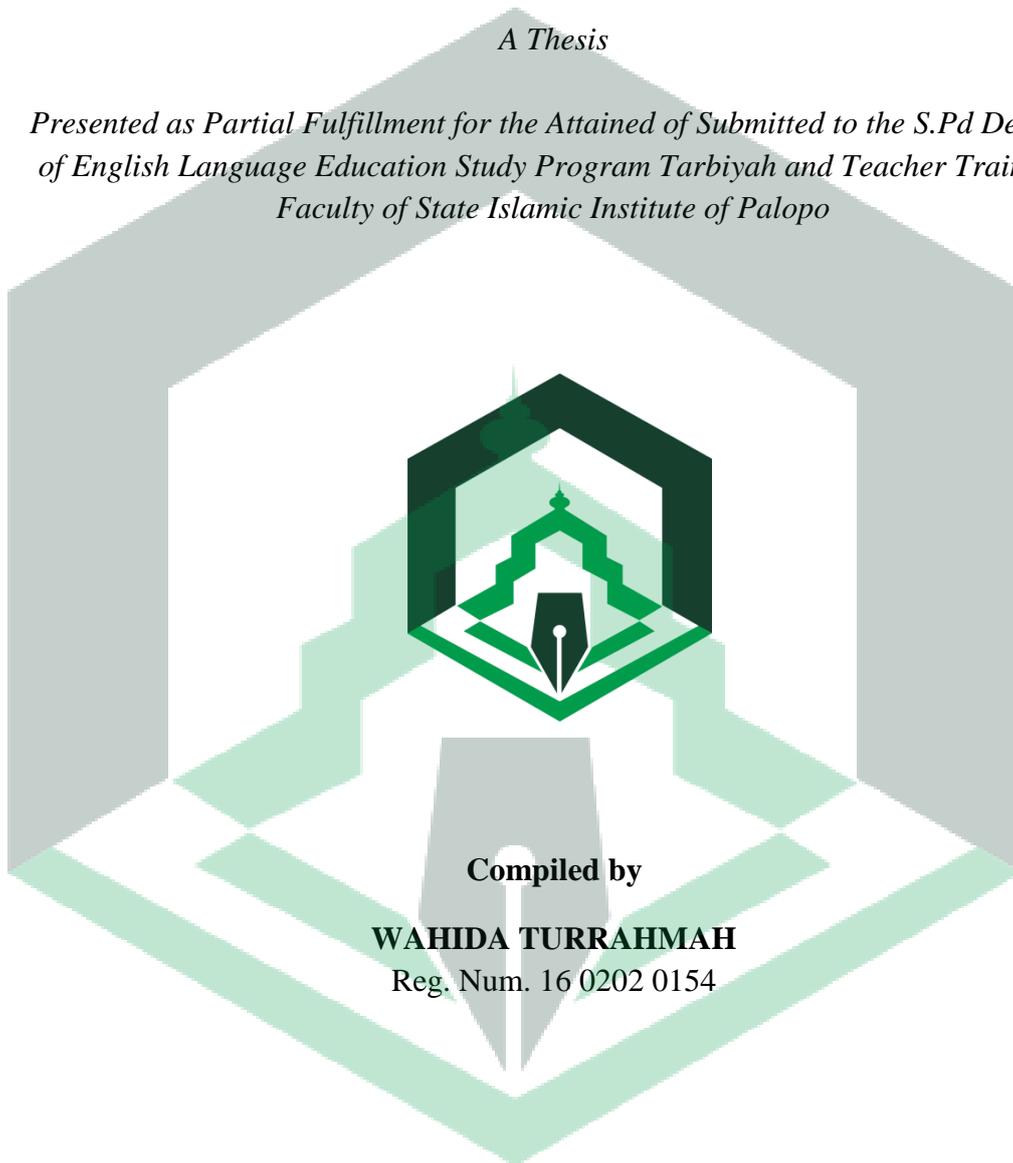


**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY
AT THE FIRST SEMESTER OF ENGLISH LANGUAGE
EDUCATION STUDY PROGRAM OF STATE ISLAMIC
INSTITUTE PALOPO**

A Thesis

*Presented as Partial Fulfillment for the Attained of Submitted to the S.Pd Degree
of English Language Education Study Program Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo*



Compiled by

WAHIDA TURRAHMAH

Reg. Num. 16 0202 0154

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

2023

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY
AT THE FIRST SEMESTER OF ENGLISH LANGUAGE
EDUCATION STUDY PROGRAM OF STATE ISLAMIC
INSTITUTE PALOPO**

A Thesis

*Presented as Partial Fulfillment for the Attained of Submitted to the S.Pd Degree
of English Language Education Study Program Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo*



Compiled by

WAHIDA TURRAHMAH

Reg. Num. 16 0202 0154

Supervised by:

- 1. Prof. Dr. Abdul Pirol, M.Ag.**
- 2. Dr. Magfirah Thayyib, S.S., M.Hum.**

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

2023

THESIS APPROVAL

This thesis entitled An Analysis of Students' Speaking Anxiety at the First Semester of English Language Education Study Program of State Islamic Institute Palopo, which is written by Wahida Turrahmah, Registration Number 1602020154, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Thursday, 31st August 2023/Shafar 15th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 31st August 2023

BOARD OF EXAMINERS

- | | | |
|---------------------------------------|---------------|---|
| 1. Husnaini, S.Pd.I., M.Pd. | Chairman | () |
| 2. Dewi Furwana, S.Pd.I., M.Pd. | Examiner I | () |
| 3. Fadhliyah Rahmah Muin, M.Pd. | Examiner II | () |
| 4. Prof. Dr. Abdul Pirol, M.Ag. | Consultant I | () |
| 5. Dr. Magfirah Thayyib, S.S., M.Hum. | Consultant II | () |

Approved by:

On behalf of Rector of IAIN Palopo
The Dean of Education and Teacher
Training Faculty



Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002

The Head of English Language
Education Study Program



Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

CONSULTANT APPROVAL

Thesis Entitled : An Analysis of Students' Speaking Anxiety at The First Semester of English Language Education Study Program of State Islamic Institute Palopo.

Written By :

Name : Wahida Turrahmah
Reg. Number : 16 0202 0154
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

has been corrected and approved to be examined.

Palopo, 8th August 2023

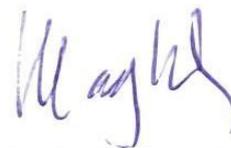
Approved

Consultant I



Prof. Dr. Abdul Pirol, M.Ag.
NIP 19691104 199403 1 004

Consultant II



Dr. Magfirah Thayyib, S.S.,M.Hum.
850719 201801 2 001

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lampiran : -

Kepada Yth

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu 'Alaikum Wr.Wb

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

Nama : WahidaTurrahmah

Nim : 16 0202 0154

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : An Analysis of Students' Speaking Anxiety at The First Semester of English Language Education Study Program of State Islamic Institute Palopo.

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

Wassalamu 'Alaikum Wr.Wb.

Palopo, 8 Agustus 2023

Pembimbing I



Prof. Dr. Abdul Pirol, M.Ag.

NIP 19691104 199403 1 004

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lampiran : -

Kepada Yth

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu 'Alaikum Wr.Wb

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

Nama : WahidaTurrahmah

Nim : 16 0202 0154

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

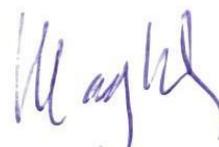
Judul : An Analysis of Students' Speaking Anxiety at The First Semester of English Language Education Study Program of State Islamic Institute Palopo.

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

Wassalamu 'Alaikum Wr.Wb.

Palopo, 8 Agustus 2023

Pembimbing II



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

STATEMENT OF ORIGINALITY

I have been signaturred below:

Name : Wahida Turrahmah
Reg. Number : 16 0202 0154
Study Program : English Language Education
Faculty : 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 acknowledge as my own work of thought.
2. All parts of this thesis are my own works expect the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not trust, I am 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, August 25th 2023



Wahida Turrahmah
16 0202 0154

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ، نَبِيِّنَا وَحَبِيبِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ، أَمَّا بَعْدُ

The researcher praises Allah Swt. which has bestowed grace, guidance, and inner and outer strength, so that the researcher can complete the writing of this thesis entitled “An Analysis of Students’ Speaking Anxiety at the First Semester of English Language Education Study Program of State Islamic Institute Palopo.” Blessing and greetings are to Prophet Muhammad Saw. his family, friends, and followers.

The researcher can complete this thesis by the help, guidance, and encouragement from many parties. Therefore, the researcher would sincerely thank to:

1. Dr. Abbas Langaji, M.Ag. as The Rector of IAIN Palopo
2. Prof. Dr. Sukirman, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Husnaini S.Pd.I., M.Pd. as the Chief of the English Education Study Program, who always gives support and encourages how to be the good student
4. Prof. Dr. Abdul Pirol, M.Ag. and Dr. Magfirah Thayyib, S.S., M.Hum. as the first and the second consultant who has taught, helped, advised, delivered guidance, explanation, suggestion, and motivation for the improvement of this thesis.

5. Dewi Furwana, S.Pd.I., M.Pd. and Fadhliah Rahmah Muin, M.Pd. as the first examiner and the second examiner who have given many directions to complete this thesis.
6. All the lecturers of IAIN Palopo, thanks for guidance, attention, knowledge and motivation in learning English language and also to all of the staffs at IAIN Palopo, thanks for helping and kindness.
7. The first semester students of English Education Study Programs IAIN Palopo academic year 2021/2022 BIG B who have given the researcher opportunity do research in their class.
8. The researcher parents who always give her help, support, financial matter, bless, always by her side, and pray for her to finish her thesis.
9. All of the researcher's friends especially for BIG-C, which could not all be written here thanks for the nice friendship, support, help, and togetherness during study at IAIN Palopo.

The researcher also thanks to the others who cannot be mentioned one by one who always helped and supported the researcher to complete this thesis. May Allah Swt. gives reward to all people who helped the researcher. The researcher hopes this thesis will give positive contribution to the readers, religion, and the state, Aamiin.

Palopo 8th August 2023
The Researcher



Wahida Turrahmah
Reg.Num. 16.0202.0154

TABLE OF CONTENTS

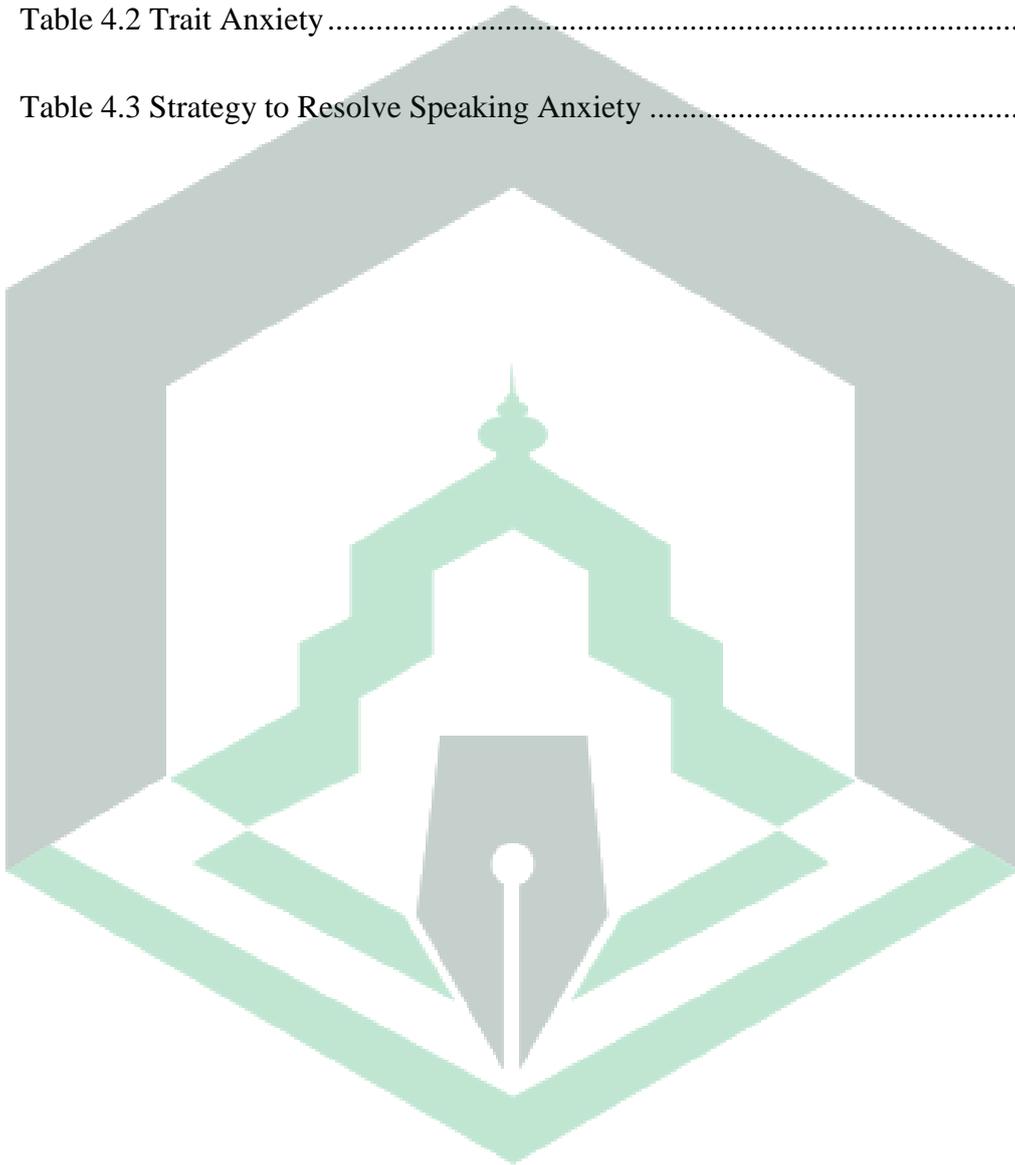
COVER	
THESIS APPROVAL	iv
CONSULTANT APPROVAL	iii
NOTA DINAS PEMBIMBING	iv
NOTA DINAS PEMBIMBING	v
STATEMENT OF ORIGINALITY	v
ACKNOWLEDGMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
ABSTRACT	xii
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Research Question	3
C. Objective of the Research.....	3
D. The Significance of the Research	4
E. Scope of the Research.....	4
CHAPTER II REVIEW OF LITERATURE	5
A. Previous Related Research	5
B. Some Pertinent Ideas	9
C. Conceptual Framework.....	22
CHAPTER III RESEARCH METHOD	24
A. Type of the Research	24
B. Location and Time.....	24
C. Population and Sample	24
D. Technique of Collecting Data.....	24
E. Instrument of the Research	25
F. Instrument Validation	26
G. Technique of Data Analysis.....	27
CHAPTER IV FINDING AND DISCUSSION	29

A. Finding.....	29
B. Discussion.....	49
CHAPTER V CONCLUSION AND SUGGESTION	53
A. Conclusion.....	53
B. Suggestion	54
BIBLIOGRAPHY	56
APPENDICES	59



LIST OF TABLE

Table 4.1 State Anxiety.....	30
Table 4.2 Trait Anxiety.....	33
Table 4.3 Strategy to Resolve Speaking Anxiety	47



ABSTRACT

Wahida Turrahmah, 2023, *“An Analysis of Students’ Speaking Anxiety at the First Semester English Language Education Study Program of State Islamic Institute Palopo”*. A Thesis of the English Language Education Study Program Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by Abdul Pirol and Magfirah Thayyib.

