AN ANALYSIS ON STUDENTS' SPEAKING ANXIETY AT THE SECOND GRADE OF SMAN 2 PALOPO

A Thesis

Presented as Partial Fulfilment the Attainment of S.Pd Degree in English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo

Proposed by:

DILA SANDI

17 0202 0017

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022

AN ANALYSIS ON STUDENTS' SPEAKING ANXIETY AT THE SECOND GRADE OF SMAN 2 PALOPO

A Thesis

Presented as Partial Fulfilment the Attainment of S.Pd Degree in English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo

IAIN PALOPO

Proposed by:

DILA SANDI

17 0202 0017

Supervised by:

Dr. Jufriadi S.S., M.Pd

Dr. Magfirah Thayyib, S.S., M.Hum

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY
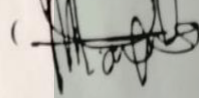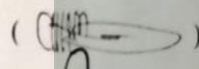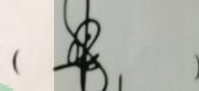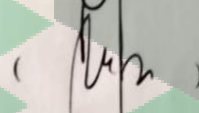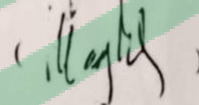
STATE ISLAMIC INSTITUTE OF PALOPO

2022

THESIS APPROVAL

This thesis entitles An Analysis on Students' Speaking Anxiety at the Second Grade of Sman 2 Palopo, which is written by Dila Sandi, Reg. Nim 17 0202 0017 English Language Education Study Program of Palopo, Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo and has been examined and defended in Munaqasyah session which is carried out on Monday, 28 November 2022 coincided with Muharram 28nd 1444 H it is authorized and acceptable as fulfillment for the undergraduate degree in the English Language Education Study Program (S.Pd).

Palopo, 28 November 2022

COMMITTEES OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum.   Chairman   ( )

2. Wahibah, S.Ag., M.Hum.   Examiner I   ( )

3. Rusdiansyah, S.Pd., M.Hum.   Examiner II   ( )

4. Dr. Jufriadi, S.S., M.Pd.   Consultant I   ( )

5. Dr. Magfirah Thayyib, S.S., M.Hum.   Consultant II   ( )

Approved by

a.n Rector of IAIN Palopo
The Dean of Tarbiyah and
Teacher Training Faculty

Dr. Nurdin Kaso, M.Pd.
NIP 19681231 199903 1 014

The Head of English
Language Education Study
Program of IAIN Palopo

Amalia Yahya, S.E., M.Hum.
NIP 19771013 200501 2 006

i

EXAMINER APPROVAL

After a Careful Study of the Thesis : An Analysis of Second Grade Students'

Speaking Anxiety inSMA Negeri 2 Palopo

Written By   :

    Name   : Dila Sandi

    Reg. Number   : 17 0202 0017

    Faculty   : Tarbiyah and Teacher Training

    Study Program   : English Language Education

Has been corrected and approved to be examined.

Palopo, 18 November 2022

Examiner I   Examiner II

Wahibah, S.Ag., M. Hum   Rusdiansyah, S.Pd., M. Hum
NIP. 19690504 100312 2 002   NIP. 19890518 201903 1 002

ii

CONSULTANT APPROVAL

After a Careful Study of the Thesis : An Analysis of Second Grade Students' Speaking Anxiety in SMA Negeri 2 Palopo

Written By :

    Name : Dila Sandi

    Reg. Number : 17 0202 0017

    Faculty : Tarbiyah and Teacher Training

    Study Program : English Education

Has been corrected and approved to be examined.

Palopo , 30 October 2022

Supervisor I   Supervisor II

Dr. Jufriadi S.S., M.Pd   Dr. Magfirah Thayyib, S.S., M.Hum

NIP 19720727 200604 1 200   NIP 1985O719 201801 2 001

NOTA DINAS PEMBIMBING

Lamp:-

Palopo, 30 Oktober 2022

Hal   : Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

    Tempat

Assalamu'alaikumWarahmatullahiWabarakatuh

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama   : Dila Sandi

NIM   : 17 0202 0017

Prodi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul   : **"An Analysis of Second Grade Students' Speaking Anxiety in SMA Negeri 2 Palopo"**

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamu' alaikum Warahmatullahi Wabarakatuh

Pembimbing I

Dr. Jufriadi S.S., M.Pd
NIP: 19720727 200604 1 002

iv

NOTA DINAS PEMBIMBING

Lamp:-

Palopo , 30 Oktober 2022

Hal   : Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama   : Dila Sandi

NIM   : 17 0202 0017

Prodi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul   : **"An Analysis of Second Grade Students' Speaking Anxiety in SMA Negeri 2 Palopo"**

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamu' alaikum Warahmatullahi Wabarakatuh

Pembimbing II

Dr. Magfirah Thayyib, S.S., M.Hum
NIP: 19850719 201801 2 001

v

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name   : Dila Sandi
Registration Number : 17 0202 0017
Faculty   : English Language Education Study Program
Study Program   : Tarbiyah and Teacher Training

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that the researcher acknowledges as my own work or thought.

2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, the researcher is willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 28 November 2022
Regards,

Dila Sandi
NIM. 17 0202 0017

ACKNOWLEDMENT

لِبِسۡــــمِ اللهِ الرَّحۡمٰنِ الرَّحِــيۡم

All praise and gratitude to God Almighty Allah SWT for mercy and grace so that researcher can complete this thesis as one of the requirements to obtain a bachelor's degree in education at the Palopo State Islamic Institute with the title "An Analysis of Second Grade Students' Speaking Anxiety in SMANegeri 2 Palopo". Sholawat and greetings may be poured out on our Prophet Muhammad SAW, her family, and her companion. The researcher realises that this thesis can be completed with many parties help, advice, and guidance. Therefore, on this occasion the researcher would like to express the highest appreciation to:

1. Prof. Dr. Abdul Pirol, M. Ag as the Rector of State Islamic Institute of Palopo.

2. Dr. Nurdin K, M.Pd as Dean of Tarbiyah and Teachers Training Faculty.

3. Amaliyah Yahya, S.E, M.Hum as Head of the English Language Education Study Program.

4. Dr. Jufriadi, S.S., M.Pd and Dr. Magfirah Thayyib, S.S., M.Hum as the first and the second supervisor who always provides explanations, corrections, guidance, suggestions, and kindness during the research.

5. Wahibah, S.Ag., M.Hum and Rusdiansyah, S.Pd., M.Hum as the first and the second examiner who have provided guidance, input and directing to complete this thesis.

The researcher would also like to thank those who cannot be mentioned, one by one, who has helped and supported the researcher in completing this research. The researcher admits that this thesis is still not perfect, but researcher will accepts suggestions and input from readers for improvement. Finally, the researcher hopes Allah SWT will continually bless us.

Palopo, 28 November 2022
Research

Dila Sandi
17 0202 0017

TABLE OF CONTENTS

ABSTRACT

Dila Sandi, 2022. "*An Analysis of Second Grade Students' Speaking Anxiety in SMA Negeri 2 Palopo*". Thesis. English Language Education Study Program in the State Islamic Studies Palopo Supervised by Jufriadi and Magfirah Thayyib.

This research aimed to find out the factors that cause anxiety in speaking English of second-grade students IPA 6 SMAN 2 Palopo and how students cope with their anxiety. This research used qualitative methods and the research instruments were questionnaires and interviews. The questionnaire used in the study was adapted from Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz. This result of the research showed that the factors that cause students' anxiety in speaking English included a lack of self-confidence, worry about mistakes in English class, lack of self-preparation to speak English, fear of negative responses, and poor English skills. In addition, the results of the study show several ways for students to overcome anxiety when speaking English in class, including studying more active, calming down or relaxing, being more confident, and choosing silence.

Keywords: Students Anxiety, Speaking Skill, English Learning

CHAPTER I

INTRODUCTION

A. Background

From primary through university level education in Indonesia, English is widely used as a foreign language. They all have various objectives for learning English. Having the ability to speak in English is one of the key objectives of studying the language. For this reason, they must be able to speak English clearly and accurately for the message to be understood. In essence, the students should be able to communicate in English.[1]

There are four abilities that students need to acquire to learn English. In addition to speaking and writing, they are also listening. Speaking is one of them, and it's a useful ability. In a real-world setting, speaking is the ability on which the students will be evaluated the most. It is a crucial component of daily interaction, and most frequently, a person's initial impression is determined by their capacity for clear, fluent speech. Speaking is also a crucial component of communication in the teaching of EFL (English as a Foreign Language), thus it calls for extra care and instruction.[2]

One of the four fundamental abilities of language is speaking, which is utilized in conversation to communicate ideas and feelings. Speaking exercises in

---

[1]Weni Delfia Mitha, Zul Amri, and Don Narius, "An Analysis of Students' Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program of English Department of Universitas Negeri Padang," *Journal of English Language Teaching* 7, no. 3 (2018): 465–479.

[2]Nur Isnaini, *"An Analysis of Students' Speaking Anxiety Students of English Foreign Language (Efl) at The Fifth Semester English Department of Uin Raden Intan Lampung"* 3 (2019): 1–9.

English classes must put a strong emphasis on helping students use and communicate in English as one of their productive abilities.

English speaking ability is considered to be one of the dynamic skills in English language knowledge and is one that learners must develop. The idea is based on a few speaking skills, including conversational discourse, pronunciation, accuracy, fluency, emotive aspects, and interaction effect or negotiating meaning. In truth, even though junior high and senior high school students in Indonesia have been exposed to English instruction for at least six years, they continue to struggle with speaking and other aspects of language acquisition. It becomes a topic that junior high school students must take. English appears to be one of the courses that students avoid in the implementation, especially in senior high.[3]

In SMAN 2 Palopo, this research focuses on examining students' speaking fear. The purpose of the study was to learn more about what made students feel worried and what influences students' speaking anxiety. Students from SMAN 2 Palopo in the second grade participated in this research. Based on earlier observations, the researcher discovered issues with the teaching and learning of SMAN 2 Palopo students. Speaking anxiety in class served as evidence. The students did not know when they were supposed to talk, therefore they had no idea what to say. In addition, the students lack motivation and lose interest in speaking lessons. The researcher then learned from the student teachers that the second-grade high school students still had very poor speaking abilities. The English subject teacher stressed this. She said that whenever students were given

---

[3]Rohima Nur Aziza Al Hakim and Hariadi Syam, "An Analysis of Students' Anxiety in Speaking English," *Paper Knowledge . Toward a Media History of Documents* 6, no. 2 (2019).

an assignment in the form of a dialogue, the students had difficulty expressing or practicing the task they made. Most of the students just chose to be silent and did not dare to speak in front of their friends.[4]

B. Research Question

Based on the background above, the research questions are formulated as follows:

1. What are the factors influencing students' anxiety in speaking English in class XI IPA 6 SMAN 2 Palopo?

2. How do the students of class XI IPA 6 SMAN 2 Palopo deal with their anxiety?

C. Research Objective

The objectives of this research are:

1. To identify what are the factors that influence students' anxiety in speaking English

2. To find out the ways for students to deal with it.

D. Significance of the Research

This research's findings are anticipated to improve the reference materials for English teachers, particularly in terms of oral abilities. All students have anxiety when speaking English, and the teachers need to be aware of this. Foreign language learners will also have a difficult time speaking English because they lack desire and confidence, as well as fewer English language elements. Because

---

[4]Siti Marfuah Nurjannah S.Pd, *"Observation Interview,"* 14 August 2022.

of this, teachers need to be able to manage the students' anxiety by incorporating engaging and creative learning into their English classes.

E. Scope of the Research

The goal of this research is to examine how speaking anxiety in students is measured using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire. In addition, interviews are also one of the research instruments. Twenty-eight students in the class were given a questionnaire containing 33 statements before the researcher conducted the interview. The students were time 20 minutes to fill out the questionnaire.
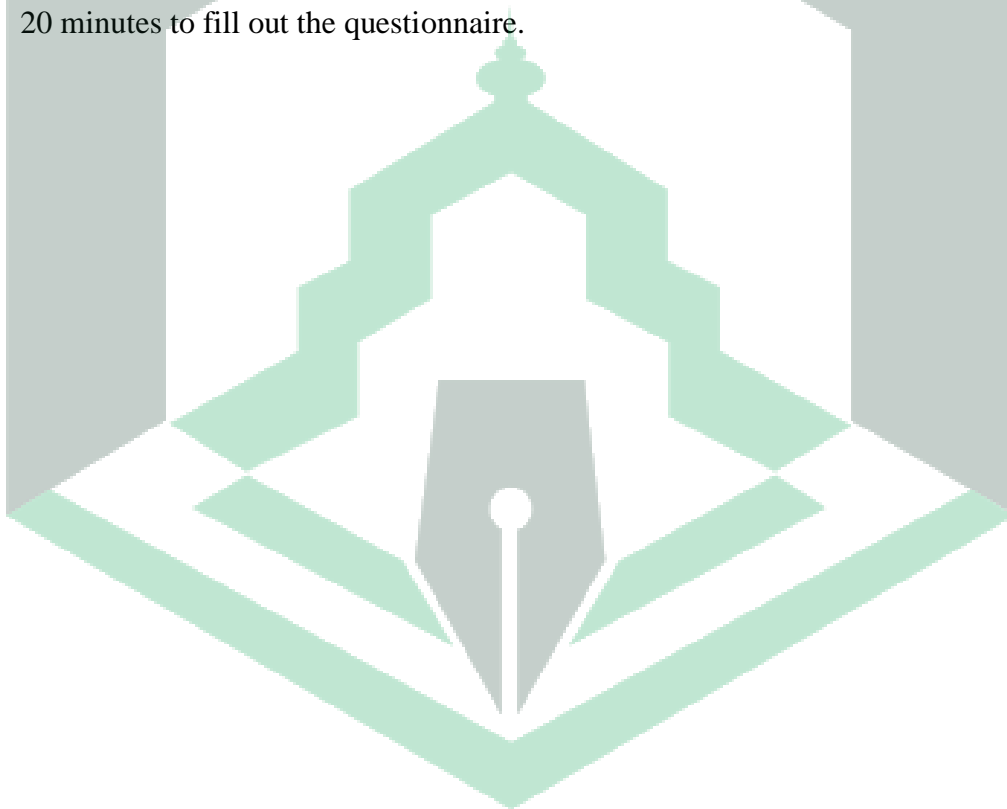
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are some previous studies that are similar to this research. These are:

Hamad H. Alsowat, Ph.D. "Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA". The current study used a mixed-methods strategy utilizing surveys, records, and interviews, quantitative and qualitative data were gathered. Students in Saudi Arabia majoring in English showed a moderate level of anxiety, according to the findings. Worrying about the repercussions of failure, forgetting items they knew, and feeling uneasy during language tests were the most anxiety-inducing factors for students. An important inverse relationship between language anxiety and language competency was found by analyzing the variables associated with foreign language anxiety (grammar, speaking, writing, reading, and GPA). In the current study, gender had no discernible effect on linguistic anxiety. The amount of anxiety among students was unaffected by their academic standing, demonstrating that all students experience anxiety at the same level regardless of their academic standing.[5]

Based on the previous study above, the difference between the studies is in the method of data collection, apart from questionnaires and interviews, the research instrument uses records, and the research does not focus on speaking anxiety.

---

[5]Hamad H. Alsowat, "Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA," *European Scientific Journal, ESJ* 12, no. 7 (2016): 193.

