcher used semi structured interview because the researcher used a list question and also the researcher can ask additional question to complete the topic.

Interview is a research method in survey research that involves the collection of data through direct verbal interaction between individual (Borg, 1991:436). Based on Sugiyono (2012:317) interview is an activity of two people for exchanging information and idea through the question and responses, resulting in communication and join construction of meaning about particular topic.

Based on the explanation above, interviews allow researchers to directly share information and ideas with respondents. Interviews are used for data collecting when a researcher wants to perform a preliminary study to identify issues that need to be studied, but they can also be utilized if you want to learn more about the respondents.

In conduct interview, researcher use Indonesian in asking questions to respondents. Because the respondents are students who are not fluent in English

and to minimize misunderstandings in the interview.

1. Interview Specification

1) Kinds Of Anxiety

No	Indicator	Question
1	State Anxiety	1 & 4
2	Trait Anxiety	3
3	Spesific-Situation Anxiety	2

2) Factors Causing Anxiety

No	Indicator	Question
1	The External Factors	1-3
2	The Internal Factors	4-6

3.5 Technique of data collection

In this research, the researcher collects the data use interview. The interview is used to answer the formulation of the study, related to the objectives of the Students“ Anxiety in Speaking English at the Eleventh Grade of Senior High School 3 Jambi City. The researcher starts with a general guiding question based on formulation and allow the students to talk freely and to avoid misunderstanding the students will be interviewer in Indonesia language Later the interview take shape as themes emerged from the information given by the students.

To collect the data in this study the researcher obtained the technique collecting data with the steps as follow:

1. The researcher choose respondents from the sample
2. The researcher interviewed the respondents one by one in turn
3. Researchers recorded interviews
4. Listen the recording back interview to conclude and evaluate the outcomes of the

interview with the students by listening to the recording again.

5. Write the record, make a transcription of the interview results, which will be converted into a written document.
6. Read back the result to see if there are an item that have not yet been written down.
7. Find the issue that stood out in the transcripts and then categorize them by topic.
8. Make coding transcription results by grouping issue.

In the interview section, the researcher chose 6 (six) students to be interviewed. Researchers explore information using semi-structured interview techniques.

3.6 Technique of Data Analysis

The technique of data analysis in this research is descriptive analysis. Using this technique, the researcher collects, arranges and presents the data. The qualitative method is a kind of research without using any calculation or statistic procedures. The scheme above is the techniques in analyzing data by;

1. Data Reduction

During the field notes processes, the data gains grow much and complex. The data need to be reduced. Data reduction means to summarize, to choose the points, to focus on Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 3 Jambi City, in order to find the answer. The researcher reduces from the whole data collected and gets the more suitable data that would be analyzed.

2. Presentation

The data are organized and managed for they are able to be understood. Data presentation enables the researcher to understand the teacher's strategies and the whole situation. Presentation of data gives possibility of taking of conclusion and taking action. In this study presentation of data is descriptive which means

giving description of Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 3 Jambi City in the narrative way. The researcher was collecting the information from the teacher and students based on Brown (2000) theory about Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 3 Jambi City.

3. Conclusion

The conclusion needed to be verified for its credibility. Verification is some programs to check the researcher's carefulness and to the accurate data. Taking conclusion is only the part of activity in though configuration. The researcher begins to seek supporting information, then the reduction data, presentation data, and the last was making conclusion. After reduced and presented the data, the last step the researcher made the conclusion about Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 3 Jambi City.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

Based on the result of interview to the subjects of the study, the researcher found that the students' anxiety in speaking English at the Eleventh Grade of Senior High School 3 Jambi City. Class XI Science 5 Senior High School 3 Jambi Academic year 2021/2022. The interview was conducted on May 25, 2022. The interview questions consists of 10 questions. The researcher presented the finding of the study below:

4.1.1 Students Anxiety in Speaking English

According to Basic (2011, p. 4) states, speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have capacity to express themselves and knowledge that is worth hearing. It means students with speaking anxiety experience failure he or she will rather remain quiet than take the risk of failing again.

1.1.1.1 Kind of Anxiety in speaking English

1. State Anxiety

Related to question number eight about "What do you feel when you speak English?" they feel cool if they can speak fluent english.

Student 1: Feel afraid so forget what you want to say.

Student 2: If I can speak English I feel cool because English is now at the forefront.

Student 3: It is hard to pronounce English pronunciation but it's cool Sometimes.

Student 4: Afraid but also feel challenged.

Student 5: Happy, then I like it if I can speak fluent English.

