AN ANALYSIS OF THE SECOND GRADE STUDENTS' SPEAKING

ANXIETY AT SMPN 2 PALU

A THESIS

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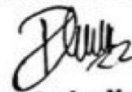Palu

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2023

STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that thesis entitled: "An Analysis of the Second Grade Students' Speaking Anxiety at SMPN 2 PALU" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another university/institute for the award of any other degree. If later, this thesis is found to be fabricated cither in the whole or in part, I declare that I must comply with the rules and regulation of the university and I must be ready for all the consequences thereafter due to this misconduct.

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APPROVAL PAGE

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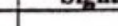NIP. 19690301 199903 1 005

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LEGALIZATION

A thesis by **Moh Shadiq**, NIM. 18.1.16.0037 entitled **"An Analysis of The Second Grade Students' Speaking Anxiety at SMPN 2"** which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 15th February 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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ABSTRAK

Name	: Moh. Shadiq
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Thesis Title	: AN ANALYSIS OF THE SECOND GRADE STUDENTS' SPEAKING ANXIETY AT SMPN 2 PALU

The researcher was motivated to discuss this thesis entitled "An Analysis of the Second Grade Students' Speaking Anxiety at SMPN 2 PALU" because there are still many students who experience speaking anxiety when asked to speak in English in the class. This research aims to determine what factors cause students' speaking anxiety. To achieve the objectives of this research, the researcher used qualitative descriptive research. The researcher took three classes namely grades 8a, 8b, and 8f, from the third class only twelve students became resource persons in this research, the twelfth students were taken from four class representatives. The sample selection in this research was purposive sampling.

The results of this research, found that there were five factors affecting by students anxiety in speaking English. The first factor dealt with a lack of vocabulary. The second factor was lack of confidence. The third factor was the fear of making mistakes this. The fourth factor is the type of task. The fifth factor was the lack of motivation.

Based on the research founded, it was concluded that the teacher must know what types anxiety experience by a student felt by the student having the problem of students identified, the teacher of English is able to provide solution for the student problem. Teacher to build good communication with students, classroom atmosphere for students from there students might be able reduce anxiety in speaking.

CHAPTER I

INTRODUCTION

A. Research Background

Language is the most important instrument for communicating with someone. With language, humans can convey their ideas, opinions, according to the contents in their minds[1]. Humans cannot be separated from other humans, because they need each other to interact and be the same. English is the most widely spoken language in the world, thus earning the title of international language[2]. It is important for all students in the world, especially Indonesia, to learn the language. In the world of education, technology and even the world of work, English has played a very important role for society it can help the people maintain their lives in the current era of globalization. ; The use of English as a foreign language in the world community is ever emerging. In Indonesia, teaching English as a foreign language is an obligation for students at junior high school until higher education.

In learning English, there are four basic skills that students must know, namely speaking, listening, writing and reading. From these several skills, speaking is one of the most important for students to master to learn English. Different from other language skills, speaking requires greater power when done

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[1]Rayhan Thirafi, *Correlation Between Students Self-Confidence and English Speaking Skills at Eleven Grade Language Class in SMAN 8 Malang*.eprints.umm.ac.id.(Malang: Umm,2022)

[2]Nurillah Batrisiyah Yahya ,2021. *Students' Aniety In Speaking English at The Fifth Semester of Emglish Department Students in IAIN Tulungagung U*. repo.uinsatu.ac.id.(Tulungagung: Uinsatu, 2021).

in front of a crowd. Speaking is an interaction process that produces meaning from the speech apparatus by using facial expressions and body movements. English language skills must be possessed by students in order to be able to communicate well with other people[3]. As a speaker, it is very important to master important points in English such as fluency, understanding, accuracy (pronunciation, grammar and vocabulary), because to practice English to speak is not easy. This is the anxiety of students to speak English in public or in front of their friends, because of the many factors that make them feel anxious when speaking in front of them, for example, lack of vocabulary, poor pronunciation, poor understanding and many other factors.

In the previous observation, i ask the teacher about the create system , the creating procedure from which the researcher found doubt the level of vocabulary of the students then there are many students in second grade SMPN 2 PALU who experience speech anxiety when the researcher asked to speak English. This is caused by feeling afraid of makes mistake when they speak English. In addition, they also feel ashamed because they will be laughed at and humiliated by their classmates when they make mistakes in speaking English. From this, the researcher concludes that there are still many students who do have anxiety in speaking English caused by various factors.

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[3]<u>Aseptiana Parmawati</u>. *Using Analytic Teams Technique to Improve Students' Speaking SkilI.* e-jurnal.unisda.ac.id.(Lamongan: Unisda,2018).

Previous research that students' speaking anxiety was caused by a lack of vocabulary mastery. The lack of vocabulary is due to a lack of interest in learning English and thinking that learning English is not a very important lesson for them because they live in Indonesia, not in a foreign country. It also happened due to less supportive for effective speaking.[4]. However, the results of previous studies described other factors that potentially as the initial cause of the emergence of speech. For this reason, this issue way caused for the final project with the aim of examination into what other factors might causes speaking anxiety amongst students.

Various of factors that cause anxiety in speaking English amongst students. This especially happened when students were asked to speak English in the classroom .At this time, the feeling of anxiety and fear over power the students. Thus this feeling creates silence and no more speeches come suit .The lack of talk about anxiety in speaking English prompted researcher to dig deeper into the problems of speaking anxiety in students. The main goal of the researcher is to analyze the factors and kinds of situation that affect the anxiety of students of SMPN 2 PALU when encountering English speaking activities. Referring on this, this research entitled was conducted "An analysis of The Second Grade Student's Speaking Anxiety at SMPN 2 PALU".

B. Problem Statement

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[4] Maria Eva Damayanti. *An Analysis of Students' Speaking Axiety in Academic Speaking Class*. apspbi.or.id.(Salatiga: Uksw,2020).

Various difficulties experienced by students affect their speaking. The lack of vocabulary and poor grammar make them worried and fear arises when speaking English in front of their classmates. Therefore, the researcher got the main problem in this research as follow:

1. What factors cause the students' anxiety when speaking English at the 8 a grade of SMPN 2 PALU?

2. What are the types of anxiety faced by the students during the English speaking activities?

C. Objective and Significance of the Research

1. Research Objective

To find out what factors caused speaking anxiety in grade 8 A SMPN 2 PALU students.

2. Significance of the Research

The hope of this research is that it can provide benefits not only for teachers and students but also for schools and even for other researchers. The effect of this research for teachers is that it becomes a way for them to find out more about what are the concerns of speaking anxiety in students, making it easier for them to understand every lesson given to students. For students, the effect of this research is easier for them to develop their abilities. For the school, the hope of this research is that it can have a big impact on students' knowledge, especially in overcoming English speaking anxiety in students. The impact for other researchers is to be able to develop knowledge and experience in overcoming

English speaking anxiety in students.

D. Definition of Key Terms

In order to clarify the key terms used in this study, some definition are put forward:

1. Analysis

Analysis is observing the activity of the object by describing the composition of the object and rearranging its components to be studied in detail.

2. Speaking

Speaking is a way of conveying feelings through speech tools that produce meaning.

3. Anxiety

Anxiety is a feeling of nervousness, tension, and shaking caused by a threatening or non-threatening situation experienced by a person.

E. Content Outline

This thesis consists of V chapters, each of which is closely related to one another.

In chapter I was presented introductory chapter, here the researcher elaborate several important matters regarding the existence of this thesis, such as background, problem statement, research objectives, research uses, affirmation of terms and the outlines of the content.

Chapter II contains literature review it examines theories related to the topic of research, such as previous research and the analysis of speaking anxiety.

Then chapter III focuses on research methods used in the preparation of this thesis which consists of research approach and design, research location, research presence, data and data sources, data collection techniques, data analysis techniques, and checking the validity of the data.

Then chapter IV elaborates the results and discussions of the research description of SMPN 2 PALU, findings, discussions.

Then chapter V deals with the conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Maria Eva Damayanti,"An Analysis of Students' Speaking Anxiety In Academic Speaking Class"[5]. The results of this study are students' speaking anxiety in class is due to lack of vocabulary, underestimating their abilities, lack of preparation, fear of making mistakes, and worrying about being embarrassed by their friends.