Rohima Nur Aziza Al Hakim and Hariadi Syam. "An Analysis of Students' Anxiety in Speaking English". This research combined qualitative and quantitative methodologies to examine how students deal with their speaking anxiety when speaking in English as well as how they can reduce it. Both interviews and questionnaires were used to gather the data. The results of the interview revealed that students employed five tactics, including preparation, relaxation, positive thinking, peer seeking, and resignation, to get over their fear of speaking English.[6]

The difference between this research and the previous study is in the method of data collection, namely using a mixed method between quantitative and qualitative methods.

Juni Bayu Saputra. "An Analysis of Students' Speaking Anxiety Toward Their Speaking Skill". Because the goal of this research is to examine the impact of employing CLT on students' speaking abilities as seen from various speaking anxieties, the researcher employed an experimental design in this research. The researcher used a variety of tools, including speech assessments and questionnaires, to gather the data. The speaking test results and conclusions demonstrated that adopting Communicative Language Teaching (CLT) improved students' speaking abilities when viewed from several speaking anxieties. In conclusion, CLT is an efficient way to teach students speaking skills from many speaking anxiety perspectives.[7]

---

[6]Hakim and Syam, "An Analysis of Students' Anxiety in Speaking English."*Paper Knowledge . Toward a Media History of Documents, n*o.2 (2019) 6

[7]Juni Bayu Saputra, "An Analysis of Students' Speaking Anxiety Toward Their Speaking Skill," *Premise: Journal of English Education* 7, no. 1 (2018): 111.

In the previous study above, the researcher used experimental methods and research instruments using CLT while in this research, the researcher used qualitative methods and used questionnaires and interviews as research instruments.

Darmaida Sari. "Speaking Anxiety as a Factor in Studying EFL". Investigating the elements that contribute to speaking anxiety in EFL classes was the goal of this qualitative study. The data was gathered using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, which was modified and adapted from Horwitz, Horwitz, and Cope and Yahya. The results showed that communication apprehension concerns account for 71% of students' speaking anxiety, followed by fear of receiving a poor grade (53%), anxiety related to tests (48%), and the least amount of anxiety related to English classes (39%). Because each student's level of anxiety can vary from that of their classmates, English teachers are required to be able to recognize each student's unique personality in the classroom.[8]

The difference between the previous study above and this research is theresearch instrument where the previous study used a combined questionnaire between Horwitz and Yahya while in this research, researchers used 2 instruments, namely questionnaires and interviews.

Wandi Syahfutra and Agung Prasetyo Wibowo. "Speaking Anxiety in Learning Speaking for Students of The English Education Study Program". This research used a semi-structured interview and a questionnaire to collect data using

---

[8]Darmaida Sari, "Speaking Anxiety as a Factor In Studying Efl By Darmaida Sari 1 Syiah Kuala University, Banda Aceh," *English Education Journal (Eej)* 8, no. 2 (2017): 177–186.

a qualitative methodology. The results indicate that subjects and worries were the main influences on several key causes of speaking anxiety at public colleges. However, students at private institutions asserted that their primary cause can be traced to their sense of self-assurance concerning errors and instructors' speaking performance. Particularly in Indonesia and other nations that have adopted English as a foreign language, this research helps enhance the literature on the English education study program. It is crucial to emphasize that students' voices are necessary to hear as feedback for English professors or lecturers to investigate their students' level of speaking fear. The goal is to use appropriate and effective teaching and learning methods.[9]

The subjects in this research were second-grade senior high school students, in contrast to previous studies researching college students.

Pramesthi Lakshita Putri. "A Study on Students' Anxiety and Its Correlation With the Speaking Performance of Xi Grade Students at Sman 1 Krian". Since the study's data came from both quantitative and qualitative sources (words and numbers), both methods were utilized. A questionnaire and an interview are the study's tools. The researcher discovered that students in Social XI had a significant level of anxiousness. The causes of students' worry, including test anxiety, evaluation fear, and communication anxiety. Additionally, the study discovered a significant positive correlation in XI Social between students' speaking abilities and anxiety levels. Speaking ability and high anxiety scores

---

[9]Wandi Syahfutra and Agung Prasetyo Wibowo, "Speaking Anxiety in Learning Speaking for Students of The English Education Study Program," *Journal of Education Informatic Technology and Science (JeITS)* 1, no. 2 (2019): 175–184, http://ejurnal.umri.ac.id/index.php/JeITS/article/view/1441.

showed a substantial negative connection on the XI Social test. The finding was that the student's speaking performance was impacted by nervousness. It is advised that the following researcher do the study of anxiety utilizing alternative theories. The researcher advises future researches to use a different instrument to look at the connection between speaking anxiety and academic success.[10]

Based on the previous research above, there are differences in the data collection method used by the previous study, namely using a mixed methodor using quantitative and qualitative methods, while this research only uses qualitative data to analyze data.

The similarity between this research and several previous studies above isthe use of qualitative methods, although several previous studies have also shown that the research uses quantitative methods to collect data. Another equation is using interview instruments and questionnaires in the study.

B. Speaking

1. Definition of speaking

Speaking is a kind of communication, thus your words must be delivered as clearly as possible. To convey your message, how you say something might be just as crucial as what you say. According to such a view, communication is realized by speech. Speakers must therefore be able to communicate their ideas as clearly as possible to get their point across.[11]

---

[10]Pramesthi Lakshita Putri, *"A Study on Students ' Anxiety and Its Correlation with the Speaking Performance of XI Grade Students at SMAN 1 Krian"* (2014).

[11]Isnaini, *"An Analysis of Students' Speaking Anxiety Students of English Foreign Language (Efl) at The Fifth Semester English Department of Uin Raden Intan Lampung."* 3(2019): 1-9

Speaking is the generation of auditory signals that cause listeners to respond verbally in a variety of ways. It is thought to systematically combine sounds to create meaningful phrases. Additionally, speaking is a two-way activity that involves genuine communication of ideas, facts, or feelings This top-down perspective views spoken words as the result of collaboration between two or more people during a shared period and in a shared environment.[12]

Speaking is a crucial ability for anyone learning a foreign language, and there are numerous definitions of speaking provided by professionals. Speaking is a technique used to link individuals' discussions in the same language. Speaking allows us to communicate our ideas, feelings, and opinions.[13]

2. Type of Speaking

There are five fundamental categories of speech. The following lists the five fundamental types.

a. Imitative

The ability to mimic or repeat a spoken expression, phrase, or whole sentence is the first of the basic categories of speaking. The speaking technique that is focused on this kind is pronunciation. To clarify or express the background or to engage in a productive discussion, no conclusions are formed. As a result, the speaker must use concise language that must be copied.

---

[12]LM Leong, SM Ahmadi - "An Analysis of Factors Influencing Students' Ability to Speak English." *International Journal of Research in English Education* 2, no. 1 (2017): 34–41, http://ijreeonline.com/files/site1/user_files_68bcd6/sma1357-A-10-26-1-fefa0eb.pdf.

[13]Hakim and Syam, "An Analysis of Students' Anxiety in Speaking English."*Paper Knowledge .Toward a Media History of Document.*6, no.2 (2019)

b. Intensive

The second form of speaking is intensive, which involves short bursts of speech meant to show proficiency in a grammatical, phrasal, lexical, or phonological relationship like intonation, stress, or rhythm.

c. Responsive

The third style of speaking is responsive, which includes interaction and understanding at a limited level of short exchanges of greetings and light talk as well as basic requests or comments.

d. Interactive

The fourth kind of speaking, interactive speaking, is quite similar to responsive speaking. As a result, despite frequently involving numerous participants, interactive and responsive interactions differ in terms of their complexity and length. There are two types of transactional language used in interaction: those that try to share knowledge and those that are used in unofficial networks to uphold social connections.

e. Extensive

The final style of speaking is extensive, which encompasses oral presentations, dialogues, and storytelling. In this kind of communication, the language style is frequently more methodical or involves forethought.[14]

In this research, the researcher concentrated on the analysis of three speaking styles for senior high school students in second grade using the 2013 curriculum. The three types of speaking are responsive, interactive, and extensive

---

[14]M N Al Farisy, *"Students' Anxiety on Speaking English in Spoken English Course: A Case Study at English Language Education Department UIN Sunan Ampel Surabaya"* (2019), http://digilib.uinsby.ac.id/id/eprint/38482.

speaking. When students spoke in front of the class, the researcher examined the three forms of speaking they used. This research uses questionnaires and interviews as research instruments on students' extensive speaking.

3. Factors Affecting Speaking

The first element applies to performance circumstances. Under various circumstances, learners participate in a speaking activity. Speaking performance is affected by performance conditions, which include time constraints, planning, performance quality, and level of assistance.

Affective factors are connected to the second factor. The emotive side of students is one of the key elements in language learning. Motivation, self-confidence, and anxiety were the three main types that were looked into by several researchers because they were among the many affective factors that have been linked to second language acquisition.[15]

C. Anxiety

1. Definition of Anxiety

Each person experiences anxiety as a natural, fundamental trait from the moment of birth. When someone is under stress or when a threat exists, anxiety may spontaneously manifest. Anxiety is a state of mind in which a person experiences apprehension, nervousness, confusion, and/or fluster in a potentially dangerous circumstance. An actual or perceived threat of impending danger can cause acute agitation, tension, dread, and foreboding, which is known as anxiety. Everyone occasionally feels anxious, which is a natural emotion. However,

---

[15]Leong, Inglés, "An Analysis of the Factors Influencing Students' Ability to Speak English."*International Journal of Research in English Education* 2, no 1 (2017):34-41

extreme worry can occasionally render a patient helpless. Shallow breathing and/or hyperventilation, a beating heartbeat, palpitations, sweating, trembling, shaking of the limbs, body and muscular tension, a dry mouth, headaches, nausea, diarrhea, and/or vomiting are only a few physical illnesses that can result from excessive worry.[16]

One barrier that prevents language learners from successfully achieving a high degree of competency in a foreign language is language anxiety. Additionally, he added that only speaking and listening when learners are interacting spontaneously in their second language are exempt from language anxiety.[17]

Language anxiety is defined as a unique complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning that results from the particularities of the language learning process when viewed from the perspective of language learning. As a result, there are two aspects to foreign language anxiety: the first is caused by the contexts in which language learners interact with and learn the language, and the second is due to the nature of the language itself.[18]

2. Factor of Anxiety

Three things affect students' performance anxiety. They are fear of rejection or a poor evaluation, test anxiety, and communication anxiety. They

---

[16]DarmaidaSari, "Speaking Anxiety As A Factor In Studying Efl"*English Education Journal (Eej)* 8, no.2 (2017): 177-186

[17]Septy Indrianty, "Students ' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)," *Eltin* 4, no. I (2016): 28–39.

[18]Alsowat, "Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA."*European Scientific Journal, ESJ* 12, no 7 (2016): 193

contend that social and academic concerns are intimately related to anxiety in EFL learning. English classes are one more worry-provoking aspect.

The causes of anxiety in foreign language schools have been extensively researched by academics and language professionals. People who have low self-esteem experience more anxiety than people who have strong self-esteem. They worry about what their friends will think of them, which is the cause. She also notes that speaking can cause a lot of worries because teachers expect novices to perform beyond their level of proficiency. Comparing oneself to other language learners or one's ideal self-image makes language learners feel more apprehensive.

Language learners experience anxiety as a result of teachers' unsupportive correction. Foreign language anxiety can occur in language learners who feel inferior to other students in their level of ability. Anxiety over learning a foreign language is a result of native language learning difficulties. For language learners who have foreign language anxiety, speaking activities to boost oral competence will raise anxiety and lower motivation to learn a foreign language. According to a different viewpoint, high levels of motivation cause high levels of worry, which lower performance.[19]

3. Type of Anxiety

Trait, state, and condition-specific anxiety are the three different types of anxiety:

---

[19]Alsowat, "Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA."*European Scientific Journal, ESJ* 7,no.12 (2016): 196

a. Trait anxiety

"A generic series of anxiety not unique to a particular stimulus" is what trait anxiety is. Additionally, trait anxiety refers to "relatively constant individual differences in anxiety-proneness," which are the variations in people's propensity to see stressful situations as hazardous or threatening and to react to them by intensifying their state anxiety reactions. A tendency to react anxiously even in non-threatening situations is known as trait anxiety.

b. State anxiety

State anxiety is regarded as a barrier to and a disruption of a person's emotional stability. Anxiety is either transient or particular to a given stimulus. declared that "state anxiety" is a passing anxious sensation brought on by dangerous circumstances. State anxiety is an unpleasant emotion that can substantially impair a person's capacity to respond favorably to any circumstance and in a particular setting. For instance, the person can get so nervous that his emotional stability is threatened when he learns unfavorable information about his parents.[20]

c. Conditional-specific anxiety

An additional viewpoint on the idea of state anxiety is conditional-specific anxiety. This anxiety is said to be a problem for persons who experience it more frequently and more intensely over time while confronting particular circumstances. To ascertain the impact of respondents' anxiety attitudes toward

---

[20]Hakim and Syam, "An Analysis of Students' Anxiety in Speaking English."*Knowledge . Toward a Media History of Document* 6, no.2 (2019)

language learning, the respondent anxiety reaction analyzed was put to the test in a variety of scenarios.[21]

D. Speaking Anxiety

Speaking is a component of communication with certain influencing elements. An affective component is one of the psychological elements. Anxiety is a psychological factor that plays a significant role in the emergence of neuroses and psychoses. It is the sensation of unwarranted fear toward something for which it is impossible to pinpoint any particular causes.[22] Reticence, or a person's unwillingness to initiate discussions due to lack of information rather than an inability to fully transmit messages, is defined by a psychological and physiological reaction, reticence is also known as public speaking nervousness.[23]

Affective factors include lacking motivation, lacking confidence, and experiencing anxiety.[24] Speaking anxiety is a result of unpleasant experiences in the past and/or a belief that one has no control over external circumstances; some depressed people believe that their future efforts will be fruitless.[25] Depressed student speakers, for instance, might believe that a forthcoming speaking performance is doomed to disaster. Many reasons influence students who have

---

[21]Maria Eva Damayanti and Listyani Listyani, "An Analysis of Students' Speaking Anxiety in Academic Speaking Class," *ELTR, English Language Teaching and Research Journal* 4, no. 2 (2020): 152–170.

[22]Hidayat, Dede Rahmat *"Personality Psychology in Counseling."* (2015): 1-230

[23]A. M. Ririn, "The Relationship Between Communication Skills With Anxiety in Public Speaking (Correlational Study of Guidance and Counseling Department Students, FIP UNP Class 2011).," *Jurnal Ilmiah Konseling* 2, no. 1 (2013): 273–278.

[24]Tran Ngoc. Tuan, Nguyen Hoang and Mai, "Factor Affecting Students' Speaking Performance at Le Than High School." *Asian Journal of Educational Research* 3, no.2 (2015): 8-23.