Student 6: Feeling afraid of being laughed at.

From the result of question number eight, the researcher concluded that students feel challenged to speak English but are also afraid to make mistakes, but they feel cool if they can speak English.

2. Trait Anxiety

Related to the fifth question about “Do you know why you feel so anxious when you speak English?” said that they felt anxious because of their lack of vocabulary and difficulty pronouncing English correctly.

Student 1: Afraid of wrong pronunciation of vocabulary

Student 2: I worry if the words I say are mispronounced and end up ambiguous

Student 3: Afraid of being wrong if it is not in accordance with what is taught by the teacher, worried about mispronunciation.

Student 4: Lack of vocabulary and worry about correct English grammar.

Student 5: Lack of vocabulary and fear of making mistakes because they do not master vocabulary.

Student 6: Afraid of wrong pronunciation.

From the result of question number fifth, the researcher concluded that students feel very anxious when speaking English because they do not master vocabulary and have difficulty pronouncing English correctly so they are afraid of being misunderstood by listeners.

3. Specific-Situation Anxiety

Related to the first question about “How do you feel when you speak English in class?” They said they were afraid of being wrong, nervous and anxious when speaking English as follow:

Student 1: Sometimes he hesitates because he is afraid of being wrong, if he is afraid of being blamed by the teacher, he is not confident.

Student 2: Afraid, not fluent, shy with friends.

Student 3: Nervous, doubtful, afraid of being laughed at by friends.

Student 4: I hesitate in English pronunciation.

Student 5: Afraid, afraid of being wrong and anxious.

Student 6: Hesitating because of the difficulty of pronunciation in English

From the result of question number one, the researcher concluded that students were afraid to make mistakes when speaking English, causing feelings of anxiety, nervousness and doubt.

Related to the fourth question about “What do you do while waiting for your turn to speak English in front of the class?” they said that when they waited their turn, they usually mentally prepared and repeated reading exercises.

Student 1: Reading repeatedly and memorizing

Student 2: Keep repeating vocabulary so you don't make mistakes in front of the class

Student 3: Reread, repeat and prepare to not be afraid.

Student 4: Reading and repeating vocabulary

Student 5: Prepare mentally for fear of being wrong

Student 6: Repetition and mental preparation.

From the result of question number fourth, the researcher concluded that students will prepare mentally and continue to practice repeating readings to feel brave when speaking in English.

Based on the explanations above it can be known that there are three kinds of State Anxiety, where the students feel panic and they could stress when they want to speak in English Trait Anxiety, where the students feel nervous when the students could not understand the teacher explanation and Specific-situation anxiety, where the students should do examination about speaking.

4.1.1.2 Factors Causing Anxiety in Speaking English

1. The External Factor

Related to the second question about “What bothers you the most when speaking English?” they said that they were ashamed of their bad pronunciation and were afraid of being laughed at as follow:

Student 1: Nervous, afraid of being wrong and not memorizing ma'am.

Student 2: Afraid of stuttering and afraid of people misinterpreting.

Student 3: Confused with own pronunciation.

Student 4: Confused by inconsistent reading.

Student 5: Afraid of making mistakes and nervous

Student 6: Afraid of being laughed at.

From the result of question number two, the researcher concluded that their students felt that being confused, mispronounced and embarrassed to be seen by their friends made them feel disturbed when speaking English.

Related to the third question about “What factors make you afraid or worried when speaking English in front of the class? They say that they are not confident, embarrassed to be seen by friends and afraid of being laughed at as follow:

Student 1: Not confident

Student 2: Not confident and embarrassed when seen by friends

Student 3: Shy, not confident, nervous, and afraid of being blamed by the teacher

Student 4: Not confident and nervous

Student 5: Not confident and afraid of being blamed by the teacher

Student 6: Nervous.

From the analysis of question number three, the researcher concluded that students felt insecure to speak English for fear of being blamed and nervous.

Related to the ninth question about “What causes you are worried or afraid while speaking English?” they say shy, insecure and afraid.

Student 1: Ashamed of self-ability.

Student 2: I'm afraid because if I mispronounce it or it means I'm ashamed of my friends.

Student 3: Afraid of being wrong means I don't believe in myself.

Student 4: Can not believe it.

Student 5: Afraid of being wrong and having trouble pronunciation.

Student 6: Ashamed of speaking English.

From the result of the question number ninth, the researcher concluded that students were ashamed of their English language skills so they were not confident and found it difficult to speak English.