In previous research and the research that conducted by researchers both have something in common, namely discussing the anxiety of speaking English experienced by students. Then they also discussed what factors influence students' speaking anxiety. The difference in the research that has been carried out by the researcher, the researcher explained what is the focus of the research about what factors influence students' speaking anxiety and also want to look for other factors that affect students' speaking anxiety.Researcher assume that there are other factors that cause students to feel anxious that have not been explained in previous studies. This research subjects is students in grade 8 A SMPN 2 PALU. While the previous research used as the subject was students in the Academic Speaking class at the private English Language Education Program (ELEP) in Central Java, Indonesia.

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[5] Maria Eva Damayanti. *An Analysis of Students' Speaking Axiety in Academic Speaking Class*. apspbi.or.id (Salatiga: Uksw,2020).

Uli Modesta Siagian, "An Analysis of Students' Anxiety in Speaking"[6]. The result of this study is that the highest strategy used by students to overcome speaking anxiety is to find peers, all students stated that finding friends to talk to is the best strategy to overcome speaking anxiety in class. The similarity between previous research and the research that will be examined is that they have the same research method, namely qualitative. Then they have the same thing as wanting to know what factors cause anxiety in students. As for the differences in previous research and the research to be conducted, previous research focuses on how to overcome anxiety. speaking English to students, in contrast to researcher who will focus more on finding other scary factors in speaking in English, besides those described in previous studies. Then the previous researcher made the subjects of class X SMK Indomalay School Batam, while The researcher chose the subject of the research, the students in grade 8 A,B, and F SMPN 2 PALU.

Cucu Sutarsyah,"An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance"[7]. The results of this study were the results showed that the students' speaking ability was significantly different between the two groups. The mean score of students with higher anxiety levels is 62.37 while the average score of students with low anxiety levels is 83.81.Based on the analysis using the Mann-Whitney U Test, it showed that students with lower levels of anxiety had higher scores in speaking performance than those who had higher levels of

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[6]Uli Modesta Siagian, An Analysis of Students' Anxiety in Speaking. (Batam: Unrika,2017).

[7]Cucu Sutarsyah, *An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance*. (Samarinda: Iain-samarinda,2017).

speaking skills because the calculation resulted in a p-value of 0.005. Subsequent analysis using Linear Regression resulted in r2 (0.319). The data show that speaking anxiety can contribute negatively to students' overall speaking performance achievement. It was also found that nervousness was the dominant factor followed by worry and tension.

B. The Nature of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry[8]. There are several definitions of anxiety which are found by the researcher.

Anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. Furthermore, basically when someone has got anxiety sign they do not something normally as usual, they will get over action, easier forget the material, loss of courage and etc[9]. Anxiety responses consist of emotional component, feeling of tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations[10]. From the several theory above In can

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[8]Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior*, (Needham Heights: Viacom Company, 1997), p. 570.

[9]Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior*, (Needham Heights: Viacom Company, 1997), p. 570.

[10] E Litaria, Cucu Sutarsyah, M Sukirlan. *An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance* .(Samarinda: Iain Samarinda,2017).

be concluded that the researcher tell about the definition of anxiety, so the anxiety is the expression that someone can do anything with normal condition, they easier loss their mind, over action, be panic, and still many more.

C. Types of Anxiety

Anxiety can be divided into three types, namely[11]: State anxiety, trait anxiety and situation-specific anxiety.

1. State Anxiety

Most people experienced state anxiety which also known as a normal anxiety. Anxiety is temporary feeling of anxiety elicited by a threatening situation[12]. It is nervousness or tension at a particular moment in response to some outside stimulus. This type of anxiety arises in a particular situation or in a stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

2. Trait Anxiety

In certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is called trait anxiety. Trait anxiety is pattern of responding with anxiety even in nonthreatening situations[13]. Such anxiety is a part of a person"s character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words,

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[11]Sultan Kesik Ülker,2021. *English Speaking Anxiety Level of Aviation School Students and Sources of English Speaking Anxiety.*(Turky: Ufuk,2021).

[12]Adevia Andriana,2021. *The Correlation Between Students'Self Efficacy and Their Speaking Anxiety at Vocational High School L 2 Muhammadiyah Pekanbaru .*(Riau: Uin Suska,2021).

[13]Mu-Hshuan Chou, 2018. *Speaking Anxiety and Strategy Use for Learning English as a Foreign Language in Full and Partial English-Medium Instruction Contexts.* (Wiley Online Library).

trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed.

3. Specific-situation anxiety

Specific-situation anxiety, refers to the persistent and multi-faceted nature of some anxieties It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation[14]. This situation specific anxiety is defined as an individual tendency to be anxious in a particular time and situation. Situation specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context. Thus, language anxiety can be included in situation specific anxiety.

D. The Causes of Anxiety

Horwits et al claim three factors that influence anxiety : communication apprehension, test anxiety, and fear of negative evaluation[15].

1. Communication Apprehension

Communication apprehension, it means the fear or anxiety experience by people when they though that they will be evaluated by other. These concerns play a large role in foreign language anxiety. Students who have difficulty in speaking when communicating in the target language seem to feel uncomfortable to speak in front of other people[16].

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[14]Nuraqila Nadjwa Miskam, A Saidalvi ,2019. *Investigating English Language Speaking Anxiety Among Malaysian Undergraduate Learners.*(Johor: Utm,2019).

[15] Maria Eva Damayanti, L Listyani. *An Analysis Of Students'Speaking Anxiety in Academic Speaking Class .*(Salatiga: Uksw,2020).

[16]Maria Eva Damayanti, L Listyani. *An Analysis Of Students'Speaking Anxiety in Academic Speaking Class .*(Salatiga: Uksw,2020).

2. Test Anxiety

Based on Dawood, et al, test anxiety means that test anxiety is a psychological condition where students experience extreme pressure and anxiety in any test situation. Horwitz, et al, claimed that test anxiety refers to the type of performance anxiety that comes from fear of failure, especially in oral communication. Students assume that all types of foreign language learning processes are part of the testing. In addition, anxious students in foreign language classes perhaps have difficulty doing this, even fear of failure[17].

3. Fear of Negative Evaluation

According to Watson and Friend, fear of negative evaluation means that someone concern about other people's evaluations, fear of negative evaluations by others, and thoughts that people will negatively evaluate. Learners of foreign languages, most of them will tend to expect that other people will evaluate themselves negatively. Students will feel that if they get an evaluation of their language errors especially oral production it may be a kind of obstacle to[18].

Based on the explanation above, it can be concluded that there are three kinds causes of anxiety. Researcher will use this theory to find out the factors that cause Student Anxiety in Speaking English in Grade 8 of SMPN 2 PALU.

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[17]Maria Eva Damayanti, L Listyani. *An Analysis Of Students'Speaking Anxiety in Academic Speaking Class* .(Salatiga: Uksw,2020).

[18] Maria Eva Damayanti, L Listyani. *An Analysis Of Students'Speaking Anxiety in Academic Speaking Class* .(Salatiga: Uksw,2020).

E. Skills of Speaking

Speaking is one of language skills which is very important to be mastered. Maintains that speaking are a verbal use of language to communicate with others[19]. It means that speaking is a delivery of language through the mouth, to great the massage that is going to be delivered. Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate[20]. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication. Speaking is an ability that is taken for granted, learned as it is through process of socialization through communicating. Concluded that speaking skills is one of the elements of communication which is communication is output modality and learning is the input of language acquisition and the use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words[21].

As human in the world we need to communicate each other to express an idea to do everything, what is more as students or learners they have to speak with the teachers and friends as long as in learning to express the idea. In speaking

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[19]Suparlan Suparlan. *A Factors Contributing Students'Speaking Anxiety.*(Kota Mataram: .undikma,2021).

[20]Asti Gumartifa, Indawan Syahri, *English speaking anxiety in language learning classroom.*(Palembang: Umm,2021).

[21]Husein Hamodeh Ahmad Al-Khotaba, Eid Hamoudeh Alkhataba. *Foreign language speaking anxiety: A psycholinguistic barrier affecting speaking achievement of Saudi EFL learners.*(Arab World English Journal,2020).

