



**ANXIETY FACTORS OF THE FIRST GRADE STUDENTS IN ENGLISH
SPEAKING CLASSROOM**

(A Case Study at SMP Qur'an Al-Zamriyah Islamic Boarding School)

THESIS

*Submitted to the English Teaching Department of
Tarbiyah and Teacher Training Faculty of IAIN Batusangkar
for getting Bachelor Degree*

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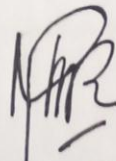
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The advisor of **Yovando Alvarici**, Reg No. 16 301 04 080, whose thesis entitled: "*Anxiety Factors of the First Grade Students in English Speaking Classroom at SMP Al-Qur'an Al-Zamriyah Islamic Boarding School*" approves that the above mentioned thesis has fulfilled the requirement to proceed to thesis examination.

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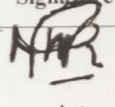
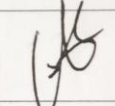
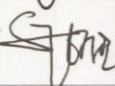
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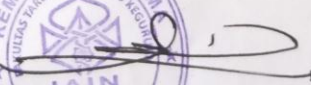
This thesis was written by YOVANDO ALVARICI, Reg. No. 1630104080, entitled "ANXIETY FACTORS OF THE FIRST GRADE STUDENTS IN ENGLISH SPEAKING CLASSROOM AT SMP AL-QUR'AN AL-ZAMRIYAH ISLAMIC BOARDING SCHOOL", has been examined by board of examiners of English Teaching Department of Tarbiyah and Teacher Training Faculty of IAIN Batusangkar on Friday, February 5th 2021 and approved to be accepted as requirement to obtain Bachelor Degree in Teaching English.

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ABSTRACT

YOVANDO ALVARICI, NIM 16 301 04 080. Judul Skripsi “*Anxiety Factors of the First Grade Students in English Speaking Classroom at SMP Al-Qur’an Al-Zamriyah Islamic Boarding School*”, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Penelitian ini dilatarbelakangi oleh munculnya kecemasan siswa yang mengikuti pembelajaran pada mata pelajaran *Speaking*. Adapun tujuan penelitian ini adalah untuk mengetahui faktor apa saja yang menyebabkan kecemasan siswa selama mengikuti pembelajaran pada mata pelajaran *Speaking*.

Penelitian ini menggunakan pendekatan Kualitatif dengan desain *case study*. Informan penelitian ini adalah siswa kelas 1 SMP Qur’an Al Zamriyah Islamic Boarding School tahun akademik 2019/2020 yang telah mengikuti pembelajaran di kelas *Speaking*. Mereka berjumlah 17 orang. Teknik pengambilan informan dilakukan dengan menggunakan teknik *purposive sampling*. Peneliti berperan sebagai instrumen kunci. Instrumen yang digunakan untuk mengumpulkan data yaitu angket dan wawancara. Angket wawancara disebarkan langsung kepada siswa, dan data triangulasi dilakukan dengan melakukan wawancara dengan informan berdasarkan angket yang disebar. Selanjutnya, dalam menganalisis data peneliti menggunakan teori Miles dan Huberman (1994) yaitu dengan cara mereduksi data menyajikan data, memverifikasi data, dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa ada 8 faktor penyebab kecemasan yang dihadapi siswa selama pembelajaran *Speaking* berlangsung. Faktor kecemasan tersebut mencakup: 1) Kurangnya persiapan siswa; 2) siswa takut melakukan kesalahan; 3) siswa memiliki keraguan; 4) siswa takut untuk berbicara di depan kelas; 5) siswa mempunyai perasaan malu untuk tampil; 6) siswa tidak menguasai materi; 7) siswa takut dimarahi; 8) siswa merasa gerogi.

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CHAPTER I

INTRODUCTION

A. Background of Problem

In learning English, one is expected to have more than just the ability to read, write, and understand the basic of the language. One must be able to use language to get successful learning. Speaking is the way to use language to communicate each other. It means to use a language one had to communicate through speaking that contains interaction between speaker and listener.

According to Brown (2004) speaking is the product of creative contraction of linguistic strings; the speaker makes choices of lexicon, the structure, and discourse. In the other words, speaking is the process of choosing and using the elements of language such as words, structure of sentences, and discourse. Thus, Thornbury (2008) states that speaking is so much part of daily life that we take it for granted. It means that speaking is common activities in daily life.

Therefore, using language through speaking is the urgent one especially in language classroom. Ideally, first grade students have to be able to speak by using an English language. Hopefully they are able to communicate by using English whether in classes or outside classroom. In short, they are emphasized to speak especially in language classroom. As a result, by using English, they can precede successful students and teacher for the future.

As stated previously, the goal and importance of speaking can be reached if the students have bravery to speak the language. A bravery to speak language is a desire from the students to speak especially in language classroom that emphasize them to speak. On contrary, bravery to speak is a primary goal of language instruction. In the other words, a bravery to speak is a main goal to realize successful language learning. Therefore, bravery to speak English is importance in such a way above. It can show the readiness of students to speak English and finally they can use the language as the target of learning.

Furthermore, in learning English there is a disrupting learning in mastering the language. This disruption is not only can disturb the teacher, but also for the students themselves. The disrupting is known by problem behavior. According to Harmer (2004), problem behavior can take many forms. They are disruptive talking, sleeping in class, tardiness and poor attendance, failure to do homework, cheating in test, and anxiety to speak in the target language. Those factors are the disrupting the students to get English language. Especially for anxiety to speak English.

In learning a language many factors determine what language lessons are can be controlled or not. The factors that can determine whether a lesson English can be mastered by students, including teacher factors, classrooms, motivation, students' anxiety levels, learning strategies applied by students and other factors. Anxious students have is one of the factors that give a large enough contribution in determine whether English lessons are acceptable or not. Level Language anxiety possessed by a person greatly determines the learning process. Anxiety in the learning process has become a problem that has become attention. The level of anxiety a student has while studying plays a big role in determining whether the learning process can work or not against the process of learning a foreign language

As a matter of fact, based on research observation on Monday January 6 and Monday January 13 the researcher found many students in SMP Qur'an Al-Zamriyah Islamic Boarding School in District 50 kota did not have bravery or confidence to speak especially in classroom performance, they always avoid when asked to show their speaking skills in front of the class. Whenever they are asked come to in front of the class they always look for a reason and finding way to not come to front of class. Researchers are interested in researching this school because; usually students in this school are very happy when appearing in front of the class, especially when they are depositing their Quran memorization to the teacher. This school is a school that prioritizes the Qur'an in its curriculum so that

every student in this school is a qori and hafidz qur'an. generally a person who has memorized a lot of the Qur'an will have better intelligence than students who do not have memorized the Qur'an and also these students have often appeared in public in the competition for tahfidz and recitation of the Qur'an, but when they appear To speak English in front of the class there is anxiety among these students. This phenomenon was supported with researcher's interview with students.

The researcher find research that has been studied previously by Karmila (2017) states that one problem that frequently appears in EFL instructions in Indonesian Schools, particularly teaching speaking skill, is the limited time allocation for English subject, which is only 80 minutes per meeting. In only 80 minutes, teachers must be able to use it to teach 4 language skills at once. This is not sufficient time if it should include the practice. In such a short length of time students are pressed to practice speaking in front of the class with a very limited time to prepare. This results in the difficulties to control their anxiety.

Accordingly, the anxiety to speak can be seen from the low or uneven participation of students themselves in learning. Vanin (2008) states that students with anxiety often experience high and uncontrollable worry about events which accrued in past or may be happened in future, they experience extreme worry about performing completely well, meanwhile they are so-self consciousness and often misinterpreted or overstated the importance of the condition.

Moreover, Cowden (2010) states many academic anxious students are frightened of interaction trough an educational situations and talking within the classroom in front of others make them so anxious, these students most the times experienced daydream, uneasiness and their mind will be filled with anxiousness thoughts. Therefore, those factors influence students not to speak English in language classroom.