This thesis attempted to identify student speaking anxiety. The object of this research is the first-semester student in the English Language Education Study Program Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo. The research questions of this thesis consist of three questions: 1) What types of speaking anxiety do the students have in learning English? 2) What are the factors contributed to students’ anxiety in speaking English? 3) What are the student strategies to resolve their anxiety in speaking English? The method used in this research is the descriptive quantitative method. The data were gathered through questionnaires as the main data and interviews as the supporting data. Related to the data, the types of speaking anxiety do the students have in learning English are the students have suffered state anxiety and trait anxiety. Based on the result of the data, some factors contributed to students’ anxiety in speaking English are; 1) Afraid of making mistakes, 2) Low self-confidence, 3) Low proficiency in vocabulary, 4) Skill of speaking, 5) Pronunciation concerns, and 6) Grammatical concerns. Based on the result of the data, strategies that most of the students done to resolve their anxiety in speaking are; 1) preparation by practicing a lot, 2) positive thinking, 3) trying to be more relaxed, and some of them resolve their anxiety by 4) Peer seeking or looking for another student that has the same problem.

Keywords: Glossophobia, Speaking, and Resolve

CHAPTER I

INTRODUCTION

A. Background

The importance of English lies in its role as a communication medium in a variety of contexts, such as educational settings, global conferences, and interactions with people from different countries. English is used in a wide range of fields, including politics, culture, art, trade, education, and business. English proficiency is essential because it is an international language. To facilitate effective global communication, Indonesia must improve its human resources by providing them with competent skills, particularly in English speaking. As a result, becoming fluent in English is critical for Indonesians, increasing their competitiveness in the modern world.

Speaking is an important part of learning English because it is one of the basic skills. People all over the world deliver information and inform others about what the speaker is talking about by speaking.¹ It means that speaking is a daily activity, and communicating through speaking involves interaction between the speaker and the listener. Personality factors are some of the factors that influence students' language learning. It categorizes personality traits such as self-esteem, openness to communication, motivation, and anxiety.² In relation to the issue of anxiety, some factors that can contribute to speaking failure and cause an acute sense of anxiety when it comes to speaking are a lack of vocabulary, improper

¹Uli Modesta Siagian and Adam, "An Analysis of Students' Anxiety in Speaking," *Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris* 8, no. 1 (2017): 3–9.

²H. Douglas Brown, *Principles of Language Learning and Teaching*, fourth. (Pearson: Longman, 2000).

grammatical, and fears of making mistakes.³ Moreover, the problem of speaking anxiety not only happens to beginners but also to university students.

It is essential to be fluent in English. Every student has a different psychological condition; some students can speak confidently in front of the class, while others cannot, and some students still struggle to practice speaking. One issue that may have an impact on students' speaking abilities is the difficulty of the speaking material itself, since is mainly in English.

Another issue that the students face is that they are nervous when speaking English. They are also afraid of performing in English. Some students understand how to form sentences, comprehend information from listening and reading material, and write sentences in proper order. However, when it comes to public speaking, they are apathetic, appear nervous, and remain fidgety. These conditions are called anxiety. Students who suffer from anxiety may believe they are incapable of performing well on the test or task assigned by the teacher. As a result, students would struggle to concentrate, remember ideas, and speak something new in order to achieve a good result. As a result, their practice will be influenced by their negative feelings.

Furthermore, during the researcher's pre-observation with first-semester students of the English language education study program of the state Islamic institute Palopo, the researcher discovered that some of the students still have difficulties understanding English lessons, particularly in speaking skills. They expressed feelings of insecurity and fear of making mistakes. They had difficulty

³Septy Indrianty, "Students' Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung)," *Eltin journal* 4, no. 1 (2016): 28–39, <https://doi.org/10.22460/eltin.v4i1.p%25p>.

speaking because they lacked confidence in their English abilities. When they were asked to speak in front of the class, they were nervous. And they are became restless and stuttered. They also claimed that when speaking English, their tongue twists.

Based on the students' statements, it is possible to conclude that they showed signs of anxiety when speaking English. Because anxiety can have a significant impact on students' speaking performance, it is essential to identify the cause of students' anxiety in speaking. Therefore, because anxiety issues can affect students' speaking performance, the researcher decided to investigate students' speaking anxiety and try to understand the problems of speaking anxiety more deeply, in order to identify the problem and develop some solutions to encourage students' confidence and competence.

B. Research Question

Based on the problems above, this research is conducted to elicit answer in the following questions:

1. What types of speaking anxiety do the students have in learning English?
2. What are the factors contributed to students' anxiety in speaking English?
3. What are the student strategies to resolve their anxiety in speaking English?

C. Objective of the Research

According to the research question, the objectives of the research are:

1. To know the types of students speaking anxiety in learning English.
2. To know the factors contributed students' anxiety in Speaking English.
3. To know the student strategy to resolve their anxiety in speaking English.

D. The Significance of the Research

The significances of this research are:

1. For the students, this research is expected to make the students know more deeply about themselves and more motivated to practice their speaking in English learning, so that they can develop their abilities.
2. For the lecturer, the researcher hopes that the lecturer can know and understand the student's anxiety in speaking and then the lecturer can improve their creativity in the teaching process so that the goal of the learning can be achieved.
3. For the next researcher, the researcher hopes this research can be one of their sources if they are researching anxiety in speaking English.

E. Scope of the Research

In this research, the researcher focused on the types of the students' anxiety in speaking English, factors contributed to students' anxiety in speaking English and how the students resolve their speaking anxiety in the first semester English Language Education Study Program of State Islamic Institute Palopo academic year 2021/2022.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research

Many researchers have conducted research about students speaking anxiety, the researcher found some research that is closely related to this research, including:

Farhan Muhammad “An Analysis of Students’ Speaking Anxiety in an English as Foreign Language (EFL) Classroom (A Case Study at MAN 2 Pandeglang)”. The purpose of this research is to determine the level of anxiety among students and to identify possible factors that contribute to anxiety in an EFL classroom. The qualitative descriptive method is used in this study. According to the findings of this study, the majority of students at MAN 2 Padeklang had anxiety levels in the high and middle level (anxious and mildly anxious). This means that many students struggle to cope with anxiety. There are also three levels of public speaking anxiety: high anxiety, moderate anxiety, and low anxiety.⁴

Nur Lina Amalia Huda “Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018)”. The purpose of this study is to look into the causes and sources of speaking anxiety among English Education Department students during a presentation based on students' perspective. As the

⁴Farhan Muhammad, “An Analysis Of Students’ Speaking Anxiety in An English as Foreign Language (EFL) Classroom (A Case Study at MAN 2 Pandeglang)” (State Islamic University Sultan Maulana Hasanuddin Bamten, 2019).

primary data for this study, a qualitative method was used. The analysis results answer the research problem, indicating that speaking anxiety in presentations exists in 1C class of English Department Freshmen of UIN Walisongo Semarang in the academic year 2017/2018, as evidenced by the questionnaire results.⁵

Dewi Mariam "An Analysis of Speaking Anxiety in English Classroom (A Descriptive Quantitative Study of the Eleven Grade Students of SMA Islam Sudirman Bringin in the Academic Year of 2018/2019)". The purpose of this research is to determine the level of students' speaking anxiety and the predominant type of anxiety that occurs in the students. To answer the proposed question, this study used a descriptive quantitative approach. The findings of this study indicate that each student experiences anxiety at varying levels, and that there is a dominant type of anxiety that occurs in the English classroom. Students with high anxiety scale results should be a little more relaxed in class.⁶

St. Kurniawanti B "A Study of Speaking Class Anxiety of The Second Semester Students in English Education Department at UIN Alauddin Makassar in the Academic Year of 2016/2017". The anxiety in Speaking Class for Second Semester English Education Department Students at UIN Alauddin Makasar was investigated in this research. This research examined students' levels of speaking anxiety in speaking class. The quantitative descriptive method was used to design the research. According to the findings of this research, the majority of the

⁵Nur Lina Amalia Huda, "Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018)" (Walisongo State Islamic University, Semarang, 2018).

⁶Dewi Mariam, "An Analysis of Speaking Anxiety in English Classroom (A Descriptive Quantitative Study of the Eleven Grade Students of SMA Islam Sudirman Bringin in the Academic Year of 2018/2019)" (State Institute for Islamic Studies Salatiga, 2019).

90 students in the second semester (58 %) had a medium level of anxiety when speaking. When asked to express their feelings about communicating in English meetings, these students have indecisive perceptions. Another finding revealed that 40% of learners had low anxiety and only 2% had high anxiety.⁷

Researcher found some articles that also related to this research, Maria Eva Damayanti and Listyani “An Analysis of Students’ Speaking Anxiety in Academic Speaking Class”. The findings revealed that students' speaking anxiety in English speaking class was caused by three major anxiety factors: communication apprehension, test anxiety, and fear of negative evaluation. Furthermore, as revealed by the questionnaire responses and interview data, students' anxiety in speaking was exacerbated by a lack of vocabulary, an underestimation of their ability, a lack of preparation, a fear of making mistakes, and a fear of being embarrassed in front of their peers.⁸

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”. The quantitative descriptive method was used in this research. According to the research findings, the level of students' speaking anxiety is in the middle level, with a percentage of 82%. It was significantly different from the other levels, which had 9% for low level and 9% for high level. Fear of speaking test (44%),

⁷Siti Kurniawati, “A Study of Speaking Class Anxiety of the Second Semester Students in English Education Department At Uin Alauddin Makassar,” *UIN Alauddin Makassar* (UIN Alauddin Makassar, 2017).

⁸ Maria Eva Damayanti and Listyani Listyani, “An Analysis of Students’ Speaking Anxiety in Academic Speaking Class,” *ELTR Journal* 4, no. 2 (2020): 152–170.

communication apprehension (34%), and feedback from peers and lecturer were the types faced by respondents (22%).⁹

The researcher discovered some similarities and differences between previous and current research. Farhan's research focused on the level of student anxiety, take sampled students in high school grades, and collected data using qualitative descriptive methods. While in this research, the researcher focused on the types of students' anxiety, took samples at the university grade, and used a descriptive quantitative method. For the similarities, previous and current research focus on the factors causing the student anxiety in speaking English.

Dewi Mariam's research methodology is descriptive quantitative research. It is also focused on knowing the student's level of anxiety in high school grades. This research focuses on knowing the types of students' anxiety and how they resolve it. The similarity is both research used descriptive quantitative methods.

St. Kurniawati's research also focused on anxiety levels. In contrast, this research focused on the types and factors that caused students speaking anxiety. The similarity is both the researchers conducted the research at the university students and used descriptive quantitative methods.

Next research is from Nur Lina Amalia Huda; the research focused on speaking anxiety in presentation skills with a descriptive qualitative method. This research not only focused on presentation skills but also all of the speaking

⁹ 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.

English performances and used a descriptive quantitative method. For the similarities, both examinations take the first semester of the university students.

Maria Eva Damayanti and Listyani, The research participants were 52 second-year ELEP students. This research takes only 15 students of English language education study program. The similarity is that both research used questionnaires and interviews as the instruments of the research.

Weni Delfia Mitha, Zul Amri, and Don Narius, the research aimed to know the level of students speaking anxiety, while this research focused on the types of student anxiety. Similarities of both research are that both used a quantitative descriptive method. The research instruments are a questionnaire and an interview. From the first until the last research, all discuss the students' anxiety in learning English. The similarities, from the first until the last research, all discusses the students' anxiety in learning English.

B. Some Pertinent Ideas

1. Theories of Speaking

a. Definition of Speaking

Speaking is one of the fundamental language skills in English. It is a productive skill in which people vocalize language sounds. Speaking primarily facilitates two-way interaction, as speakers and listeners work together to establish mutual understanding. Speaking is essential for communicating with one another. It has become an important language skill for students to master, particularly English students. Speaking is considered a form of communication because it represents what the speaker want to say. Students must be able to speak, state

statements, ideas, or feelings during the teaching learning process.¹⁰ It is imperative to ensure that our spoken language is comprehensible to others. Speaking is an interactive activity that necessitates the ability to collaborate in managing speaking turns.¹¹ The effectiveness of speaking ability is determined by the frequency of language utilization. Consistent practice is essential for achieving fluency in spoken English.

When an individual possesses language proficiency, it signifies their capability to engage in meaningful conversations with a reasonable level of competence. Moreover, this individual asserts that the hallmark of proficient language acquisition often centers on the aptitude to achieve practical objectives through interactive dialogues with fellow language users.¹² Additionally, proficient oral communication entails the adept utilization of language within social exchanges, encompassing not solely verbal communication but also encompassing paralinguistic components like pitch, stress, and intonation. Furthermore, nonlinguistic aspects such as gestures, body language, and facial expressions assume importance in directly conveying messages without reliance on accompanying speech.¹³

Drawing from the aforementioned definitions, the researcher arrives at the inference that speaking is a systematic process of communicating meanings,

¹⁰ Nasriandi et al., "IDEAS Journal of Language Teaching and Learning, Linguistics and Literature The Use of British Parliamentary Debate Style in Teaching Speaking Skill," *Ideas* 9, no. 1 (2021): 572–588.

¹¹Munther Mohammad Zyoud, "Theoretical Perspective on How to Develop Speaking Skill among University Students," *An International Multidisciplinary Journal* 2, no. 1 (2016): 1–10.

¹²H. Douglas Brown, *Principles of Language Learning and Teaching*, fifth. (white Plains, NY: Pearson Education, 2007).

¹³Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching; An Anthology of Current Practice* (New York: Cambridge University Press, 2002).

ideas, and thoughts to others orally and effectively based on the context. Speaking entails not only producing sounds with speech organs, but also expressing ideas and emotions. Speaking is the act of performing of harnessing the impulse of speech to convey vocal symbols, thereby facilitating the dissemination of information, knowledge, ideas, and opinions to recipients. Furthermore, the act of speaking is inextricably linked to the aspect of listening because it involves the interaction of the speaker and the listener.

b. Aspects of Speaking

When speaking, the speaker must consider both the audience and several aspects of the speech itself. The skill of speaking is comprised of five essential aspects: comprehension, grammar, vocabulary, pronunciation, and fluency.¹⁴

- a) Comprehension: Effective oral communication necessitates an individual's ability to not only react to speech but also initiate it.
- b) Grammar: Grammar serves as the foundation for constructing words and shaping sentences. It extends beyond sentence formation, encompassing the contextual applicability of words.
- c) Vocabulary: Vocabulary serves as the fundamental tool for verbal expression. It encompasses words universally understood and employed by individuals. Speakers must employ comprehensible words and articulate them accurately.
- d) Pronunciation: This encompasses elements such as vowels, consonants, stress patterns, and intonation in speech.

¹⁴Alfi Hafizoh, "The Implementation of Inside Outside Circle Technique to Improve Students' Speaking Skill (A Classroom Action Research at 11 Grade of SMA Negeri 1 Bandar Batang in the Academic Year of 2014/2015)" (Semarang UIN Walisongo, 2014).

- e) Fluency: Fluency embodies the smoothness and pace of speech delivery. It's important to note that fluency not only pertains to speech speed but also encompasses appropriate pauses during speech. A fluent speaker not only keeps a quick pace but also uses pauses wisely.

c. Types of Speaking

There are three types of speaking situation in which we find in ourselves:¹⁵

- 1) Interactive speaking scenarios encompass instances of face-to-face dialogues and telephone conversations, involving both listening and speaking. During these interactions, we possess the opportunity to request clarification, repetition, or slower speech from our conversational partner
- 2) Partially interactive, Interactive speaking scenarios encompass instances of face-to-face dialogues and telephone conversations, involving both listening and speaking. During these interactions, we possess the opportunity to request clarification, repetition, or slower speech from our conversational partner.
- 3) Non-interactive, scenarios are characterized by complete lack of interaction. For example, recording a speech for a radio broadcast represents a speaking context devoid of interaction.

Throughout the preceding explanations, the act of speaking has consistently proven to be difficult for a significant proportion of people. While

¹⁵Hina Amir, "Speaking Skill," 2013, https://www.slideshare.net/zeal_eagle/speaking-skills-january-25-2021.

many students are afraid of speaking, they believe that improving their English proficiency can be accomplished by improving their speaking abilities.