[25]Ralph R Witt, Paul L., Roberts, Mendy L., and Behnke, "Comparative Patterns of Anxiety and Depression in a Public Speaking Context."*Human Communication. A Publication of the Pacific and Asian Communication Association*: University of North Texas, 11, 1 (2000).

speaking anxiety, including prior experience in situations comparable to the one in question and/or low internal expectations for success. People who are depressed tend to make negative internal attributions and attribute failure to their inability to achieve success, or in this case, to deliver a persuasive speech.[26]

A definition for speaking anxiety has been put out by certain academics. Anxiety when speaking in front of or to a group of people is known as speaking anxiety. Additionally, it is a person's fear of verbal communication, which typically manifests as bodily symptoms. The argument is also made that because one will be unable to fully focus on the speaking process, these indications may distract one from their capacity to talk. Speaking anxiety, according to the definitions given earlier, is a barrier to verbally expressing oneself.[27]

Foreign language anxiety is one of the issues that hinder students' performance in speaking classes. Students who are learning a foreign language may experience foreign language anxiety, particularly in speaking classes.[28] It may be a difficulty for students when they do not want to talk or feel nervous about speaking a foreign language they are learning. Many students studying a foreign language experience anxiety. When they were in speaking class, some students felt anxious, tense, and uneasy. One of the affective elements that can hinder language learners' performance is foreign language anxiety because of its

---

[26]Mitha, Amri, and Narius, "An Analysis of Students' Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program of English Department of Universitas Negeri Padang."*Journal of English Language Teaching* 7, no. 3 (2018): 465-479

[27]Wulandari Santoso, David D Perrodin, and Universitas Bunda Mulia, "Factors Contributing to Students' Speaking Anxiety: A Case Study at Students' Junior High School," *Anglophile Journal* 2, no. 1 (2021).

[28]J. Liu, M., & Jackson, "An Exploration of Chinese EFL Learners' Unwillingness to Comunicate and Foreign Language Anxiety."*Modern Language Journal* 92, no.1, (2008):71-86.

detrimental impact. It might affect students' motivation, foster unfavorable attitudes, and hinder speaking class dialogue.[29]

E. Foreign Language Classroom Anxiety Scale (FLCAS)

The Foreign Language Classroom Anxiety Scale can be used to measure anxiety in English-speaking students (FLCAS). The kind and intensity of students' speaking anxiety can be assessed using the FLCAS when English is being studied as a foreign language in Indonesia. Horwitz created the FLCAS to assess the degree of language anxiety among students in a classroom by incorporating a paper-based survey they must complete. Three areas make up this scale for measuring speaking anxiety: test anxiety, fear of failing, and communication anxiety.

The term "communication apprehension" refers to the anxiety of speaking. People who are averse to speaking out will retreat from groups, make as little effort as possible, and only speak when prodded.[30]

According to Horwitz, the challenge for foreign language learners is not just speaking smoothly to others, but also understanding the message that has been communicated by the speaker and employing grammar when speaking.[31] When it comes to testing anxiety, students feel under pressure to speak in a foreign language because they must construct a lot of English grammar at the same time they speak.

---

[29]Christina Lhaksmita Anandari, "Indonesian Efl Students' Anxiety in Speech Production: Possible Causes and Remedy," *TEFLIN Journal - A publication on the teaching and learning of English* 26, no. 1 (2015): 1.

[30]Rakhmat. J.,*"Communication Psychology. Bandung: PT. Remaja Rosdakarya"* (2009).

[31]E. K. Horwitz, "Language Anxiety and Achievement.," *Annual Review of Applied Linguistics.* 21, no. 1 (2001): 112–126.

Students focus more on their mistakes than the necessary error correction because they are afraid of receiving a poor grade. Being concerned that a poor evaluation will result from one's response to or observation of a peer's aptitude. Therefore, those who are learning a foreign language should make a good impression. Any social event, such as going on a job interview, enrolling in a foreign language course, or joining a competition, might cause the anxiety of being negatively evaluated. In this case, teachers' responsibilities include not only assessing students' performance but also observing how other students are reacting.[32] Additionally, the students who tend to have negative attitudes and personalities would feel extremely anxious while speaking exercises in class.

To develop a strategy for learning English as a foreign language that will enable students to communicate effectively and fluently, measuring students' speaking anxiety can be helpful.[33]

The FLCAS is an evaluation of situation-specific anxiety because the items on it describe specific circumstances that could make students anxious.[34]

The researcher chose to use a questionnaire by Horwitz in 1986 because this questionnaire is still relevant to use. Not only for students in the past but every statement on this questionnaire is felt and easily understood by students

---

[32]Tanveer, *"Investigation of the Factors That Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence it Casts Oncommunication in the Target Language."* (2007)

[33]Mitha, Amri, and Narius, "An Analysis of Students' Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program of English Department of Universitas Negeri Padang."*Journal of English Language Teaching* 7, no. 33 (2018): 465-479

[34]Taghreed M. Al-Saraj, "Revisiting the Foreign Language Classroom Anxiety Scale (FLCAS): The Anxiety of Female English Language Learners in Saudi Arabia," *L2 Journal* 6, no. 1 (2014).

today. In addition, this questionnaire consists of 33 statements specially made by experts to determine the anxiety of speaking a foreign language.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

In this research, a case study-one of the descriptive designs used in qualitative research-was used. It is employed to describe current and historical phenomena. It describes a fact that was discovered through investigation. Additionally, descriptive qualitative research can be used to categorize and list the constituent parts and traits of the subject.[35]

The purpose of this research is to analyze the speaking fear of second-grade students, hence a qualitative approach was adopted. A qualitative study approach investigates a single subject, a small group, and a significant case to provide interpretations of the particular situation or to offer helpful generalizations. To better comprehend the case of language anxiety, the researcher can use the study case approach to examine specific students.[36]

B. The subject of The Research

Students in SMAN 2 Palopo in the second grade who experience speaking anxiety when speaking English where the focus of this research. At SMAN 2 palopo, there were 10 second-grade classes with a total enrollment of 319 students. One class consisted of about 20-30 students, but the researcher only researched one class of IPA 6, where the class contained 28 students and

---

[35]Hayatul Muna, Fitriah Uin Ar-Raniry, And Banda Aceh, "Foreign Language Speaking Anxiety: A Case Study At English Foreign Language Speaking Anxiety: A Case Study At English Department Students Of Iain Lhokseumawe And Al Muslim University," *Jurnal Ilmiah DIDAKTIKA* 19, no. 2 (2019): 141.

[36]Isnaini, *"An Analysis of Students' Speaking Anxiety Students of English Foreign Language (Efl) at the Fifth Semester English Department of Uin Raden Intan Lampung."* no. 3 (2019): 1-9

distributed 28 questionnaires containing 33 statements to all the students before interviewing 15 students in the class.

C. Research Instrument

The instrument of this research was a questionnaire of the Foreign Language Classroom Anxiety Scale (FLCAS) and a semi-structured interview.

1. Questionnaire

The first step in gathering information from the classroom scenario was to distribute a questionnaire. The questionnaire had 33 statements, and students could only respond by selecting one of the four options-strongly agree, agree, disagree, or strongly disagree-that best reflected their personal experiences. All of the second-graders in class IPA 6 at SMAN 2 Palopo receive the questionnaire from the researcher to learn more about the subjects' perspectives and emotions. To gather more precise data about students' speaking anxiety and situations that make them fear speaking, the questionnaire related to this factor sought to understand their conditions during class. It also sought to identify the most prevalent causes of language anxiety when speaking, particularly in spoken English classes.

2. Interview

To gather the data required for a more thorough understanding of the factors affecting foreign language anxiety, a semi-structured interview was created.[37]

---

[37]Alsowat, "Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA."*European Scientific Journal, ESJ* 12, no. 7 (2016) : 193

The researcher employs interview approaches to elicit more detailed information from subjects who have commonalities that could influence student fear. The first question was addressed and additional information was given to students using the researcher's interview. This assisted in getting the researcher to contribute more. The researcher took notes throughout the conversation as a result of it.[38]

Individuals conducted the interview. Dealing with an individual has the benefit of fitting the description of an "in-depth interview," where the researcher can go further and highlight personal difficulties.[39]

By setting up an interview location in the classroom, the researcher conducted interviews there. The interview questions that had been prepared were then asked by the researcher. The researcher asked the students many opening questions to help them relax throughout the interview, such as their names and hometowns and what the goal of the interviews was.

D. The procedure for Collecting Data

To obtain the data, the questionnaire and interview were distributed to the students as the respondents in this research.

1. Questionnaire

Before distributing the questionnaire, the researcher introduced the students first and then conveyed the purpose of why the researcher distributed the questionnaire. In addition, before the questionnaire was distributed, the researcher

---

[38]*Farisy, "Students' Anxiety on Speaking English in Spoken English Course: A Case Study at English Language Education Department UIN Sunan Ampel Surabaya."* (2019)

[39]Essa Ali R Adhabi and Christina B Lash Anozie, "Literature Review for the Type of Interview in Qualitative Research," *International Journal of Education* 9, no. 3 (2017): 86.

provided a detailed explanation of how to complete the questionnaire. After distributing questionnaires to all second-grade students of PA 6 SMAN 2 Palopo, the researcher gave students time to ask questions about the statements on the questionnaire that the students might not understand to avoid misunderstandings when filling out the questionnaire so that students could choose responses calmly and understand the statement. The statements contained in the questionnaire. The questionnaire used was translated into Indonesian to avoid misunderstandings, and students were able to give appropriate responses. The researcher gives time 20 minutes to fill out the questionnaire. The researcher could keep watching the respondents fill out the questionnaire in the collecting process. After gathering all of the completed questionnaires from the IPA 6 SMAN 2 Palopo second-graders, the researcher reviewed each questionnaire to ensure that each statement had been checked off in the appropriate response column. Then all the data in the questionnaire could be analyzed and discussed clearly in the next chapter.

2. Interview

Interviews were employed in this research to gather data on studies on students' nervousness when speaking English. The researcher decided to use interviews to gather more precise data and findings.

E. The technique of Data Analysis

The researcher commissioned a qualitative analysis while using this data analysis technique. Understanding, synchronizing, and explaining phenomena based on theory is necessary for this analysis, because it links what is already known with new knowledge. In order to visualize the current state of the

phenomenon under qualitative investigation, a description of the needed is necessary. These results could be examined in the steps to analyze the data.[40] There are three steps taken by researchers in analyzing the data, they are:

1. Collecting Data

The researcher gathers data in the first stage. Interviews and questionnaires are used to get the data.

First, a second-grade student in SMAN 2 Palopo who is proficient in English filled out the questionnaires for the researcher.

Second, the researcher collected interview data by writing down each important point from the answers given by the students during the interview.

2. Reading All The Data

The researcher next studied all the information regarding the root causes and intensity of speaking English fear to gather as much data as she could. The researcher may also make notes about the information.

First, the researcher reads each statement in sequence, then counts each frequency in the responses chosen by the students.

Second, the researcher read the notes from the interviews that had been made at the time of the interview and then concluded the results of the interviews.

3. Interpreting The Findings

The percentage of each statement for each option in the questionnaire's results was calculated, specifically using the formula below:

---

[40]Farisy, *"Students' Anxiety on Speaking English in Spoken English Course: A Case Study at English Language Education Department UIN Sunan Ampel Surabaya."* (2019)

$$P = \frac{f}{n} \times 100\%$$

Information :

P = percentage number

f = frequency of answers

n = number of respondents

Interview data is presented in the form of conclusions according to the important points of the interview answers given by students.

The data from the questionnaires and interviews analyzed are described in chapter 4, the findings and discussion of this research. The final step in analyzing the data is to conclude the entire study.
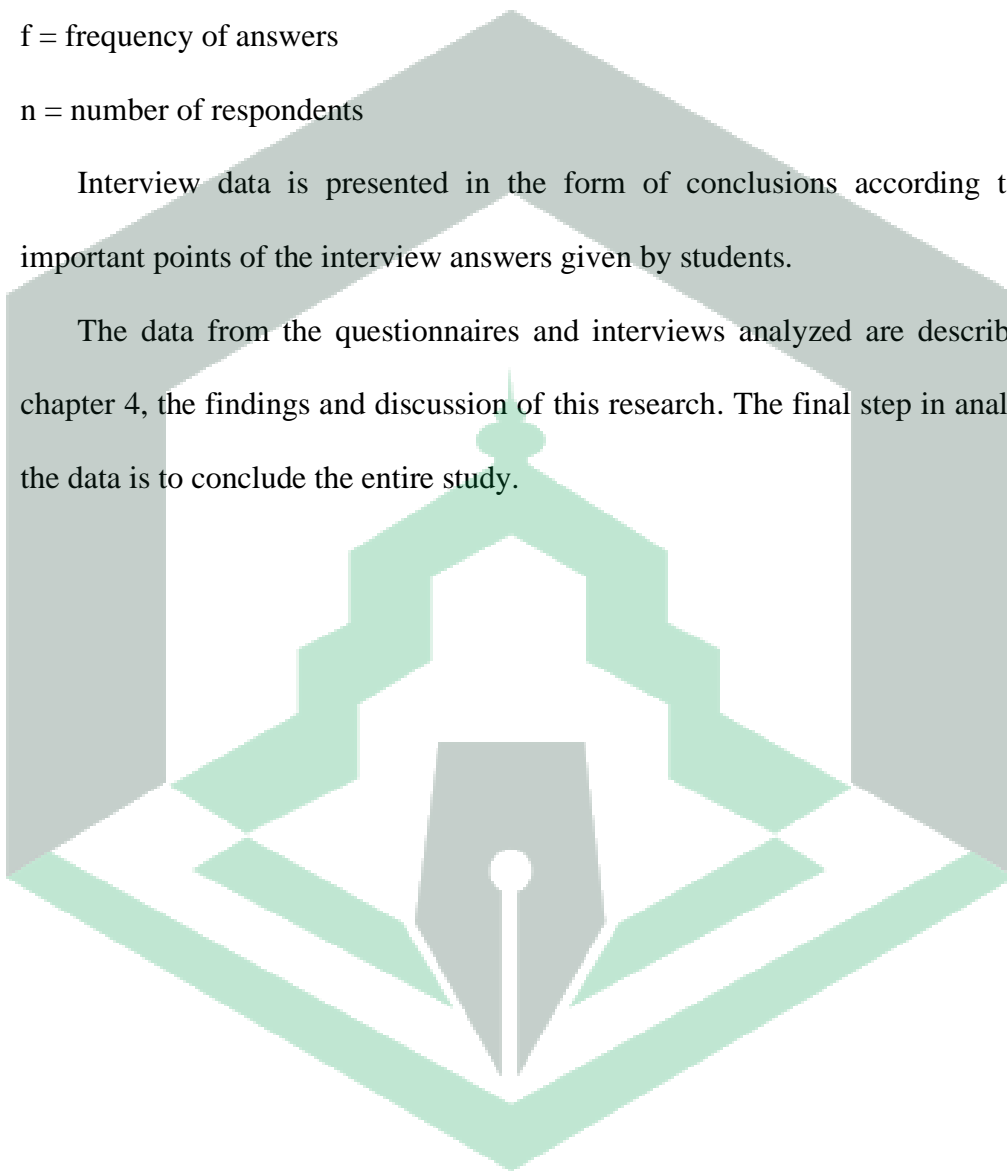
CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The first instrument in this research was a short survey known as the Foreign Language Classroom Anxiety Scale (FLCAS), which was employed by the researcher after gathering the data. The survey was taken by Horwitz & Cope (1986). The FLCAS is a 33-item survey that asks participants about their level of classroom anxiety when learning a foreign language. All class XI IPA 6 SMA Negeri 2 Palopo students who participated in this research served as responders. the outcome of students' answers to the FLCAS survey.

1. Qualitative Data of Questionnaire FLCAS by Horwitz & Cope (1986).

The results of the second-grade students' IPA 6 use of the Foreign Language Class Anxiety Scale (FLCAS) questionnaire at SMAN 2 Palopo are described in detail below.