The phenomena above conclude that, there are several problems that make students did not speak English. They are: fear of making mistakes, feel anxiety, and did not understand of topic being discussed.

Based on the problems found by the researcher above, the researcher was interested to conduct a research under the title “*Anxiety Factors of the First Grade Students in English Speaking Classroom at SMP Al-Qur’an Al-Zamriyah Islamic Boarding School*”

B. Identification of the Problem

Based on the phenomena that the researcher found at SMP Al- Qur’an Al-Zamriyah Boarding School, there were some problems found in learning process. It seemed some students have anxiety to speak English during the class. It was obviously seen based on the preliminary observation in Speaking Class. In the other words, in this subject, students from at SMP Al- Qur’an Al- Zamriyah Boarding School had been assumed have good skill in did not give additional information. Therefore, during the classroom discussion, some students were in low or uneven participation. It seemed that some students speaking. So those, in Speaking, the students are expected to use and speak by using English language fully at all in order to get successful language learner.

C. Research Focus and Question

Based on the identification of the problem above, the research focuses on the factors causing students` anxiety to speak English in *Speaking* classroom performance.

Based on the limitation of the problem above, the researcher wants to answer the following question; “*What factors cause the SMP Al- Qur’an Al-Zamriyah Boarding School students` anxiety to speak English in Speaking classroom performance?*”

D. Definition of Key Term

1. Speaking

Speaking is the ability to express the sounds of articulation in order to convey messages, ideas, and purpose orally. Brown (1994) defines speaking as an interactive process of constructing meaning that involves producing and receiving, and processing information.

2. Anxiety

According to Carlson and Buskist, anxiety is “a feeling that comes with physiological reactions, for examples accelerated heart rate, sweaty palms, and tightness in the stomach.”

E. Purpose of the Research

The purpose of the research is to describe factors causing the smp al-qur'an al-zamriyah islamic boarding school students` anxiety to speak English in language classroom especially in *Speaking* class.

F. Significance of The Research

By conducting this research, the researcher expects that it may give some contribution to the teachers, students, and the researcher him self :

1. Students

Students know that the factor causing their anxiety to speak English. So, they can find solution for overcoming their problem in speaking.

2. English Teachers

The result of this research is expected to give information related to the factors cause students` anxiety to speak English in language classroom, especially for Speaking Class.

3. Researcher himself

It may give two advantages resulted from this research. First, it may improve the researcher`s knowledge about factors that make students do not speak English in language classroom. Second, it is requirement in getting bachelor degree (S1) in English Teaching Department of IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Speaking

a. Definition of Speaking

Cameron (2001) states that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Martinez Flor, 006: 139). In brief, learners need to know how to use the language in context.

Richards (2008) mentioned that the mastery of speaking skills in English is a main concern for many second language or foreign language learners. as a result learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have enhanced in their spoken language proficiency.

Based on theories above, it can be conclude that speaking is the active productive skill that is used to express ideas in the form of speech sounds of the language. It can be said that speaking is a skill that commonly used in a daily life between speaker and listener in performing the idea.

b. Types of Speaking

According to Brown (2004) there are five types of speaking:

1) Imitative

Imitative One end of continuum of type of speaking performance is the ability to simply parrot back (imitative a word or phrase or possibly of a sentence).

2) Intensive

A second type of speaking frequently employed in assessment contact is the production of short stretches of spoken language design to reveal competence in a narrow band of grammatical, phrase, demonstrate competence in relationship (such as prosodic element intonation, stress, rhythm, juncture).

3) Responsive

Responsive assessment tasks include interaction and comprehension but at the somewhat limited stage of a very short conversation, standard greeting and small talk, simple request and comment, and the like.

4) Interactive

This can be same as responsive but the length and complexity of the interaction, which some time include multiple exchanges and multiple participants.

5) Extensive

This type of speaking include speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to non verbal responses) or ruled out all together.

Also in Brown (2001) He classified the types of oral language as the figure below:

1) Monologue

when the speaker will speak without interruption from the listener and will continue to speak even if the listener understands or not, for example speeches, lectures and also news broadcasts.

2) Dialogue

involves two or more people and will allow interruptions

Based on the explanation above, it can be concluded that there are five types of speaking, namely imitative, intensive, responsive, interactive, and extensive and also there are two types of spoken activity such as monologue and dialogue. By these types of speaking, teacher can use each of types depend on the purpose of learning speaking. Moreover, the teacher can assess students` speaking ability based on the types of speaking.

c. Components of Speaking

Speaking has several components for being able to speak, actually someone needs factors that support him or her in expressing ideas, thought, and comment. According to Haris (1974), there are five components of speaking. There are as follows:

1) Pronunciation

Pronunciation is one of the most significant components of speaking is attempt to master the sound system in order to be able to speak in the language easily. Thus, the sound produced in familiar way to make one able to understand something the speaker mean.

2) Grammar

It is needed for students to organize a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

Vocabulary is also one of many important factors in mastering English, especially in speaking skill. Vocabularies help someone to express their meaning in speaking. The more vocabularies that students have the more they can speak English easily.

4) Fluency

Fluency is the ease and the speed of the flow of the speech. It means that it exerts a significant influence on the communication between a speaker and a listener.

5) Comprehension

Comprehension is one of the important components in speaking. This is show how the speaker and the listener understand each other.

Furthermore, Vanderkevent (1990) there are three components in speaking:

1) The speakers

Speakers are people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

1) The listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

2) The utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

Based on the explanation above, it can be concluded that generally there are five components of speaking. They are; pronunciation,

grammar, vocabulary, fluency, and comprehension. These component support students to speak English in classroom. By considering these factors, students are easy to deliver their idea and get success in speaking.

2. Anxiety

a. Definition of anxiety

Generally, anxiety is defined as someone's fearness in facing something that can be a serious problem for him/ her. Horwitz, and Cope (1986) explained that, anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Young (1991) also state that anxiety is a complex and multi dimensional phenomenon. It is not exaggerated to say that all people are speakers in everyday life. Although everyone knows about anxiety and has ever felt the feeling of anxiety, anxiety is not easy to describe in a simple sentence. Anxiety is a normal part of life and all of us will experience "difficult periods" that are for the most part temporary and usually safe. Students who suffer from an anxiety disorder experience fear, nervousness, and constant worry, among other symptoms. According to Goldberg (2008), anxiety could be defined as the uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future.

Anxiety is a common human emotion that everyone experiences at times. The people feel anxious, or nervous, when faced with a problem at work, before taking a test, or making an important decision. Based on Barlow (2002), viewed anxiety as a future-oriented mood state associated with preparation for possible upcoming negative events. Anxiety could also be seen as the apprehension or excessive fear about real or imagined circumstances. Koch and knell state that joining speaking class for foreign language learner classroom leads a number of anxiety than any other

classroom activities. They feel anxious about making mistakes and had a negative experience in speaking class, such as being laughed by their friends, which made them feel more anxious to take part in classroom activities. Moreover, language anxiety is claimed as a picturesque language process because the learners are required to master a language which is not totally comprehended by them. In addition, Oxford (1999) defines the language anxiety is fear or apprehension occurring when a learner is expected to perform in the target language. Anxiety was a normal, emotional, logical and expected response to real or potential danger. on the other hand, if the symptoms of anxiety were lengthened, irrational, disproportionate and/or severe; occurred in the absence of stressful events or stimuli; or interfere with everyday activities, then, these are called Anxiety Disorders.

Previous studies found that anxiety affected on students' academic performance. The concept is adopted from general term of anxiety and tried to apply in educational area, mean that to gain the possibility of anxiety among students during study. In the other words, students who feel anxiety will lose their self-confidence. They will have particular perception that assumes something as a big problem or difficult matter. The condition can lead them into certain level of frustration. In addition, Gregersen (2005) argues that learners who feel anxious in their foreign language learning may find their study less enjoyable. Some expert state the definition of anxiety. Next, Sukmadinata in Maulimora (2019), anxiety is experienced by a person who gets worried because of a situation that does not give a clear answer, or when he cannot expect anything for help so that he seems to have no clear hope. In addition, Bisson (2015) said that anxiety is extremely worried about these or other things, even when there is little or no reason to worry about them. They are very anxious about getting through the day, have a negative outlook, and think that things will

go wrong. According to Shri (2009), anxiety is a subjective feeling of unease, discomfort, apprehension or fearful concern accompanied by a host of autonomic and somatic manifestations. In addition, Sanders & Wills (2005) state that anxiety is the experience of fright which has overtaken the sense of objective danger.