2. Theory of Anxiety

a. Definition of Anxiety

From a psychological perspective, anxiety holds significance in the progression of neurotic and psychotic conditions. It encompasses a sensation of unfounded fear, often lacking clear attribution to specific causes within a given situation.¹⁶ Anxiety arises in response to particular circumstances, representing a state of tension and apprehension that naturally emerges when confronted with perceived threats.¹⁷ Anxiety arises in response to particular circumstances, representing a state of tension and apprehension that naturally emerges when confronted with perceived threats.¹⁸

While anxiety and fear may appear to be the same thing, they are not. Fear is a built-in alert system that responds to immediate danger, whereas anxiety has a forward-looking orientation that includes a sense of unease and anticipation about potential negative events. Understanding the differences between fear and anxiety is therefore important.¹⁹

¹⁶Dede Rahmat Hidayat, *Psikologi Kepribadian Dalam Konseling*, ed. Zaenudin A. Naufal (Bogor: Ghalia Indonesia, 2011).

¹⁷Michael W. Passer and Ronald E. Smith., *Psychology: The Science of Mind and Behaviour*, fourth edition., vol. 39 (New York: McGraw-Hill Higher Education, 2009).

¹⁸Jeanne Ellis Ormrod, *Educational Psychology: Developing Learners*, Ninth. (Boston: Pearson Education, 2017).

¹⁹Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*, Sixth. (New York: McGraw-Hill, 2010).

Drawing from the definitions provided, anxiety is defined as a feeling of vulnerability combined with apprehension, stress, and concern that arises in response to specific circumstances or potential future events.

b. Types of Anxiety

Prior to familiarizing ourselves with the types of anxiety, it is imperative to comprehend the signs of anxiety. Numerous signs of anxiety manifest through symptoms affecting our body, mind, and behavior aspects.

These symptoms encompass:²⁰

a) Our body

Indications of someone experiencing anxiety when confronted with a situation are typically apparent through observable signs. These signs encompass accelerated breathing, heightened heart rate, sensations of dizziness and lightheadedness, experiencing butterflies in the stomach, nausea accompanied by a need to use the restroom, dryness of the mouth and difficulty in swallowing, increased perspiration, and a prevailing sense of nervousness.

b) Our mind

Indications of someone experiencing anxiety when confronted with a situation are typically apparent through observable signs. These signs encompass accelerated breathing, heightened heart rate, sensations of dizziness and lightheadedness, experiencing butterflies in the stomach, nausea accompanied by a need to use the restroom, dryness of the mouth and

²⁰Terry Dixon, *Understanding Anxiety Problem* (Help-For, 2011). Pgs. 40

difficulty in swallowing, increased perspiration, and a prevailing sense of nervousness.

c) Our behavior

Someone who suffers from anxiety frequently resorts to making excuses to avoid social engagements or tasks. They may have a drink before doing something stressful and hurry out of places or situations where they feel anxious.

Anxiety is classified into two types: state anxiety and trait anxiety:²¹

- a) State Anxiety; State anxiety develops in response to specific circumstances. The majority of people experience this type of anxiety, also known as normal anxiety. A state anxiety is a brief feeling of fear triggered by a dangerous situation. It includes nervousness or unease that is limited to a single moment and is triggered by external stimulus. This type of anxiety manifests itself in specific situations or stressful occurrences and, as a result, is not long-lasting. To put it another way, state anxiety is a fleeting feeling of unease that fades once the distressing situation is over.
- b) Trait Anxiety; in contrast, is characterized by heightened intensity and lasts for long. This type of anxiety is known as trait anxiety, and it represents a persistent pattern of reacting with anxiety even in situations where there is no threat. Trait anxiety is an innate feature of a person's personality. Individuals with trait anxiety typically have higher levels of apprehension than the general people, often reacting with undue distress to various

²¹ Ormrod, *Educational Psychology: Developing Learners*. Jeanne Ellis Ormrod, *Educational Psychology: Developing Learners*, Ninth. (Boston: Pearson Education, 2017).

stimuli in their environment. Simply put, trait anxiety refers to an individual's proclivity to experience nervousness or anxiety regardless of the circumstances they face. Anxiety is a natural part of the human condition. People with trait anxiety worry more than most people and perceive several things in their environment as inappropriately threatening. In other words, trait anxiety is a person's tendency to be nervous or anxious regardless of the situation to which they are exposed.

Considering the preceding elucidation, state anxiety signifies a sense of unease and edginess triggered by a specific situation, whereas trait anxiety denotes a heightened form of anxiety inherent to an individual, regardless of the circumstances.

c. Speaking Anxiety

Fear and apprehension about using the language orally are operationally defined as speaking anxiety. Speaking anxiety is characterized by an abnormal and overwhelming sense of worry and fear, which is often accompanied by physiological symptoms (such as sweating, tension, and an increased pulse), doubt about the reality and nature of the threat, and self-doubt about one's ability to cope with it. Such feelings arise whenever students attempt to speak in a foreign language.²²

There are three main causes of public speaking anxiety: educational, individual, and environmental. Perceiving English as an unfamiliar phenomenon

²²Samah Mohammed Fahim El-Sakka, "Self-Regulated Strategy Instruction for Developing Speaking Proficiency and Reducing Speaking Anxiety of Egyptian University Students," *English Language Teaching* 9, no. 12 (2016): 22.

and attempting to express oneself from this unfamiliarity is a major source of speaking anxiety.²³

Public speaking anxiety also known as Glossophobia is a widespread disorder that has a negative impact on many people's lives and careers. The true significance of university-level fundamentals of speech courses and the specific methods used by the institution studied.²⁴ It can be concluded Speaking anxiety is a mental disorder that causes worry and fear, as evidenced by physiological symptoms such as sweating and tension.

d. Factors Contributed Students' Speaking Anxiety

Many researchers have been conducted to analyze the factors causing anxiety while speaking. Students experience anxiety while speaking due to factors such as they have low proficiency in vocabulary structure and skill of speaking, low confidence, and are afraid of making mistakes. Occasionally, they opt for silence to avoid potential mistakes.²⁵

Language learning anxiety includes self-consciousness, a desire to speak perfectly, and apprehension about making mistakes. Using a foreign language can compromise a person's sense of self because speakers are aware of their inability

²³Gökhan Öztürk and Nurdan Gürbüz, "Journal of Language and Linguistic Studies Speaking Anxiety among Turkish EFL Learners: The Case at a State University 1," *Journal of Language and Linguistic Studies* 10, no. 1 (2014): 1–17, www.jlls.org.

²⁴Jessica J Colbeck, "The Impact of a Fundamentals of Speech Course on Public Speaking Anxiety," *The Journal of Undergraduate Research* 9, no. 1 (2011): 145–160, <http://openprairie.sdstate.edu/jur>.

²⁵Imam Wahyudi Antoro, Wisasongko, and Dewianti Khazanah, "Speaking Anxiety: Factors Contributing To the Anxiety in Speaking Class of the First Year Students of the English Department Faculty of Letters, Jember University," *Artikel Ilmiah Mahasiswa* (2015): 1–7, <http://repository.unej.ac.id/handle/123456789/72566>.

to fully express themselves or understand others in an unfamiliar language.²⁶ As a result, the students are hesitant to converse in English with others.

There are four main categories of students' opinions regarding the difficulties encountered while conversing in English. The first category pertains to lack of vocabulary, wherein students may experience anxiety concerning their ability to employ acquired vocabulary effectively. The second category revolves around concerns pronunciation, where students lack confidence in enunciating words and harbor fears of mispronunciation. The third category centers on grammatical concerns, as students struggle with concerns about constructing grammatically correct sentences. Lastly, the fourth category pertains to the students are afraid of making mistakes.²⁷

Drawing from the provided explanation, a recurrent challenge among students involves the perception of speaking English as about making mistakes. To address this, it becomes imperative to normalize the idea that making mistakes are inherent in language learning. This normalization aids in discerning the accurate forms, necessitating the encouragement of learners to establish connections between language topics and their real-life context. This underscores the significance of speaking in English learning, encompassing accurate sentence selection, pronunciation, and comprehension. Additionally, further factors contributing to student anxiety during English speech include lack of vocabulary, concerns about pronunciation or mispronunciation, and low confidence.

²⁶Lynne T. Díaz-rico, *Strategies for Teaching English Learners*, ed. Erin Grelak, *Pearson Education, Inc*, Third. (California State University, San Bernardino: Pearson, 2013).

²⁷Eda Taysi, "A Study on Turkish EFL Students' English Speaking Anxiety," *International Journal of Languages' Education and Teaching* 5 (2015): 230–238.

e. Students Strategies to Resolve Their Anxiety in Speaking English

In the process of learning English, many students have difficulties, so strategies are needed to resolve the problem, especially in resolve the students' speaking anxiety. Many studies have been conducted to formulate strategies for students. Five commonly employed strategy among EFL students to manage their anxiety encompass preparation, relaxation, positive thinking, peer seeking, and labeled resignation. These strategies are applicable to all EFL students.²⁸ The following discussion expands on each strategy.

The first strategy is preparation; students commonly utilize to reduce the effects of their anxiety. Preparation can include practicing previously learned material with their friend outside the classroom and discussing the previous material. Through the implementation of this preparation strategy, it is expected that students will foster a heightened sense of confidence in their mastery of the subject matter and their ability to present it before peers and lecturer. This personal perception is presumed to help slightly reduce anxiety during speaking activities.

The second approach involves Relaxation, wherein students are encouraged to maintain a calm and composed demeanor during class. This strategy aims to reduce or eliminate fear and nervousness when conversing in English in the classroom. Take a few deliberate deep breaths to induce relaxation, which will help you avoid panic and cultivate a calm state. As a result, students are well-positioned to demonstrate their readiness, leveraging their prior

²⁸David Shinji Kondo and Yang Ying-Ling, "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan," *ELT Journal* 58, no. 3 (2004): 258–265.

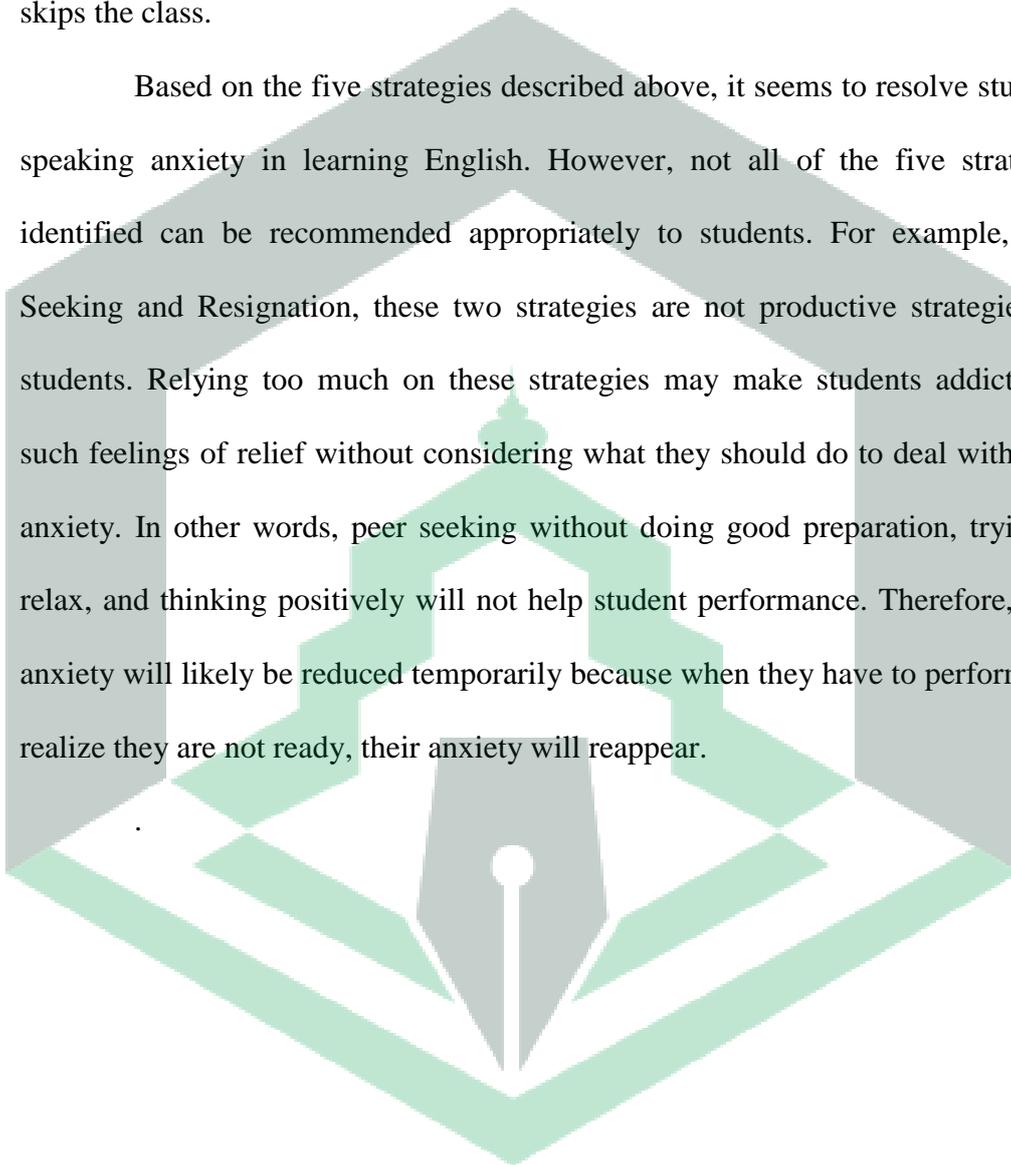
preparation. By embracing a relaxed disposition, students enhance their capacity to engage advantage of everything they have prepared in advance. Moreover, a state of relaxation enables improved control over vocal modulation, articulation, and speech, ultimately contributing to enhanced performance.

The next strategy is positive thinking. This strategy is soothing in suppressing the problematic cognitive processes underlying student anxiety. This strategy encompasses self-awareness, wherein an individual recognizes the potential for enhancing their ability to cope with stress-inducing scenarios while engaged in the learning process. Within the context of language acquisition, positive thinking is more likely to manifest when a learner has meticulously prepared and achieved a state of relaxation. These two fact lend credence to the belief that everything will unfold seamlessly. These two facts support the perception that everything will go well and smoothly. Therefore, when students believe their performance will be well done, they will realize they do not need to panic because they have thoroughly prepared. In this way, positive thinking will increase student self-confidence. Eventually, the students will gain more control over their emotions and cognitive abilities, decreasing their anxiety.

The following strategy is peer seeking. It refers to an anxious student who seeks out other students who have the same problem understanding the teacher's explanations and experience anxiety in class. This strategy can reduce anxiety in students because they realize that other students have similar difficulties with them.

The last strategy is labeled resignation; this occurs when a student feels anxious, afraid of making mistakes or other bad things, decides to get away from assignments and obligations, and then gives up or sleeps during class or even skips the class.

Based on the five strategies described above, it seems to resolve students speaking anxiety in learning English. However, not all of the five strategies identified can be recommended appropriately to students. For example, Peer Seeking and Resignation, these two strategies are not productive strategies for students. Relying too much on these strategies may make students addicted to such feelings of relief without considering what they should do to deal with their anxiety. In other words, peer seeking without doing good preparation, trying to relax, and thinking positively will not help student performance. Therefore, their anxiety will likely be reduced temporarily because when they have to perform and realize they are not ready, their anxiety will reappear.