States that speaking skills is an oral communication that gives information involves two elements, they are; the speaker who gives the message and the listener who receives the message in the world, the communication involves the productive skill of listening[22]. Also states that an act of communication through speaking is commonly perform in face to face interaction and occur as a part of dialogue or rather than form or verbal exchange[23].

From definition above, it can be concluded that speaking skills is a form to say or talk something with expressing of ideas, opinions, views and description to other for getting response or way of conveying message in order to make understanding of wishes to other and to contribute to the other. To do speaking activities, it must involve the speaker and the listener or only speaker involved.

F. Elements of Speaking

There are many elements of speaking that must be mastered by students in order to be a good. There are five elements of speaking ability. the explanation can be seen below[24]:

1. Accuracy and Pronunciation

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[22]Gaya Tridinanti."*The correlation between Speaking anxiety, self-confidence, and Speaking achievement of Undergraduate EFL students of Private University in Palembang".(*Palembang: Ijels,2018).

[23]Ying Zheng, Liying Cheng ."How does Anxiety Influence Language Performance? From the Perspectives of Foreign Language Classroom Anxiety and Cognitive Test Anxiety.(Language Testing in Asia,2018).

[24]Uli Modesta Siagian, A Adam. An Analysis of Students' Anxiety in Speaking journal.(Batam: Unrika,2017).

Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. Accuracy concerns "the ability to produce grammatically correct sentence"[25]. In other words, accuracy in language means grammatical accuracy only. The terms accuracy seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. Also sets the clear scale for assessment of accuracy, they are; Grammar, students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions or difficult tenses; vocabulary, students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught; pronunciation, students speak and most people understand[26].

It means that accuracy is the ability to produce correct sentences using correct grammar and vocabulary.A good accuracy in speaking is show when people speak with good pronunciation, a correct grammar, and appropriate vocabulary. Pronunciation is the way for students" produce clearer language when students speak. Maintains that "pronunciation is the most important skill of spoken English", the spelling of words in accordance with their usual pronunciation[27]. It means that in having a good pronunciation, there are four aspects that have to be mastered by the students, they are; sound, stress,

[25]E Litaria, Cucu Sutarsyah, M Sukirlan. An analysis of student's speaking anxiety and its effect on speaking performance .(Samarinda: Iain-Samarinda,2018).

[26]Sultan Kesik Ülker. *English speaking anxiety level of aviation school students and sources of english speaking anxiety.*(ufuk,2021).

[27]Adevia Andriana. *The Correlation Between Students' Self Efficacy and Their Speaking Anxiety at Vacationl High School 2 Muhammadiyah Pekanbaru .*(Pekanbaru: Uin-Suska,2021).

intonation, and rhythm. If one of them missed from the speaker, it will cause misunderstanding between the speaker and listener.

2. Grammar

It needs for students to arrange correct sentence in conversation. Students can use their ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Grammar is one of the major language components. States that grammar is a form of internal, linguistic knowledge which operates in the production and recognition of appropriately structured expression in that language[28]. It means that grammar is the way words are put together to make correct sentences. It pertains to sentence and word. It figures the categories such as noun, subject, imperative clause, and so on. There is not language without grammar, and none can be mastered without assimilation grammar[29]. It means that a good understanding in grammar makes students able to produce grammatical and lexical sentences correctly. If the speakers make mistakes in using grammar in communication, the listeners will also make mistakes to translate the meaning of utterance.

3. Vocabulary

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[28]Mu-Hshuan Chou. *Speaking anxiety and strategy use for learning English as a foreign language in full and partial English-medium instruction contexts.* (Wiley Online Library).
[29]K Rajitha, C Alamelu. *A Study Of Factors Afecting And Causing Speaking Anxiety.(*School of Social Science Languages Vit Chennai,2020).

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. One cannot communicative effectively or express their ideas both oral speaking and written form if they do not have sufficient vocabulary. Concluded that vocabulary is total number of words which (with rules for combining them) make up a language[30].

It consists of content words; noun, verb, adjectives, and adverb, and function words such as preposition, conjunction, article, and pronoun. Some vocabulary exercises need to be carefully prepared in advance or adult[31]. It must be planned to systematically cover a certain area of vocabulary useful vocabulary needs to be met again and again to ensure it is learned. Without grammar, there is a little information that can be conveyed. Without vocabulary, nothing can be conveyed. So, vocabulary means the appropriate diction which is used in communication.

4. Comprehension

Comprehension is having a sufficient vocabulary, or knowing the meanings of enough words. Students who have strong comprehension are able to

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[30]Maria Eva Damayanti, L Listyani. *An Analysis of Students' Speaking Anxiety in Ancademic Speaking Class .(*Salatiga: Uksw,2020).
[31]Rizaldy Hanifa. *Factors generating anxiety when learning EFL speaking skills.(*Banda Aceh*: Unsyiah,2018).

draw conclusions about what they speak, what is important, what is a fact, what caused an event to happen, and which characters are funny. Thus comprehension involves combining reading with thinking and reasoning. For oral communication certainly requires a subject speech as well as to initiate it. Comprehensibility is the process of understanding of the utterances sent by the speaker done by listener[32]. Comprehensibility has two common senses[33].

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

5. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency being the main characteristic of the speaker performance.

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[32]Afrianto Daud, Fakhri Ras, Novitri, Clara Putri Audia. *Factors contributing to speaking anxiety: a case study of pre-service English teachers.*(Pekanbaru: Unri,2019).

[33]Gaya Tridinant. *The correlation between speaking anxiety, self-confidence, and speaking achievement of Undergraduate EFL students of private university in Palembang.*(Palembang: Ijels,2018).

Defines that fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest[34]. fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest[35]. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. One can say, it is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation[36]. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses "ums" and "ers". These sign indicate that the spoken does not have speed a lot of time searching the language items needs to express the massage. More specifically, points out the criteria for assessing fluency. They are as follows: a) lack of hesitation: students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying, b) length: students can put ideas together to form a message or an argument. They can make not only the simplest of sentence pattern but also complex ones to complete the

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[34]Wiley Mu-Hshuan Chou - Tesol Quarterly, 2018. *Speaking anxiety and strategy use for learning English as a foreign language in full and partial English-medium instruction contexts Online Library.*(Wiley Online Lybrary).

[35]Tuan Muhammad Hamid Tuan Ab Hamid, Idrus Faizah . *A Correlational Study of the English Listening and Speaking Anxiety in Rural Areas.*(Selangor: Uiam,2021).

[36]Suparlan Suparlan. *A Factors Constributing Students'Speaking Anxiety.*(Mataram: undikma,2021).

task, c) independence: students are able to express their ideas in a number of ways, keep talking and ask questions, and many more to keep the conversation going[37].

G. Anxiety in Speaking Skill

One of the affective elements that affects one's capacity to talk is typically known as speaking anxiety. Anxiety is a significant barrier that students must overcome when learning to speak. Based on Zhang (as mentioned in Trang), speaking anxiety is psychological stress that a learner has when carrying out learning tasks. Communication anxiety or fear is related to the fear of speaking in front of an audience[38].

Speaking anxiety, according to speech therapist Margaretha Lanerfeldt, has a significant negative effect on one's self-confidence because it frequently causes one to feel failure when one is unable to speak up and demonstrate what one understands[39]. According to the previous statement, "Speaking anxiety creates a negative sense of self-worth, which causes pupils to keep silent in all circumstances, even when they have the ability to express themselves and have knowledge that is valuable to hear".

The researcher can draw the conclusion that anxiety is one of the elements that can affect students' capacity to acquire the English language, particularly in

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[37]Astri Gumartifa, Indawan Syahri. *English speaking anxiety in language learning classroom*.(Banten: Umj,2021).
[38]Zhang (as cited in Trang) Defined Speaking Anxiety As the Psychological Tension That the Learner Goes Through in Performing *A Learning Task(Lahore: Umt,2011).*
[39]*Margaretha Lanerfeldt .Describes speaking anxiety as something that has a great impact on one's self-confidence.(Sweden: Akademin-for-Utbildning-Och-Ekonomi,1992).*

speaking ability, based on some of the definitions provided above.