According to Carlson (1997), 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. Callahan (2001) mentioned that anxiety is one of the psychophysiology difficulties. According to Spielberger (1983) Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the nervous system. Wooten (2008) also views anxiety as a negative mood of apprehension accompanied with physiological characteristics. Stated by Breuer (1999) all anxiety disorders are defined by the dual characteristic of excessive emotional fear and physiologic hyper arousals. Lam, Michalak, & Swinson, (2005) anxiety can focus attention and concentration to improve performance, but excessive and/or prolonged anxiety can lead to changes in thinking and behavior, overactive stress hormone release, and degradation in functioning.

Although anxiety and fear sounds similar, both are actually dissimilar Halin (2007) describe the difference between fear and anxiety, fear is a natural alarm response to a risky situation while anxiety is more future oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen. In addition MacIntyre and Garden (1989) view that anxiety as sensation of worry and emotional reaction that arises while learning and using a second language. Mahmoodzadeh (2012) defined anxiety as the threats to self efficacy and appraisals of situations as threatening. Also in Ormrod (2011) stated that anxiety can be defined as nervousness and apprehensions feeling toward unsure outcome of a

given condition. Therefore, Cubukcu (2007) explains that anxiety effected language learning. A lot of foreign language learners felt anxious in learning to speak a different language in a specific condition and it became a principal problem in learning language. Thus, learners tend to keep away from difficult message in target language and tend to avoid speaking by using foreign language or second language. Cubukcu (2007) believes that anxiety consists of two components; they are cognitive anxiety that is the aspect of mental of anxiety experience, such as perception of other and negative expectations, and somatic anxiety that is perceptions of the physiological effects of anxiety experience, such as nervousness, sweating and tension.

Based on the explanation above, the researcher conclude that anxiety is a very complex human feeling or reaction and also one of the psychophysiology difficulties. They are feelings of nervousness, tension, and afraid. It mean, performance anxiety is all of human feeling that comes when people think they are can not do the performance in front of audiences. anxiety is every feeling of scary which is appeared because of unsure result of a particular effort. Furthermore, anxiety is meant by a risk of a situation

b. Kinds of anxiety

There are two kinds of anxiety faced by some people. Spielberger (1983) mentioned that the anxiety calculated by state and trait (STAI) instrument, which means that high scores of state and trait determines high level in cognitive anxiety.

Trait anxiety refers to anxiety that is chronic and pervasive across situations and not triggered by specific events Riasati (2011) states that trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed to. State anxiety refers to

anxiety that occurs in specific situations and usually has a clear trigger. In addition Horwitz (1986) state anxiety is referred to a situational anxiety.

Horwitz, Horwitz, and Cope (1986) figure out that there are three kinds of anxiety in language learning. They are communication apprehension, test anxiety, and fear of negative evaluation.

1. Communication Apprehension.

Communication apprehension is defined as a reaction of shy as the impact of fear to communicate with other people. In this case, the students who have problem in speaking in group usually have difficulties in speaking in foreign language class. The students have a smaller amount of control in communicative situation. Thus, it influences their speaking performance.

2. Test Anxiety.

Usually, the test anxiety is appeared when the students worry to be unsuccessful in a test. The students who feel anxious in test of foreign language class may get difficulty test and quizzes since the test. Even, the students who most prepared repeatedly make errors in the test.

3. Fear of negative evaluation.

Fear of negative evaluation is defined as the students who are not only get anxiety in taking test. They can feel anxious in every social evaluative situation, for instance interviewing for a job or speaking in foreign language class.

Based on the explanation above, there are several form of anxiety. Trait anxiety is anxiety at the deepest or global level it means anxious on anything and state anxiety is anxiety at a more momentary or situational

level example test, surgery, and etc. communication apprehension, test anxiety, and fear of negative evaluation.

c. Causes of anxiety

Commonly, the anxious feeling can be appeared by a number of factors. The anxiety can be caused by individual and social factor. Individual factor involves students' self- confident. However, social factor involve teachers' instruction in teaching and the used of material by the teacher. As stated by Price (Horwitz and Dolly, 1991), being laughed is the biggest factor that causes students anxiety in speaking. Keramida (2009) state that, students were anxiety to take part in speaking activities. While a number of factors can potentially account for this, research showed that their anxiety was not due to the fact that they did not realize the value of learning English, laziness, or lack of interest in the English language. These students' narratives provided strong evidence that they did not take part in speaking activities, because they believed that they were not excellent at speaking. Consequently, they feared that their fellow students would evaluate them negatively. Another source of fear from negative evaluations is the belief that they must produce ideal sentences. Gregersen's (2003) suggestion that anxious learners tend to focus on form rather than content. All of these anxious students feared that mistakes in speaking activities would destroy their social image as able students. Lanefeldt (2011) argued that "speaking anxiety is something that has a huge impact one's self-belief when the speaker speaks out and shows what one knows". The students who experience failure in speaking performance, they will better to quiet than taking a danger to fail again.

The past studies have determined many causes of foreign language speaking anxiety. For example, students' communication apprehension may stem from previous negative experience (Price, 1991), shyness or

reticence (Friedman, 1980), attitudes of classmates and cultural stereotypes, and foreign teacher etc. (Timina, 2015).

In other references, Worde (2003) argued that students' fear in misunderstanding what is being said in classroom can lead to communication apprehension. Besides, the way of teaching also can cause the students feel anxious in learning process. For this reason, the teacher should make the comfortable class without threatening them in practicing speaking English (Oxford, 1991). Na (2007) states that FL anxiety makes students become discouraged and they lose confidence in their potential to learn the foreign language (FL). Al-Saraj (2011) did a research to find out the experiences of female college learners learning EFL in Saudi Arabia. To increase insight into the learners' perspectives of FLL anxiety; the researcher used questionnaires, individual and group interviews, and classroom and informal observations. The findings revealed that anxiety provoking situations included the environment, the teacher, and the content of material in the class, as well as the communication style.

According to Behnke and Sawyer (1999), public speaking anxiety may stem from numerous sources, such as public speaking skills, fluency in a foreign language, emotional predispositions toward public speaking, and characteristics of the public speaking situation itself. Young (1991) states that anxiety may affect the quality of an individual's communication or willingness to communicate.

According to Marwan (2007), the lack of preparation is a big deal toward students' worries in speaking English. In this case, they are scare not perform well in their speaking performance. Abu-Rabia (2004) describes, "FL anxiety may negatively influence motivation, level of performance and attitude to learning a specific topic".

The factor from teacher involves classroom speaking activity and inappropriate ways of teaching. The classroom speaking activity can

evoke the fear of negative evaluation by teacher or peers. However, the inappropriate ways in teaching is risky to threatening acts and incomprehensible input. The students' anxiety is also determined by material used in learning process. The excessive and the difficulty level of learning material strongly affect students' worries in speaking activity in class.

The factor from students includes belief about language learning. In this case, the students believe that language is difficult. So, they feel unable to face the difficulties. The students also think that they should always show the perfect performing in speaking. Moreover, low self esteem, stressful learning experience, and the lack of preparation also often become factors toward students' anxiety in speaking performance. Tseng (2012) mentions the sources of speaking anxiety are gender, negative self-perception or self-esteem, competitiveness, fear of making mistakes, social status, cultural differences, social environment and limited experience to the target language.