Table 4.1 Students' unsureness of themselves when speaking in front of the class

No	Response	Frequency	Percentage
1	Strongly Agree	6	21,4%
2	Agree	13	46,4%
3	Disagree	7	25%
4	Strongly Disagree	2	7,2%
	Total	28	100%

Table 4.1 reveals that 6 (21,4%) students said they strongly agreed, 13 (46,4%) said they agreed, 7 (25%) said they disagreed, and 2 (7,2%) said they severely disagreed. It is evident that the majority of second-grade students in

IPA 6 of SMAN 2 Palopo concurred that they never feel completely at ease when speaking in class.

Table 4.2 Students' worries about making a mistake in speaking English

No	Response	Frequency	Percentage
1	Strongly Agree	1	3,5%
2	Agree	6	21,4%
3	Disagree	12	43%
4	Strongly Disagree	9	32,1%
	Total	28	100%

Table 4.2 reveals that 6 students (21,4%) stated they agreed, 12 students (43%) disagreed, and 9 students (32,1%) said they strongly disagreed. One student (3,5%) responded in the affirmative. The findings revealed that the majority of second-grade students in IPA 6 of SMAN 2 Palopo disagree that they are concerned about making mistakes in language classes.

Table 4.3 Students' nervousnesss about speaking in front of the class

No	Response	Frequency	Percentage
1	Strongly Agree	6	21,4%
2	Agree	15	53,5%
3	Disagree	5	18%
4	Strongly Disagree	2	7,1%
	Total	28	100%

Table 4.3 reveals that 6 (21,4%) students said they strongly agreed, 15 (53,5%) said they agreed, 5 (18%) said they disagreed, and 2 (7,1%) said they disagreed. The majority of the second-grade students at IPA 6 of SMAN 2 Palopo concurred that they shudder when called upon in language class.

Table 4.4 Students' difficulty in capturing what the teacher says when speaking English

No	Response	Frequency	Percentage
1	Strongly Agree	6	21,4%
2	Agree	15	53,5%
3	Disagree	6	21,4%
4	Strongly Disagree	1	3,7%
	Total	28	100%

Table 4.4 reveals that 1 student (3,7%) said strongly agree, 6 students (21,4%) disagreed, 15 students (53,5%) agreed, and 6 students (21,4%) said they were torn. The majority of second-grade students in SMAN 2 Palopo's IPA 6 class concur that they feel scared when they cannot understand what their teacher is saying in a foreign language.

Table 4.5 Students' sureness that English lessons were not so scary

No	Response	Frequency	Percentage
1	Strongly Agree	5	18%
2	Agree	16	57,1%
3	Disagree	6	21,4%
4	Strongly Disagree	1	3,5%
	Total	28	100%

Table 4.5 reveals that 6 students (21,4%) stated they disagreed, 5 students (18%) said they strongly agreed, and 1 student (3,5%) said they strongly agreed. The findings revealed that the majority of second-grade students in IPA 6 of SMAN 2 Palopo concurred that speaking English would not deter them from enrolling in additional foreign language studies.

Table 4.6 Students' limited attention in studying during English class

No	Response	Frequency	Percentage
1	Strongly Agree	1	3,6%
2	Agree	13	46,4%
3	Disagree	7	25%
4	Strongly Disagree	7	25%
	Total	28	100%

Table 4.6 reveals that 1 student (3,6%) responded with a strong affirmative, 13 students (46,4%) said they agreed, 7 students (25%) said they disagreed, and 7 students (25%) responded with a strong negative. The majority of students in second grade IPA 6 of SMAN 2 Palopo concur that they often

find themselves thinking about subjects unrelated to the English lesson when they are in a language class.

Table 4.7 Students' thought that the other student was better at English than them

No	Response	Frequency	Percentage
1	Strongly Agree	10	35,8%
2	Agree	15	53,5%
3	Disagree	3	10,7%
4	Strongly Disagree	-	0%
	Total	28	100%

Table 4.7 reveals that 10 students (35,8%) declared that they highly agreed, 15 students (53,5%) showed that they agreed, 3 students (10,7%) declared that they disagreed, and 0 students (0%), that they severely disagreed. The majority of students in second grade IPA 6 of SMAN 2 Palopo concur that they consistently believe that other students are more fluent in languages than they are.

Table 4.8 Students' placidity during a testin English class

No	Response	Frequency	Percentage
1	Strongly Agree	1	3,5%
2	Agree	19	68%
3	Disagree	8	28,5%
4	Strongly Disagree	-	0%
	Total	28	100%

Table 4.8 reveals that 0 students said strongly disagree, 1 student said strongly disagree, 19 students said to agree, 8 students said to agree, and 1 student said strongly disagree. The findings indicate that the majority of IPA 6 students in second grade at SMAN 2 Palopo concur that they typically feel comfortable during tests in language class.

Table 4.9 Students' scarer when they will speak English without preparation

No	Response	Frequency	Percentage
1	Strongly Agree	13	46,4%
2	Agree	13	46,4%
3	Disagree	2	7,2%
4	Strongly Disagree	-	0%
	Total	28	100%

Table 4.9 reveals that 13 students (46,4%) chose to agree, 2 students (7,2%) chose to disagree, and 0 students (0%), chose to strongly disagree. The majority of students in second grade IPA 6 of SMAN 2 Palopo were found to be evenly divided between strongly agreeing and agreeing that they become anxious when required to speak in front of the class without prior preparation.

Table 4.10 Students' concern about the failure of an English class

No	Response	Frequency	Percentage
1	Strongly Agree	10	35,8%
2	Agree	14	50%
3	Disagree	4	14,2%
4	Strongly Disagree	-	0%
	Total	28	100%

Table 4.10 reveals that ten students (35,8%) chose to highly agree, fourteen students (50%) chose to agree, four students (14,2%) chose to disagree, and zero students (0%), chose to severely disagree. The majority of second graders in IPA 6 of SMAN 2 Palopo stated that they are concerned about the repercussions of failing a foreign language course.

Table 4.11 Students' positive assessment of the English class

No	Response	Frequency	Percentage
1	Strongly Agree	6	21,5%
2	Agree	15	53,5%
3	Disagree	7	25%
4	Strongly Disagree	-	0%
	Total	28	100%

Table 4.11 reveals that 0 students said disagree, 6 students said disagree, 15 students said to agree, 7 students said to agree, and 6 students said highly agree. The majority of students in IPA 6 of SMAN 2 Palopo's second grade concur that they do not understand why some people become so agitated about taking foreign language classes.

Table 4.12 Students' nervousness in the English class to things previously known

No	Response	Frequency	Percentage
1	Strongly Agree	10	35,7%
2	Agree	6	21,5%
3	Disagree	9	32,1%
4	Strongly Disagree	3	10,7%
	Total	28	100%

Table 4.12 reveals that 10 students (35,7%) said they strongly agreed, 6 said they agreed, 9 said they disagreed, and 3 said they strongly disagreed. The majority of second-grade students in IPA 6 of SMAN 2 Palopo concur that they sometimes become overly anxious in language classes and forget what they already know.

Table 4.13 Students' embarrassment in answering the question in the English class

No	Response	Frequency	Percentage
1	Strongly Agree	3	10,7%
2	Agree	13	46,5%
3	Disagree	9	32,1%
4	Strongly Disagree	3	10,7%
	Total	28	100%

Table 4.13 reveals that 9 students (32,1%) said they disagreed, 3 students (10,7%) said they strongly disagreed, 13 students (46,5%) said they agreed, and 3 students (10,7%) said they strongly agreed. The results revealed

that the majority of SMAN 2 Palopo second graders in IPA 6 agreed that it makes them uncomfortable to speak up in class.

Table 4.14 Students' confidence in speaking English in front of native speakers

No	Response	Frequency	Percentage
1	Strongly Agree	1	3,5%
2	Agree	11	39,2%
3	Disagree	14	50%
4	Strongly Disagree	2	7,3%
	Total	28	100%

Table 4.14 reveals that 1 student (3,5%) responded with a strong affirmation, 11 students (39,2%) said they agreed, 14 students (50%) said they disagreed, and 2 students (7,3%) responded with a strong negative. The majority of second graders in IPA 6 of SMAN 2 Palopo disagreed that they wouldn't feel anxious when interacting with fluent speakers of the language.

Table 4.15 Students' lack of understanding of correction given by teachers in English class

No	Response	Frequency	Percentage
1	Strongly Agree	3	10,7%
2	Agree	1	3,7%
3	Disagree	13	46,4%
4	Strongly Disagree	11	39,2%
	Total	28	100%

Table 4.15 reveals that 1 student (3,7%) claimed to agree, 13 students (46,4%), 11 students (39,2%), and 3 students (10,7%) said strongly disagree. The majority of second-grade students in IPA 6 of SMAN 2 Palopo do not agree that they become irritated when they do not grasp the corrections being made by their teacher.

Table 4.16 Students' anxiety on the part of speaking English even after preparing for it

No	Response	Frequency	Percentage
1	Strongly Agree	4	14,2%
2	Agree	19	68%
3	Disagree	5	17,8%
4	Strongly Disagree	-	0%
	Total	28	100%

Table 4.16 reveals that 0 students said strongly disagree, 4 students said strongly agree, 19 students stated to agree, 5 students said disagree, and 4 students said strongly agree. It indicates that the majority of students in second grade IPA 6 of SMAN 2 Palopo concurred that they experience anxiety even when they are adequately prepared for a language class.

Table 4.17 Students' feeling that English class was boring

No	Response	Frequency	Percentage
1	Strongly Agree	-	0%
2	Agree	4	14,3%
3	Disagree	7	25%
4	Strongly Disagree	17	60,7%
	Total	28	100%

Table 4.17 reveals that 0 (0%) of the students said they strongly agreed, 4 (14,3%) said they agreed, 7 (25%) said they disagreed, and 17 (60,7%) said they severely disagreed. The majority of students in IPA 6 of SMAN 2 Palopo's second grade strongly disagree that they frequently feel like skipping language class.

Table 4.18 Students' self-confidencein speaking up in front of the class

No	Response	Frequency	Percentage
1	Strongly Agree	1	3,5%
2	Agree	11	39,2%
3	Disagree	14	50%
4	Strongly Disagree	2	7,3%
	Total	28	100%

Table 4.18 reveals that 2 students (7,3%) stated disagree, 11 students (39,2%) said they agreed, and 1 student (3,5%) said they severely disagreed. Most second graders in IPA 6 of SMAN 2 Palopo disagreed with the finding that they feel comfortable speaking English in foreign language classrooms.

Table 4.19 Students' fear of correction by the teacher

No	Response	Frequency	Percentage
1	Strongly Agree	5	18%
2	Agree	14	50%
3	Disagree	8	28,5%
4	Strongly Disagree	1	3,5%
	Total	28	100%

Table 4.19 it appears that 5 students (18%) strongly agreed, 14 students (50%) agreed, 8 students (28.5%) disagreed, and 1 student (3.5%) strongly disagreed. The majority of second-grade students in IPA 6 of SMAN 2 Palopo agreed that they are concerned that language instructors are prepared to correct every error they make.

Table 4.20 Students' heart pounding in English class

No	Response	Frequency	Percentage
1	Strongly Agree	10	35,7%
2	Agree	11	39,2%
3	Disagree	5	18%
4	Strongly Disagree	2	7,1%
	Total	28	100%

Table 4.20 reveals that 2 students (7.1%) said strongly agree, 10 students (35.7%) said to agree, 11 students (39.2%) stated to agree, 5 students (18%) said disagree, and The findings revealed that the majority of students in second grade IPA 6 of SMAN 2 Palopo concurred that they experienced anxiety before being called upon in language class.

Table 4.21 Students' confusion when tests in English class, although studying hard

No	Response	Frequency	Percentage
1	Strongly Agree	4	14,2%
2	Agree	10	35,7%
3	Disagree	9	32,1%
4	Strongly Disagree	5	18%
	Total	28	100%

Table 4.21 reveals that 5 students (18%), 4 students (14.2%), 10 students (35.7%), 9 students (32.1%), and 5 students (14.2%) all expressed severe disagreement. The majority of students in second grade IPA 6 of SMAN 2 Palopo concur that they become more perplexed the more they prepare for a language test.

Table 4.22 Students' pressure in English class

No	Response	Frequency	Percentage
1	Strongly Agree	3	10,7%
2	Agree	15	53,5%
3	Disagree	9	32,1%
4	Strongly Disagree	1	3,7%
	Total	28	100%

Table 4.22 reveals that 3 students (10.7%) said they very agreed, 15 students (53.5%) agreed, 9 students (32.1%) disagreed, and 1 student (3.7%) said they severely disagreed. It indicates that the majority of second graders in SMAN 2 Palopo's IPA 6 class concur that they do not feel much pressure to prepare properly for a language class.

Table 4.23 Students lack confidence in speaking in front of the other students

No	Response	Frequency	Percentage
1	Strongly Agree	13	46,4%
2	Agree	13	46,4%
3	Disagree	2	7,2%
4	Strongly Disagree	-	0%
	Total	28	100%

Table 4.23 shows that 13 students (46,4%) chose to agree, 2 students (7,2%) chose to disagree, and 0 students (0%) chose to strongly disagree. The findings revealed that the majority of second-grade students in IPA 6 of SMAN 2 Palopo strongly concur that they consistently believe that other students speak the foreign language more fluently than they do.

Table 4.24 Students' self-consciousness in speaking in front of the other students

No	Response	Frequency	Percentage
1	Strongly Agree	2	7,1%
2	Agree	4	14,2%
3	Disagree	17	60,7%
4	Strongly Disagree	5	18%
	Total	28	100%

Table 4.24 reveals that 5 students (18%), 2 students (7.1%), 4 students (14.2%), 17 students (60.7%), and 2 students (7.1%) all expressed high agreement. The majority of second graders in IPA 6 of SMAN 2 Palopo disagreed that they feel awkward speaking a foreign language in front of their peers.

Table 4.25 Students' feeling that English is learning quickly

No	Response	Frequency	Percentage
1	Strongly Agree	3	10,7%
2	Agree	18	64,2%
3	Disagree	6	21,4%
4	Strongly Disagree	1	3,7%
	Total	28	100%

Table 4.25 reveals that 3 students (10.7%) chose the option of strongly agreeing, 18 students (64.2%) chose to agree, 6 students (21.4%) chose to disagree, and 1 student (3.7%) chose the option of strongly disagreeing. It indicates that the majority of second-grade students in IPA 6 of SMAN 2

Palopo concur that English class moves quickly and they are concerned about falling behind.

Table 4.26 Students' nervousness in English than in any other class

No	Response	Frequency	Percentage
1	Strongly Agree	3	10,7%
2	Agree	10	35,8%
3	Disagree	12	42,8%
4	Strongly Disagree	3	10,7%
	Total	28	100%

Table 4.26 reveals that three students (10.7%) said they highly agreed, ten students (35.8%) said they agreed, twelve students (42.8%) said they disagreed, and three students (10.7%) said they strongly disagreed. The findings revealed that the majority of second-grade students in IPA 6 of SMAN 2 Palopo disagreed with the statement that English class makes them feel more tense and anxious than other classes.

Table 4.27 Students' nervousness and confusing about speaking English

No	Response	Frequency	Percentage
1	Strongly Agree	2	7,2%
2	Agree	14	50%
3	Disagree	12	42,8%
4	Strongly Disagree	-	0%
	Total	28	100%

Table 4.27 a study of students' responses found that 2 (7,2%) said they strongly agreed, 14 (50%) said they agreed, 12 (42,8%) said they disagreed, and 0 (%) said they disagreed. Most second graders in IPA 6 of SMAN 2 Palopo concur that they experience anxiety and confusion when speaking in English class.