H. Theoritical Framework

Speaking

Problem in Speaking

Anxiety

A. The Causes of Anxiety

1. Communication Apprehension (CA)

2. **Test Anxiety**

3. **Fear of Negative Evaluation**
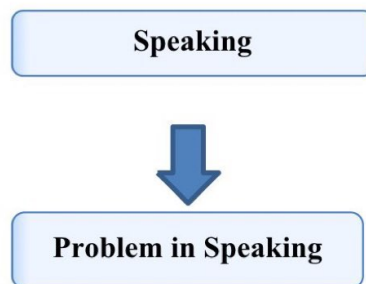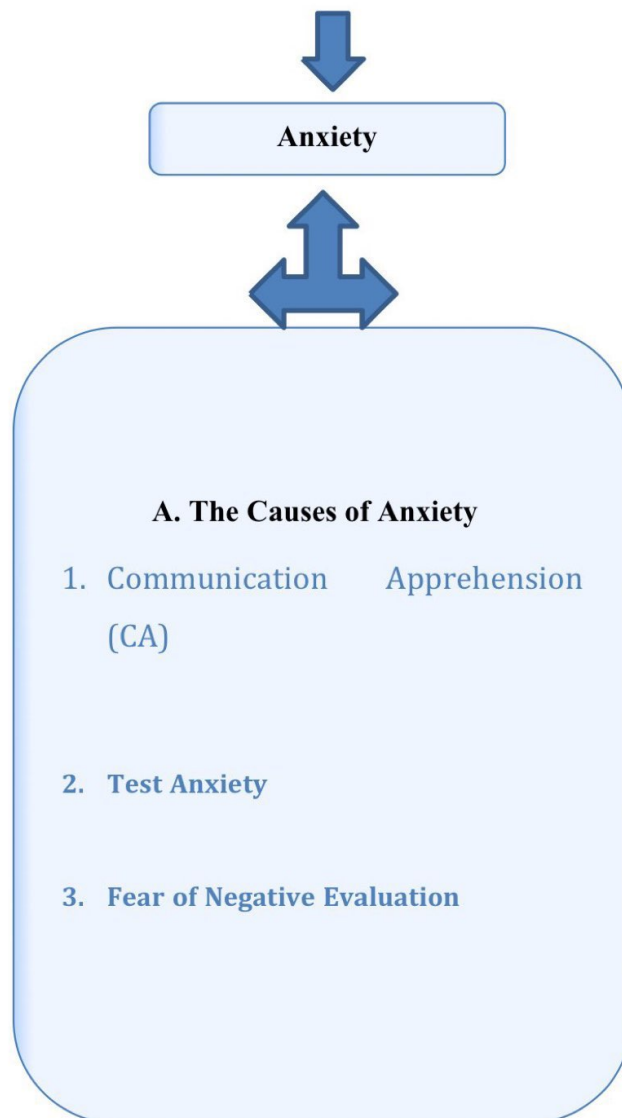
CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This research uses descriptive qualitative research. Qualitative research method is a research method based on the philosophy of postpositivism, used to examine natural objects (as opposed to experiments) where the researcher is the key instrument. The technique of collecting data is triangulation, triangulation techniques are data collection techniques and existing data sources. Data analysis is qualitative, and qualitative research results are more important than generalizations[40].

Generalization is a fact of truth that occurs in a fact about a problem that is expected to occur in a certain population. Qualitative methods used to obtain in-depth data, a data that contains meaning. The actual data are definite data, because qualitative research does not use generalizations because what is measured in qualitative research is a small part of the population or commonly called data, while generalizations can form general data.

The researcher tries to provide an explanation of everything that is the object of research in the form of descriptive sentences according to the actual state of the object, explaining based on the circumstances that occur in the object of research.

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[40]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Cet. XXII; Bandung:Alfabeta cv, 2015),9.

B. Research Set up, Population and Sample Research

1. Research Set up

The research location which is the object of research is the SMPN 2 PALU school having its address at Jl. Wolter Monginsidi No.4, Lolu Utara, Kec. Palu Tim., Palu City, Central Sulawesi 9411.

The reason the researcher take the title at this school are that first the researcher had conducted ppl activities there and also taught in several classes. It becomes the researcher's interest to examine what are the factors that cause students to be embarrassed, afraid and so on when asked to speak in front of their classmates or in front of a crowd.

2. Population and Sample

a). Population

The research population is a source of data that can provide information related to the research problem under research. The technique for taking research population uses a purposive sampling technique, which is selected with certain considerations and goals[41]. The criteria determined by the researcher as research population are those who are involved in the activities research, know and understand information related to research.

Based on this, the population in this research are selected with the following criteria:

1. English subject teacher and homeroom teacher.

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[41]Sugiyono, 2014: 301.

2. Students in grade 8a,8b, and 8f SMPN 2 Palu.

3. Willing to be interviewed

In this research, twelve grade 8 students from different classes, starting from 8 A, B, and C at SMPN 2 PALU, four students from each class, two boys and two girls, then one subject teacher. English who teach in the 8th grade, and the homeroom teacher for grades 8th grade A, B, and F are the subjects of this research. The twelve students selected have different intelligences. The number of research data sources was only twelve students, one English subject teacher and three homeroom teachers for grades 8 A, B and F based on the consideration that qualitative researchers prioritized a large amount of information compared to a large number of informants. Therefore, the determination of research population was carried out using a purposive technique or in accordance with the samples or criteria for the research population.

b). Sample

In preparing this thesis, the sample of research was SMPN 2 PALU students, and a population of twelve students from grade 8 A,B and F, one English subject teacher and two homeroom teacher for grade 8 A, B, and F.

The population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions. Sample is part of the number and characteristics possessed by the population. If the population is large, and it is impossible for the researcher to study everything in the population, for example due to limited funds, manpower and time, then the researcher can use samples

taken from that population; the conclusions have applied to the population. For samples taken from the population, it must be truly representative (representative).

1). Sampling technique

So the determination of the sample in qualitative research is done when the researcher enters the field and during the research (emergent sampling design). In this way, the researcher selects certain people who are considered to provide the necessary data, then based on the data or information obtained from the previous sample, the researcher can determine other samples that are considered to provide more complete data. This practice is known as "serial selection of sample units"[42].

In the process of determining the sample as described above, the size of the sample cannot be determined beforehand. In a purposive sample, the sample size is determined by information considerations. In this connection S. Nasution[43] explains that the determination of the sample unit (respondents) is considered sufficient if it has reached the level of "redundancy" the data is saturated, plus another sample does not provide new information, meaning that by using the next respondent one can say that it is not again obtained additional new meaningful information.

C. Presence of Researcher

Qualitative research requires the presence of the researcher to go directly to the field where the research is located, because here the researcher acts directly as a research instrument. The researcher must determine the level of involvement

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[42]lincoln and guba, 1985.
[43]S. Nasution,1988.

with the participants or the object to be studied. The researcher has a close relationship with the participants.

The position of the researcher in carrying out this research is as a planner, researcher, manager, and data analyzer in scientific work. The researcher is also a direct observer, namely: observers, recorders of research object, and observations while with the object under study. The researcher's presence is intended to provide an overview of the writer's creativity during research.

The main purpose of the researcher's presence at the location is to obtain the data needed, with respect to that, the things that the researchers at the location do are to make deep observations about speaking anxiety in 8th grade students of SMPN 2 PALU. The presence of the researcher was known by the informants by providing an explanation with the intention of the researcher conducting interviews in the actual data process.

The researcher acts as a full observer who observes carefully everything that happens in obtaining the actual data. The informants who will be interviewed by the researcher will be sought to know the state of the researcher as a researcher, so that they can provide accurate and valid information.

D. **Data and Data Sources**

The data sources used are primary data sources and secondary data sources. Data sources can be classified as follows:

1. Primary Data

Primary data is data that is directly received from data sources (respondents/samples/informants)[44]. Primary data is data obtained from the first data source. So the primary data source that the researcher means in the research is the result of interviews with homeroom teachers, English subject teachers and students at SMPN 2 PALU.