1) Gender

The subject appeared to have different experiences of feeling anxious or comfortable while talking to the opposite sex” (Tseng, 2012). But it was not the environment that the researcher wants to study about. The environment of the researcher was male or female only school

2) Negative Self Perception or Self Esteem

Experiences of speaking anxiety and foreign language anxiety have been considered in terms of cognitive interference in which learners, who have continually negative thoughts about their learning difficulties, will be anxious. This anxiety is associated with their speaking in a foreign language so they cannot

manage their concentration on the language task (Occhipinti, 2009)

3) Fear of Making Mistakes

Error correction harshly will be one of the source of students' anxiety because the harsh manner of correction given to the students who are less fluent will be missed of their peers. Students who have experience of making mistakes in front of their peers tend to be more unwilling to take part and avoid making mistake in order not to be laughed at by their peers. On the other hand, the error correction is needed in order to make the students know their mistakes. The issue for the learners is not the error correction but the manner of error correction, how often the error corrections happen and how the errors are corrected.

4) Social Status

Social status has an significant role in speaking foreign language anxiety. The difference status between students and teachers can be a cause of students' anxiety. It has been provided by Tseng (2012) in his research the students presume that the teachers foreign language' are perfect while the foreign language of the students are bad. It is caused the teachers are in high social status while learners are in low social status. This suggests that lacking of confidence in speaking competence will make the learners have low self-esteem and feel afraid to communicate with others who have higher social status.

5) Cultural Differences

Cultural differences between the students and the target language become significant factor contribution to anxiety. According to Tseng (2012), the more unfamiliar the learners to the culture of target language will produce anxiety in speaking of target language. Other students will interpret what the speaker says in orientation to the cultural background of the speaker. Moreover, the cultural environment of the speaker and the cultural environment of language target can be very different. It will cause anxiety for the speaker.

6) Social Environment and Limited Experience to the Target Language

Environment is as a factor in the success or failure of a students in learning a foreign language. Tseng (2012) explain that students who are only study inside the classroom but not practicing outside the classroom, will lack of or have difficulty to find an opportunity in speaking of foreign language. It could explain why EFL students feel anxious when speaking English even they learn language in English environment. It shows that the students will speak English if they are inside the classroom. But when the class is over, they do not exercise their foreign language. They tend to use their first language. The use of a foreign language can be maximized by forming a group of foreign language discussion for the learners in order to make the English as foreign language

d. Symptoms of Anxiety

Tanver (2007) says that learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English and claim to have a „mental block“ against learning English. Just like with any mental illness, people with anxiety disorders experience symptoms differently. But for most people, anxiety changes how they function day-to-day. According to Samuelsson (2011), the most familiar symptoms, mentioned in the introduction are followed by thoughts directed towards a feeling of worry anticipating social disaster. So, an anxious person maybe thinks – My heart is going to stop! I lose my face! And believe that the audience perhaps is going to laugh. This situation becomes awkward and an anxious person gets occupied by the thoughts of being strange, being a failure, etc. according to Ziash Suleimenova (2013) Behaviors vary across cultures, and what might seem like anxious behavior in one culture possibly normal behavior in another culture. Anxiety can reveal some physical behaviors and symptoms, such as squirming, fidgeting, playing with hair or clothing, nervously touching objects, stuttering or stammering, and totally displaying anxious behavior. Some students may experience very intensive anxiety and they attempt to avoid and postpone registering for the foreign language class, while others may pretend to be sick, skip the class, or hide in the last row lying on their desks. For instance, in language classes, anxious students may not be able to take in a spoken dialogue fast enough because anxiety interferes with their capability to process information. Naturally, if the words or phrases do not enter the system, they cannot be processed or used later

According to Augustin, (2005) The clinical sign and symptoms differ depending on the form of anxiety disorder, but general sign and symptoms include the heart palpitations, feelings of panic, fear, and uneasiness, insomnia, cold or sweaty hands and/or feet, shortness of

breath, an incapability to be steady and calm, dry mouth, numbness or tingling in the hands or feet, nausea, muscle tension and dizziness

According to Spolsky (1989), the learner's metacognitive awareness of his/her inability to speak fluently and understand the full message given in the FL may lead him/her to despair, hesitation, and rejection of any communication activity. Zheng (2008) define, Language learning experience could become a traumatic experience and may deeply disturb one's self-esteem or self-confidence as a learner.

The subjective experience of anxiety typically has two components namely physical component and emotional component which affect the cognitive processes of the individual Cates (1996)

1) Physical symptoms

Nervousness, worry, fear, irritability, insecurity, isolation from others, self-consciousness, desire to escape, feeling that one is going to die, etc.

2) Emotional symptoms

Headache, nausea, vomiting, sweating, trembling, stomach pain, ulcers, diarrhea, tingling, weakness, body ache, feeling shortness of breath, hot flashes or chills, increased blood pressure and heart rate, etc.

Michael W. Passer and Ronald E. Smith (2004) also said that behavioral symptoms of anxiety is Avoidance of Feared situations, Decreased task performance and Increased startle response.

The sign of anxiety itself can be detected by some sign. Johnstone (2006) stated that some sign that detected anxiety is from physical signs like headache and breath shortly, emotional signs like fear to death and cognitive signs is hard to concentrating.

B. Review of Relevant Studies

The researcher find this research relevant to the thesis of Rio herwanto (2013) with the title: “Factors that Causes Language Anxiety in The English Classroom Speaking Performance in SMP Negeri 4 Pakem Yogyakarta”. He finds the result indicates that student’s anxiety is from type of task which demands classroom presentation. Students feel anxious when the activities in the speaking class demand them to speak in front of the classroom participants. They were afraid if their weaknesses are being exposed in front of them. Next is fear of making mistakes. The mistakes that commonly happened here are on pronunciation, grammar, and vocabulary.

This research has similarities and differences with the previous researcher. The similarity between Rio herwanto is this research discuss about factors that causes anxiety in classroom speaking performance. And the difference is this research is using descriptive qualitative research.

Then Vera abdillah (2018) in her thesis with the title: “Students’ anxiety factors in speaking English”. There are seven factors that causes anxiety, they were speaking in front of the class, being laughed at by others, incomprehensible input, teacher, students’ beliefs, lack of preparation, environment. The sources of these factors were not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which deepened our understanding of speaking anxiety.

This research has similarities and differences with the previous researcher. The similarity between Vera abdillah is this research discusses about students anxiety factors in speaking English and this research also taking sample in junior high school. And the difference is this research using descriptive qualitative design and conduct in the 8 grade of junior high school.

Table 1.
Comparative Table

Horwitz and Dolly, 1991	Price, 1991	Friedman, 1980	Timina, 2015
1. Being laughed is the biggest factor that causes students anxiety in speaking.	1. students' communication apprehension may stem from previous negative experience	1. shyness or reticence	1. attitudes of classmates. 2. Cultural stereotypes. 3. foreign teacher

Worde, 2003	Oxford, 1991	Na, 2007	Behnke and Sawyer, 1999
1. fear in misunderstanding what is being said in classroom can lead to communication apprehension.	1. the way of teaching	1. FL anxiety makes students become discouraged. 2. they lose confidence in their potential to learn the foreign language (FL).	1. public speaking skills. 2. fluency in a foreign language 3. emotional predispositions toward public speaking and characteristics of the public speaking situation itself

Young, 1991	Marwan, 2007	Abu Rubia, 2004	Samuellson, 2011
1. anxiety may affect the quality of an individual's communication or willingness to communicate	1. the lack of preparation is a big deal toward students' worries in speaking English.	1. motivation, 2. level of performance 3. and attitude to learning a specific topic	1. feeling of worry anticipating social disaster.