C. Conceptual Framework

The conceptual framework in this research is given in the following flow chart:

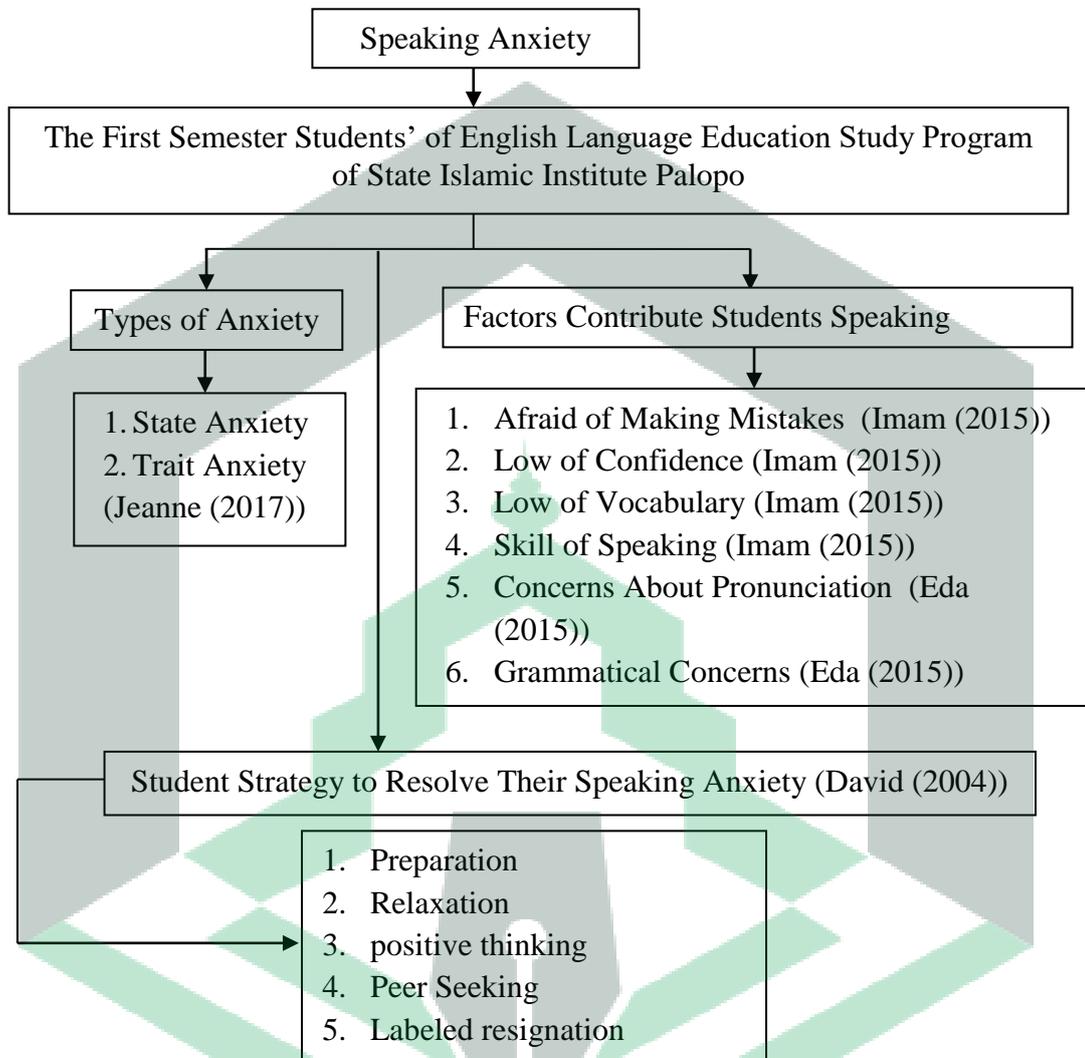
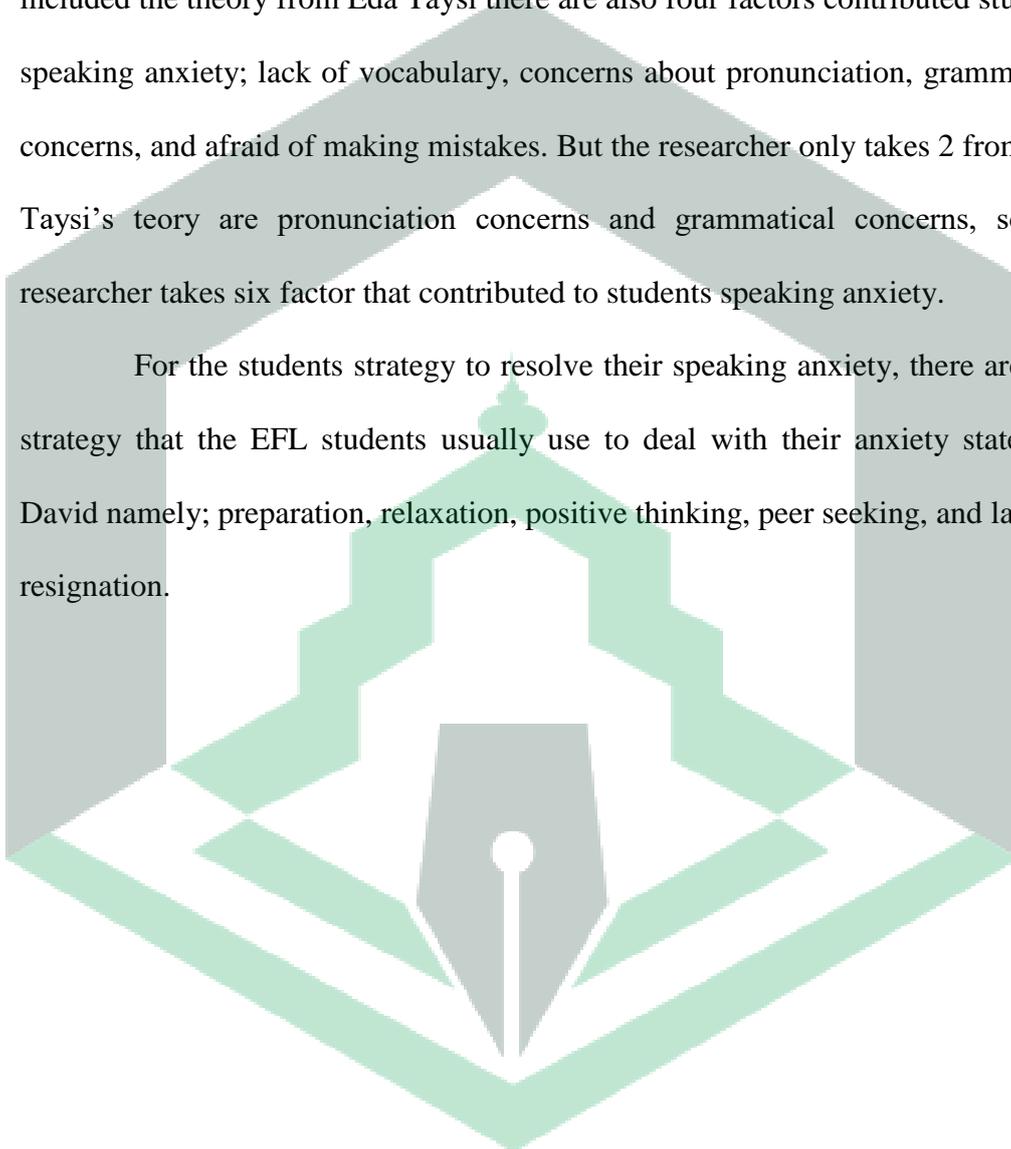


Figure 2.1 Conceptual Framework

This research takes students in the first semester of the English language education study program of state Islamic institute Palopo. Based on the theory, there are two types of anxiety, there are state anxiety and trait anxiety state by Jeanne (2017).

According to Imam there are four factor that contributed student speaking anxiety there are low proficiency in vocabulary structure, skill of speaking, low of confidence, and afraid of making mistakes. The researcher also included the theory from Eda Taysi there are also four factors contributed students speaking anxiety; lack of vocabulary, concerns about pronunciation, grammatical concerns, and afraid of making mistakes. But the researcher only takes 2 from Eda Taysi's teory are pronunciation concerns and grammatical concerns, so the researcher takes six factor that contributed to students speaking anxiety.

For the students strategy to resolve their speaking anxiety, there are five strategy that the EFL students usually use to deal with their anxiety stated by David namely; preparation, relaxation, positive thinking, peer seeking, and labeled resignation.



CHAPTER III

RESEARCH METHOD

A. Type of the Research

The researcher used a descriptive quantitative method. It aimed to identify the types, factors, and student strategies to resolve their anxiety in speaking English in the first semester English Education Study Program of IAIN Palopo.

B. Location and Time

The researcher conducted this research on May 23, 2022 in the first semester students of English Language Education Study Program of State Islamic Institute of Palopo academic year 2021/2022.

C. Population and Sample

1. Population: The population of this research consisted of 87 students of the first semester English language education study program of state Islamic institute Palopo academic year 2021/2022.
2. Sample: the researcher took 15 students in class PBI B first semester English language education study program of state Islamic institute Palopo academic year 2021/2022.

D. Technique of Collecting Data

In collecting the data from the respondents, the researcher used two instruments, are questionnaire and an interview of students' experience in learning English that is made to meet the needs of this research to find out the types,

possible factors that contributed, and student's strategy to resolve their speaking anxiety in learning English.

1. The questionnaire adapted based on the FLCAS (Foreign Language Class Anxiety Scale) distributed to the students in class BIG B in the first semester of the English Education Study Program of IAIN Palopo by Google Form. The respondents' carries out the questionnaire by answering questions with a choice agree or disagree based on the respondent's feelings, experiences, and points of view. Respondents were given three days to complete the questionnaire. Second, the administered questionnaires were collected, and the data from the questionnaire was analyzed manually to categorize types, factors that contributed to students' anxiety in speaking and also the students' strategy to resolve their anxiety.
2. The next step is the interview. Interviews were conducted virtually via WhatsApp voice notes for just one day. It is done as the supporting data from the questionnaires that supported the statement about the types, factors that make the student anxious and the student's strategy to resolve their anxiety in speaking English. After all the data is collected, the answers analyzed based on the theory.

E. Instrument of the Research

This research used questionnaires and interviews to validate the data and deepen the researcher's ability of the types of students' speaking anxiety, factors that contributed to students' anxiety, and the student strategy to resolve their anxiety in speaking English.

1. Questionnaire, as the main instrument to collect the data, the questionnaire was adopted based on the FLCAS (Foreign Language Class Anxiety Scale) questionnaire with 14 questions, the researcher changed the proposed scale to make it suitable to answer the research question. The questionnaire aimed to seek the type of anxiety and the factors that cause the student speaking anxiety. The questionnaire helps represent the general respondents' feelings by selecting answers according to the respondents' feelings. The questionnaire is used to get the students' responses about the factor that contributed to their anxiety, the type of their anxiety, and also the students' strategy to resolve their anxiety in speaking English that could be identified from the students' answers.
2. Interview, the researcher used an interview with five questions. The question was adopted from the previous research to support the students answer to the questionnaires statement. The researcher decided to conduct interviews virtually due to the pandemic that did not allow researchers and respondents to conduct direct interviews or meet face to face. The question is helpful to represent the respondents' feelings by the answer to the interview questions based on their feelings and experience. The interview is used to get the students' responses about the factors that may contribute to their anxiety and also strategy to resolve student anxiety in speaking English.

F. Instrument Validation

The Foreign Language Classroom Anxiety Scale (FLCAS): A modified version of FLCAS from the previous research were used in this study. The

original version of FLCAS is a 33-item, 5-point Likert-scale instrument ranging from (strongly disagree to strongly agree) measuring students' language anxiety by Horwitz. The modified version contained only 14 items; the other items from the original FLCAS were eliminated due to a lack of consistency with the research question. The researcher divided the items into two types based on student anxiety. statements (2,3,6,8,13,14) are state anxiety, while statements (1,4,5,7,9,11,12) are related to trait anxiety. (FLCAS), which is the most widely used foreign language anxiety testing tool. FLCAS developed by Horwitz, has been widely accepted by other language researchers to be a highly reliable and valid instrument to measure students' foreign language anxiety level. Additionally, it has been validated by other researchers, and also the researcher have tested the validity instrument by experts to confirm the accuracy of the data obtained.

G. Technique of Data Analysis

This research analyze the data based on the Google Form result in percentage scale. The researcher firstly take the data from the questionnaire based on the respondents' answers. The researcher collected all information related to students' anxiety in speaking English. The questionnaires and interviews results were arranged and grouped based on the research question. In this process, the researcher would collect all information that related with students' anxiety in speaking English. After collect the data the researcher were categorized it into short items. In this process, the researcher took data that concerned in students' anxiety, its types, factors, and student's strategy to resolve their anxiety in speaking English.

The last step the researcher determine the factors and the student's strategy to resolve their anxiety in speaking English based on the questionnaires and interviews result. Furthermore, it would be discussed based on the theory and reinforced with data and information from the analysis of student's answers from the questionnaire and interview, and then the researcher concludes the research.

The data obtained from the questionnaire were grouped according to the type of anxiety experienced by students, which will be presented in descriptive form. For the interview, it analyzed by classifying the respondents 'answers according to the types of anxiety, factors that cause students' speaking anxiety and the student strategy to resolve their anxiety in speaking English.



CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This research is done to identify the types of student speaking anxiety, what factors cause students' speaking anxiety in learning English, and what are the students' strategies to resolve their anxiety in speaking English. This research used a qualitative descriptive method. This research involved 15 students (BIG B) in the first-semester English education study program IAIN Palopo. The data of this research was gained from questionnaires and interviews.

The questionnaire was adopted based on the previous research where the researcher changed the proposed scale to make it suitable to answer the research question, and explained as follows:

1. Types of student anxiety

The questionnaire has 15 statements, but the researcher only takes a few statements related to the research problem. To find out what types of anxiety suffered by students, the researcher divides the result into two parts based on the statement associated with the type of anxiety. The first is an analysis of students that suffered from state anxiety, and the last is to analyze the student who suffered from trait anxiety.

a) Student that suffered state anxiety

State anxiety is anxiety that arises when confronted with specific situations a temporary feeling of anxiety elicited by a threatening situation like

nervousness or tension at a particular moment and hence is not permanent.²⁹ In other words, it is a situational anxious feeling that disappears when a threatening situation goes away.

Table 4.1 State Anxiety

No	Statement	Number of respondents (Percentage)	
		Agree	Disagree
2	I am nervous when the lecture asks me to speak English in class	11 (73,3%)	4 (26,7%)
3	When I feel anxious then I forget some vocabularies I knew suddenly	13 (86,7%)	2 (13,3%)
6	I started to be panic when I had to make presentations in front of the class using English without preparation	12 (80%)	3 (20%)
8	I can feel my heart pounding when I'm going to be called to speak in front of the class	11 (73,3%)	4 (26,7%)
13	I feel confident when I have to speak in English in front of the class	7 (46,7%)	8 (53,3%)
14	I would be feel enjoy during speaking in the learning process in classroom	8 (53,3%)	7 (46,7%)
Average (Percentage)		(69 %)	(31 %)

Statement 2: "I am nervous when the lecture asks me to speak English in class"

From the table above, 11 (73,3%) students were nervous when the teacher asked them to speak English, and 4 (26,7%) students did not feel nervous about speaking English in front of the class. The data above showed that nervous feelings appeared when the teacher asked the student to perform

²⁹Jeanne Ellis Ormrod, *Educational Psychology: Developing Learners*, Ninth. (Boston: Pearson Education, 2017)Ormrod, *Educational Psychology: Developing Learners*.

English in front of the class. Nervousness is a psychological response when someone feels anxious. It indicates someone who suffers from anxiety.