2. Secondary Data

Secondary data, namely data that does not directly obtain data from data sources, or obtain data from third parties or data collectors, such as BPS documents, sub-district heads, Public health center, registration[45]. Secondary data is data collection through archives or records related to the object of research. Secondary data in this research is a list of student grades at SMPN 2 PALU Grade 8. The list of student scores is used by researcher to find out which students have intelligence above average and those who have intelligence below average. Then these students will be the subject of the researcher to be interviewed.

E. **Technique of Collection Data**

Data collection methods are techniques or methods that can be used by researchers to collect data[46]. For the method used in data collection that is more complete and reliable, several data collection techniques are used, including the following:

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[44]Eri Barlian, *Metodologi Penelitian Kualitatif Dan Kuantitatif,* (Padang: Sukabina Press, 2016).

[45]Ibid.

[46]Sudaryono, *Metodologi Penelitian*, (Cet. II: PT. Rajaragrafindo Persada, 2018),205.

1. Observation

Sutrisno Hadi argued that observation is a complex process, a process composed of various biological and psychological processes. Data collection techniques with observation are used when the research is related to human behavior, work processes, natural phenomena and when the respondents who are observed are not too large[47].

In this case the researcher in conducting data collection stated frankly to the research subject as a data source that as a researcher was conducting research. So the research subject under study knows from the beginning to the end about the activities of the researcher. The researcher came and observed directly the objective conditions of SMPN 2 PALU. Instruments in this observation technique were writing instruments, tools for recording the necessary data obtained in the field.

2. Interview

Interview is a way of collecting data used to obtain information directly from the source. Interviews will be conducted orally in individual face-to-face meetings[48].

From the opinion above, it can be concluded that the interview method is a data collection technique by means of direct question and answer conducted between the interviewer and the respondent to obtain the desired information, using various media such as writing instruments, electronic media recording with

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[47]Sugiyono, *Metode*, 145.
[48]Sudaryono,*Metodologi*,212.

the required information.

The informants interviewed by the researcher were a school principals, two of homeroom teacher for class 8 A, B and F and two of English teacher, and twelve students from three classes A, B, and F, each from four class representatives, two male students and two female students in SMPN 2 PALU.

The type of interview used by the researcher is a semi-structural interview. Semi structural interview is a form of interviewing in qualitative research that has a premeditated set of questions, thereby enabling the interviewer to explore new developments in the cause of the interview. According to Arikunto[49] ,the meaning of semi-structured interviews is a type of interviewing technique that is carried out by first asking the researcher questions that are already structured so that then one by one deepens to extract further in-depth information about the research topic he wants to study.

3. Documentation

Documentation is intended to obtain data directly from the research site, including relevant books, regulations, activity reports, photographs, documentary films, relevant research data[50].

In this case, the researcher collected documentation in the form of school profiles, teacher conditions, student conditions, and infrastructure as well as other photos that can support research at SMPN 2 PALU.

F. Technique of Analysis Data

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[49] Arikunto.(2010)
[50] Ibid, 219.

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing the data into categories, breaking them down into units, synthesizing them, arranging them into patterns, choosing what is important and what is important and make conclusions so that they are easily understood by themselves and others[51].

The data analysis steps taken in this research are:

1. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns[52].

Data reduction is applied to the results of observations, interviews and documentation, and reduces words that are considered by the researcher to be inconsistent with this research. Such as documentation that is not related to the problem of the research title, jokes, or pleasantries from informants and so on that are not related to the object or subject of research.

2. Data Presentation

After the data is reduced, the next step is to display the data. In this case Miles and Huberman stated:

"The most often used to present data in qualitative research is narrative text"[53]. Thus, this research approach was descriptive qualitative. Therefore, the data was presented in the form of one-sentence words to form a complete narrative.

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[51] Sugiyono, *Metode*, 244.
[52] Ibid, 247.
[53] Ibid, 249.

3. Data Verification

The third step in the analysis of qualitative data according to Miles and Huberman is drawing conclusions and verification[54].

In the activity of verifying the researcher draws conclusions by referring to the results of data reduction. The data collected from the results of interviews, observations, documentation, the researcher sort out which ones should be used which ones should not be used in the research results.

G. Validity Data Check

In this research, to check the validity of the data, triangulation techniques are used, namely data collection techniques that combine various data collection techniques and existing data sources[55]. Data triangulation is done by:

1. Source Triangulation, to get data from different sources with the same technique[56]. The researcher combines interviews from informant I with interviews with informant II.

2. Triangulation Techniques, the researcher will use different data collection techniques to obtain data from the same source[57]. Researchers used observational data, interviews, and documentation to be combined.

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[54]Ibid, 252.
[55]Hardani, et al., eds., *Metode Penelitian Kualitatif & Kuantitatif* , (Cet. I; Yogyakarta: Pustaka Ilmu, 2020), 154.
[56]Ibid.
[57]Ibid, 155.

CHAPTER IV
RESULTS AND DISCUSSION

A. Finding

The results of data analysis are presented in this section. The data is already collected by applying three instruments; namely observation, interviews and documentation to obtain more accurate and valid data.

1. The result of observation

Data collection was carried out by observing a checklist carried out by researchers with observing the conditions that arise as a result of students' speaking anxiety experienced in two meetings. Observation checklist consists of 5 statement items that are in accordance with the checklist statement that students are present in their speaking performance. The five statements about the physical condition and behavior of students while talking. The results of the observation checklist are shown in the table below:

Table 2
Observasion checklist

No	Name of respondent	Symptoms / indicators of the offender	Appearance of behavioral symptoms/indicators	
			Yes	No
1	Rm	➢ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➢ Excessive sweating.		No
		➢ Shaking hands when holding books, writing instruments, or other tools.	Yes	
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or		No

No	Name	Indicator	Yes	No
		answering questions.		
		➤ The movement of breaking the knuckles and clenching the hands.		No
2	Mrg	➤ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➤ Excessive sweating.	Ya	
		➤ Shaking hands when holding books, writing instruments, or other tools.		No
		➤ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.		No
		➤ The movement of breaking the knuckles and clenching the hands.		No
3	Hv	➤ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➤ Excessive sweating.		No
		➤ Shaking hands when holding books, writing instruments, or other tools.		No
		➤ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.		No
		➤ The movement of breaking the knuckles and clenching the hands.		No
4	Mrsh	➤ The face turns red or pale when asked to speak in front of classmates or in public.	Yes	
		➤ Excessive sweating.	Yes	
		➤ Shaking hands when holding books, writing instruments, or other tools.	Yes	
		➤ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➤ The movement of breaking the knuckles and clenching the hands.	Yes	
5	Hr	➤ The face turns red or pale when asked to speak in front of classmates or in public.	Yes	
		➤ Excessive sweating..	Yes	
		➤ Shaking hands when holding books, writing instruments, or other tools.	Yes	

		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➢ The movement of breaking the knuckles and clenching the hands.		No
6	Al	➢ The face turns red or pale when asked to speak in front of classmates or in public.	Yes	
		➢ Excessive sweating.	Yes	
		➢ Shaking hands when holding books, writing instruments, or other tools.	Yes	
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➢ The movement of breaking the knuckles and clenching the hands.	Yes	
7	Hf	➢ The face turns red or pale when asked to speak in front of classmates or in public.	Yes	
		➢ Excessive sweating.	Yes	
		➢ Shaking hands when holding books, writing instruments, or other tools.	Yes	
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➢ The movement of breaking the knuckles and clenching the hands .	Yes	
8	Arp	➢ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➢ Excessive sweating.		No
		➢ Shaking hands when holding books, writing instruments, or other tools.		No
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.		No
		➢ The movement of breaking the knuckles and clenching the hands.		No
9	Ar	➢ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➢ Excessive sweating.	Yes	

		➢ Shaking hands when holding books, writing instruments, or other tools.	Yes	
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➢ The movement of breaking the knuckles and clenching the hands.		No
10	Rp	➢ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➢ Excessive sweating.		No
		➢ Shaking hands when holding books, writing instruments, or other tools.		No
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➢ The movement of breaking the knuckles and clenching the hands.	Yes	
11	Sf	➢ The face turns red or pale when asked to speak in front of classmates or in public.	Yes	
		➢ Excessive sweating .	Yes	
		➢ Shaking hands when holding books, writing instruments, or other tools.	Yes	
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➢ The movement of breaking the knuckles and clenching the hands.	Yes	
12	Jrkh	➢ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➢ Excessive sweating.		No
		➢ Shaking hands when holding books, writing instruments, or other tools.		No
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.		No
		➢ The movement of breaking the knuckles and clenching the hands.		No

The table shows that almost all of the statements written by the researcher were experienced by twelve students. From the first facial expression that turned red or turned pale when told to speak in front of classmates of the twelve students, five people namely Mrsh, hr, Al, hf and Sf experienced this. Following the second statement, the twelve students experienced excessive sweating. the. third and fourth statements hands shaking when holding books, writing instruments, or other objects and firmness, speaking quickly and without coordination, and confusion when giving explanations of presentation material and answering questions from twelve eight students who experienced this.After the fifth statement the movement of snapping fingernails and clenching the hands of twelve students only five students experienced this.