Augustin,2005	Spolsky, 1989	Zheng, 2008	Cates, 1996
<ol style="list-style-type: none"> 1. heart palpitations. 2. feelings of panic. 3. Fear. 4. Uneasiness. 5. Insomnia 6. cold or sweaty hands and/or feet. 7. shortness of breath. 8. incapability to be steady and calm. 9. dry mouth 10. numbness or tingling in the hands or feet 11. Nausea. 12. muscle tension 13. and dizziness 	<ol style="list-style-type: none"> 1. despair. 2. Hesitation. 3. And rejection of any communication activity. 	<ol style="list-style-type: none"> 1. Traumatic experiences 	<ul style="list-style-type: none"> • Physical symptoms <ol style="list-style-type: none"> 1. Nervousness. 2. Worry. 3. Fear. 4. Irritability. 5. Insecurity. 6. Isolation from others. 7. Self consciousness. 8. desire to escape. 9. feeling that one is going to die. • Emotional symptoms <ol style="list-style-type: none"> 1. Headache. 2. Nausea. 3. vomiting, 4. sweating. 5. Trembling. 6. Stomach pain. 7. Ulcers. 8. Diarrhea. 9. Tingling. 10. Weakness. 11. Body ache. 12. Feeling shortness of breath. 13. hot flashes or chills. 14. increased blood pressure. 15. And increased heart rate.

Michael W. Passer and Ronald E. Smith, 2004	Johnstone, 2006
<ul style="list-style-type: none"> • Behavioral symptoms <ol style="list-style-type: none"> 1. Feared situations. 2. Decreased task performance. 3. Increased startle response. 	<ul style="list-style-type: none"> • physical signs <ol style="list-style-type: none"> 1. headache. 2. breath shortly. • emotional signs <ol style="list-style-type: none"> 1. fear to death • cognitive signs <ol style="list-style-type: none"> 1. hard to concentrating.

Keramida, 2009	Gregersen, 2003
<ol style="list-style-type: none"> 1. student feared that their fellow students would evaluate them negatively 	<ol style="list-style-type: none"> 1. anxious learners tend to focus on form rather than content

Ziash Suleimenova, 2013	Tanver (2007)
<p>physical behaviours</p> <p>squirming</p> <p>fidgeting</p> <p>playing with hair or clothing</p> <p>nervously touching objects</p> <p>stuttering or stammering</p> <p>students actions</p> <p>avoid and postpone registering for the foreign language class,</p> <p>pretend to be sick</p> <p>skip the class</p> <p>hide in the last row lying on their desks</p>	<ol style="list-style-type: none"> 1. stress 2. nervousness 3. Mental block

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Creswell (2014) states that qualitative approach is an approach used for explore and understand the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure.

According to Fraenkel and Wallen (2009) qualitative study is a detailed study of one or (at most) a few individuals or other social units, such as a classroom, a school, or a neighborhood. It can also be a study of an event, an activity, or an ongoing process. Lodico et al. (2010) states qualitative study research is a form of qualitative research that endeavors to discover meaning, to investigate processes, and to gain insight into, and in-depth understanding of an individual, group, or situation.

In addition, Moleong (2006: 6) states that qualitative research is the study intending to understand the phenomenon of what is experienced by the subject of the research, such as behavior, perception, motivation, and so forth. Dealing with the theories, this research describes about anxiety factors of the first grade students in English speaking classroom.

In this research, the researcher did a qualitative study to find anxiety factors of the first grade Students in English Speaking classroom at SMP Al-Qur'an Al-Zamriyah islamic boarding school in 2019/2020 academic year.

B. Research Setting

According to Sugiyono (2012), the research requires setting such as, at school, company, government institute, street, home and others. The researcher did the research at first grade students in SMP Qur'an Al-Zamriyah Islamic boarding school Payakumbuh in 2019/2020 academic year. The subject consists of 17 students.

C. Research Informants

According to Gay (2000), informant is chosen based on whom she or he judged to be thoughtful and who have information, perspective, and experiences related to the topic of research. Research informant should fulfill some criteria of informant. Moleong (2006: 90) state that research informant has some criteria, there are: (1) honest, (2) reliable, (3) speaking up, (4) subject who is not involved at a certain group and (5) subject has views about certain case that happens.

The researcher used purposive sampling to choose the informants. According to Fraenkel and Wallen (2009: 99) Purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need.

In this research, the research informants are the underage students, grade 1 junior high school who has been completed studied English speaking classroom in 2019/2020 academic year.

D. Technique of Data Collection

1. Research Instrument

The main instrument of this research is the researcher himself. As it is explained by Gay (2000:19), the researcher relies himself as the main instrument of data collection. Beside of it the supporting instrument of the research is observation sheet, interview guide and recording. Then, Gay, Mills and Airasian (2012:465), claim that qualitative data analysis requires

that the researcher be patient and reflective in a process that strives to make sense of multiple data sources, including videotaped observation, from observations and interviews, field note, questionnaires, maps, audiotape transcripts, and pictures. It could be called that the researcher should go through the research setting to get the data, do the observations, do interview and interpret the data by himself. On the other hand, there are some additional instruments that will be used in this research; they are audio recording, in this research, the researcher use the instrument to collecting the data is Interview guide.

The researcher did the interview to clarify some unclear information. According to Gay (2000:219), an interview is purposeful interaction, usually between two people; focus on one person trying to get information from another person.

2. Research Procedures

This research conducted by applying several steps. They are pre-operation, operation, and post operation.

a. Pre-operation

- 1) Finding research problem
- 2) Finding the theories that related to research problem
- 3) Preparing and writing the research proposal.
- 4) Consulting with advisors
- 5) Revising proposal
- 6) Making the instrument
- 7) Having seminar
- 8) Revising proposal

b. Whilst-Operation

- 1) Understanding background of the research
- 2) Doing the interview
- 3) Recording the interview
- 4) Analyzing the data of interview

- c. Post operation
 - 1) Checking the data trustworthiness
 - 2) Making the transcription of the interview result
 - 3) Analyzing all of the data of interview result
 - 4) Drawing conclusions
 - 5) Writing the research report
 - 6) Having a research examination

3. Checking the Data Trustworthiness

In analyzing the data, the researcher used triangulation of data to find clear information. According to Sugiyono (2012: 83), triangulation is process which several methods (data sources, theories, or researcher) are used in the study of phenomena. In addition, Moleong (2006:330), defines that triangulation is technique of checking data trustworthiness that utilizes something outside the data as checking or comparing toward the data. It means that, triangulation is technique for checking or validity and reliability of the data by comparing or checking the data.

According to Patton in Moleong (2006:331), there are two strategies in checking of the data trustworthiness as follows, (1) Checking the data trustworthiness with more than one technique of data collection; (2) checking the data trustworthiness of data resources with the same method.

In this research, the researcher did the interview to check the trustworthiness of the data from the informant. Creswell (2012:392) states that prolong participation at the study site to overcome distortions produced and to provide the researcher with the opportunity to test biases and perceptions.

4. Technique of Data Analysis

According to Miles and Huberman (2010:129), to analyze the qualitative data consist of three activities, they are:

1. Data Reduction

The reduction of the data is referred to the process of selection, focusing, simplifying, abstracting and transforming the data that happened in written notes in the field. The reduction of the data occurred during the interview when the data collected. The phase of the interview for continuing reduction has occurred. Such as making conclusions, codification, investigation of theme, grouping and write a note.

The researcher did some steps to reduce the data. The first step, the researcher makes the transcription of the interview result. After that, the researcher gives code on the transcription result. The last, the researcher grouping the result that has the same anxiety factors of first grade students in English speaking classroom.

2. Data Display

The second step of analysis data is data display. Data display is the set of information that is arranged and gives possibility to take a conclusion and a treatment. Data display in qualitative research has been some techniques such as table, graphic, descriptive and draft.

In this step, the researcher displays the data about anxiety factors of first grade students in English Speaking classroom in 2019/2020 academic year.

3. Data verification and Conclusion

Data verification and conclusion were aimed to look at the meaning, the relation, the similarities and differences of the data. Concluding was done by comparing the conformity of the expressions from the research subjects with the meaning in the basic concepts of the research.

After the reducing display of the data, the researcher tries to conclude. This activity is aimed to conclude the anxiety factors of first grade students in English Speaking classroom.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses the finding of the research on anxiety factors of the first grade students in English speaking classroom at SMP Al-Qur'an Al-Zamriyah islamic boarding school in 2019/2020 academic year. The data were collected through open ended questionnaire, interview and analysis of data.