2. The Internal Factor

Related to the sixth question about “Did your teacher play a role in how you feel, for better or for worse, about your English learning?” said the role of the teacher is very important to build a pleasant atmosphere in the learning process.

- Student 1: Yes ma'am, because the teacher looks more nervous
- Student 2: I think the teacher plays an important role, if the teacher is cool, it will easily enter the brain. But if the teacher is angry or explains it is not clear, it is difficult.
- Student 3: Yes, because if I am comfortable with the teacher then I will be confident in speaking English.
- Student 4: Yes because if I am comfortable with the teacher then I will be confident in speaking English.
- Student 5: Yes, Sis, I think it's because if the teacher is cool, the lesson will be easy to understand.
- Student 6: I don't really think so, but sometimes it also plays a role for me.

From the result of question number sixth, the researcher concluded that students said that the teacher's role was very important to build interaction between teachers and students so that the teaching and learning atmosphere could be fun and interesting for students and of course it could encourage students' interest in learning and speaking English.

Related to the seventh question about “Do you have any ideas about how learning English can reduce your anxiety?” they said they had no idea about reducing their anxiety.

- Student 1: Do not know how to reduce anxiety.
- Student 2: No, because if there was I would be able to overcome my Anxiety.
- Student 3: I don't have one, ma'am, still confused if we have one, we can't be nervous anymore.
- Student 4: No, because I don't like English subjects.
- Student 5: No ma'am.
- Student 6: No ma'am.

From the result of question number seventh, the researcher concluded that students said that they had no idea to reduce their own anxiety.

Related to the tenth question about “What are you doing to overcome your worries when speaking English?” they say that they practice continuously and mentally prepare.

- Student 1: Practice from far away, but if it's in front of the blank
- Student 2: I try to be confident, think positively in the future I can definitely do it.
- Student 3: Practice continuously.
- Student 4: Practicing from a far.

Student 5: Practice English skills until you can.

Student 6: Prepare mentally.

From the result of the question number tenth, from the interview above, it can be concluded that in fact the main factor in fluency in English for Senior High School 3 Class XI Science 5 students (low score) is as follows, namely practicing repeatedly before speaking English.

Based on the explanations above it can be concluded that there are three factors caused the students' anxiety in learning English, such as communication apprehension, where the students could not speak English because they have weak experience about English and they are not always practice English, test anxiety, where the students feel anxiety because they have to do the test that the teacher give to them of the students do examination and fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistake.

4.2 Discussion

Based on the interview result the researcher found how was the students' anxiety at the eleventh grade of senior high school 3 jambi city in academic year 2021/2022.

There were two research questions proposed in this study. This research focused on the students' anxiety in learning English at the Eleventh Grade of Senior High School 3 Jambi City. In this case, the students' anxiety in learning English at the Eleventh Grade of Senior High School 3 Jambi City considered that factors. From the research finding, the students' feels an anxiety in learning English at the Eleventh Grade of Senior High School 3 Jambi City were so various;

There were three kinds of students' anxiety in learning English at the Eleventh Grade of Senior High School 3 Jambi City that most of the students have problems with their speaking skill which can be seen when they speak such as nervous, stress and also confidence, this result where the students feel panic and they could stress when they want to speak in English Trait Anxiety, where the students feel nervous when the students could not understand the teacher explanation and Specific-situation anxiety, where the students should do examination about speaking.

There were two factors caused the students' anxiety in learning English at the Eleventh Grade of Senior High School 3 Jambi City namely the external factor and the internal factor, where the students could not speak English because they have weak experience about English and they are not always practice English, students feel anxiety because they have to do the test that the teacher give to them of the students do examination and students afraid if the teacher and their friends will laugh if the students make mistake.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The finding indicated that the students' anxiety in learning English at the Eleventh Grade of Senior High School 3 Jambi City it can be seen below:

1. There were three kinds of students' anxiety in learning English at the Eleventh Grade of Senior High School 3 Jambi City, they are State Anxiety, where the students feel panic and they could stress when they want to speak in English Trait Anxiety, where the students feel nervous when the students could not understand the teacher explanation and Specific- situation anxiety, where the students should do examination about speaking.

2. There were two factors caused the students' anxiety in learning English at the Eleventh Grade of Senior High School 3 Jambi City namely the external factor and the internal factor, where the students could not speak English because they have weak experience about English and they are not always practice English, students feel anxiety because they have to do the test that the teacher give to them of the students do examination and students afraid if the teacher and their friends will laugh if the students make mistake.