Statement 3: “When I feel anxious then I forget some vocabularies I knew suddenly”

The data above showed that most of the students (13 students (86,7%) agreed that they forget some vocabulary when they suffer from some anxiety feeling, and only 2 (13,3%) students answered disagree. It showed that forgetting some vocabulary would appear when students are anxious. Someone who experiences anxiety will lose control of their selves and cause them to panic to allow forgetting the things to be conveyed.

Statement 6: “I started to be panic when I had to make presentations in front of the class using English without preparation”

The data above also showed that 12 (80%) respondents agreed, then 3 (20%) respondents answered disagreed, showing that feeling panic appeared when respondents have to speak up in a presentation without any preparation in class. Panic is one kind of feeling anxious. Moreover, in this situation, when the teacher asks to speak spontaneously without any preparation during a presentation in class, then students will panic suddenly, and anxiety will increase.

Statement 8: “I can feel my heart pounding when I'm going to be called to speak in front of the class”

The researcher wanted to determine whether the respondent suffered from a rapid heartbeat while waiting to speak English in front of the class. Mostly, 73,3% of respondents still feel their heart pounding compared with those who disagree with the statement; only 26,7% of them.

Statement 13: "I feel confident when I have to speak in English in front of the class"

The data above explained that almost half of the respondents, 46,7% agreed that they are confident when they have to speak English in front of the class, and the other 53,3% disagreed with the statement.

Statement 14: "I would be feeling enjoy during speaking in the learning process in classroom"

From the table above, some students would not enjoy speaking in the learning process in the classroom, proven by 46,7% of respondents answered disagree and 53,3% answered agree with the statement. Enjoy feeling during the learning process may appear when students are comfortable. Feeling uncomfortable in the classroom indicated that the students suffer from anxiety.

Question 1: "Please tell me something about how you have felt when you have to speak English in front of the class!"

Respondent (NA): Nervous

Respondent (FA): My heart cannot stop poundings

Respondent (KS): Nervous

Respondent (AbM): If I am unprepared I will be a little nervous

Respondent (Ha): I feel afraid and nervous

Respondent (AP): At first I was a bit nervous then I enjoyed it

Respondent (AM): Suddenly I feel like my heart beating so fast especially when I am in my unprepared condition, my stomach start hurting and hard to breath

Respondent (YA): Very nervous

Based on the data above, the students mostly suffered from state anxiety. Related data show that an average answer of each statement showed 69% of the student agree with the statement related to the state anxiety, and also, according to respondent answers, nervousness is the first feeling that comes when they are facing a situation where they have to speak in front of the class. In conclusion, researchers conclude that most students have state anxiety.

b) Student that suffered trait anxiety

Trait Anxiety is a type of anxiety that becomes more intense and lasts for a long. Such anxiety is part of a person's character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things.

No	Statement	Number of respondents (Percentage)	
		Agree	Disagree
1	I am not sure with my ability in speaking	9 (60%)	6(40%)
4	It is very difficult for me to be volunteer to speak English in front of the class	10 (66,7%)	5(33,3%)

5	I feel worry about making mistakes when I have to speak English in class	12 (80%)	3 (20%)
7	Sometimes I worry about the response from friends or lecturers when I want to ask questions or say something in English during the class	10 (66,7%)	5(33,3%)
9	I always feel that the other students speak English better than I do	14 (93,3%)	1 (6,7%)
10	I am worried about mispronunciation when speaking in front of the class	10 (66,7%)	5(33,3%)
11	I am worried about grammatical errors when speaking English in front of the class	13 (86,7%)	2 (13,3%)
12	I am afraid that the other students will laugh at me when I make mistake while speaking in front of the class	9 (60%)	6(40%)
Average (Percentage)		(72,5 %)	(27'5%

Table 4.2 Trait Anxiety

Statement 1: "I am not sure with my ability in speaking"

This statement was developed to analyze whether the student is unsure of their English ability. It can be seen that most respondents agreed with the statement. Of 15 respondents, 9 (60%) agreed with the statements, and 6 (40%) disagreed; they feel pretty sure about their ability in speak English.

Statement 4: "It is very difficult for me to be volunteer to speak English in front of the class"

From the data above, 10 (66,7%) respondents agree, and 5 (33,3%) disagree. This may cause the classroom atmosphere. When the student was asked to volunteer to speak English or do a speaking performance in front of the class, it was hard for them cause of the atmosphere and the response they would

get from their class, so this is why more than half of the students answered agree about this statement.

Statement 5: “I feel worry about making mistakes when I have to speak English in class”

This statement also shows that 12 (80%) respondents tend to agree with the statement. In contrast, only 20% or three respondents do not worry about making mistakes when speaking English in class. The reason for this might be that students usually wanted to perform perfectly without mistakes even though making mistakes is a natural thing in the learning process.

Statement 7: “Sometimes I worry about the response from friends or lecturers when I want to ask questions or say something in English during the class”

This statement was developed to analyze whether the respondents were worried about the response of their friends and lecturers when they wanted to ask a question or say something in English. Out of 15 respondents, there are 10 (66,7%) respondents who agree with the statement, and 5 (33,3%) of them disagree. It showed that most students are anxious about other people's responses or reactions if they try to speak English.

Statement 9: “I always feel that the other students speak English better than I do”

From the table above, 14 (93,3%) respondents agreed that they feel like their ability to speak English is low and think that the other students speak English better than they do, and only 6,7% of the student disagree with the

statement. In this case, the class atmosphere made students not confident to speak out because they thought their friends speak better than themselves, and then they chose to be passive in the class learning process. It is proven with percentage data that 93,3% of students agree that other students speak English better than themselves.

Statement 10: "I am worried about mispronunciation when speaking in front of the class"

From the statement above, the researcher wanted to determine whether the respondent worried their English pronunciation might be wrong. Since they need to speak with clear pronunciation so that the other understands what they are saying, most of the respondents (10 (66,7%)) agree that they are worried about mispronunciation, and 5 (33,3%) of the respondent disagree.

Statement 11: "I am worried about grammatical errors when speaking English in front of the class"

From the data above, of most respondents, 86,7% agreed about the statement, and just 13,3% disagreed. It showed that grammatical errors make almost all respondents worried and afraid that the way they speak in English is not according to grammatical rules, which causes their anxiety.

Statement 12: "I am afraid that the other students will laugh at me when I make mistake while speaking in front of the class"

The data above explained that 60% of respondents answered agreed, and 40% disagreed with the statement above. It shows that making mistakes and

the possibility of being laughed at by the other student makes them afraid, and decide to be passive during class. The silent/passive students are not only because they are not competent. The researcher believes that not only knowledge but anxiety may happen because the environment atmosphere pressures the individual in the classroom learning process.

Question 1: "Please tell me something about how you have felt when you have to speak English in front of the class!"

Respondent (CL): I felt shy and worried because I am not fluent to speak in English.

Question 3: "Do you have any idea why you feel so anxious when you have to speak English during class?"

Respondent (Ha): Maybe because I feel insecure with other friends who have abilities in speaking, and I just feel afraid, I am not believe in my self

Respondent (AM): I am kind of a perfectionist person so when I have to do something like speaking especially in front of the public, I naturally put myself under pressure that I have to do well like no mistake, but at same time my confidence is not equal so that two different feelings make me scared, anxious and bothered the most

Respondent (YA): Maybe because I do not feel confident so in any situation I immediately feel anxious, like I am afraid of being wrong but actually I can do it but on the other side I am in under pressure

Based on the data above, the researcher concluded that some students also suffered from trait anxiety. It is supported based on answers from the questionnaire and interview that the student mostly agrees with the statement about trait anxiety. According to respondent answers, some students show the characteristics of trait anxiety, like they are under pressure, feeling unconfident and insecure about their ability to speak English and also their perfectionist side. In conclusion, the researcher concludes that the students also suffered from trait anxiety.

Related to the data show that the average answer of each statement shows 69% of the student agree with the statement related to state anxiety. For trait anxiety, the average answer of each statement shows 72,5% of the student agree with the statement related to trait anxiety. Hence, the researcher concluded that most students have suffered from state and trait anxiety.

2. Factors Contribute Students Speaking Anxiety

This section discusses some causal factors the researcher found regarding students' speaking anxiety in the first-semester English education study program of IAIN Palopo. To find out the factor contributing to students speaking anxiety, the researcher took the data from the questionnaire and the interview answers by the respondent. The explanations are shown as follows.

a) Afraid of Making Mistakes

Most interviewees felt the same about their anxious feelings when they made mistakes. They were worried about their friends' reactions regarding their

performance in speaking English. Most of the students who participated in the research had severe concerns about the situation where the classroom participant monitored their speaking performances. The condition is shown in the following data.

Based on questionnaire statement 5: "I feel worry about making mistakes when I have to speak English in class" This statement shows that 80% of respondents agree with the statement. In contrast, only 20% of the respondents disagree with the statement.

The questionnaire statement 12: "I am afraid that the other students will laugh at me when I make a mistake while speaking in front of the class", explained that 60% of respondents answered agree, and 40% disagreed. It's also defined by the respondent's answer to the following interview question:

Question 1: "tell me something about how you have felt when you have to speak English in front of the class!"

Respondent (AbM): Afraid to speak unclearly

Respondent (IAR): I feel like I am going to make some mistakes

Respondent (DR): worried that I will make mistakes

Question 2: "What bothers you the most when you have to speaking English in the learning process in front of the lecture and your friends?"

Respondent (H): I'm afraid if I make some mistakes

Respondent (IAR): I am afraid, if I do something wrong someone will laugh at me

Respondent (DR): Their response? Like I think they will laugh at me

Question 3: “Do you have any idea why you feel so anxious when you have to speak English during class”

Respondent (SNF): My English pronunciation is still not good, so that makes me anxious, afraid of making mistakes

Respondent (DR): I think that my English is not good enough and afraid that I will make mistake and embarrass myself.

Question 4: “How do you think people in your classroom will react if you make a mistake?”

Respondent (AbM): Laughing at me?

Respondent (CL): I think they will laugh and judge me

Respondent (DR): Maybe they will laugh at me, and try to help me

Based on the respondents’ answers to the statement and interview above, the researcher concludes that making mistakes and the possibility of being laughed at by the other student make them afraid to do a speaking performance during the class. They think that others will judge them and embarrass themselves. The researcher believes that not only knowledge but anxiety may happen because the environment atmosphere pressures the individual in the classroom learning process.

b) Low Self-Confidence

From the questionnaire statement no.13: “I feel confident when I have to speak in English in front of the class”, it was explained that 46,7% of the respondent answered agree that they are confident when they have to speak

English in front of the class, and 53% were answered disagree with the statement. Also, in a statement no.9: "I always feel that the other students speak English better than I do" shows that 14 (93,3%) respondents agreed that they feel like their ability to speak English is low and think that the other students speak English better. Only 6,7% of the student disagreed with the statement. It showed that there were unconfident feelings when students did a speaking performance in front of their classmates, and also proven by the student answer to the following interview question.

Question 1: "Please tell me something about how you have felt when you have to speak English in front of the class!"

Respondent (YA): Because I am a person who panics easily, not confident in any situation, I always panic, especially when I have to do presentations in front of the class, my anxiety automatically increases

Respondent (AP): If I am unprepared I will be a little nervous but if I am prepared I will be confident

Question 2: "What bothers you the most when you have to speaking English in the learning process in front of the lecture and your friends?"

Respondent (AM): My disbelief side

Respondent (CL): I do not confidence to speak in front of many people

Respondent (YA): I always panic to the point of wondering myself, maybe because I am not confident

Question 3: “Do you have any idea why you feel so anxious when you have to speak English during class”

Respondent (AM): I do not know if it is right but I am kind of a perfectionist person so when I have to do something like speaking especially in front of public, I naturally put myself under pressure that I have to do well like no mistake, but at same time my confidence is not equal so that two different feelings make me scared, anxious and bothered the most.

Respondent (Ha): I just feel afraid, I am not believed in myself.

Respondent (DR): Because of my confident? Like I think that my English is not good enough

From the questionnaire and interview answers by the respondent above, the researcher can conclude that Low self-confidence is the other factor that causes student speaking anxiety. The student with low self-confidence always feels that the other students are more intelligent than them. Also, their perfectionist side makes them put themselves under pressure and have to do well with no mistakes, but at the same time, their confidence is not equal, so the two different feelings make them anxious and bother them the most.

c) Low Proficiency in Vocabulary

Based on questionnaire statement 3: “When I feel anxious, then I forget some vocabularies I knew suddenly” From that statement, most of the students (13 students (86,7%) agreed that they forget some vocabulary when they suffer some anxiety feeling, and only 2 (13,3%) students were answered disagree. It

showed that forgetting some vocabulary would appear when students are anxious, as explained by the respondent's answers to the following interview question.

Question 2: "What bothers you the most when you have to speaking English in the learning process in front of the lecture and your friends?"

Respondent (AbM): I just know less of vocabulary

Respondent (SQ): lack of vocabulary

Respondent (AP): I always forgot some vocabularies

Question 3: "Do you have any idea why you feel so anxious when you have to speak English during class?"

Respondent (CL): I do not have many vocabularies.

Respondent (KS): Less mastered the vocabulary

To express an idea, students need to choose appropriate words. To do that, it is essential for them to be able to recall vocabulary items well. Based on the data above shows that a lack of vocabulary affects performance in speaking, where one word only can cause a big problem. Low vocabulary causes the student speaking anxiety, making the students forget the word they want to say.

d) Skill of Speaking

Based on the questionnaire statement no.1: "I am not sure about my ability in speaking" It can be seen that most respondents agreed with the statement. Of 15 respondents, 9 (60%) agreed with the statements, and 6(40%) disagreed that they felt quite sure about their speaking abilities.

Based on Questionnaire statement 9: “I always feel that the other students speak English better than I do,” 14 (93%) respondents agreed. Only 1 (6,7%) respondent disagreed with the statement ‘I always feel that other students speak English better than I do’. It is also proven by the respondents’ answers to the following interview question;

Question 1: “Please tell me something about how you have felt when you have to speak English in front of the class!”

Respondent (CL): I felt shy and worried because I am not fluent to speak in English.

Question 3: “Do you have any idea why you feel so anxious when you have to speak English during class?”

Respondent (Ha): Maybe because I feel insecure with other friends who have abilities in speaking

According to the questionnaire and interview answers, the researcher can conclude that most of the students were not sure about their ability to speak English and felt shy and insecure, worried because they were not fluent in speaking English and thought that the other students spoke English better than they do, it makes that the student skill of speaking is also one of the factors contributed students speaking anxiety.

e) Pronunciation Concerns

Based on questionnaire statement 10: “I am worried about mispronunciation when speaking in front of the class”, it is shown that 10 (66,7%)

respondents agreed, and 5 (33,3%) respondents disagreed with the statement. Pronunciation becomes a problem that influences students' speaking in front of the class. The mistakes in pronunciation were a problem for students, which caused anxiety when they had to practice speaking. It was also proven by the respondent's answer to the following interview question.

Question 2: "What bothers you the most when you have to speaking English in the learning process in front of the lecture and your friends?"

Respondent (AS): The thing that usually bothers me is sometimes because I have not mastered the material that I am going to convey or I am afraid there will be a mispronunciation.

Question 3: "Do you have any idea why you feel so anxious when you have to speak English during class?"

Respondent (CL): Because my pronunciation still bad.

Some of the respondents felt worried about their pronunciation; they were afraid that they would mispronounce the word while performing speaking English in front of the class because they did not believe of their self, and always wanted to do their best with no mistakes, which can lead them to perfectionist view about the parameter of good pronunciation.

f) Grammatical Concerns

Based on the questionnaire statement no.11: "I am worried about grammatical errors when speaking English in front of the class" It can be seen that most of the respondents agreed about the statement. Of 15 respondents, 13

(86,7%) agreed with the statements, and 2 (13,3%) disagreed, so most of the respondents are worried about their errors regarding correct grammar and affect their English performance. It is also proven by the respondent's answer to the following interview question.