Table 4.28 Students' confidence and relax to studying in English class

No	Response	Frequency	Percentage
1	Strongly Agree	1	3,7%
2	Agree	3	10,7%

3	Disagree	18	64,2%
4	Strongly Disagree	6	21,4%
	Total	28	100%

Table 4.28 reveals that 6 students (21,4%) said disagree, 18 students (64,2%) disagreed, and 1 student (3,7%) said they agreed. The findings revealed that the majority of students in second grade IPA 6 of SMAN 2 Palopo disagreed with the statement that they feel very confident and at ease while they are heading to English class.

Table 4.29 Students' misunderstanding of what the teacher says in English class

No	Response	Frequency	Percentage
1	Strongly Agree	12	42,8%
2	Agree	9	32,2%
3	Disagree	7	25%
4	Strongly Disagree	-	0%
	Total	28	100%

Table 4.29 reveals that 12 students (42%) said they strongly agreed, 9 said they agreed to a certain extent, 7 said they disagreed, and 0 said they severely disagreed. It is evident that the majority of second-grade students in IPA 6 of SMAN 2 Palopo firmly concur that they become anxious when they do not grasp all of their English teachers' words.

Table 4.30 Students' excess of the rules for learning English

No	Response	Frequency	Percentage
1	Strongly Agree	4	14,5%
2	Agree	11	39,2%
3	Disagree	12	42,8%
4	Strongly Disagree	1	3,5%
	Total	28	100%

Table 4.30 reveals that 4 students (14,5%) said they strongly agreed, 11 said they agreed to a certain extent, 12 said they disagreed, and 1 said they strongly disagreed. The findings revealed that the majority of students in

second grade IPA 6 of SMAN 2 Palopo disagreed that learning so many rules in a foreign language makes them feel overwhelmed.

Table 4.31 Students' fear of ridicule when speaking in English class

No	Response	Frequency	Percentage
1	Strongly Agree	11	39,2%
2	Agree	14	50%
3	Disagree	3	10,8%
4	Strongly Disagree	-	0%
	Total	28	100%

Table 4.31 According to the results, 11 students (39,2%) chose highly agree, 14 students (50%) chose to agree, 3 students (10,8%) chose to disagree, and 0 students (0%), severely disagree. The majority of second-grade IPA 6 students at SMAN 2 Palopo concurred that they worry that other students will make fun of them when they speak a foreign language.

Table 4.32 Students' comfort when speaking with native English speakers

No	Response	Frequency	Percentage
1	Strongly Agree	3	10,8%
2	Agree	17	60,7%
3	Disagree	8	28,5%
4	Strongly Disagree	-	0%
	Total	28	100%

Table 4.32 reveals that 0 students said strongly disagree, 3 students said strongly agree, 17 students stated to agree, 8 students said disagree, and 3 students said strongly agree. The majority of second-grade IPA 6 students in SMAN 2 Palopo felt that they would probably feel at ease with native speakers of a foreign language, as can be observed.

Table 4.33 Students' nervousness when the teacher asked the English question without preparation

No	Response	Frequency	Percentage
1	Strongly Agree	11	39,2%
2	Agree	12	43%
3	Disagree	2	7,1%

4	Strongly Disagree	3	10,7%
	Total	28	100%

Table 4.33 reveals that 3 students (10.7%) stated strongly disagree, 2 students (7.8%) disagreed, and 11 students (39.2%) said they agreed. Twelve students (43%) said they agreed. It indicates that the majority of second-grade students in IPA 6 of SMAN 2 Palopo concur that they become anxious when the language teacher asks them questions they have not previously prepared for.

2. Qualitative Data of Interview

To strengthen the results from the questionnaire data, excerpts from the interview are provided below. The findings of the interviews are described as follows:

a. Student anxiety level

Based on interviews conducted by a researcher who asked if you were anxious when speaking English, the answer given by the second-grade students of IPA 6 SMAN 2 Palopo was, "yes, I feel a little anxious". That means they agree that when they speak English, they get anxious, and all the students say the same thing.

b. Causes of anxious breakdown students

Second-grade students of IPA 6 SMAN 2 Palopo say that their anxiety is due to their lack of English speaking ability. They felt that they had not been able to speak English fluently and that even they felt that their own English was still very low. All students gave the same answer when asked what made them feel anxious during the interview.

c. It is what students do when they get anxious

When nervous, some IPA 6 SMAN 2 Palopo second-graders opted to keep quiet. They chose silence and did nothing but stare at it, while others said that when they were anxious and unsure of how to speak English in class, they tried to figure out something to help them cope with their anxiety, such as asking their teachers and friends. That was confirmed by the interview when the researcher asked what they were doing when they were anxious about speaking English in class.

d. Anxious caused by shyness and fear

The majority of IPA 6 SMAN 2 Palopo second-graders reported feeling worried due to the guilt of speaking in English in front of teachers and other classmates. Almost nobody indicated they were afraid of speaking in English because they would make blunders. The student felt very ashamed and unsure of themselves. The answer was obtained from interviews by a researcher who asked whether their anxiety is the result of shame or fear.

e. How do the students tackle their anxiety in speaking English

Based on the interviews that the researcher conducted at the time of asking questions about how the second-grade students of IPA 6 SMAN 2 Palopo tackle their anxiety, the answers they gave were like trying to study more, trying to calm down at the time of nerves and then thinking of ways to make the anxiety go away and start feeling confident And tried to fight off the anxiety by thinking that he could get up to speak English with confidence.

B. Discussion

Based on the findings from the questionnaires and interviews, the researcher grouped the findings into 6 with a more detailed discussion among others:

1. Students' confidence in the English language

In general, students' confidence in speaking English can be seen in tables 4.1, 4.3, and 4.18 in the questionnaire. Table 4.1 shows a high percentage of 46.4% of students in the class agree that they never feel confident in themselves when speaking in English because they lack confidence. Then in table 4.3 also shows a high percentage of 53.5% of students in the class agree that when the teacher appoints students in the English style, they feel trambling because of anxiety. Table 4.18 also includes the percentage of respondents (50%) who disagree that students feel comfortable speaking in English class. Thus, it may be concluded that second-graders levels of self-confidence are still low (IPA 6 SMAN 2 Palopo). This is in line with what was stated by Rakhmat, who stated that the most decisive factor in obstacles to speaking in public is a lack of self-confidence. Someone who lacks confidence will tend to avoid presentations or public speaking as much as possible.[41] In addition to the results of the questionnaire, the results of the interviews also showed that students felt less confident when speaking English in class. This is evidenced by the results of the interview answers when the researcher asked the question, "what makes you

---

[41]J., "Communication Psychology. Bandung: PT. Remaja Rosdakarya."(2009)

anxious?" Most of the students answered that they were anxious because they felt their English skills were still lacking.

2. The Students' concerns in English class

The anxiety of second-grade students IPA 6 SMAN 2 Palopo in English class is caused by their feelings. When they are speaking in front of the class, they start to worry and cause anxiety. Tables 4.2, 4.12, 4.17, and 4.27 on the questionnaire show that students' level of concern is still high when learning English in class. Table 4.2 revolves around a high percentage of disagreeing responses is 42.8% of students in the class disagreeing that they do not feel worried when making mistakes in English class. It means students worry about any mistakes that might appear when they try to appear speaking in English class. This was similar to Jones's finding, many of the participants still worried that their grammar was messy.[42] In other words, they might be afraid of making mistakes in terms of grammar. In addition, students' concerns about speaking English, can be seen in table 4.27, which shows a high percentage of agreed responses. 50% of students in the class agree that they feel nervous and confused when speaking English because they are too worried.

3. The correlation between anxiety and preparation

Using the questionnaire's results, the correlation between anxiety and preparation of students in class XI IPA 6 at SMAN 2 Palopo in English class can be seen in tables 4.4, 4.5, 4.9, 4.16, 4.22, and 4.33. Table 4.4 displays the percentage of students who agree that they experience fear when they cannot

---

[42]J. F. Jones, "A Cultural Context for Language Anxiety," *English Australia Journal*, 21, no. 2 (2004): 30–39.

grasp the lesson in full what the teacher is saying when speaking in English, which is 53.5% of the class. Then in table 4.5, the high percentage is in the agreed response, which is 57.1% of students stating that speaking English does not make them give up learning more English. That means although they still feel less confident when speaking in English class, students are still enthusiastic about mastering English more. In addition, table 4.9 displays a balanced percentage of replies that strongly agree and agree with the statement made by 46.4% of the class that speaking in front of the class without preparation made them feel anxious. That indicates that students experience anxiety when they speak in front of the class in English without having studied or prepared themselves beforehand. With the findings regarding the correlation between anxiety and preparation for learning English of second-grade students IPA 6 SMAN 2 Palopo, it can be said that self-preparation before speaking in front of the class is very important for students to gain confidence in overcoming nervousness in speaking English. This is also reinforced by the results of the percentage in table 4.22 on the questionnaire, namely 53.5% of students in the class agree that they do not feel pressured to prepare well when speaking in English class. Besides that, the students felt fear about the consequence of failing the speaking test which happened due to the need for more preparation for all things related to their performance. After having more preparation, they would be ready and feel comfortable and confident without caring about others' feedback during the performance.[43]

4. Student's readiness in dealing with native

In learning English in class, especially learning about speaking English, second-grade students IPA 6 SMAN 2 Palopo feel the difference between speaking in front of other students and teachers compared to speaking with native English speakers. This is demonstrated by the survey results in Table 4.14, which show that 50% of students disagree that speaking English to native speakers won't make them nervous. Because of this, students find it more difficult to talk in front of native speakers than they do in front of their peers and teachers while learning English in class, especially when they are learning about speaking English. Second-grade students IPA 6 SMAN 2 Palopo feel the difference between speaking in front of other students and teachers compared to speaking with native English speakers. The students tended to pay attention to pronunciation.[44] Referring to this statement means that students feel anxious talking with native English speakers because the differences in pronunciation are somewhat difficult. This is demonstrated by the survey results in Table 4.14, which show that 50% of students disagree that speaking English to native speakers won't make them nervous. In other words, students are more apprehensive about speaking English in front of native speakers than they are in front of their peers or their teacher in a classroom setting.

---

[43]Mitha, Amri, and Narius, "An Analysis of Students' Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program of English Department of Universitas Negeri Padang."*Journal of English Language Teaching,*7, no.3 (2018):465-479

[44]M. Yahya, "Measuring Speaking Anxiety among Speech Communication Course Students at the Arab American University of Jenin (AAUJ).," *European Social Sciences Research Journal* ,1, no. 3 (2013): 229–248.

5. Students' confidence compared to other students

Based on the findings regarding students' beliefs compared to other students in class XI IPA 6 SMAN 2 Palopo, the researcher found that the level of student anxiety in this aspect was quite strong. This happens because students are very influential or think too much about negative responses from other students regarding their English speaking skills. They feel that their English skills are still very lacking. That factor greatly affects the nervousness of students. This can be proven by the findings on the questionnaire, as seen in tables 4.23, 4.24, and 4.31. Table 4.23 focuses on the high percentage rate. Namely, 46.4% of students chose the response strongly agree, and 46.4% of students said they agreed that they felt that other students were superior in speaking English than themselves. It means that only a small number of students in class XI IPA 6 of SMAN 2 Palopo are confident in speaking English in front of other students. In addition, other findings in table 4.24 show that 60.7% of students chose not to agree that they felt confident and confident when speaking English in front of other students. Thus, they are greatly affected by the negative responses of other students. This can also be seen from table 4.31, which shows a high percentage of 50% of students stating that they agree that they are afraid that other students will laugh at their English speaking ability. Their fear of being ridiculed, yelled at, and given poor grades when they make errors or fall short of expectations in class is the root of their anxiety. They consequently experience depression, embarrassment, loss of

confidence, and underappreciation.[45] This is consistent with the findings of Doyon and Cutrone's study, according to which students learning English as a second language (ESL) believe it is crucial to keep others' opinions of themselves to themselves. As a result, they choose to remain silent rather than try but end up making mistakes that lead to mistakes. will make one feel anxious about people's opinions of them.[46]

In addition to the questionnaire, this factor is also proven by the results of interviews conducted by researcher when asking, "what makes you nervous about speaking English? Is it because of shame or fear?" Most second-grade students IPA 6 SMAN 2 Palopo said that shame affects their anxiety, but fear is also a factor, and when asked about what they do when they feel anxious, most students answer that they choose to be silent and do nothing.

6. Students' beliefs regarding the level of difficulty in English class

Regarding what students think about how challenging English classes are, it can be seen in the questionnaires in tables 4.25, 4.29, and 4.30. Table 4.29 focuses on the percentage figure of 42.8% of students who strongly agree that they feel anxious when they do not understand or do not understand what the teacher is saying in English class. It means that most second-grade students IPA 6 SMAN 2 Palopo find it difficult to catch English lessons when the teacher delivers lessons using English. The students believed that to comprehend the

---

[45]Mohamad dan Walid, "Anxiety and Speaking English as a Second Language among Male and Female Business Students in Universiti Industri Selangor" (2010).

[46]P Cultrone, "Overcoming Japanese EFL Learners' Fear of Speaking Language Studies Working Papers." *University of Reading: Language Studies Working Papers* 1 (2009): 55–63.

target language message they must understand every word that was spoken.[47] This causes students delays in learning English, making them feel that their English skills are not improving. This is evidenced by the results of the percentage table 4.25 on the questionnaire, which has a percentage value of 64.2% of students agreeing that they feel that English class passes so quickly even though they do not understand much about English. Learning English even though they have difficulty grasping or understanding the lesson quickly. Thus, students' opinions about difficulties in English class do not affect their interest in learning. This can be proven by the results of the questionnaire in table 4.30, in which 42.8% of students state that they disagree that the English class has many rules that make them tired of studying English more deeply. It means that most students are enthusiasticabout studying in English class.

Based on the finding of interviews with the second-grade students of IPA 6 SMAN 2 Palopo, there are several ways they overcome anxiety when speaking English like trying to study more, trying to calm down at the time of nerves, and then thinking of ways to make the anxiety go away and start feeling confident And tried to fight off the anxiety by thinking that he could get up to speak English with confidence.

The shortcoming of this research was a discussion of the level of student anxiety. The researcher did not analyze the students' level of anxiety. In addition, the difficulties experienced when the research was carried out were that the researcher could not explain the statements on the questionnaire clearly, and it

---

[47]Meihua Liu, "Anxiety in Oral English Classrooms: A Case Study in China," *Indonesian Journal of Englih Language Teaching* 3, no. 1 (2007): 119–13, http://ojs.atmajaya.ac.id/index.php/ijelt/article/view/132.

was difficult to conduct in-depth interviews with students because the time given was limited.

CHAPTER V

CONCLUSIONAND SUGGESTION

A. Conclusion

Based on the researcher's findings regarding the speaking anxiety of second-grade students IPA 6 SMAN 2 Palopo the factors that affect students speaking anxiety include, lack of self-confidence, worry about mistakes in English class, lack of self-preparation to speak English, fear of negative responses and poor English skills. Of the several factors that cause students' speaking anxiety, the main factor that influences it is the fear of a negative response. The students feel anxious when they are going to speak in front of the class for fear of negative responses or opinions from other students.