The total participants of this study were seventeen of first grade students in English speaking classroom at SMP Al-Qur'an Al-Zamriyah Islamic Boarding School in 2019/2020 academic year. So the researcher took the students from the first grade were seventeen students and this research used purposive sampling.

The researcher gave the questionnaire to 17 informants and analyzed them. From questionnaire, the researcher found all of the informants have anxiety during teaching practice program. It cause by several factors. Some of the factors are: 1) lack of preparation, 2) afraid of being wrong, 3) doubtness, 4) afraid to speak to the front of the class, 5) shyness, 6) Not mastering the materials, 7) afraid of being scolded, 8) nervousness then, the researcher did some interviews to confirm about the questionnaire. The researcher did the interview with all of the informants and recorded into the audio. The interview was done in various times and places. The interviews was about 2 minutes, the interview was digitally recorded and continued to transcription. The informants of this study were six male and six females.

Based on the data analysis, the researcher found that there were eight factors that cause anxiety during teaching practice program. It could be:

1. Lack of Preparation

Based on questionnaire researcher got information from informant 1 as follow:

Q.1: Saya merasa cemas karena kurang hafal

(I felt anxiety because of less memorize)

To triangulate the data, the researcher did an interview with I.1 to check whether the data was valid or not:

I.1 :Karna...kurang hafal saat ditampilkan..

(Because...less memorized when displayed).

From the utterance, it is clear that the student felt anxiety during performance, it cause that the student did not or less memorized the material.

From the answer in the questionnaire by I.4, the anxiety factors that faced by student was:

Q.4 : Karena tidak hafal dialog

(Because not memorized the dialog)

The researcher did an interview with I.4 to check about the questionnaire, and the result was:

I.4 :Aa..karena takut tidak hafal dialognya.

(Aa ..because fear of not memorized the sentence).

From the utterance, it is clear that the student felt anxiety during performance, it cause that the student afraid if not memorized the dialog.

2. Afraid of Being Wrong

Based on the questionnaire from informant 2 gave information related to this item as follow:

Q.2 : Iya, cemas karena takut salah

(Yes, worried for fear of being wrong).

Then, based on interview this informant confirmed his information as stated follow:

I.2 :Hmm..takut salah.

(Hmm .. scared wrong).

From the interview, it can be conclude that the student have anxiety because of he afraid of being wrong so that feeling make the student anxiety.

From the answer in the questionnaire by I.4, the anxiety factors that faced by student was:

Q.4 : Karena tidak hafal dialog, takut salah.

(Because not memorized the dialog, afraid of being wrong)

The researcher did an interview with I.4 to check about the questionnaire, and the result was:

I.4 :Aa..karena takut tidak hafal dialognya, karena takut salah.

(Aa ..because fear of not memorized the sentence, because afraid of being wrong)

From the interview, it can be conclude that the student have anxiety because of she afraid of being wrong and this happen because she also didn't memorize the sentence so that feeling make the student anxiety.

From the answer in the questionnaire by I.5, the anxiety factors that faced by student was:

Q.5 :Takut salah, malu.

(Afraid of being wrong, shy)

The researcher did an interview with I.5 to check about the questionnaire, and the result was:

I.5 :.Karena takut salah..karena malu.

(For fear of being wrong .. because of shame)

From the interview, it can be conclude that the student have anxiety because of he afraid of being wrong so that feeling make the student anxiety.

From the answer in the questionnaire by I.6, the anxiety factors that faced by student was:

Q.6 : Tidak pandai berbicara bahasa inggris dan takut salah.

(Not good at speaking English and afraid of being wrong)

Then, based on interview this informant confirmed his information as stated follow:

I.6 :Di..tidak pandai di berbicara dan..apa dan takut salah.

(At...couldn't speak at...what and afraid of being wrong)

From the utterance, it is clear that the student felt anxiety during performance because of he afraid of being wrong so that feeling make the student anxiety.

From the answer in the questionnaire by I.8, the anxiety factors that faced by student was:

Q.8 : Takut salah, takut kena marah dan grogi.

(Fear of being wrong, afraid of being scolded and nervous)

Then, based on interview this informant confirmed his information as stated follow:

I.8 :Takut salah..takut kena marah..grogi..hmmm.

(Afraid of being wrong..fear of getting angry..nervous..hmmm)

From the interview, it can be conclude that the student have anxiety because of she afraid of being wrong so that feeling make the student anxiety.

From the answer in the questionnaire by I.9, the anxiety factors that faced by student was:

Q.9 : Takut salah dan grogi.

(Fear of being wrong, and nervous)

Then, based on interview this informant confirmed his information as stated follow:

I.9 :Takut salah cara membacanya dan grogi.

(Afraid to read it wrong and nervous.)

From the interview, it can be conclude that the student have anxiety because of she afraid of being wrong she felt that because she was afraid that later she would read the wrong way so that feeling make the student anxiety.

From the answer in the questionnaire by I.10, the anxiety factors that faced by student was:

Q.10 : Takut salah, grogi, malu.

(Fear of being wrong, nervous, embarrassed.)

Then, based on interview this informant confirmed his information as stated follow:

I.10 :Aa..apa ya stad, yang pertama aa.. takut kalau apa ya kalau cara ngomongnya tu salah tu stad, habis tu yang kedua aa.. grogi gitu stad, ketiga malu.

(Aa..kind a..the first is aa..afraid of aa..wrong the way it read, then the second is aa..kind a nervous, the third is shy)

From the interview, it can be conclude that the student have anxiety because of she afraid of being wrong she was afraid that the English word was spelled wrong so that feeling make the student anxiety.

From the answer in the questionnaire by I.11, the anxiety factors that faced by student was:

Q.11 : Grogi, takut salah.

(Nervous, fear of being wrong)

The researcher did an interview with I.11 to check about the questionnaire, and the result was:

I.11 :Grogi..oo..takut.hehe takut salah dalam perkataan nya.

(Nervous..oo..afraid hehe afraid of spelled wrong)

From the interview, it can be conclude that the student have anxiety because of she also afraid of being wrong she felt that because she was afraid that later she would spelled wrong so that feeling make the student anxiety.

From the answer in the questionnaire by I.12, the anxiety factors that faced by student was:

Q.12 : Takut salah dan grogi.

(Fear of being wrong, and nervous)

The researcher did an interview with I.12 to check about the questionnaire, and the result was:

I.12 :Takut salah dalam pembacaan, grogi.

(Afraid to read it wrong and nervous)

From the interview, it can be conclude that the student have anxiety because of she also afraid of being wrong she felt that because she was afraid that later she would read the wrong way so that feeling make the student anxiety.

From the answer in the questionnaire by I.14, the anxiety factors that faced by student was:

Q.14 : Takut salah.

(Fear of being wrong)

The researcher did an interview with I.14 to check about the questionnaire, and the result was:

I.14 :Takut salah, takut salah menyebutkan bahasa inggris.

(Afraid to be wrong, afraid to say wrong English)

From the interview, it can be conclude that the student have anxiety because of he also afraid of being wrong he felt that because she was afraid that later she would say the wrong way so that feeling make the student anxiety.

From the answer in the questionnaire by I.16, the anxiety factors that faced by student was:

Q.16 : Takut berbicara.

(Fear of being wrong, and nervous)

Then, based on interview this informant confirmed his information as stated follow:

I.16 :Takut salah berbicara.

(Afraid to speak wrong.)

From the results of the interview it can be concluded that the student experienced anxiety because she was afraid of being wrong. At first she only said that she was afraid to speak but after the interview she said that she was afraid to speak because she was afraid if she said something wrong.

3. Doubtiness

Based on the questionnaire that wrote by I.3, the anxiety factors that student felt as below:

Q.3 : Ragu, takut untuk berbicara kedepan.

(Doubt, afraid to speak forward)

The researcher did an interview with I.3 to check about the questionnaire, and the result was:

I.3 :Ragu..takut..takut untuk aa..berbicara kedepan.