Question 2: "What bothers you the most when you have to speaking English in the learning process in front of the lecture and your friends?"

Respondent (SQ): My massy grammar

Respondent (AP): Maybe my grammar

Question 3: "Do you have any idea why you feel so anxious when you have to speak English during class?"

Respondent (NA): Maybe because my grammar

Respondent (CL): Because I afraid my grammar was wrong when I speaking

From the data above, the researcher figured out that using grammar to produce appropriate sentences in English also becomes difficult for students when they practice speaking. The student was burdened by using the correct grammar pattern in speaking. They were bothered about their messy grammar while speaking in English; it made them anxious that their grammar was wrong when speaking.

3. Student Strategy to Resolve Their Speaking Anxiety

This section discusses the Student strategy to resolve their speaking anxiety found in the field regarding speaking anxiety of students at the first-

semester English education study program IAIN Palopo, the descriptions are shown in the following explanations.

Table 4.3 Strategy to Resolve Speaking Anxiety

15	Student strategy to resolve their anxiety in speaking	Number of respondent (Percentage)
	Preparing before class started	13 (86,7%)
	Try to be relax	10 (66,7%)
	Positive thinking	12 (80 %)
	Looking for another friend who has the same problem in speaking	5 (33,3%)
	Get away from assignment	2 (13,3%)
	Sleep during the class	1 (6,7%)
	Skip the class	2 (13,3%)

Based on the table above, of 15 respondents, 13 (86,7 %) of them do preparing before class started to resolve their anxiety in speaking English, 10 (66,7%) of the respondent also try to be more relaxed so that they can be ready to perform in front of the class. Another strategy that the respondent mostly does to resolve their anxiety is positive thinking; 12 (80%) of them tried to clear their minds of the things that would trigger their anxiety. Also, 5 (33,3%) of the respondents are looking for another friend with the same speaking performance problem so they do not feel alone. And 2 (13,3%) respondents got away from the assignment, gave up, and even skipped the class, and only 1 (13,3%) chose to sleep during the class as the strategy to resolve the anxiety.

Question 5: "What is your strategy to resolve your anxiety in speaking?"

Respondent (NA): Practice

Respondent (FA): Try to speak even if I make mistake the important thing is just speak first

Respondent (AbM): Watch channels English motivator

Respondent (SQ): Do not panic and calm down

Respondent (AP): Try to practice every time

Respondent (H): Maybe practice a lot, study a lot about grammar, vocab, and improve everything, especially be more confident

Respondent (AS): By learning a lot of new vocabulary and mastering the material that I will convey

Respondent (AM): Preparing everything possible you will need for your speaking

Respondent (SNF): Fight for the anxiety itself and pray to god

Respondent (CL): Practice speaks English everyday anywhere and anytime, builds my confidence, improve my pronunciations and try to positive thinking.

Respondent (KS): must be confident and read a lot

Respondent (IAR): My strategy starts with preparing myself and understanding well what I will say later when speaking in front of the class.

Respondent (DR): Mastering the material first, trying to increase my self-confidence, I think that helps me overcome my anxiety

Respondent (YA): I have to be more confident, but it is also difficult and actually I am not fluent in speaking English, I have to learn a lot more so that my self-confidence increases

Based on the data above, most students prepare before class starts by practicing a lot. Also, most prefer to be positive thinking and not underestimate themselves by trying to be more confident and believe in themselves. Trying to be relaxed to overcome the students' anxiety is also chosen by most students as one of their strategies to resolve their anxiety. The next strategy shows 33,3% of the students elect to look for another friend who has the same situation to overcome their anxiety; having a friend who experiences the same thing makes them more relieved because they do not feel alone, but this strategy should not be done because it makes students become dependent on it, making them not try to find a better solution or strategy. Another strategy like get away from the assignment, giving up, even sleeping during the class, or the worst is skipping the class. That kind of strategy is not recommended.

B. Discussion

The discussion section aims to answer questions in the proposed. While this data is based on a few respondents, some interesting findings are worthy of further investigation in more extensive research. The data results conclude the answers to the research questions, which will be discussed below.

The results of the FLCAS questionnaire reflect that the first-semester students of the English language education study program of IAIN Palopo feel

some amount of anxiety. Yet, it is seen from *Table 4.1* that the average answers from each statement about students who suffered from state anxiety showed that 69% of the students agreed with the statement. Also, most of the respondents reportedly experienced trait anxiety. Based on the data, an average answer to each statement from the questionnaires showed that 72.5% of the students agreed with the statement related to trait anxiety. So the researcher concluded from the data result the students are suffered from both state anxiety and trait anxiety. And the type of anxiety that most students suffer from is trait anxiety, most of the students feel more intense about their anxiety like they are insecure, not believe in themselves, and think that the others ability is better than them, since those kind of feeling is part of their characters, so it can be concluded that most of the students are suffer trait anxiety.

Based on the data findings result, there are six factors that contribute to students' speaking anxiety; firstly, afraid of making mistakes, the students are mostly feel the same when they make mistakes, they were worried about the reactions regarding their speaking performance, thought about the possibility being laughed by others make them anxious to speak English in front of the class. So, the researcher can conclude that the environment atmosphere pressures the students speaking performance that makes their anxious feeling appear.

Low self-confidence is also become one of the factor that causes students' speaking anxiety, speak in front of many people like presentations makes the student not confidence, afraid and not believed themselves, they believe that the other students are more intelligent than them, it because of the pressure to

do perfect performance but their low self-confidence bother them so that makes them anxious.

Next factor is low proficiency in vocabulary, based on the data result, low vocabulary effects students' performance in speaking, to make a good speaking performance the students need to choose appropriate words, and to do that, it is essential for them to be able to choose the right word, that makes the student feel anxious and forget the words they want to say.

Based on result of the data, skill of speaking also become one of the factor that contributed to students speaking anxiety, a feeling of shame and insecurity about the students ability makes them worry and not sure makes them always compare themselves with the other.

Pronunciation concerns is also becomes the factor causes students speaking anxiety. While speak in English students were worried about their pronunciation, they were afraid of mispronounce the word, wanted to do best with no mistakes which can lead them to perfectionist view about a good pronunciation.

The last factor contributed student speaking anxiety is grammatical concerns. Most of the students were bothered about their massy grammar in speaking English, it is difficult for student to produce appropriate sentence and burdened to use the correct grammar pattern in speaking, because when their grammar went wrong it makes them anxious to speaking English.

Based on the data result on *Table 4.3* strategy that the student mostly done to resolve their speaking anxiety is preparing, the data showed that 86,7% of the

students prepare by practice everything that they need for their speaking performance it help them be more ease to face their anxiety.

Besides preparing, the strategy that most of the students do to resolve their anxiety is positive thinking, it showed 80% of the students tried to think positive and clear their minds of things that would makes them anxious.

Next strategy that the student mostly do is try to be relax, showed 66% students were try to be relax by build their self-confidence it helps them overcome their anxiety.

Therefore, another strategy that the student choose to overcome their anxiety is peer seeking or looking for another friend who has the same problem in speaking, the student think that, having a friend who have experiences the same thing makes them more relieved and not feel alone.

The last strategy is get away from assignment by sleep during the class or even skip the class only selected by 13,3% of the students, it showed that most students choose better strategy to face their anxiety rather than just avoided the situations that make them anxious.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. From the data analysis result, the researcher found that speaking anxiety in the first semester of English Department Students of State Islamic Institute Palopo was in existed category. Most of the students have suffered both state anxiety and trait anxiety. And the type of anxiety that most students suffer from is trait anxiety. The students feel more intense about their anxiety like they are insecure, not believe in themselves, and think that the others ability is better than them, since those kind of feeling is part of their characters, as state by Jeanne that trait anxiety is characterized by heightened intensity and lasts for long. This type of anxiety is known as trait anxiety, and it represents a persistent pattern of reacting with anxiety even in situations where there is no threat. So it can be concluded that most of the students are suffer trait anxiety.
2. Based on the questionnaire and interview results, the researcher found the factor that causes student speaking anxiety in the English language education study program of state Islamic institute Palopo are afraid of making mistakes, low self-confidence, low proficiency in vocabulary, skill of speaking, Pronunciation concerns and grammatical concerns.
3. The data analysis result showed strategies that most of the students do to overcome their anxiety are preparing before class starts by practice, positive thinking, and peer seeking or looking for another student that has the same

problem, as state by David there are five commonly employed strategy among EFL students to manage their anxiety encompass preparation, relaxation, positive thinking, peer seeking, and labeled resignation. These strategies are applicable to all EFL students

B. Suggestion

1. For lecturer

Based on the research, it has known that anxiety is a real problem faced by English Department Students, primarily first-year students. The lecturer must realize that class atmosphere and classroom environment affect the students' comfort in teaching and learning. Before the students are prepared to speak in front of the whole class, the teacher could familiarize the students with actively speaking in everyday life and may use pairing methods or in small groups. When students, in this case, first-year students, have been accustomed to speaking in English with their friends, then performing in front of the class is not a big problem for them, and the anxiety can be minimalized.

2. For students

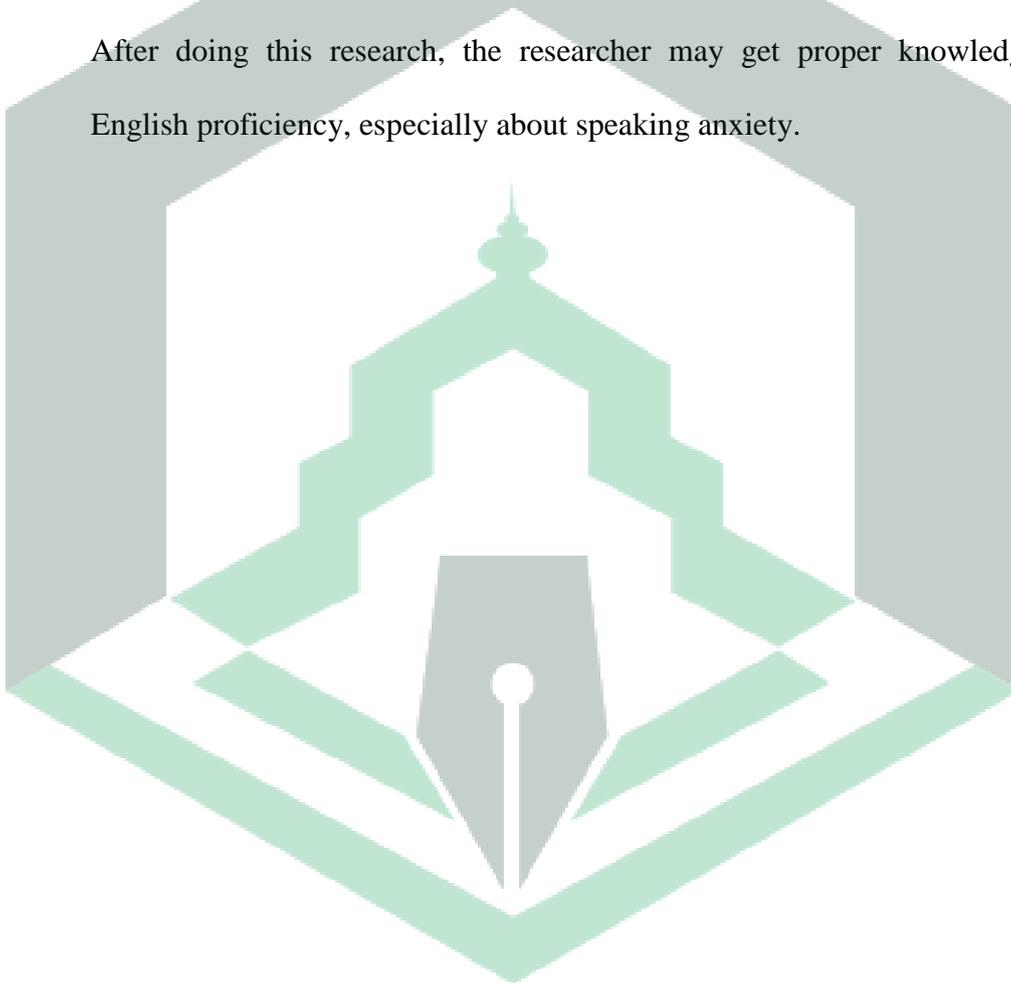
It is suggested that students familiarize themselves with speaking English in everyday life in the classroom. When students are used to talking to friends and in a small discussion forum using English, then speaking in front of the class as a presenter will not be a big problem.

3. For the readers

After reading the research, the researcher hopes that this research can be one of some references to consider in the learning process. The researcher suggests conducting research on a larger scale in order to get broader results and a deeper understanding of speaking anxiety

4. For the researcher

After doing this research, the researcher may get proper knowledge of English proficiency, especially about speaking anxiety.



BIBLIOGRAPHY

- Amir, Hina. "Speaking Skill," 2013.
https://www.slideshare.net/zeal_eagle/speaking-skills january 25, 2021.
- Antoro, Imam Wahyudi, Wisamongko, and Dewianti Khazanah. "Speaking Anxiety: Factors Contributing To the Anxiety in Speaking Class of the First Year Students of the English Department Faculty of Letters, Jember University." *Artikel Ilmiah Mahasiswa* (2015): 1–7.
<http://repository.unej.ac.id/handle/123456789/72566>.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. Fourth. Pearson: Longman, 2000.
- Brown. *Principles of Language Learning and Teaching*. Fifth. white Plains, NY: Pearson Education, 2007.
- Colbeck, Jessica J. "The Impact of a Fundamentals of Speech Course on Public Speaking Anxiety." *The Journal of Undergraduate Research* 9, no. 1 (2011): 145–160. <http://openprairie.sdstate.edu/jur>.
- Damayanti, Maria Eva, and Listyani Listyani. "An Analysis of Students' Speaking Anxiety in Academic Speaking Class." *ELTR Journal* 4, no. 2 (2020): 152–170.
- Díaz-rico, Lynne T. *Strategies for Teaching English Learners*. Edited by Erin Grelak. *Pearson Education, Inc.* Third. California State University, San Bernardino: Pearson, 2013.
- Dixon, Terry. *Understanding Anxiety Problem*. Help-For, 2011.
- El-Sakka, Samah Mohammed Fahim. "Self-Regulated Strategy Instruction for Developing Speaking Proficiency and Reducing Speaking Anxiety of Egyptian University Students." *English Language Teaching* 9, no. 12 (2016): 22.
- Hafizoh, Alfi. "The Implementation of Inside Outside Circle Technique to Improve Students' Speaking Skill (A Classroom Action Research at 11 Grade of SMA Negeri 1 Bandar Batang in the Academic Year of 2014/2015)." Semarang UIN Walisongo, 2014.
- Halgin, Richard P., and Susan Krauss Whitbourne. *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. Sixth. New York: McGraw-Hill, 2010.
- Hidayat, Dede Rahmat. *Psikologi Kepribadian Dalam Konseling*. Edited by Zaenudin A. Naufal. Bogor: Ghalia Indonesia, 2011.