Studying harder, calming down or relaxing, trying to be more confident, and choosing silence are steps taken by second-grade students of IPA 6 SMAN 2 Palopo to overcome their anxiety problems in speaking English in class. They hope that one day they will be able to overcome these feelings of anxiety and be able to speak English with confidence without thinking about the negative opinions of others.

B. Suggestion

In light of the findings of the study, the researcher would like to make the following recommendations:

1. For the Students

a. To improve their speaking abilities, the students need to have more time to practice speaking English.

51

b. The students shouldnot be self-conscious or worried about speaking English incorrectly.

c. Students should practice speaking English to increase their confidence.

d. The students' speaking abilities should be strengthened.

e. When speaking English, the students should pay close attention to deliver their best performance.

f. Even if they are at home, the students should study more to improve their communication skills.

2. For the Teachers

Teachers should give more motivation to students, especially in speaking English. In addition, teachers should train students' speaking skills more often in front of the class and use more exciting teaching methods so that students can be excited to learn to speak in front of the class.

3. For Other Researchers

The following researcher can examine students' levels of anxiety, and elements that contribute to anxiety using various theories and tools and add remedies to speaking issues that can help students succeed in English.

BIBLIOGRAPHY

Adhabi, Essa Ali R, and Christina B Lash Anozie. "Literature Review for the Type of Interview in Qualitative Research." *International Journal of Education* 9, no. 3 (2017): 86.

Al-Saraj, Taghreed M. "Revisiting the Foreign Language Classroom Anxiety Scale (FLCAS): The Anxiety of Female English Language Learners in Saudi Arabia." *L2 Journal* 6, no. 1 (2014).

Alsowat, Hamad H. "Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA." *European Scientific Journal, ESJ* 12, no. 7 (2016): 193.

Anandari, Christina Lhaksmita. "Indonesian Efl Students' Anxiety in Speech Production: Possible Causes and Remedy." *TEFLIN Journal - A publication on the teaching and learning of English* 26, no. 1 (2015): 1.

Cultrone, P. *"Overcoming Japanese EFL Learners' Fear of Speaking Language Studies Working Papers."* 1 (2009): 55–63.

Damayanti, Maria Eva, and Listyani Listyani. "An Analysis of Students' Speaking Anxiety in Academic Speaking Class." *ELTR, English Language Teaching and Research Journal* 4, no. 2 (2020): 152–170.

Farisy, M N Al. *"Students' Anxiety on Speaking English in Spoken English Course: A Case Study at English Language Education Department UIN Sunan Ampel Surabaya"* (2019). http://digilib.uinsby.ac.id/id/eprint/38482.

Hakim, Rohima Nur Aziza Al, and Hariadi Syam. "An Analysis of Students' Anxiety in Speaking English." *Paper Knowledge . Toward a Media History of Documents* 6, no. 2 (2019).

Hidayat, Dede Rahmat. *"Personality Psychology in Counseling."* 2011

Horwitz, E. K. "Language Anxiety and Achievement." *Annual Review of Applied Linguistics.* 21, no. 1 (2001): 112–126.

Indrianty, Septy. "Students ' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)." *Eltin* 4, no. I (2016): 28–39.

Isnaini, Nur. *"An Analysis of Students' Speaking Anxiety Students of English Foreign Language (Efl) At the Fifth Semester English Department Of Uin Raden Intan Lampung"* 3 (2019): 1–9.

J., Rakhmat. *"Communication Psychology. Bandung: PT. Remaja Rosdakarya"* 2009Jones, J. F. "A Cultural Context for Language Anxiety." *JEnglish Australia Journal* 21, no. 2 (2004): 30–39.

Leong, LM, SM Ahmadi. "An Analysis of the Factors Influencing Students' Ability to Speak English." *International Journal of Research in English Education* 2, no. 1 (2017): 34–41.http://ijreeonline.com/ files/site1/user_files_68bcd6/sma1357-A-10-26-1-fefa0eb.pdf.

Liu, M., & Jackson, J. *"An Exploration of Chinese EFL Learners' Unwillingness to Comunicate and Foreign Language Anxiety."* (2008).

Liu, Meihua. "Anxiety in Oral English Classrooms: A Case Study in China." *Indonesian Journal of English Language Teaching* 3, no. 1 (2007): 119–137. http://ojs.atmajaya.ac.id/index.php/ijelt/article/view/132.

Mitha, Weni Delfia, Zul Amri, and Don Narius. "An Analysis of Students' Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program of English Department of Universitas Negeri Padang." *Journal of English Language Teaching* 7, no. 3 (2018): 465–479.

Mohamad dan Walid. *"Anxiety and Speaking English as a Second Language among Male and Female Business Students in Universiti Industri Selangor"* (2010).

Muna, Hayatul, Fitriah UIN Ar-Raniry, and Banda Aceh. "Foreign Language Speaking Anxiety: A Case Study at English Foreign Language Speaking Anxiety: A Case Study at English Department Students of Iain Lhokseumawe and Al Muslim University." *Jurnal Ilmiah DIDAKTIKA* 19, no. 2 (2019): 141.

Putri, Pramesthi Lakshita. *"A Study on Students ' Anxiety and Its Correlation with the Speaking Performance of XI Grade Students at SMAN 1 Krian"* (2014).

Ririn, A. M. "Hubungan Antara Keterampilan Komunikasi Dengan Kecemasan Berbicara Di Depan Umum (Studi Korelasional Terhadap Mahasiswa Jurusan Bimbingan Dan Konseling FIP UNP Angkatan 2011)." *Jurnal Ilmiah Konseling* 2, no. 1 (2013): 273–278.

Siti Marfuah Nurjannah. *"Observation Interview,"* 2022.

Santoso, Wulandari, David D Perrodin, and Universitas Bunda Mulia. "Factors Contributing to Students' Speaking Anxiety: A Case Study at Students' Junior High School." *Anglophile Journal* 2, no. 1 (2021).

Saputra, Juni Bayu. "An Analysis of Students' Speaking Anxiety Toward Their Speaking Skill." *Premise: Journal of English Education* 7, no. 1 (2018): 111.

Sari, Darmaida. "Speaking Anxiety as A Factor in Studying EFL By Darmaida Sari 1 Syiah Kuala University, Banda Aceh." *English Education Journal (Eej)* 8, no. 2 (2017): 177–186.

Syahfutra, Wandi, and Agung Prasetyo Wibowo. "Kecemasan Berbicara Dalam Pembelajaran Speaking Pada Mahasiswa Program Studi Pendidikan Bahasa Inggris." *Journal of Education Informatic Technology and Science (JeITS)*1, no. 2 (2019): 175–184.http://ejurnal.umri.ac.id/index.php/JeITS/article/view/1441.

Tanveer, Muhammad. *"Investigation of the Factors That Causelanguage Anxiety for ESL/EFLlearners in Learning Speaking Skills and the Influence It Casts Oncommunication in the Target Language."*University of Glasgow, England. Retrieved Desember 22, (2017)fromhttp://www.asian-efl- journal. com/thesis_M_Tanveer.pdfThornbury,

Tuan, Nguyen Hoang and Mai, Tran Ngoc. "Factor Affecting Students' Speaking Performance at Le Than High School."*Asian Journal of Education*, (2015): 2 (3).

Witt, Paul L., Roberts, Mendy L., and Behnke, Ralph R. "Comparative Patterns of Anxiety and Depression in a Public Speaking Context." *Human Communication. A Publication of the Pacific and Asian Communication Association*: University of North Texas (2000): 11 (1).

Yahya, M. "Measuring Speaking Anxiety among Speech Communication Course Students at the Arab American University of Jenin (AAUJ)." *European Social Sciences Research Journal* 1, no. 3 (2013): 229–248.

APPENDICES

KUESIONER

Analisis Kegugupan Berbicara Siswa Kelas XI SMA Negeri 2 Palopo

Nama :

Kelas :

     Kuesioner ini terdiri dari beberapa pernyataan yang sesuai dengan pengalaman saudara/i dalam pembelajaran bahasainggris di kelas. Terdapat empat pilihan jawaban yang disediakan untuk setiap pernyataanya itu *sangat setuju, setuju, tidak setuju, dan sangat tidak setuju.* Selanjutnya, saudara/i diminta untuk menjawab dengan cara member **tanda centang (√)** pada salah satu kolom yang paling sesuai dengan pengalaman saudara/I selama belajar Bahasa Inggris di kelas.

No	Pernyataan	Tanggapan			
		Sangat setuju	**Setuju**	**Tidak setuju**	**Sangatti dak setuju**
1.	Saya tidak pernah merasa yakin pada diri sendiri ketika saya berbicara di kelas Bahasa Inggris.				
2.	Saya tidak khawatir membuat kesalahan di kelas BahasaInggris.				
3.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil di kelas Bahasa Inggris.				
4.	Menakutkan ketika saya tidak mengerti apa yang dikatakan guru dalam Bahasa Inggris.				
5.	Itu tidak akan mengganggu saya sama sekali untuk mengambil lebih banyak kelas Bahasa Inggris.				
6.	Selama di kelas, saya menemukan diri saya memikirkan hal-hal yang tidak ada hubungannya dengan Bahasa Inggris.				
7.	Saya terus berpikir bahwa siswa lain				

	lebih baik dalam Bahasa Inggris daripada saya.				
8.	Saya biasanya merasa nyaman selama tes di kelas Bahasa Inggris.				
9.	Saya mulai panik ketika harus berbicara tanpa persiapan di kelas Bahasa Inggris.				
10.	Saya khawatir tentang konsekuensi kegagalansaya di kelas Bahasa Inggris				
11.	Saya tidak mengerti mengapa beberapa orang begitu kesal dengan kelas Bahasa Inggris.				
12.	Di kelas Bahasa Inggris, saya bisa sangat gugup sehingga saya lupa hal-hal yang saya tahu.				
13.	Saya malu untuk menjawab secara sukarela di kelas Bahasa Inggris.				
14.	Saya tidak akan gugup berbicara Bahasa Inggris dengan penutur asli.				
15.	Saya marah ketika saya tidak mengerti apa yang dikoreksi oleh guru.				
16.	Bahkan jika saya sudah mempersiapkan diri dengan baik untuk kelas Bahasa Inggris, saya merasa cemas tentang hal itu.				
17.	Saya sering merasa tidak ingin pergi ke kelas Bahasa Inggris.				
18.	Saya merasa percaya diri ketika berbicara di kelas Bahasa Inggris.				
19.	Saya takut guru Bahasa Inggris saya siap mengoreksi setiap kesalahan yang saya buat.				
20.	Saya dapat merasakan jantung saya berdebar ketika saya akan dipanggil di kelas Bahasa Inggris.				
21.	Semakin saya belajar untuk ujian Bahasa Inggris, saya semakin bingung.				
22.	Saya tidak merasa tertekan untuk mempersiapkan diri dengan baik untuk kelas Bahasa Inggris.				

23.	Saya selalu merasa bahwa siswa lain berbicara Bahasa Inggris lebih baik daripada saya.				
24.	Saya merasa sangat percaya diri untuk berbicara dalam Bahasa Inggris di depan siswa lain.				
25.	Kelas Bahasa Inggris bergerak begitu cepat sehingga saya khawatir ketinggalan.				
26.	Saya merasa lebih tegang dan gugup di kelas Bahasa Inggris daripada di kelas yang lain.				
27.	Saya menjadi gugup dan bingung ketika saya berbicara di kelas Bahasa Inggris saya.				
28.	Ketika saya dalam perjalanan ke kelas Bahasa Inggis, saya merasa sangat yakin dan santai.				
29.	saya gelisah ketika saya tidak mengerti setiap kata yang diucapkan guru Bahasa Inggris.				
30.	Saya merasa kewalahan dengan banyaknya aturan yang harus dipelajari untuk berbicara Bahasa Inggris.				
31.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara Bahasa Inggris.				
32.	Saya mungkin akan merasa nyaman berada di dekat penutur asli Bahasa Inggris.				
33.	Saya gugup ketika guru Bahasa Inggris mengajukan pertanyaan yang belum saya persiapkan sebelumnya.				

Sumber: Horwitz, E. K., Horwitz, M. B., & Cope, J. A. "Foreign Language Classroom Anxiety" *The Modern Language Journal,* 70(2), 125-132(1986).

Analisis Kegugupan Berbicara Siswa Kelas XI SMA Negeri 2 Palopo
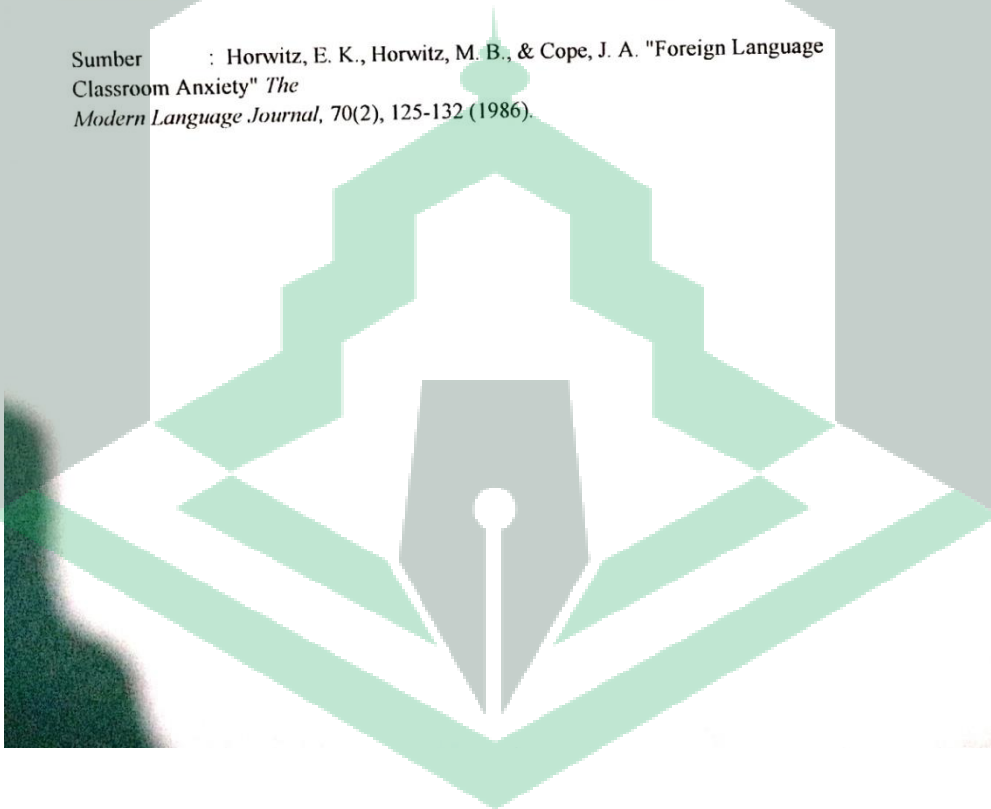
Nama : DILLA AMELIA PUTRI

Kelas : XI IPA 6

Kuesioner ini terdiri dari beberapa pernyataan yang sesuai dengan pengalaman saudara/i dalam pembelajaran bahasa inggris di kelas. Terdapat empat pilihan jawaban yang disediakan untuk setiap pernyataan yaitu *sangat setuju, setuju, tidak setuju, dan sangat tidak setuju.* Selanjutnya, saudara/i diminta untunk menjawab dengan cara **memberi tanda centang (√)** pada salah satu kolom yang paling sesuai dengan pengalaman saudara/i selama belajar Bahasa Inggris di kelas.