(Hesitating..afraid..afraid for aa speak forward)

From the interview, it can be conclude that the student have anxiety because of he felt doubt.

Based on the questionnaire that wrote by I.13, the anxiety factors that student felt as below:

Q.13 : Ragu.

(Doubtiness)

The researcher did an interview with I.13 to check about the questionnaire, and the result was:

I.13 :Oo..masih agak ragu dilihat teman karena belum bias bahasa inggris.

(Oo .. still a little doubt when seen by friends, because I'm not good at English)

From the interview, it can be conclude that the student have anxiety because of he felt doubt.

4. Afraid to Speak to the Front of the Class

Based on the questionnaire that wrote by I.3, the anxiety factors that student felt as below:

Q.3 : Ragu, takut untuk berbicara kedepan.

(Doubt, afraid to speak forward)

The researcher did an interview with I.3 to check about the questionnaire, and the result was:

I.3 :Ragu..takut..takut untuk aa..berbicara kedepan.

(Hesitating..afraid..afraid for aa speak forward)

From the interview, it can be conclude that the student have anxiety because of he felt doubt and caused this student afraid to speaking english in front of the class.

5. Shyness

From the answer in the questionnaire by I.5, the anxiety factors that faced by student was:

Q.5 :Takut salah, malu.

(Afraid of being wrong, shy)

The researcher did an interview with I.5 to check about the questionnaire, and the result was:

I.5 :.Karena takut salah..karena malu.

(For fear of being wrong .. because of shame)

From the interview, it can be conclude that the student have anxiety because of he felt embarrassed to speak in front of the class.

On the questionnaire that wrote by I.10, the problem that found was:

Q.10 : Takut salah, grogi, malu.

(Fear of being wrong, nervous, embarrassed.)

Then, based on interview this informant confirmed his information as stated follow:

I.10 :Aa..apa ya stad, yang pertama aa.. takut kalau apa ya kalau cara ngomongnya tu salah tu stad, habis tu yang kedua aa.. grogi gitu stad, ketiga malu.

(Aa..kind a..the first is aa..afraid of aa..wrong the way it read, then the second is aa..kind a nervous, the third is shy)

From the utterance, it was confirmed that the student have anxiety because of she also felt embarrassed to speak in front of the class.

From the answer in the questionnaire by I.17, the anxiety factors that faced by student was:

Q.17 : Malu.

(Shy)

The researcher did an interview with I.17 to check about the questionnaire, and the result was:

I.17 :.Malu karena diliatin sama teman.

(Embarrassed because seen by friends)

From the interview, it can be conclude that the student have anxiety because of she felt embarrassed to speak in front of the class when seen by friends.

6. Not Mastering the Material

On the questionnaire that wrote by I.10, the problem that found was:

Q.6 : Tidak pandai berbicara bahasa inggris dan takut salah.

(Not good at speaking English and afraid of being wrong)

Then, based on interview this informant confirmed his information as stated follow:

I.6 :Di..tidak pandai di berbicara dan..apa dan takut salah.

(At...couldn't speak at...what and afraid of being wrong)

From the utterance, it is clear that the student felt anxiety during performance because of he can't speak English so its mean that the student not mastering the material.

The second information got from informant I.7 who also state the same answer in the questionnaire:

Q.7 : Belum terbiasa berbahsa inggris.

(Not used to speaking English)

Then, based on interview the informant confirmed his information as stated follow:

I.7 : Karena belum terbiasa berbahasa inggris.

(Because I'm not used to speaking English).

From the interview, it can be conclude that the student said that he not used to speaking English so that's make he felt anxiety.

7. Afraid of Being Scolded

Based on the questionnaire informant I.8 gave information related to this item as follow:

Q.8 : Takut salah, takut kena marah dan grogi.

(Fear of being wrong, afraid of being scolded and nervous)

Then, based on interview this informant confirmed his information as stated follow:

I.8 :Takut salah..takut kena marah..grogi..hmmm.

(Afraid of being wrong..fear of getting angry..nervous..hmmm)

From the interview, it can be conclude that the student have anxiety because of she afraid of being scolded by her techer so that's make she felt anxiety.

8. Nervousness

Based on the questionnaire informant I.8 gave information related to this item as follow:

Q.8 : Takut salah, takut kena marah dan grogi.

(Fear of being wrong, afraid of being scolded and nervous)

Then, based on interview this informant confirmed his information as stated follow:

I.8 :Takut salah..takut kena marah..grogi..hmmm.

(Afraid of being wrong..fear of getting angry..nervous..hmmm)

From the interview, it can be conclude that the student have anxiety because of she felt nervous when she asked to speaking in front of the class.

The second information got from informant I.9 who also state the same answer in the questionnaire:

Q.9 : Takut salah dan grogi.

(Fear of being wrong, and nervous)

Then, based on interview this informant confirmed his information as stated follow:

I.9 :Takut salah cara membacanya dan grogi.

(Afraid to read it wrong and nervous.)

From the interview, it can be conclude that the student have anxiety because of she felt nervous and it make she doing mistake when read the english word.

The third information got from informant I.10 who also state the same answer in the questionnaire:

Q.10 : Takut salah, grogi, malu.

(Fear of being wrong, nervous, embarrassed.)

Then, based on interview this informant confirmed his information as stated follow:

I.10 :Aa..apa ya stad, yang pertama aa.. takut kalau apa ya kalau cara ngomongnya tu salah tu stad, habis tu yang kedua aa.. grogi gitu stad, ketiga malu.

(Aa..kind a..the first is aa..afraid of aa..wrong the way it read, then the second is aa..kind a nervous, the third is shy)

From the utterance, it was confirmed that the student have anxiety because of she felt nervous when speaking English in front of the class.

The next information got from informant I.11 who also state the same answer in the questionnaire:

Q.11 : Grogi, takut salah.

(Nervous, fear of being wrong)

The researcher did an interview with I.11 to check about the questionnaire, and the result was:

I.11 :Grogi..oo..takut.hehe takut salah dalam perkataan nya.

(Nervous..oo..afraid hehe afraid of spelled wrong)

From the interview, it can be conclude that the student have anxiety because of she also feeling nervous so that feeling make the student anxiety.

The next information got from informant I.12 who also state the same answer in the questionnaire:

Q.12 : Takut salah dan grogi.

(Fear of being wrong, and nervous)

The researcher did an interview with I.12 to check about the questionnaire, and the result was:

I.12 :Takut salah dalam pembacaan, grogi.

(Afraid to read it wrong and nervous)

From the interview, it can be conclude that the student have anxiety because of she felt nervous that make the student felt anxiety.

The last information got from informant I.15 who also state the same answer in the questionnaire:

Q.15 : Grogi.

(Nervous)

The researcher did an interview with I.15 to check about the questionnaire, and the result was:

I.15 :Grogi karena takut salah melafazkan.

(Nervous for fear of mispronouncing it)

From the interview, it can be conclude that the student have anxiety because of she felt nervous that make the student felt anxiety

B. Discussion

There were eight factors anxiety that faced by the first grade students in English speaking classroom at SMP Al-Qur'an Al-Zamriyah Islamic Boarding School in 2019/2020 academic year. The anxiety factors were lack of preparation, afraid of being wrong, doubtness, afraid to speak to the front of the class, shyness, not mastering the materials, afraid of being scolded, and nervousness.

1. Lack of prepararation.

Prastiwi (2006), in which the students commonly felt afraid of making mistakes, lack preparation, had limited vocabulary, often did grammatical

errors, lack self-confidence, and had fear of friends/classmates embarrassment in doing presentation. The first anxiety factor that faced by the first grade Students in English speaking classroom at SMP Al-Qur'an Al-Zamriyah Islamic Boarding School was lack of preparation. Liu (2007) stated that lack of preparation also caused many students to become anxious when speaking English in class. Based on the data, there were some students stated that they felt anxiety when they asked to performance their English speaking in front of the class. when they are asked to appear speaking in front of the class, immediately after they are faced with their friends the dialogue that has been given by the teacher does not memorize anymore by the student. This occurs because of the lack of preparation to perform by these students, the lack of preparation causes these students not to memorize the dialogue so that when asked to appear in front of the class they become anxious because they feel that their appearance is still not perfect. According to Marwan (2007), the lack of preparation is a big deal toward students' worries in speaking English.