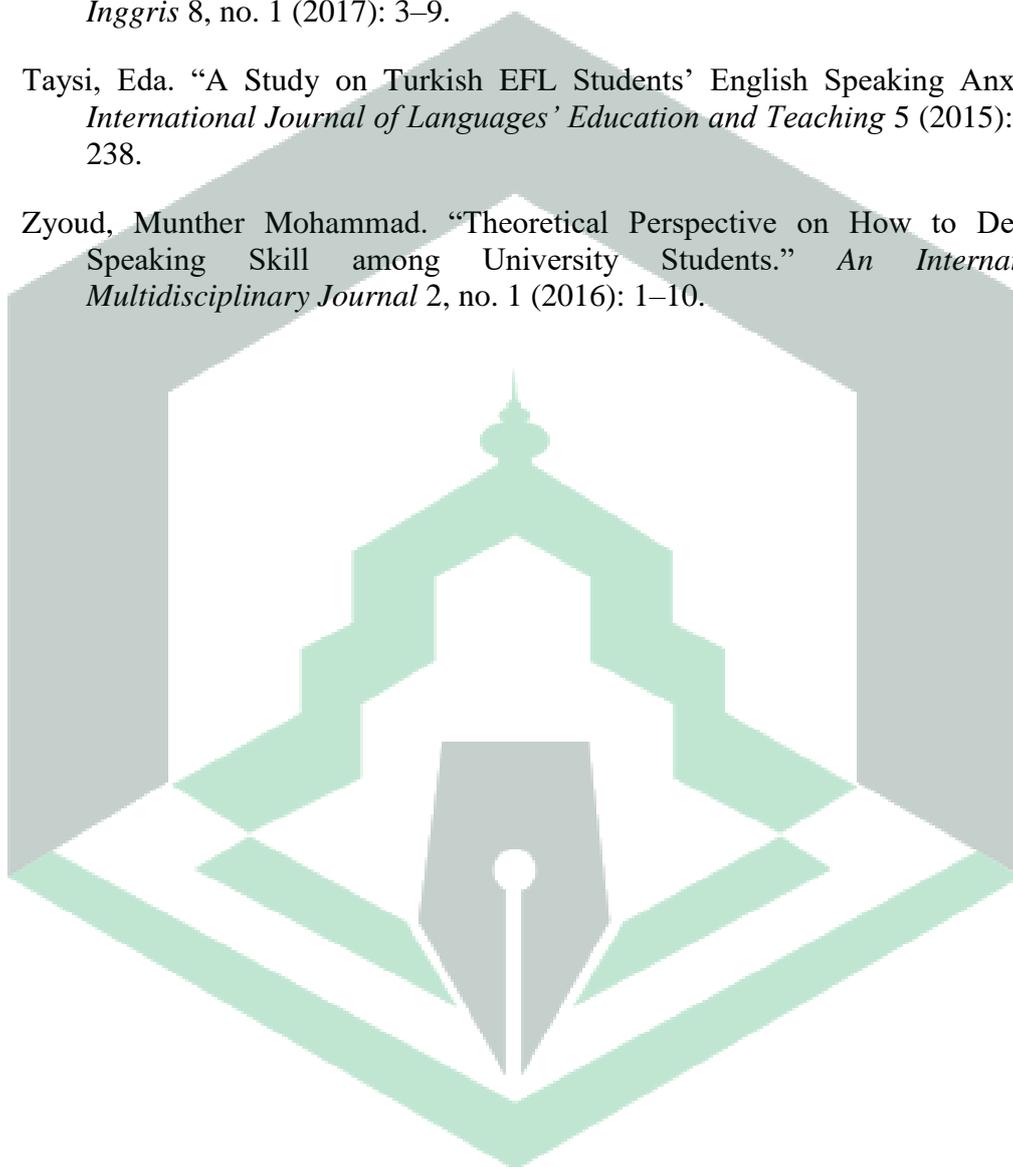
- Huda, Nur Lina Amalia. "Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018)." Walisongo State Islamic University, Semarang, 2018.
- Indrianty, Septy. "Students ' Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung)." *Eltin journal* 4, no. 1 (2016): 28–39. <https://doi.org/10.22460/eltin.v4i1.p%25p>.
- Kondo, David Shinji, and Yang Ying-Ling. "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan." *ELT Journal* 58, no. 3 (2004): 258–265.
- Kurniawati, Siti. "A Study of Speaking Class Anxiety of the Second Semester Students in English Education Department At Uin Alauddin Makassar." *UIN Alauddin Makassar*. UIN Alauddin Makassar, 2017.
- Mariam, Dewi. "An Analysis of Speaking Anxiety in English Classroom (A Descriptive Quantitative Study of the Eleven Grade Students of SMA Islam Sudirman Bringin in the Academic Year of 2018/2019)." State Institute for Islamic Studies Salatiga, 2019.
- 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.
- Muhammad, Farhan. "An Analysis Of Students' Speaking Anxiety in An English as Foreign Language (EFL) Classroom (A Case Study at MAN 2 Pandeglang)." State Islamic University Sultan Maulana Hasanuddin Banten, 2019.
- Nasriandi, Masruddin, Nasriandi. "IDEAS Journal of Language Teaching and Learning, Linguistics and Literature The Use of British Parliamentary Debate Style in Teaching Speaking Skill." *Ideas* 9, no. 1 (2021): 572–588.
- Ormrod, Jeanne Ellis. *Educational Psychology: Developing Learners*. Ninth. Boston: Pearson Education, 2017.
- Öztürk, Gökhan, and Nurdan Gürbüz. "Journal of Language and Linguistic Studies Speaking Anxiety among Turkish EFL Learners: The Case at a State University 1." *Journal of Language and Linguistic Studies* 10, no. 1 (2014): 1–17. www.jlls.org.
- Passer, Michael W., and Ronald E. Smith. *Psychology: The Science of Mind and Behaviour*. Fourth. Vol. 39. New York: McGraw-Hill Higher Education, 2009.

Richards, Jack C., and Willy A. Renandya. *Methodology in Language Teaching; An Anthology of Current Practice*. New York: Cambridge University Press, 2002.

Siagian, Uli Modesta, and Adam. "An Analysis of Students' Anxiety in Speaking." *Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris* 8, no. 1 (2017): 3–9.

Taysi, Eda. "A Study on Turkish EFL Students' English Speaking Anxiety." *International Journal of Languages' Education and Teaching* 5 (2015): 230–238.

Zyoud, Munther Mohammad. "Theoretical Perspective on How to Develop Speaking Skill among University Students." *An International Multidisciplinary Journal* 2, no. 1 (2016): 1–10.



A

P

P

E

N

D

I

C

E

S



Appendix 1: list of question

QUESTIONNAIRE

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

Atas bantuannya saya ucapkan terima kasih.

A. IDENTITAS RESPONDEN

Name:

Nim:

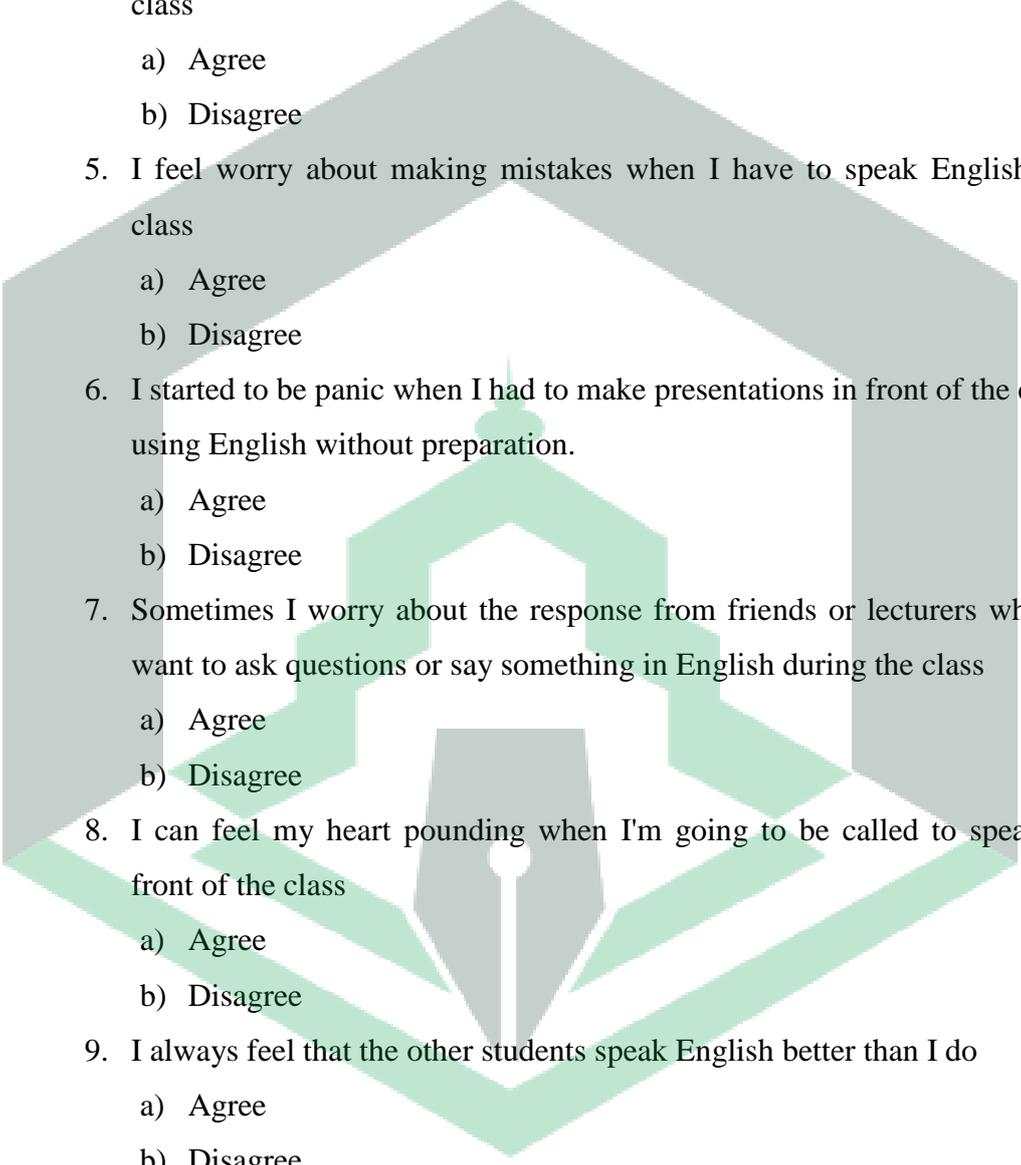
Kelas:

B. PETUNJUK PENGISIAN

1. Bacalah sejumlah pernyataan di bawah ini dengan teliti.
2. Anda dimohon untuk memberikan jawaban sesuai dengan keadaan anda secara obyektif dengan memilih salah satu pernyataan yang menurut anda paling tepat
3. Pilihan jawaban yang tersedia adalah:
Agree = apabila anda merasa setuju
Disagree = apabila anda merasa tidak setuju
4. Jawablah dengan jujur, cermat, dan teliti karena jawaban tersebut tidak mempengaruhi hasil belajar atau nilai anda.
5. Telitilah kembali pekerjaan Anda sebelum dikumpulkan.

C. PERTANYAAN

1. I am not sure with my ability in speaking
 - a) Agree
 - b) Disagree
2. I am nervous when the lecture asks me to speak English in class
 - a) Agree
 - b) Disagree

- 
3. When I feel anxious then I forget some vocabularies I knew suddenly
 - a) Agree
 - b) Disagree
 4. It is very difficult for me to be volunteer to speak English in front of the class
 - a) Agree
 - b) Disagree
 5. I feel worry about making mistakes when I have to speak English in class
 - a) Agree
 - b) Disagree
 6. I started to be panic when I had to make presentations in front of the class using English without preparation.
 - a) Agree
 - b) Disagree
 7. Sometimes I worry about the response from friends or lecturers when I want to ask questions or say something in English during the class
 - a) Agree
 - b) Disagree
 8. I can feel my heart pounding when I'm going to be called to speak in front of the class
 - a) Agree
 - b) Disagree
 9. I always feel that the other students speak English better than I do
 - a) Agree
 - b) Disagree
 10. I am worried about mispronunciation when speaking in front of the class
 - a) Agree
 - b) Disagree
 11. I am worried about grammatical errors when speaking English in front of the class

- a) Agree
- b) Disagree

12. I am afraid that the other students will laugh at me when I make mistake while speaking in front of the class

- a) Agree
- b) Disagree

13. I feel confident when I have to speak in English in front of the class

- a) Agree
- b) Disagree

14. I would be feel enjoy during speaking in the learning process in classroom

- a) Agree
- b) Disagree

15. Give (√) these points below, if you have done it to resolve your anxiety in speaking English in class!

- Preparing before class started
- Try to be relax
- Positive thinking
- Looking for another friend who has the same problem in speaking.
- Get away from assignment
- Give up
- Sleep during the class
- Skip the class
- Another

strategy: _____

Adopted FLCAS questionnaire from Nur Amalia Huda (2018)

LIST OF QUESTION IN INTERVIEW:

1. Please tell me something about how you have felt when you have to speak English in front of the class?
2. What bothers you the most about speaking in English classes?
3. Do you have any idea why you feel so anxious when you have to speak English during the class?
4. How do you think people in your classroom will react if you make a mistake?
5. What is your strategy to resolve your anxiety in speaking?

Adopted from Farhan Muhammad (2019)



Appendix 2: Contoh Hasil Kuesioner

QUESTIONNAIRE

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

Email *

abdulthalib971@gmail.com

IDENTITAS RESPONDEN

NAME: *

Abdul Muthalib

NIM: *

2102020055

CLASS: *

BIG 2B

A. PETUNJUK PENGISIAN

1. Bacalah sejumlah pernyataan di bawah ini dengan
2. Anda dimohon untuk memberikan jawaban sesuai dengan keadaan anda secara obyektif dengan memilih salah satu pernyataan yang menurut anda paling tepat
3. Pilihan jawaban yang tersedia adalah:
Agree = apabila anda merasa setuju
4. Jawablah dengan jujur, cermat, dan teliti karena jawaban tersebut tidak mempengaruhi hasil belajar atau nilai anda.
5. Telitilah kembali pekerjaan Anda sebelum dikumpulkan.

B. Multiple Choice Question About Speaking Anxiety

Jawablah pernyataan dibawah ini dan pilihlah jawaban sesuai dengan keadaan andadengan jujur tanpa ada paksaan dari siapapun.

1. I am not sure about my ability in speaking *

Agree

Disagree

2. I am nervous when the lecture asks me to speak English in class *

Agree

Disagree

3. When I feel anxious then suddenly I forget some vocabularies I knew *

Agree

Disagree

4. It's very difficult for me to be a volunteer to speak English in front of the class *

Agree

Disagree

5. I feel worried about making mistakes when I have to speak English in class *

Agree

Disagree

6. I started to panic when I had to speak in front of the class using English without preparation. *

Agree

Disagree

7. I worry about the response from friends or lecturers when I want to ask questions or say something in English during the class *

Agree

Disagree

8. I can feel my heart pounding when I'm going to be called to speak in front of the class *

Agree

Disagree

9. I always feel that the other students speak English better than I do *

Agree

Disagree

10. I am worried about mispronunciation when speaking in front of the class *

Agree

Disagree

11. I am worried about grammatical errors when speaking English in class *

Agree

Disagree

12. I am afraid that the other students will laugh at me when I make a mistake while speaking in front of the class *

Agree

Disagree

13. I feel confident when I have to speak up in English in front of the class *

Agree

Disagree

14. I would feel enjoy speaking English in the class during learning process *

Agree

Disagree

15. Give (√) these point below, if you have done it to resolve your anxiety in speaking English *

Preparing before class started

Try to be relax

Positive thinking

Looking for another friend who have the same problem in speaking

Get away from assignment

Give up

Sleep during the class

Skip the class

Yang lain:

QUESTIONNAIRE

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

Email *

annisasalimahh011@gmail.com

IDENTITAS RESPONDEN

NAME: *

Annisa Salimah

NIM: *

2102020043

CLASS: *

BIG 2B

A. PETUNJUK PENGISIAN

1. Bacalah sejumlah pernyataan di bawah ini dengan
2. Anda dimohon untuk memberikan jawaban sesuai dengan keadaan anda secara obyektif dengan memilih salah satu pernyataan yang menurut anda paling tepat
3. Pilihan jawaban yang tersedia adalah:
Agree = apabila anda merasa setuju
6. Jawablah dengan jujur, cermat, dan teliti karena jawaban tersebut tidak mempengaruhi hasil belajar atau nilai anda.
7. Telitilah kembali pekerjaan Anda sebelum dikumpulkan.