2. The result of interview

The interview guide was taken from six checklist observation statements and also three causes of anxiety, namely communication anxiety, test anxiety, and fear of negative evaluation whose answers analyzed.;

Table 3
Interview

INDICATOR OF ANXIETY	INTERVIEW
Communicstion apprehension	Limited vocabulary, making it difficult to make a sentence.
	Fear of making mistakes, because of wrong pronunciation, and lack of grammar.
Fear of negative evaluation	Lack of confidence.
	Lack of support from family and friends
Test anxiety	Unexpected task.

3. Factors that cause students' speaking anxiety

From the table above regarding the factors of student anxiety in speaking English, the researcher concludes that there are five classifications of student anxiety factors with different students as follows:

a. Lack of vocabulary

Based on the results of the interviews conducted, the lack of vocabulary was the first factor found in this interview. Of the twelve students who were resource persons, almost all of them said that the lack of vocabulary made them nervous when appearing in front of the class to speak English, the difficulty of memorizing vocabulary and making a sentence with their limited vocabulary made students feel scared and nervous, this is supported by the results of interviews with students, as follows:

> "So the thing that makes me nervous to speak in front of classmates is because the lack of vocabulary".(Hr)
> "First because I have difficulty memorizing vocabulary, then because I'm lazy and my environment doesn't support me, my friends don't support each other and use English in everyday conversations".(Rg)
> Then another students also said as follow:
> "There are no things or factors that make me feel nervous. I feel normal because I like learning English".(Hv)
> "I often open google translate, and often learn to use the youTube application".(Hv)
> "I have little vocabulary".(hf)

From the interview statements above, it is clear that riski and khairul students have the same problem. Unlike Hangstev's students, he doesn't even feel afraid or anxious at all. So from this statement the researcher concluded that students who have a small vocabulary will find it difficult to convey their ideas and opinions when asked to speak in English. Meanwhile, students who are active

in learning and often use today's advanced technology such as cellphones and use it as best as possible, such as utilizing existing applications, will help them to improve their abilities.

b. Lack of confidence

Based on the results of the interviews conducted, there were results which stated that one of the factors causing students to feel anxious was a lack of self-confidence. This lack of self-confidence in students was caused by the assumption that they always underestimate their abilities and always feel inferior about their own abilities and compare their speaking ability is lower than their other friends. The following is the result of the researcher's interview with the informant:

> "When I was asked by my teacher to come forward to speak English I lacked confidence because I was afraid that my pronunciation would be wrong and my friends would laugh at me".
> Then another students also said as follow:
> "In my opinion, lack of confidence also makes me nervous or anxious, because I like to think that there are other people who are usually more or there are people who don't like the way we convey the conversation. But this is only specifically in public if in front of the class I don't feel anxious or nervous".(atifa)
> "No, I'm very confident, I'm not afraid when I'm wrong because it's part of the learning process".(Rg)

Based on the results of the interviews above, the researcher concluded that there were some students who felt less confident when appearing in front of their classmates and there were also students who felt very confident and were not even afraid to appear in front of their classmates.

c. Fear of making mistakes

When students were asked by their teachers to appear in front of their classmates, they felt anxious, nervous and embarrassed. Based on the results of

the interviews conducted, there were some students who felt embarrassed, anxious and nervous when they made mistakes in front of their classmates. There were also those who didn't feel embarrassed in the slightest, along with a description of the interview:

> "Embarrassed seen by friends when I pronounce wrong in English then they laugh at me".(Hf)
> "One of the things that makes me embarrassed or worried, it is because when I appear in front of them then I make a mistake in pronunciation then they laugh at me".(Al)
> Then another students also said as follow:
> "If I'm normal, I think it's normal if they laugh at me".(Rg)
> "I don't feel ashamed or worried I feel normal. Because I'm used to learning or performing in English and I'm also actively studying English so I don't feel embarrassed or worried". (Hv)
> "Usually I feel embarrassed when they laugh at me, but I'm more concerned with fighting that embarrassment so I don't look nervous or embarrassed when speaking in front of the class. Maybe it's because I'm used to performing and understand English quite a bit".(Ar)

Based on some of the student statements above, students have their own responses to the factors they experience. However, we can see statements from student Khairul that he felt more anxious or embarrassed when his friend made fun of him, then students who did not feel embarrassed and also felt normal as expressed by Rg, and then students who looked more confident and not even afraid totally like Hv's statement, and student Ar he also felt embarrassed but he struggled more not to feel embarrassed so he didn't look nervous. So the researchers concluded that assessments from friends can affect anxiety in themselves, these students need support from friends around them such as when their friends appear to speak in class, other friends support by not laughing at, ridiculing them, and it's better to be quiet and calm looking at their friends when they talk.

d. Type of task

One of the factors that cause students to feel anxious or afraid when speaking in front of classmates is when they were given assignments. The various assignments given by the teacher include impromptu questions, speeches, and presentations. Assignments are usually carried out in front of the class or in their respective seats. Their agitation regarding this factor is shown in the results of the following interviews:

> "When I was asked suddenly by my teacher to speak English in front of the class, at that moment my feelings immediately turned to fear and trembling".(Hf)
> Then another students also said as follow:
> "Usually my English teacher gives impromptu assignments such as ordering one person at a time to come forward to discuss the discussion about last week's lesson. It was at that time that I felt tense or nervous because I had not mastered the material given and had not read it again".(Rp)
> "I feel normal, i don't feel tension because I've studied before".(Hv)

Based on the results of interviews with radit and khairul students, they had the same problem, that is, when the teacher suddenly told them to come forward for a presentation or speak in front of their class mates, they immediately felt nervous and scared. The researcher concluded that the lack of mastery of the material and lack of practice is also one of the causes that make students feel anxious. In contrast to Hv's students, when the teacher told them to appear in front of their class mates, he didn't feel anxious or afraid, he just felt normal and wasn't nervous. This is due to careful preparation, frequent reading, repeating the material provided and speaking habits.

e. Lack of motivation

Lack of support or motivation is also a factor that causes anxiety in students. Based on the results of intervie ws conducted by researcher from three categories of students, several students stated that the lack of motivation or support from their family and friends environment greatly affected their performance when they appeared in front of the class speak in English. The following is the result of the interview:

> "I feel environmental factors have no effect".(Hr)
> "Influential, for example when I hang out with friends who are not right it usually affects my studies. An example of a normal case is that I often learn when hanging out with friends who rarely study and are naughty, so I also join in like an example when asked to appear or be asked I feel embarrassed and don't know anything".(Rp)
> Then another students also said as follow:
> "influential, in my family environment like my father, he always encourages me to pay attention to the lessons given by my English teacher. He even scolds me if I don't study hard, so that also affects the English learning that I do in English proficiency class i have increased".(Hv)

Based on the results of the interviews, the researcher concluded that the students were indifferent to motivation or support from their family and friends, such as statements from halif students that the family environment did not force me to pay attention to my English, they just told me to study without any pressure so I didn't really feel interested or deepen my english. Unlike the radit and hv students, according to them, the environment of friends and family is very influential in the learning process they are doing.