5.2 Suggestions

Based on the conclusions above, the researcher gave the following suggestions:

1. Students

Students should be able to motivate themselves more in learning English, especially in the ability to speak English in the learning process.

2. Teachers

Researchers hope that teachers are able to teach English by using various techniques and all available media so that students can have the ability to speak English so that students are more confident in speaking English.

3. For the Next Researchers

For the next researchers, hopefully this research can be useful and other researchers can use this research as their reference for conducting research. I hope that future researchers can prepare everything in conducting research and that researchers can research this as well as possible.

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APPENDIX 1

PERNYATAAN KESEDIAAN MENJADI RESPONDEN

Saya menyatakan bersedia untuk berpartisipasi dalam pengambilan data atau sebagai responden pada penelitian yang dilakukan oleh Riska Wulandari mahasiswi Universitas Batanghari program studi Pendidikan Bahasa Inggris. Tujuan penelitian ini adalah untuk mengetahui kecemasan pada siswa ketika berbicara Bahasa Inggris. Untuk keperluan tersebut peneliti meminta untuk kesediaan anda sebagai responden dalam penelitian ini dan memberikan jawaban yang jujur dan sesuai dengan yang telah responden alami.

Identitas pribadi responden akan dirahasiakan dari pihak manapun termasuk pihak sekolah dan guru kecuali antara si peneliti dan dosen pembimbing. Dan dalam penelitian ini tidak ada pihak yang dirugikan, tidak akan mempengaruhi nilai pada partisipan dan informasi yang anda berikan hanya digunakan sebagai sumber data untuk penelitian.

Apabila anda bersedia menjadi responden pada penelitian ini, mohon untuk menandatangani lembar persetujuan menjadi responden. Atas perhatian dan kesediaan anda, saya ucapkan terima kasih.

Peneliti

Jambi, Mei 2022
Responden

Riska Wulandari
NIM : 1800888203006

(NAMA LENGKAP)

APPENDIX 2

Specifications on Interview

Name :

Class :

1. How do you feel when you speak English in class?
2. What bothers you the most when speaking English?
3. What factors make you afraid or worried when speaking English in front of the class?
4. What do you do while waiting for your turn to speak English in front of the class?
5. Do you know why you feel so anxious when you speak English?
6. Did your teacher play a role in how you feel, for better or for worse, about your English learning?
7. Do you have any ideas about how learning English can reduce your anxiety?
8. What do you feel when you speak English?
9. What causes you are worried or afraid while speaking English?
10. What are you doing to overcome your worries when speaking English?

APPENDIX 3
FILED NOTES

Location : SMAN 3 Jambi

Date : May 25th, 2022

Source :Students of XI Science 5

Researcher : Are you willing to be interviewed?

Answer:

Student 1, I am ready to be interviewed.

Student 2, I am ready to be interviewed.

Student 3, I am ready to be interviewed.

Student 4, I am ready to be interviewed.

Student 5, I am ready to be interviewed.

Student 6, I am ready to be interviewed.

Question 1: How do you feel when you speak English in class?

Answer:

Student 1, Sometimes he hesitates because he is afraid of being wrong, if he is afraid of being blamed by the teacher, he is not confident.

Student 2, Afraid, not pluent, shy with friends.

Student 3, Nervous, doubtful, afraid of being laughed at by friends.

Student 4, I hesitate in English pronunciation.

Student 5, Afraid, afraid of being wrong and anxious.

Student 6, Hesitating because of the difficulty of pronunciation in English.

Question 2: What bothers you the most when speaking English?

Answer:

Student 1, Nervous, afraid of being wrong and not memorizing ma'am.

Student 2, Afraid of stuttering and afraid of people misinterpreting.

Student 3, Confused with own pronunciation.

Student 4, Confused by inconsistent reading.

Student 5, Afraid of making mistakes and nervous

Student 6, Afraid of being laughed at.

Question 3: What factors make you afraid or worried when speaking English in front of the class?

Answer:

Student 1, Not confident.

Student 2, Not confident and embarrassed when seen by friends.

Student 3, Shy, not confident, nervous, and afraid of being blamed by the teacher.

Student 4, Not confident and nervous.

Student 5, Not confident and afraid of being blamed by the teacher.

Student 6, Nervous.

Question 4: What do you do while waiting for your turn to speak English in front of the class?

Answer:

Student 1, Reading repeatedly and memorizing

Student 2, Keep repeating vocabulary so you don't make mistakes in front of the class.

Student 3, Reread, repeat and prepare to not be afraid.