B. Multiple Choice Question About Speaking Anxiety

Jawablah pernyataan dibawah ini dan pilihlah jawaban sesuai dengan keadaan andadengan jujur tanpa ada paksaan dari siapapun.

1. I am not sure about my ability in speaking *

Agree

Disagree

2. I am nervous when the lecture asks me to speak English in class *

Agree

Disagree

3. When I feel anxious then suddenly I forget some vocabularies I knew *

Agree

Disagree

4. It's very difficult for me to be a volunteer to speak English in front of the class *

Agree

Disagree

5. I feel worried about making mistakes when I have to speak English in class *

Agree

Disagree

6. I started to panic when I had to speak in front of the class using English without preparation. *

Agree

Disagree

7. I worry about the response from friends or lecturers when I want to ask questions or say something in English during the class *

Agree

Disagree

8. I can feel my heart pounding when I'm going to be called to speak in front of the class *

Agree

Disagree

9. I always feel that the other students speak English better than I do *

Agree

Disagree

10. I am worried about mispronunciation when speaking in front of the class *

Agree

Disagree

11. I am worried about grammatical errors when speaking English in class *

Agree

Disagree

12. I am afraid that the other students will laugh at me when I make a mistake while speaking in front of the class *

Agree

Disagree

13. I feel confident when I have to speak up in English in front of the class *

Agree

Disagree

14. I would feel enjoy speaking English in the class during learning process *

Agree

Disagree

15. Give (√) these point below, if you have done it to resolve your anxiety in speaking English *

Preparing before class started

Try to be relax

Positive thinking

Looking for another friend who have the same problem in speaking

Get away from assignment

Give up

Sleep during the class

Skip the class

Yang lain:

QUESTIONNAIRE

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

Email *

hismayani15@gmail.com

IDENTITAS RESPONDEN

NAME: *

Hismayani

NIM: *

2102020044

CLASS: *

PBI 2B

A. PETUNJUK PENGISIAN

1. Bacalah sejumlah pernyataan di bawah ini dengan
2. Anda dimohon untuk memberikan jawaban sesuai dengan keadaan anda secara obyektif dengan memilih salah satu pernyataan yang menurut anda paling tepat
3. Pilihan jawaban yang tersedia adalah:
Agree = apabila anda merasa setuju
8. Jawablah dengan jujur, cermat, dan teliti karena jawaban tersebut tidak mempengaruhi hasil belajar atau nilai anda.
9. Telitilah kembali pekerjaan Anda sebelum dikumpulkan.

B. Multiple Choice Question About Speaking Anxiety

Jawablah pernyataan dibawah ini dan pilihlah jawaban sesuai dengan keadaan andadengan jujur tanpa ada paksaan dari siapapun.

1. I am not sure about my ability in speaking *

Agree

Disagree

2. I am nervous when the lecture asks me to speak English in class *

Agree

Disagree

3. When I feel anxious then suddenly I forget some vocabularies I knew *

Agree

Disagree

4. It's very difficult for me to be a volunteer to speak English in front of the class *

Agree

Disagree

5. I feel worried about making mistakes when I have to speak English in class *

Agree

Disagree

6. I started to panic when I had to speak in front of the class using English without preparation. *

Agree

Disagree

7. I worry about the response from friends or lecturers when I want to ask questions or say something in English during the class *

Agree

Disagree

8. I can feel my heart pounding when I'm going to be called to speak in front of the class *

Agree

Disagree

9. I always feel that the other students speak English better than I do *

Agree

Disagree

10. I am worried about mispronunciation when speaking in front of the class *

Agree

Disagree

11. I am worried about grammatical errors when speaking English in class *

Agree

Disagree

12. I am afraid that the other students will laugh at me when I make a mistake while speaking in front of the class *

Agree

Disagree

13. I feel confident when I have to speak up in English in front of the class *

Agree

Disagree

14. I would feel enjoy speaking English in the class during learning process *

Agree

Disagree

15. Give (√) these point below, if you have done it to resolve your anxiety in speaking English *

Preparing before class started

Try to be relax

Positive thinking

Looking for another friend who have the same problem in speaking

Get away from assignment

Give up

Sleep during the class

Skip the class

Yang lain:

Appendix 3: Interviews Result (Transcript Version)



- Q : Okay, let's start our interview today, so... I have five question and you just have to answer the question based on your experience. aaa first question, Please tell me something about how you have felt, when you have to speak English in front of the class!
- AS : eemm okay... At first... I was a bit nervous then....aaa I enjoyed it.
- Q : Okay let's move to the next question, so... what bothers you the most when you have to speaking English in... the learning process in front of the lecture and... your friends?
- AS : the thing that usually bothers me is sometimes because I have not mastered the material that I'm going to convey or... I'm afraid... there will be Aaaa mispronunciation.
- Q : So... do you have any idea why you feel so anxious when you have to speak English during class?
- AS : I don't know... exactly
- Q : mmm so... How do you think people in your classroom will react when you... make a mistake?
- AS : Aaaa Maybe they will be understanding and help me... be less... nervous?
- Q : So... the last question... mmm what is your strategy to resolve your anxiety in speaking?
- AS : Eemm by learning a lot of new vocabulary and... mastering the material that.... I will convey
- Q : okay that's all the question, thank you so much for your participation!
Assalamualaikum Warahmatullahi Wabarokatu



- Q : Assalamualaikum warahmatullahi wabarakatu. So... let's we start the interview today and... this interview consist of five aaa questions, the first question, so please tell me something about how you have felt when you have to speak English in front of the class!
- CL : ... I felt shy and worried because I'm not fluent to speak in English.
- Q : Okay, the next question is... what bothers you the most when you have to speaking English in... the learning process in front of the lecture and your friends?
- CL : I don't confidence to speak in front of the people.
- Q : we move to the next question do you have any idea why you feel so anxious when you have to speak English during class?
- CL :mmm because I afraid my grammar was wrong... when I speaking.... and my pronunciations still bad and I don't have many vocabulary.
- Q : Then... How do you think people in your classroom will react if you make a mistake?
- CL : mmm I think they will laugh and judge me?
- Q : okay last question so... what is your strategy to resolve your anxiety in speaking?
- CL : mm maybe... Practice... speak everyday anywhere and anytime, build my confidence, improve my pronunciations and... try to positive thinking.
- Q : Okay! That's all the questions, thank you so much for your participation and... Assalamualaikum warahmatullahi wabarakatu

LEMBAR VALIDASI INSTRUMEN

Nama : Wahida Turrahmah

Judul Skripsi : An Analysis of Students' Speaking Anxiety at the First Semester English Language Education Study Program of State Islamic Institute Palopo.

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. pedoman skala penilaian adalah sebagai berikut :
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : Cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Jika menurut anda angket ini perlu ada perbaikan, dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No.	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas				√	
	b. Tujuan kuesioner dinyatakan dengan jelas				√	
	c. Petunjuk pengisian kuesioner mudah dipahami					√
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				√	
	b. Butir-butir kuesioner mencakup data yang				√	

	berhubungan dengan penggunaan bahasa yang baik dan benar.					
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan indikator <i>Students Speaking Anxiety</i>				✓	
	d. Butir-butir kuesioner yang diajukan dapat mengungkap <i>Speaking Anxiety</i> siswa.				✓	
III	Aspek Bahasa					
	a. Butir-butir kuesioner dirumuskan dalam bahasa Inggris yang baik dan benar				✓	
	b. Butir-butir kuesioner dirumuskan dalam bahasa Inggris yang efektif				✓	
	c. Butir-butir kuesioner dirumuskan dalam bahasa Inggris yang efisien				✓	
	d. Butir-butir kuesioner dirumuskan dalam bahasa Inggris yang mudah dipahami sesuai tingkat kemampuan berbahasa responden				✓	

C. Komentar

.....

.....

.....

.....

.....

.....

D. Saran

.....

.....

.....

.....

.....

.....

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
- ② dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

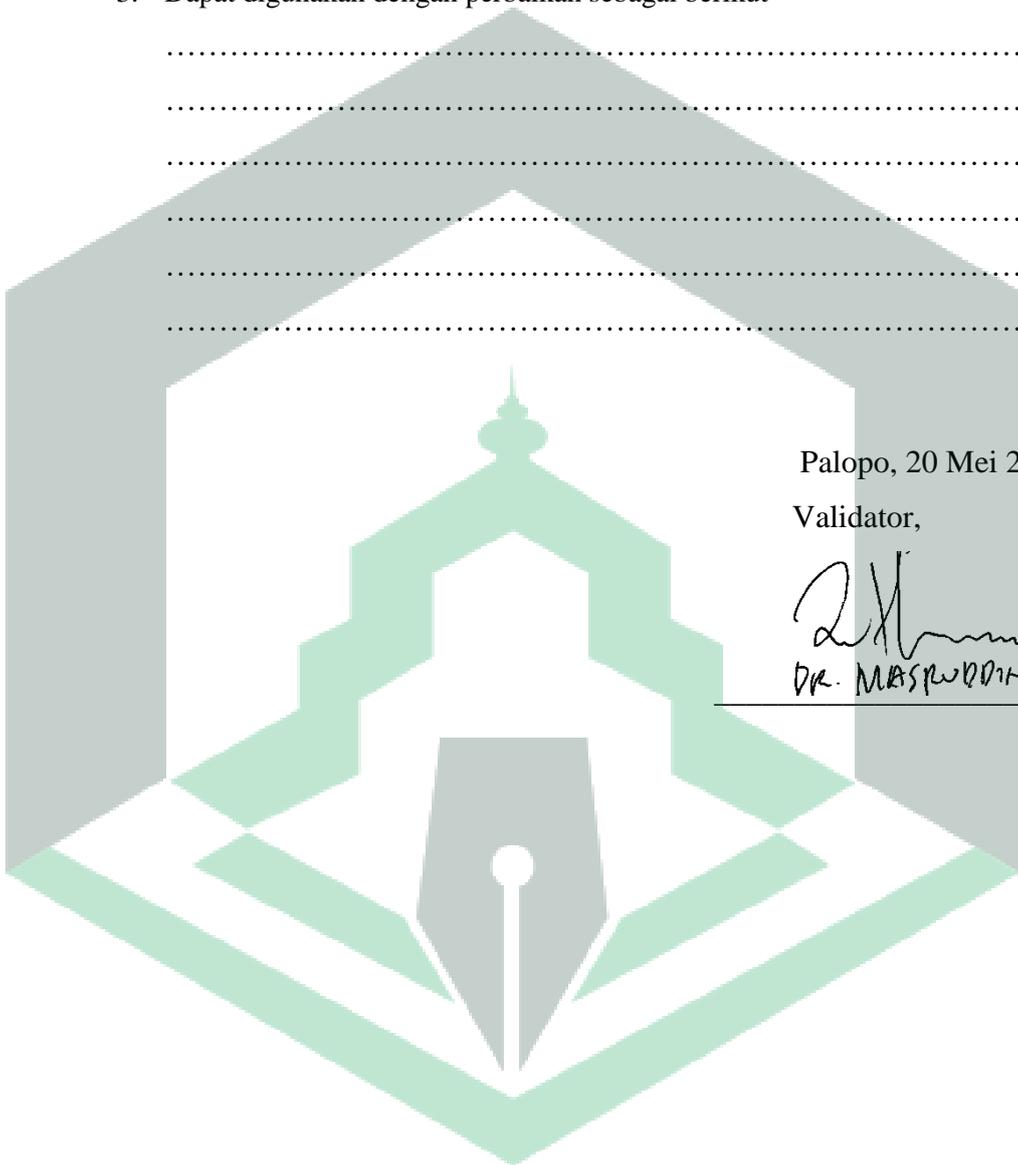
.....
.....
.....
.....
.....
.....

Palopo, 20 Mei 2022

Validator,



DR. MASRUDDIN, SS, M.A., Ph.D.





1 2 0 2 3 1 9 0 0 9 0 9 4 6

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 946/IP/DPMPSTSP/VII/2023

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 Kewenangan 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 : WAHIDA TURRAHMAH
 Jenis Kelamin : Perempuan
 Alamat : Jl. Dr. Ratulangi Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 16 0202 0154

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

AN ANALYSIS OF STUDENTS SPEAKING ANXIETY AT THE FIRST SEMESTER ENGLISH EDUCATION STUDY PROGRAM OF STATE INSTITUTE PALOPO

Lokasi Penelitian : INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
 Lamanya Penelitian : 28 Juli 2023 s.d. 28 Agustus 2023

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) exemplar 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 Juli 2023

a.n. Kepala Dinas Penanaman Modal dan PTSP
 Sekretaris



WAHYUDIN M, S.AN, MM
 Pangkat Pembina
 NIP. 197810052010011003

Tembusan :

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo
Email:pbi@iainpalopo.ac.id

SURAT KETERANGAN

Nomor : 375/ In.19/FTIK/PBI/PP.00.9/08/2023

Assalamu'alaikum Wr.Wb.

Saya Yang bertanda tangan di bawah ini :

Nama : Wisran, S.S., M.Pd
NIP : 19720611 200003 1 001
Jabatan : Ketua Prodi Pendidikan Bahasa Inggris

Menerangkan Bahwa :

Nama : Wahida Turrahma
Nim : 16 0202 0154
Prodi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan penelitian di program studi Pendidikan Bahasa Inggris untuk kepentingan penyusunan skripsi dengan judul **“An Analysis of Students Speaking Anxiety at the First Semester English Education Study Program of State Institute Palopo.”**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Palopo, 02 Agustus 2023
Ketua Program Studi



Wisran, S.S., M.Pd
NIP. 19720611 200003 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: pbi@iainpalopo.ac.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Wahida Turrahmah
NIM : 16 0202 0154
Program Studi : Pendidikan Bahasa Inggris
Alamat : Enrekang Desa Buttu batu Kec Enrekang
No. Telp/HP : 082 190 362 469
Email : idha.rahma28@gmail.com

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil dekan III
Fakultas Tarbiyah dan Ilmu Keguruan

Dra. Hj Nursyamsi, M.Pd.I
NIP. 19630710 199503 2 001

Palopo, 02 Agustus 2022

Ketua Program Studi

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006



Lancar Mengaji



Bisa mengaji, tapi belum lancar



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: pbi@iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Wahida Turrahmah
NIM : 16 0202 0154
Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 02 Agustus 2022

Ketua Prodi

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076

Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No. 401/ln.19/FTIK/PBI/PP.00.9/08/2023

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Wahida Turrahmah
NIM : 16 0202 0154
Semester : XIV (empat belas)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Ujian Seminar Hasil

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 8%. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 11 Agustus 2023

Admin Turnitin PBI,



Mengetahui,
Ketua Prodi,

Husnaini, S.Pd.I., M.Pd
NIP 19840820 200902 2 007

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

CURRICULUM VITAE



Wahida Turrahmah, usually called by Ida was born on August 28th, 1998 in Palopo. The writer is the daughter of Madran and Mardini. The writer is the first child of two siblings. The writer completed her education in elementary level at SDN 42 Buttu-Batu in 2010. In 2013, she graduated from SMPN 2 Palopo and graduated from SMAN 1 Palopo in 2016.

In the same year, the writer continued her study in State Islamic Institute of Palopo (IAIN PALOPO) at the Tarbiyah and Teacher Training Faculty of English Language Education Study Program. In the final stage of completing the study, the writer compiles a thesis under the title “An Analysis of Students’ Speaking Anxiety at The First Semester of English Language Education Study Program of State Islamic Institute Palopo.” as the requirements to obtain the bachelor’s degree in the undergraduate program (S1).