4. The types of students' speaking anxiety in speaking English

Based on the results of observations and interviews conducted by researchers, there are three main types of foreign language anxiety which are the references in this research. Then they are grouped into three namely; they are communication anxiety, test anxiety, and fear of negative evaluation. The results can be seen in the following table:

Table 4
Cause of Students' Anxiety

NO	Name of respondent	Cause of anxiety	Factors cause anxiety
1	Rg	➢ Communication apprehension	➢ Lack of vocabulary ➢ Lack of self confidance ➢ Inacurrate mention ➢ Lack of motivation
2	Mrsh	➢ Communication apprehension ➢ Test anxiety ➢ Fear of negative evaluation	➢ Lack of vocabulary ➢ Lack of motivation ➢ Lack of confidence ➢ Inacurrate mention ➢ Type of task ➢ Friend evaluation
3	Rmp	➢ Communication appreension	➢ Lack of vocabulary ➢ Lack of confidence ➢ Inacurrate mention
4	Hv		
5	Al	➢ Communication apprehension ➢ Test anxiety ➢ Fear of negative evaluation	➢ Lack of confidance ➢ Inacurrate mention ➢ Fear of making mistake ➢ Lack of motivation ➢ Type of task ➢ Friends evaluation
6	Hf	➢ Communication apprehension ➢ Test anxiety ➢ Fear of negative evaluation	➢ Lack of vocabulary ➢ Lack of confidance ➢ Fear of making mistake ➢ Inacurrate mention ➢ Friends evaluation

7	Hr	➤ Communication apprehension	➤ Lack of preparation ➤ Lack of vocabulary ➤ Inacurrate mention
8	Arp	➤ Fear of negative evaluation ➤ Communication apprehension ➤ Test anxiety	➤ Fear of making mistake ➤ Friends evaluation ➤ Lack of confidance ➤ Lack of motivation
9	Ar	➤ Communication apprehension ➤ Test anxiety ➤ Fear of negative evaluation	➤ Lack of mastery grammer ➤ Fear of making mistake ➤ Lack of vocabulary ➤ Lack of motivation ➤ Friends evaluation
10	Rp	➤ Communication apprehension ➤ Test anxiety ➤ Fear of negative evaluation	➤ Friends evaluation ➤ Lack of vocabulary ➤ Lack of motivation ➤ Type of task ➤ Inacurrate mention ➤ Lack of preparation
11	Jrkh	➤ Communication apprehension ➤ Fear of negative evaluation	➤ Friends evaluation ➤ Inacurrate mention
12	Sf	➤ Communication apprehension ➤ Test anxiety ➤ Fear of negative evaluation	➤ Lack of preparation ➤ Lack of vocabulary ➤ Lack of confidance ➤ Friends evaluation ➤ Lack of mastery of grammer ➤ Inacurrate of mention

Based on the table above, it shows that there are three causes of speaking anxiety in students. From the symptoms of the anxiety factor, the researcher categorizes it into three qualifying factors. They are communication apprehenssion, test anxiety, and fear of negative evaluation. The results of the interviews showed that 11 students experienced communication fear, followed by

7 students' test anxiety, and 8 students' fear of negative evaluation.

a). Communication apprehension

Based on observations and interviews conducted by researchers from twelve students, there were various answers found by researchers such as fear of being wrong in the mention, this was stated by one student, rg, mrsyh, rmp, al, hf, hr, ar, arp, Jrkh, rp, and sf. The researcher also found that the lack of vocabulary was also a problem so they felt anxious and nervous when they came forward to speak English. Besides that, the factor of lack of mastery of the material was stated by Rp students that he felt very embarrassed when suddenly the teacher orders to suddenly come forward in front of the class for presentations or doing assignments while he has not mastered the material and has not finished reading it again.

> "Usually my English teacher gives impromptu assignments such as ordering one person at a time to come forward to discuss the discussion about last week's lesson. That's when I feel tense or nervous and a feeling of lack of confidence arises because I haven't mastered the material given and haven't read it again".(Rp)

From this statement the researcher concluded that of the twelve students, there were nine students who stated in interviews that fear of communication was one of the causes of their anxiety. This study shows that there are four factors that cause fear of anxiety, namely lack of vocabulary, fear of pronouncing it incorrectly, lack of self-confidence and lack of motivation.

b).Test anxiety

Based on the results of the observation statements made by the researcher, the results showed that there were seven students who felt nervous when speaking English in front of their classmates.Which is given. Then this was also corroborated by the results of interviews conducted by researcher from twelve students. The seven students were mrsyh, al, arp, hf, ar, rp, and sf. Based on the results of interviews with khairul stated that the thing that caused him to feel scared and nervous was when he was suddenly asked to by the teacher to speak in front of the class while he lacked vocabulary and was afraid of being wrong when pronouncing the wrong word in English. Meanwhile student named radit stated that when in English learning class the teacher gave an impromptu assignment by appointing one of us to to speak while at that time he had not mastered the material. Then other students there also stated that they felt more relaxed and normal in responding to things that were happening around them.like the statement from Aira students that the assignment suddenly given by the teacher was one of the reasons I felt nervous and embarrassed but I felt more embarrassed and showed that I was not nervous and embarrassed.

From some of the student statements above, the researcher concluded that exam anxiety made them feel afraid of failing when appearing in class. Some students more often experience fear or nervousness, this is due to a lack of knowledge about learning English such as lack of vocabulary, improper pronunciation and decreased self-confidence due to fear of failure which will be obtained when advancing speaking English in front of classmates.Then there were also different students who stated that they were more confident in their abilities

so that the feelings of nervousness or fear they felt were more against them and didn't even feel the slightest bit nervous about the tests given.

c). Fear of negative evaluation

Based on the results of the interviews, it was found that there were eight students who felt embarrassed, nervous and afraid when speaking English in front of their classmates due to negative evaluations from their friends and teachers. The three categories of students who became their sources, they were al, mrsyh, arp, rp, sf, jrkh, hf, and ar. Those who experienced this had the same problem, namely they were afraid of being laughed at by their friends and this was caused because the pronunciation did not match the meaning and sounded funny. But for this reason they have different answers from each category, this statement can be seen from the results of the interviews as follows:

> "The factor that causes me to be nervous when speaking in front of the class is that I am afraid when I speak English that I will make a mistake in pronouncing it, secondly because of the lack of English vocabulary that I have, then I am also afraid of being ridiculed by my friends when I pronounce wrong English.Then the glances of my friends and teachers towards me were also one of the factors that caused me to feel nervous and embarrassed".(Mrsyh)
> Then another students also said as follow:
> "I'm usually embarrassed too because they laugh at me especially my close friends".(Rp)
> "Usually I feel embarrassed when they laugh at me, but I prefer to fight that embarrassment so I don't look nervous or embarrassed when speaking in front of the class".(Ar)
> "No, I don't feel ashamed I feel normal".(Hv)

On student statement Mrsyh, she feels uncomfortable when he speaks English, then my friends laugh at me when I mispronounce words in English.

Meanwhile, Rp students he also feels embarrassed or nervous when the teacher suddenly told them to speak in English. This was stated by Rp, he felt very embarrassed when he spoke, his close friends laughed at him when he appeared in front of his classmates. In contrast to those who like English, they feel more relaxed with the assignments given due to their active study habits and frequent appearances, so when given impromptu assignments they feel normal. As for the statement from a student who likes English named Ar, she also feels embarrassed or nervous about but he was more against the nervousness, so that his nervous feelings were not obvious and it was even seen that he really enjoyed his appearance and was full of confidence.