Student 4, Reading and repeating vocabulary

Student 5, Prepare mentally for fear of being wrong

Student 6, Repetition and mental preparation.

Question 5: Do you know why you feel so anxious when you speak English?

Answer:

Student 1, Afraid of wrong pronunciation of vocabulary.

Student 2, I worry if the words I say are mispronounced and end up ambiguous.

Student 3, Afraid of being wrong if it is not in accordance with what is taught by the teacher, worried about mispronunciation.

Student 4, Lack of vocabulary and worry about correct English grammar.

Student 5, Lack of vocabulary and fear of making mistakes because they do not master vocabulary.

Student 6, Afraid of wrong pronunciation.

Question 6: Did your teacher play a role in how you feel, for better or for worse, about your English learning?

Answer:

Student 1, Yes ma'am, because the teacher looks more nervous

Student 2, I think the teacher plays an important role, if the teacher is cool, it will easily enter the brain. But if the teacher is angry or explains it is not clear, it is difficult.

Student 3, Yes, because if I am comfortable with the teacher then I will be confident in speaking English.

Student 4, Yes because if I am comfortable with the teacher then I will be confident in speaking English.

Student 5, Yes, Sis, I think it's because if the teacher is cool, the lesson will be

easy to understand.

Student 6, I don't really think so, but sometimes it also plays a role for me.

Question 7: Do you have any ideas about how learning English can reduce your anxiety?

Answer:

Student 1, Do not know how to reduce anxiety.

Student 2, No, because if there was I would be able to overcome my anxiety.

Student 3, I don't have one, ma'am, still confused if we have one, I can not be nervous anymore.

Student 4, No, because I don't like English subjects.

Student 5, No ma'am.

Student 6, No ma'am.

Question 8: What do you feel when you speak English?

Answer:

Student 1, Feel afraid so forget what you want to say.

Student 2, If I can speak English I feel cool because English is now at the forefront.

Student 3, It is hard to pronounce English pronunciation but it's cool sometimes.

Student 4, Afraid but also feel challenged.

Student 5, Happy, then I like it if I can speak fluent English.

Student 6, Feeling afraid of being laughed at.

Question 9: What causes you are worried or afraid while speaking English?

Answer:

Student 1, Ashamed of self-ability.

Student 2, I'm afraid because if I mispronounce it or it means ashamed of my friends.

Student 3, Afraid of being wrong means I don't believe in myself.

Student 4, Can not believe it.

Student 5, Afraid of being wrong and having trouble pronunciation.

Student 6, Ashamed of speaking English.

Question 10: What are you doing to overcome your worries when speaking English?

Answer:

Student 1: Practice from far away, but if it's in front of the blank

Student 2: I try to be confident, think positively in the future I can definitely do it.

Student 3: Practice continuously.

Student 4: Practicing from a far.

Student 5: Practice English skills until you can.

Student 6: Prepare mentally.

APPENDIX IV

*Dokumentasi Surat Izin Penelitian



YAYASAN PENDIDIKAN JAMBI
Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor : 64 /UBR-01/B/2022
Lampiran : -
Perihal : Izin Penelitian

Kepada Yth : **Bapak/Ibu**
Kepala SMA N 3 Kota Jambi
di
Tempat

Dengan hormat,

Kami mengharapkan kesediaan Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : **RISKA WULANDARI**
NIM : 1800888203006
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

**"STUDENT'S ANXIETY IN SPEAKING ENGLISH AT THE ELEVENTH
GRADE OF SENIOR HIGH SCHOOL 3 JAMBI CITY"**

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 25 Mei 2022

Guru Pamong


(Ahedi, S.Pd., M.Pd)

Jambi, 23 Maret 2022

Dekan,



Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502



PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 3 KOTA JAMBI



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NSS :301106009003 NPSN : 10504553

SURAT KETERANGAN

Nomor : 421.3 / 745 / SMA.3 / KM-2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas Negeri 3 Kota Jambi, dengan ini menerangkan bahwa:

nama : **RISKA WULANDARI**
NIM : 1800888203006
Program studi : Pendidikan Bahasa Inggris
universitas : UNIVERSITAS BATANGHARI

Telah melaksanakan dan memperoleh data sebagai bahan Penelitian guna penyusunan skripsi dengan judul : **"STUDENT'S ANXIETY IN SPEAKING ENGLISH AT THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL 3 JAMBI CITY"**.

Demikian surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Jambi, 25 Mei 2022



ENCU RUSMANA, S.Pd, M.Si
NIP 19700414 199301 1 001

DOCUMENTATION