No	Pernyataan	Tanggapan			
		Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
1.	Saya tidak pernah merasa yakin pada diri sendiri ketika saya berbicara di kelas Bahasa Inggris.		√		
2.	Saya tidak khawatir membuat kesalahan di kelas Bahasa Inggris.			√	
3.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil di kelas Bahasa Inggris.		√		
4.	Menakutkan ketika saya tidak mengerti apa yang dikatakan guru dalam Bahasa Inggris.		√		
5.	Itu tidak akan mengganggu saya sama sekali untuk mengambil lebih banyak kelas Bahasa Inggris.		√		
6.	Selama di kelas, saya menemukan diri saya memikirkan hal-hal yang tidak ada hubungannya dengan Bahasa Inggris.		√		
7.	Saya terus berpikir bahwa siswa lain lebih baik dalam Bahasa Inggris daripada saya.	√			
8.	Saya biasanya merasa nyaman selama tes di kelas Bahasa Inggris saya.		√		
9.	Saya mulai panik ketika harus berbicara tanpa persiapan di kelas Bahasa Inggris.	√			
10.	Saya khawatir tentang konsekuensi kegagalan saya di kelas Bahasa Inggris	√			
11.	Saya tidak mengerti mengapa beberapa orang begitu kesal dengan kelas Bahasa			√	

No.	Pernyataan				
	Inggris.				
12.	Di kelas Bahasa Inggris, saya bisa sangat gugup sehingga saya lupa hal-hal yang saya tahu.	✓			
13.	Saya malu untuk menjawab secara sukarela di kelas Bahasa Inggris.			✓	
14.	Saya tidak akan gugup berbicara Bahasa Inggris dengan penutur asli.		✓		
15.	Saya marah ketika saya tidak mengerti apa yang dikoreksi oleh guru.			✓	
16.	Bahkan jika saya sudah mempersiapkan diri dengan baik untuk kelas Bahasa Inggris, saya merasa cemas tentang hal itu.		✓		
17.	Saya sering merasa tidak ingin pergi ke kelas Bahasa Inggris.				✓
18.	Saya merasa percaya diri ketika berbicara di kelas Bahasa Inggris.		✓		
19.	Saya takut guru Bahasa Inggris saya siap mengoreksi setiap kesalahan yang saya buat.			✓	
20.	Saya dapat merasakan jantung saya berdebar ketika saya akan dipanggil di kelas Bahasa Inggris.	✓			
21.	Semakin saya belajar untuk ujian Bahasa Inggris, saya semakin bingung.	✓			
22.	Saya tidak merasa tertekan untuk mempersiapkan diri dengan baik untuk kelas Bahasa Inggris.			✓	
23.	Saya selalu merasa bahwa siswa lain berbicara Bahasa Inggris lebih baik daripada saya.	✓			
24.	Saya merasa sangat percaya diri untuk berbicara dalam Bahasa Inggris di depan siswa lain.			✓	
25.	Kelas Bahasa Inggris bergerak begitu cepat sehingga saya khawatir ketinggalan.		✓		
26.	Saya merasa lebih tegang dan gugup di kelas Bahasa Inggris daripada di kelas yang lain.	✓			
27.	Saya menjadi gugup dan bingung ketika saya berbicara di kelas Bahasa Inggris saya.	✓			
28.	Ketika saya dalam perjalanan ke kelas				

No.	Pernyataan				
	Bahasa Inggis, saya merasa sangat yakin dan santai.			✓	
29.	saya gelisah ketika saya tidak mengerti setiap kata yang diucapkan guru Bahasa Inggris.	✓			
30.	Saya merasa kewalahan dengan banyaknya aturan yang harus dipelajari untuk berbicara Bahasa Inggris.			✓	
31.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara Bahasa Inggris.	✓			
32.	Saya mungkin akan merasa nyaman berada di dekat penutur asli Bahasa Inggris.			✓	
33.	Saya gugup ketika guru bahasa inggris mengajukan pertanyaan yang belum saya persiapkan sebelumnya.	✓			

Sumber : Horwitz, E. K., Horwitz, M. B., & Cope, J. A. "Foreign Language Classroom Anxiety" *The Modern Language Journal*, 70(2), 125-132 (1986).

Analisis Kegugupan Berbicara Siswa Kelas XI SMA Negeri 2 Palopo

Nama : INDAH. NURAINI

Kelas : XI.IPA.6

Kuesioner ini terdiri dari beberapa pernyataan yang sesuai dengan pengalaman saudara/i dalam pembelajaran bahasa inggris di kelas. Terdapat empat pilihan jawaban yang disediakan untuk setiap pernyataan yaitu *sangat setuju, setuju, tidak setuju, dan sangat tidak setuju.* Selanjutnya, saudara/i diminta untuk menjawab dengan cara **memberi tanda centang (√)** pada salah satu kolom yang paling sesuai dengan pengalaman saudara/i selama belajar Bahasa Inggris di kelas.

No	Pernyataan	Tanggapan			
		Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
1.	Saya tidak pernah merasa yakin pada diri sendiri ketika saya berbicara di kelas Bahasa Inggris.	√			
2.	Saya tidak khawatir membuat kesalahan di kelas Bahasa Inggris.			√	
3.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil di kelas Bahasa Inggris.	√			
4.	Menakutkan ketika saya tidak mengerti apa yang dikatakan guru dalam Bahasa Inggris.		√		
5.	Itu tidak akan mengganggu saya sama sekali untuk mengambil lebih banyak kelas Bahasa Inggris.			√	
6.	Selama di kelas, saya menemukan diri saya memikirkan hal-hal yang tidak ada hubungannya dengan Bahasa Inggris.		√		
7.	Saya terus berpikir bahwa siswa lain lebih baik dalam Bahasa Inggris daripada saya.		√		
8.	Saya biasanya merasa nyaman selama tes di kelas Bahasa Inggris saya.			√	
9.	Saya mulai panik ketika harus berbicara tanpa persiapan di kelas Bahasa Inggris.	√			
10.	Saya khawatir tentang konsekuensi kegagalan saya di kelas Bahasa Inggris	√			
11.	Saya tidak mengerti mengapa beberapa orang begitu kesal dengan kelas Bahasa				

No.	Pernyataan				
	Inggris.		✓		
12.	Di kelas Bahasa Inggris, saya bisa sangat gugup sehingga saya lupa hal-hal yang saya tahu.			✓	
13.	Saya malu untuk menjawab secara sukarela di kelas Bahasa Inggris.			✓	
14.	Saya tidak akan gugup berbicara Bahasa Inggris dengan penutur asli.		✓		
15.	Saya marah ketika saya tidak mengerti apa yang dikoreksi oleh guru.			✓	
16.	Bahkan jika saya sudah mempersiapkan diri dengan baik untuk kelas Bahasa Inggris, saya merasa cemas tentang hal itu.		✓		
17.	Saya sering merasa tidak ingin pergi ke kelas Bahasa Inggris.			✓	
18.	Saya merasa percaya diri ketika berbicara di kelas Bahasa Inggris.			✓	
19.	Saya takut guru Bahasa Inggris saya siap mengoreksi setiap kesalahan yang saya buat.	✓			
20.	Saya dapat merasakan jantung saya berdebar ketika saya akan dipanggil di kelas Bahasa Inggris.		✓		
21.	Semakin saya belajar untuk ujian Bahasa Inggris, saya semakin bingung.		✓		
22.	Saya tidak merasa tertekan untuk mempersiapkan diri dengan baik untuk kelas Bahasa Inggris.			✓	
23.	Saya selalu merasa bahwa siswa lain berbicara Bahasa Inggris lebih baik daripada saya.	✓			
24.	Saya merasa sangat percaya diri untuk berbicara dalam Bahasa Inggris di depan siswa lain.			✓	
25.	Kelas Bahasa Inggris bergerak begitu cepat sehingga saya khawatir ketinggalan.	✓			
26.	Saya merasa lebih tegang dan gugup di kelas Bahasa Inggris daripada di kelas yang lain.		✓		
27.	Saya menjadi gugup dan bingung ketika saya berbicara di kelas Bahasa Inggris saya.		✓		
28.	Ketika saya dalam perjalanan ke kelas				

	Bahasa Inggris, saya merasa sangat yakin dan santai.			✓	
29.	saya gelisah ketika saya tidak mengerti setiap kata yang diucapkan guru Bahasa Inggris.		✓		
30.	Saya merasa kewalahan dengan banyaknya aturan yang harus dipelajari untuk berbicara Bahasa Inggris.		✓		
31.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara Bahasa Inggris.		✓		
32.	Saya mungkin akan merasa nyaman berada di dekat penutur asli Bahasa Inggris.		✓		
33.	Saya gugup ketika guru bahasa inggris mengajukan pertanyaan yang belum saya persiapkan sebelumnya.		✓		

Sumber : Horwitz, E. K., Horwitz, M. B., & Cope, J. A. "Foreign Language Classroom Anxiety" *The Modern Language Journal*, 70(2), 125-132 (1986).

1. Apakah anda merasa cemas ketika berbicara bahasa inggris?
   Apakah Anda merasa sedikit cemas atau sangat cemas?

   Zulfidal   : Sedikit cemas

   Dilla   : Sangat cemas

   Prilli   : Saya merasa sedikit cemas

   Giska   : Sangat cemas

   Yohan   : Sediki tcemas

   Sakila   : Sedikit cemas

   Margareta   : Sangat cemas

   Nabil   : Sangat cemas

   Wahyu   : Sedikit cemas

   Inzaghi   : Sedikit cemas

   Halpiani   : Sedikit cemas

   Tasya   : Sedikit cemas

   Teresia   : Sedikit cemas

   Priscila   : Merasa sangat cemas

   Nurul   : Sedikit cemas

2. Apa yang membuat anda cemas?
   Apakah karena bahasa Inggris yang sulit, kemampuan bahasa Inggris Anda yang masih kurang, atau Karena hal lain?

   Zulfidal   : Karena kemampuan Bahasa Inggris saya masih kurang

   Dilla   : Karena kemampuan Bahasa Inggris saya masih kurang

   Prilli   : Karena kemampuan Bahasa Inggris saya masih kurang

   Giska   : Karena kemampuan Bahasa Inggris saya masih kurang

   Yohan   : Karena kemampuan Bahasa Inggris saya masih kurang
                     lancar

   Sakila   : Karena kemampuan Bahasa Inggris saya masih kurang

   Margareta   : Karena kemampuan Bahasa Inggris saya masih kurang

Nabil	: Karena kemampuan Bahasa Inggris saya masih kurang
Wahyu	: Karena kemampuan Bahasa Inggris saya masih kurang
Inzaghi	: Karena Bahasa Inggris saya masih kurang
Halpiani	: Bahasa Inggris saya masih kurang
Tasya	: Karena saya merasa kemampuan Bahasa Inggris saya Masih kurang
Teresia	: Karena saya merasa kemampuan Bahasa Inggrissaya Masih sangat kurang
Priscila	: Saya merasa kemampuan Bahasa Inggris saya masih Kurang dan merasa bahwa teman-teman saya lebih ahli dalam berbahasa Inggris
Nurul	: Karena kemampuan Bahasa Inggris saya masih kurang

3. Ketika Anda merasa cemas tentang berbicara bahasa Inggris, apa yang Anda lakukan?

Zulfidal	: Saya memilih diam dan tidak melakukan apa-apa
Dilla	: Saya belajar lebih giat lagi dan mencoba menenangkan diri
Prilli	: Biasanya saya memilih diam tetapi berusaha berfikir Mencari solusi agar tidak merasa cemas
Giska	: Saya akan mencoba menghafal dan mempelajari pelajaran
Yohan	: Mencoba menenangkan perasaan dan mulai percaya diri
Sakila	: Menenangkan diri agar tidak cemas lagi
Margareta	: Saya memilih diam
Nabil	: Memilih diam
Wahyu	: Diam
Inzaghi	: Saya hanya bisa diam
Halpiani	:Terkadang saya diam dan lebih mempelajari Bahasa Inggris
Tasya	: Saya diam
Teresia	: Belajar dengan orang yang lebih pintar Bahasa Inggris

Priscila	: Mencari tahu tentang hal-hal yang tidak saya ketahui melalui teman atau guru saya
Nurul	: Saya akan mencari tahu tentang hal-hal yang tidak saya ketahui

4. Apa yang membuat Anda cemas berbicara bahasa Inggris, apakah Karena malu atau takut?

Zulfidal	: Karena saya merasa malu
Dilla	: Karena takut salah dan sedikit malu
Prilli	: Karena takut
Giska	: Karena saya merasa takut
Yohan	: Karena merasa malu
Sakila	: Karena merasa malu
Margareta	: Karena merasa malu
Nabil	: Karena merasa malu
Wahyu	: Karena malu
Inzaghi	: Karena merasa malu
Halpiani	: Karena merasa malu
Tasya	: Karena merasa malu
Teresia	: Karena merasa malu
Priscila	: Karena sedikit rasa takut
Nurul	: Saya cemas karena rasa takut

5. Bagaimana Anda mengatasi kecemasan Anda?

Zulfidal	: Menghela nafas dalam-dalam
Dilla	: Belajar dan berdoa
Prilli	: Lebih percaya diri lagi dan lebih banyak belajar
Giska	: Saya akan lebih giat belajar
Yohan	: saya akan lebih giat belajar dan tidak memikirkan hal-hal lain
Sakila	: Dengan belajar lebih giat lagi dan konsentrasi saat di kelas

BahasaInggris

Margareta : Belajar lebih giat lagi

Nabil : Meyakinkan diri sendiri agar tidak merasa cemas

Wahyu : Mencoba menenangkan diri sambil menggerakkan tangan

Inzaghi : Menenangkan diri

Halpiani : Belajar lebih giat lagi dan percaya diri

Tasya : Dengan belajar lebih giat lagi

Teresia : Belajar lebih giat agar lancer berbahasa Inggris

Priscila : Belajar lebih giat

Nurul : Belajar lebih giat

Lembar Validasi Kuesioner Kegugupan Siswa Dalam Berbicara Bahasa Inggris

A. Petunjuk pengisian

1. Lembar validasi ini bertujuan untuk mengetahui kevalidan kuesioner kegugupan siswa dalam berbicara bahasa nggris di kelas.

2. Hubungan dengan itu, Bapak/Ibu diharapkan dapat memberikan tanda checklist (√) untuk setiap pendapat pada kolom di bawah dengan skala 1, 2, 3, atau 4. Dengan keterangan skor sebagai berikut:

   4 = Sangat baik

   3 = Baik

   2 = Cukup baik

   1 = Tidak baik

3. Untuk keterangan mohon diisi

   LD = Layak Digunakan

   LDP = Layak Digunakan dengan Perbaikan

   TLD = Tidak Layak Digunakan

4. Jika Bapak/Ibu menganggap perlu ada revisi, maka mohon Bapak/Ibu memberikan butir revisi pada bagian komentar dan saran pada lembar yang telah disediakan.

5. Atas bantuan dan kesediaan untuk lembar validasi kuesioner ini saya ucapkan terimakasih.

B. Penilaian

No	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Konsep format kuesioner				
2.	Pernyataan yang ada pada kuesioner mudah dipahami peserta didik				V
3.	Kesesuaian petunjuk penilaian pada kuesioner				V
4.	Bahasa yang digunakan sudah baik dan benar				V
5.	Isi pernyataan sesuai dengan tujuan penelitian				V
	Jumlah				V

Komentar dan saran :

- Perbaiki penulisan Bahasa Inggris
- Hilangkan kata mungkin pada petunjuk kuesioner

Palopo, 24 Agustus 2022
Validator,

Magfirah Thayyib
NIP 19850719 2018 01 2001

Lembar Validasi Kuesioner Kegugupan Siswa Dalam Berbicara Bahasa Inggris

A. Petunjuk pengisian

1. Lembar validasi ini bertujuan untuk mengetahui kevalidan kuesioner kegugupan siswa dalam berbicara bahasa nggris di kelas.