In this case, they are scare not perform well in their speaking performance. According to Asnur (2010) The factor of anxiety is related with speakers' failure of practice and strategy on preparation, because if they unsuccessful to practice their speech and lack of preparation, they would make them lost their words and forget their material to be presented during the presentation and even at the beginning of presentation.

2. Afraid of being wrong.

The students feel anxious when they are afraid of being wrong. It makes them afraid to performance in front of the class In this case, students are afraid to make mistakes because they are afraid when they appear to speak in front of the class, they are afraid of misreading and wrong spelling English words, Worde (2003) argued that students' fear in misunderstanding what is being said in classroom can lead to communication apprehension. Students' fear of making mistake in

speaking English has been a familiar issue particularly in an EFL context like in Indonesia. As argued by Middleton (2009), most EFL students are afraid of trying and of speaking in a foreign language they learn. In this context, as he adds, students do not want to look stupid in front of the class.

In some other cases, they also concern about how they will sound, and are terrified of sounding silly and so on. In addition Penny Ur (2000), claimed that learners avoid trying to say things in a foreign language in the classroom, they were worried about making mistakes, scared of condemnation or losing face, or simply shy of the attention that their speech attracts. Also in Prastiwi (2006), in which the students commonly felt afraid of making mistakes, lack preparation, had limited vocabulary, often did grammatical errors, lack self-confidence, and had fear of friends/classmates embarrassment in doing presentation. Tseng (2012) mentions the sources of speaking anxiety are gender, negative self-perception or self-esteem, competitiveness, fear of making mistakes, social status, cultural differences, social environment and limited experience to the target language.

3. Doubtiness.

Based on the data, the student felt anxious when he asked to perform in front of the class. According to Spolsky (1989), the learner's metacognitive awareness of his/her inability to speak fluently and understand the full message given in the FL may lead him/her to despair, hesitation, and rejection of any communication activity. The students felt doubt or hesitating , this doubt occurs because the perceptions of students who think that appearing forward must be in perfect condition or also doubt because maybe these students feel that their English is not good enough to be displayed in front of the class, Laine (1987) states that self-concept is the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as an object. This factor also comes from students motivation in learning, Babu (2010) argues that

lack of motivation in learning causes students' hesitation to speak English in the classroom.

4. Afraid to speak to the front of the class.

The anxiety factor that faced by the student was afraid to speak to the front of the class. This factor came from him self as individual, the ability to speak and the courage to express feelings in the present, is influenced by the opportunities given to him in the past, Zheng (2008) define, Language learning experience could become a traumatic experience and may deeply disturb one's self-esteem or self-confidence as a learner. This includes childhood trauma, for example when we are used to being silent and not given the opportunity to speak. It was as if everything said and done had little effect.

Many argue that this is due to Indonesian education which contributes to the inability of students to speak. From elementary to high school, educators do not give much room for students to come forward. Because teaching is only from one direction, students are less and less trained to speak in front of their friends. Kurtus (2001) also stated in his paper, the reason most people get anxious when required to speak to a group is that they are afraid of looking foolish or stupid in front of many of their peers and important people.

5. Shyness.

McCroskey (1984) argues that Communication apprehension is a fear or anxiety about actual or anticipated communication with other individuals, and is a behavioral trait related to the psychological constructs of shyness and reticence. Shyness is the reason or factor that often makes students anxious when appearing in front of the class. Speaking in class is common, but not many students dare to speak in front of the class. The reason most often heard is shame, As stated by Price (Horwitz and Dolly, 1991), being laughed is the biggest factor that causes students anxiety in speaking. In addition, Saurik (2011) identifies that

most of English students feel shy when they speak the language because they think they will make mistakes when they talk.

They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own capability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English. Whether it's embarrassment to friends or to teachers. In fact, if students often speak in front of the class, the teacher will assess the students as active students, so it will affect their grades. Because teachers tend to like active students. Horwitz (1986) define communication apprehension (CA) as a type of shyness characterized by fear or anxiety about communicating with people. The condition appeared in speaking performance when the students were asked to speak in front of their friends. They were shy and cannot do their best. The feelings of shyness vary greatly from individual to individual, and from situation to situation. In addition, Ericson (2009) says that shyness may be caused by the low self esteem and an accompanying fear of rejection.

6. Not mastering the material.

From this anxiety factors, students feel anxious because they do not master the material provided by the teacher. In this speaking class the teacher provides material in the form of conversation teaching materials. and this student said that he could not speak English and not used to speak English, Horwitz (2001) strongly argues that anxiety is a multifaceted variable that can be both a cause and a consequence of poor language learning. In other words, the role of anxiety related to students' low achievement on mastering the target language is not only the cause of poor language ability but also as its effect. The factor that makes them feel anxious in speaking is because they have low proficiency in vocabulary, structure and skill of speaking. Tseng (2012) mentions the sources of speaking anxiety are gender, negative self-perception or self-esteem, competitiveness, fear of making mistakes, social status, cultural

differences, social environment and limited experience to the target language.

7. Afraid of being scolded.

The anxiety factor was found that the student afraid of being scolded. This factor is because students are anxious about negative assessments of themselves, thinking that the teacher will be scolded if they are wrong in displaying English conversations, Horwitz, Horwitz, and Cope (1986) defined that foreign language anxiety concerns performance anxiety, such as communication apprehension, test anxiety, and fear of negative evaluation, the thought triggers a response biologically the opposite occasionally the response biological displays of anxiety and negative thoughts will accompany it. Negative thoughts that generally arise, first that speaking in front of the class scary. Second, thoughts to overdoing the negative consequences of a social situation. students focus on negative aspects of a situation and ignore the positive.

8. Nervousness.

Hsu, Tsu-Chia (2011) claimed that many people would feel greater nervousness when they are on the stage and afraid of interacting with the audience. This factor came from their self as individual. Beatty (1988) pointed out that an individual might suffer from trembling knees, shaking voice, speaking quickly or slowly, or some might even have a flat voice when one's nervous symptom occurs. They were nervous while speaking in front of the class, students feel nervous when appearing to speak in front of the class, they feel their heart rate increases, their bodies shiver and sweat and they feel that they will incorrectly present the conversation so they feel anxious.

Mainly anxiety studies in a language learning situation appear to be associated with the oral aspect (Horwitz et. al, 1986; Young, 1991; Daly, 1991; Philips, 1992). This means that, as mentioned earlier, of the four skills, speaking are probably considered the most nerve-racking for second language learners. In addition, Haidara (2016) mentions some

factors that influence students' speaking problem such as anxious, being nervous, worried about making mistakes, and feeling shy performing English communication.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research concludes several anxiety factors faced by the first grade students in English speaking classroom at SMP Al-Qur'an Al-Zamriyah Islamic Boarding School in 2019/2020 academic year. The anxiety factors consist of eight factors. The result were (1) lack of preparation, (2) afraid of being wrong, (3) doubtness, (4) afraid to speak to the front of the class, (5) shyness, (6) not mastering the materials, (7) afraid of being scolded, and (8) nervousness.

B. Suggestion

Based on the findings of the research, the researcher would like to give some suggestion as follow:

1. Students

Based on finding of the research, the researcher expected to provide information and help students to gain more knowledge about anxiety factors on English speaking classroom so, they can find solution for overcoming their problem in speaking.

2. English Teachers

Based on finding of the research about anxiety factors faced by by the first grade Students in english speaking classroom at SMP Al-Qur'an Al-Zamriyah islamic boarding school in 2019/2020 academic year, the teachers can help the students to prepare well and give them motivation in order to prepare well.

3. The Future Researchers

Based on the result of this research, this research is expected to enrich literature on students 'speaking anxiety to speak in front of the class. In

addition, this research is expected to be one of references for other researcher who wants to conduct further research in the same topic.

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