2. Hubungan dengan itu, Bapak/Ibu diharapkan dapat memberikan tanda checklist (√) untuk setiap pendapat pada kolom di bawah dengan skala 1, 2, 3, atau 4. Dengan keterangan skor sebagai berikut:

   4 = Sangat baik

   3 = Baik

   2 = Cukup baik

   1 = Tidak baik

3. Untuk keterangan mohon diisi

   LD = Layak Digunakan

   LDP = Layak Digunakan dengan Perbaikan

   TLD = Tidak Layak Digunakan

4. Jika Bapak/Ibu menganggap perlu ada revisi, maka mohon Bapak/Ibu memberikan butir revisi pada bagian komentar dan saran pada lembar yang telah disediakan.

5. Atas bantuan dan kesediaan untuk lembar validasi kuesioner ini saya ucapkan terimakasih.

B. Penilaian

No	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Konsep format kuesioner			✓	
2.	Pernyataan yang ada pada kuesioner mudah dipahami peserta didik			✓	
3.	Kesesuaian petunjuk penilaian pada kuesioner		✓		
4.	Bahasa yang digunakan sudah baik dan benar			✓	
5.	Isi pernyataan sesuai dengan tujuan penelitian		✓		
	Jumlah				

Komentar dan saran :

Lembar validasi Kuesioner Kegugupan siwa dalam
berbicara bahasa Inggris LD (Layak diguna
kan)

Palopo, 14 - 9 - 2022
Validator,

ST. MARFUAH N, S. Pd
NIP 19700603 200701 2 018

Appendix 4: Content Validity Sheet for Interview

Lembar Validasi Wawancara

A. Identitas validator

Nama : Magfirah Thayyib

Nip : 19850719 201801 2001

B. Petunjuk pengisian validasi

Lembar penilaian ini dimaksudkan untuk mengumpulkan informasi tentang instrumen validasi yang akan digunakan dalam menilai instrument penelitian yang berjudul "An Analysis Of Second Grade Students Speaking Anxiety In SMA Negeri 2 Palopo" dengan petunjuk penilaian sebagai berikut :

1. Kepada bapak/ibu brkenan meemberikan skor dengan cara member tanda checklist (√) pada kolom yang telah disesuaikan dengan criteria :

    Sangat sesuai : 4

    Sesuai : 3

    Tidak sesuai : 2

    Sngat tidak sesuai : 1

2. Jika Bapak/Ibu menganggap perlu ada revisi, maka mohon bapak/ibu memberikan butir revisi pada bagian komentar dan saran pada lembar yang telah disediakan.

C. Validasi instrumen

Tabel validasi instrument wawancara

| No	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara				√
2.	Pertanyaan wawancara mudah dipahami peserta didik			√	
3.	Pedoman wawancara layak digunakan untuk menganalisis kemampuan siswa dalam menyelesaikan masalah				√
4.	Bahasa yang digunakan tidak mengandung makna ganda				√

5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas			✓
	Jumlah			

Komentar dan saran :

Perbaiki kata difficulties > difficult, someone > something

Palopo, 24 Agustus 2022
Validator,

MagFirah Thayyib
NIP 19850719 201801 2 001
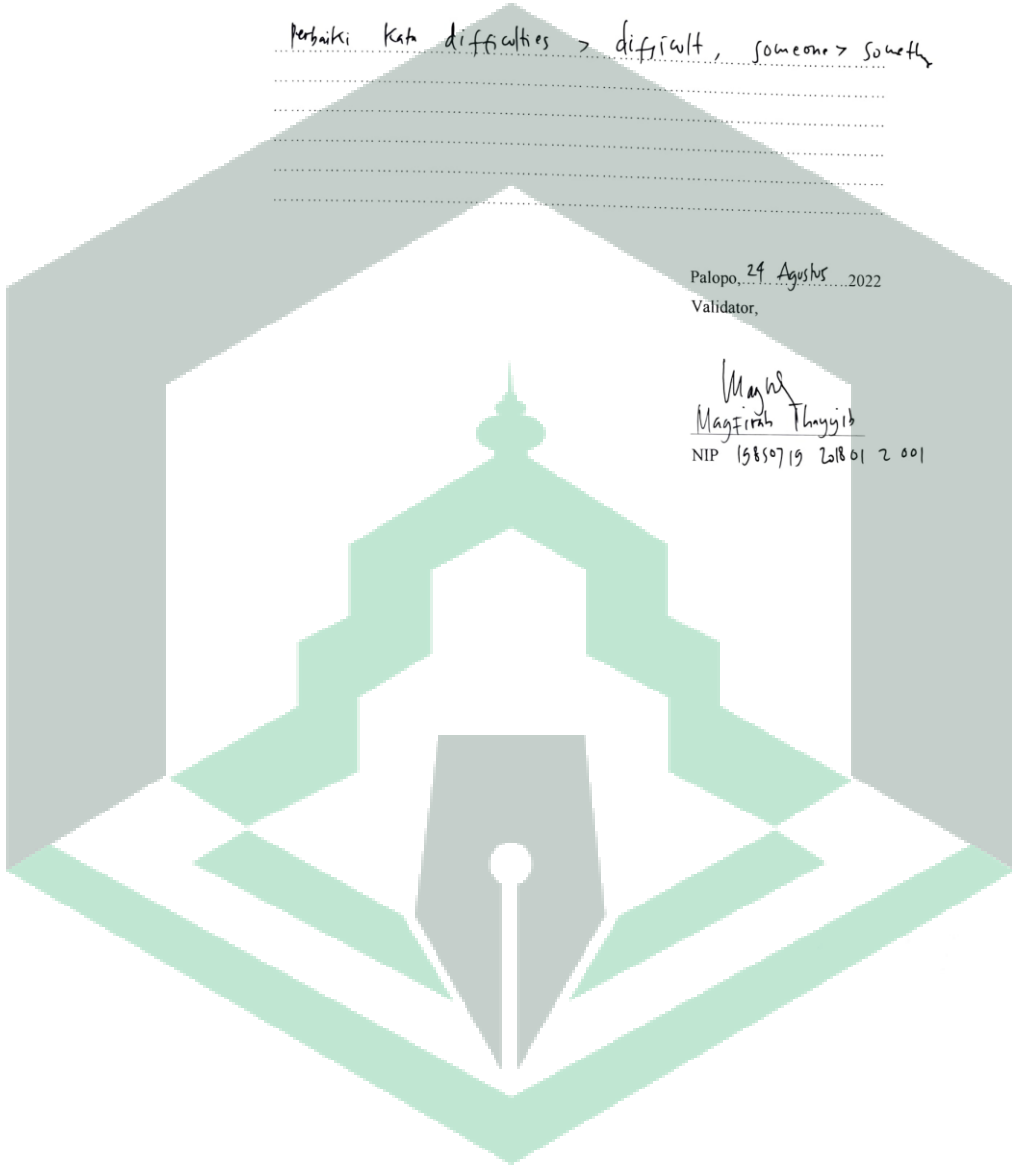
Lembar Validasi Wawancara

A. Identitas validator

Nama : Siti Marfuah Nurjannah, S. Pd.

Nip : 19700603 200701 2 018

B. Petunjuk pengisian validasi

Lembar penilaian ini dimaksudkan untuk mengumpulkan informasi tentang instrumen validasi yang akan digunakan dalam menilai instrument penelitian yang berjudul "An Analysis Of Second Grade Students Speaking Anxiety In SMA Negeri 2 Palopo" dengan petunjuk penilaian sebagai berikut :

1. Kepada bapak/ibu brkenan meemberikan skor dengan cara member tanda checklist (√) pada kolom yang telah disesuaikan dengan criteria :

   Sangat sesuai : 4

   Sesuai : 3

   Tidak sesuai : 2

   Sngat tidak sesuai : 1

2. Jika Bapak/Ibu menganggap perlu ada revisi, maka mohon bapak/ibu memberikan butir revisi pada bagian komentar dan saran pada lembar yang telah disediakan.

C. Validasi instrumen

Tabel validasi instrument wawancara

No	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara			√	
2.	Pertanyaan wawancara mudah dipahami peserta didik			√	
3.	Pedoman wawancara layak digunakan untuk menganalisis kemampuan siswa dalam menyelesaikan masalah		√		
4.	Bahasa yang digunakan tidak mengandung makna ganda			√	

5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas	✓		
	Jumlah			

Komentar dan saran :

....
....
....
....
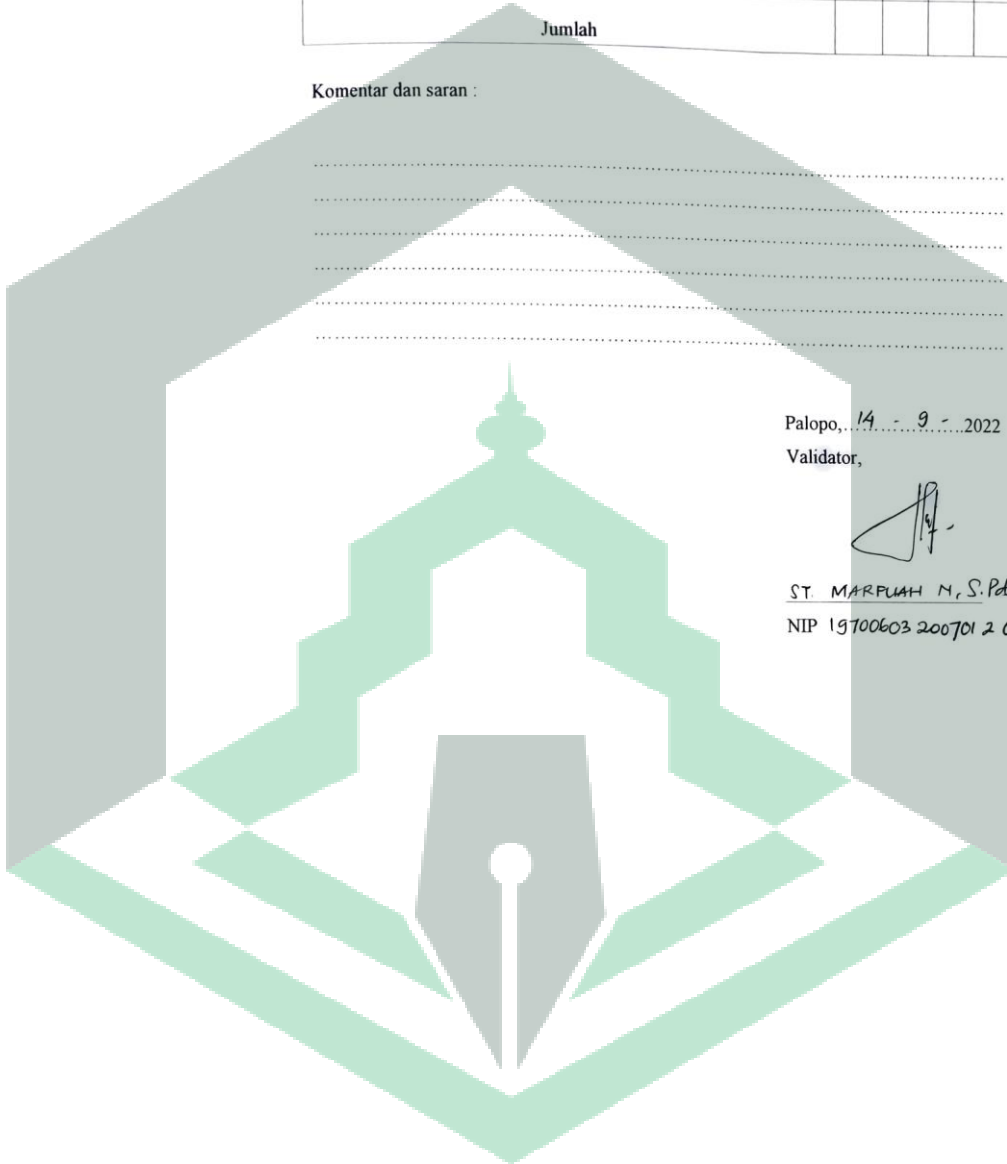...

Palopo, 14 - 9 - 2022
Validator,

ST. MARPUAH M, S.Pd
NIP 19700603 200701 2 018

Appendix 5: Research License

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 1065/IP/DPMPTSP/VIII/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo

MEMBERIKAN IZIN KEPADA

Nama	DILA SANDI
Jenis Kelamin	Perempuan
Alamat	Ds. Pongko Kab. Luwu
Pekerjaan	Mahasiswa
NIM	17 0202 0017

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul

AN ANALYSIS OF SECOND GRADE STUDENTS SPEAKING ANXIETY IN SMA NEGERI 2 PALOPO

Lokasi Penelitian	SMA NEGERI 2 PALOPO
Lamanya Penelitian	31 Agustus 2022 s.d. 30 November 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku serta menghormati Adat istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exampiar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 31 Agustus 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
Pangkat : Penata Tk I
NIP : 19830414 200701 1 005

Tembusan

1. Kepala Badan Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Dandim 1403 (WKS)
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

Appeenddix 6: Release Completed Research

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 2 PALOPO
Alamat Jl. Garuda No. 18 Telp. (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/234 - UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

N a m a	:	**DILA SANDI**
NIM	:	17 0202 0017
Tempat/ tanggal lahir	:	Pongko, 26 Desember 1999
Jenis Kelamin	:	Perempuan
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Desa Pongko, Kec. Walenrang Utara.

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul *"AN ANALYSIS OF SECOND GRADE STUDENTS' SPEAKING ANXIETY IN SMA NEGERI 2 PALOPO"*

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 26 September 2022
UPT,

MID, M.Si.
NIP 19681231 199412 1 030
SP.NO.421.3/232-UPT SMAN 2/PLP/DISDIK
Tanggal, 23 September 2022

BerAKHLAK   bangga melayani bangsa   Sipakatau

SETULUS HATI-SEGENAP JIWA-SEKUAT RAGA MENCERDASKAN SULAWESI SELATAN I #CERDASKI

Appendix 7: Documentation

Picture 1

Picture 2

Picture 1and 2 showed the researcher introducing herself and explaining the instructions for filling out the questionnaire

Picture 3

Picture 4

Pictures 3 and 4 showed that the students filled out the questionnaire

Picture 5

Picture 6

Picture 7

Picture 8

Pictures 5,6,7 and 8 showed that the researcher conducted interviews

BIOGRAPHY Dila Sandi, born in Pongko on December 26, 1999. The writer is the third of four children to a father named Sandi and mother is Hamriani. As for the education that the writer has initiated, primarily from Elementary School education, at SDN 113 Salutubu and graduated in 2012. Further, the writer continued his studies at the High School level, at SMPN 3 Lamasi and was declared to be graduted in 2014. Then the author continued his studies at a Senior High School, in exactly SMAN 1 Walenrang and was pronounced graduated in 2017. One year later, in 2017 the writer went on to college. The author chose to continue to the State Islamic Institute of Palopo with English Language Education Study Program.

Contact Person: dilasndi.ds@gmail.com