B. **Discussion**

In this discussion, the results that have been obtained starting from initial observations to interviews, explained clearly the results of the data analysis as follows:

1. Factors that cause students' speaking anxiety

This discussion consist factors of students' anxiety in speaking English which is carried out by preliminary observation by looking at the students' immediate state when they enter the class, as well as interviews conducted during their recess. This is done to find out what factors cause students' anxiety in speaking English in three different classes namely 8a, 8b and 8f. There are several factors that cause students' anxiety in speaking English. Referring to these findin gs, the researcher classifies these factors into 5 categories, namely lack of

vocabulary, lack of self-confidence, fear of making mistakes, type of assignment and lack of motivation.

a. Lack of vocabulary

Based on the results of the interviews, it was found that nine out of twelve students had difficulty speaking due to a lack of vocabulary. This was due to a lack of attention to study harder, and an unsupportive environment. Lack of vocabulary can trigger their feelings so they become anxious to speak English. This happens when the teacher gives impromptu assignments to students, such as being told to come forward for a presentation while students have not mastered the material or topic to be discussed and are even given material they have just heard, so this makes it difficult for them to express their ideas and opinions. Previous researchhave also found a lack of vocabulary to be a contributing factor to anxiety. Herwanto[58] stated that the anxiety that made him forget all the ideas he (the participant) wanted to say arose when he tried to remember a word he wanted to use to express his idea. However, in this study the researchers also found that there were some students who felt relaxed. and even enjoy the assignments given by the teacher, because of the attention to the learning given, always practicing, then accompanied by a family environment that always wants and added to the environment of friends who always lead in a positive direction.

b. Lack of confidence

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[58]Herwanto,(2013).

It was found that seven out of twelve students lacked confidence due to the personal and interpersonal problems they experienced. The lack of confidence they felt came from within themselves and external factors. Their interpersonal factors, such as before appearing in front of the class, they had influenced themselves. That their friends master the material he will convey and think the theme is better than him. This is what triggers the anxiety they experience. then the personal factor is the motivation within themselves to want to learn about English, if motivation within them is strong to learn it will have a positive impact on their learning and not make them feel anxious. However, if motivation within them is lacking to want to learn it will have a negative impact on them and the learning they will do, so that is what causes feelings of anxiety to arise. on themselves. But a There are also results found from several students who stated that they were very confident due to two factors, namely personal and interpersonal. External factors that make self-confidence increase, such as a student wanting to show ability to people he likes and to show his friends that he is able to do the assignments given.

c. Fear of making mistakes

Based on the results of interviews conducted, nine out of the twelve students who were informants experienced speaking anxiety because they were afraid of making mistakes in front of their classmates. Listriyaningsih[59] stated that fear of making mistakes become one of factors that contributing students' anxiety in speaking. Lack of vocabulary and inaccurate pronunciation was one of the

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[59]Listriyaningsih,(2018).

reasons that made them laugh at and feel embarrassed when speaking English in front of them classmates. But there are also results which state that some students do not even feel embarrassed or afraid when they come forward in front of their classmates because they think that there is nothing to be ashamed of when they see them appear, only classmates who often meet. Some students also feel embarrassed. However, they fought more against the embarrassment and dared to appear more. Then there were also students who were not afraid in the slightest, they felt normal and enjoyed their performances.

d. Task type

Herwanto[60] stated that assignments become something that causes anxiety if students are asked to present their activities in front of the class. Based on the results of the interviews obtained, it was shown that there were two students who experienced it. Students feel anxious when the teacher asks them to suddenly appear to speak English in front of their classmates. Examples of tasks such as presentations, speeches, or question assignments that suddenly point to a student at random, such things make students feel worried and anxious. Felt by most students because of the sudden assignment given by the teacher, it makes students afraid to make mistakes and fear of being judged negatively by their peers and teachers.

e. Lack of motivation

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[60]Herwanto,(2013).

Based on the results of the interviews conducted by the researchers, it was found that one of the causes of student anxiety was a lack of motivation from friends and family. Students who experienced this stated that the environment of family and friends greatly influenced their abilities. For example, the environment of friends who are naughty, don't like studying, when they are given assignments they don't do them and just play then the students who were initially diligent and make friends with students who are lazy, don't like studying then these students become lazy too and don't want to do the assignments given. The situation or circumstances of the friendly environment are supportive, for example, our friends are diligent in studying, often making the situation comfortable for learning, so the child will automatically increase his knowledge. Likewise with the family environment, based on the results obtained from family informants, it also plays a very important role in improving their abilities, such as For example, parents of students who always encourage and motivate their children to study hard will have an impact on their school learning activities.

2. The types of students' anxiety in speaking English

Based on the results of the checklist observation statements and interview questions related to the research questions, these are answers about what factors cause students to feel anxious when speaking English. Researchers also categorize it into three types of causes of speaking anxiety in students according to Horwitz et al namely, communication apprehension, test anxiety, and fear of negative evaluation[61].

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[61] Maria Eva Damayanti, L Listyani, Sulfiani. *An Analysis Of Students'Speaking Anxiety*

a. Communication apprehension

Communication apprehension is the first cause of anxiety experienced by students when speaking English in front of the class, and is also the most common cause of anxiety experienced by students. Based on the findings above there are ten students who experience difficulties when communicating in English. Fear, Anxiety, shame, and lack of confidence are experienced by students because they think they will be evaluated by others. Some of these things are felt by students because of the lack of words they have, causing difficulties in making sentences and expressing their ideas and opinions. Then some other students feel afraid if they misinterpret words in English, and there are also students who feel less confident due to lack of mastery of the material to be presented.Acording Horwitz in sulfiana[62] stated Learners who typically have difficulty speaking in front of the other people are liked to be able to learn a foreign language and develop their communication skill.

b. Test anxiety

According to Horwitz in Saputri[63], test anxiety is an anxiety of performance evaluation by others emerging from a fear of failing the performance and fear of making mistakes.

Based on the results it was found that there were six students who experienced exam anxiety when speaking English in front of their class. The reason they felt anxious was when the teacher asked them to advance in

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in Academic Speaking Class .(Salatiga: Uksw,2020).

[62]Sulfiana, *An Analysis on The English Speaking Anxiety of The Third Semester Students of English Department in Muhammadiyah University of Makasar,*(2020).

[63]Saputri,(2017)

presentations, were asked to give speeches or were given the task of answering questions that were suddenly given. They thought the task was given suddenly makes them afraid, nervous, and embarrassed, this is due to lack of preparation, lack of vocabulary, and fear of being wrong when speaking in English in front of their class mates.

c. Fear of negative evaluation

The cause of this anxiety is an extension of (test anxiety). Fear of negative evaluations is the least cause of anxiety found in anxiety experienced by students in this research. They also underestimate their own abilities and think that the friend knows more about the material or lesson being worked on than he himself, so this is one of the things that causes these students to feel afraid and anxious.

CHAPTER V
CONCUSION AND SUGGESTIONS

In this chapter the researcher presents conclusions and suggestions based on the findings and discussion for data analysis.

A. Conclusion

Based on the findings and discussion in the previous chapter, there are five factors which the researcher concludes to be factors that cause anxiety in speaking English among students. The first factor that causes students' speaking anxiety is the lack of vocabulary a little vocabulary makes them nervous and feel anxious when they want to appear to speak in front of their class mates, there were eight out of twelve students experiencing this. The second factor is a lack of confidence, seven out of twelve students experience feelings of anxiety that they feel caused by the assumption that they always underestimate their abilities and always insecure with their own abilities and compare their abilities to be lower than the abilities of their other friends. Furthermore, the third factor that makes students feel anxious is the fear of making mistakes, feelings of anxiety arise that students feel as a result of the fear of saying the wrong word in English, they find it very difficult to pronounce a word, the writing is different and the way it is pronounced, coupled with the word being foreign or they rarely hear it, eight out of twelve students experienced this. The fourth factor is the type of task, it was found that the assignment given teacher to students suddenly makes their anxiety appear, there of the twelve students who experience this and become the lowest

factor experienced by students in this study. Finally, the factors that cause students to feel anxious are lack of motivation, lack of attention, the lack of support from the family environment for their learning, especially learning English, greatly influences their learning performance in the classroom, even with a friendship environment that is less supportive will have a negative impact on the mindset felt by students. There are six out of twelve students who have this problem.

The causes of anxiety felt by students when performing speaking are communication apprehension, test anxiety, and fear of negative evaluation. This opinion was put forward by Horwitsz et al. Based on the results of the analysis of anxiety factors, the cause of the most anxiety felt by students was communication apprehension, there were eleven students who were found to be the cause of the anxiety. The second was fear of negative evaluation there were eight students who experienced it. Then lastly is the anxiety test and is the lowest of the results found, there are seven students from this cause of anxiety.

B. Suggestions

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

1. As a teacher, you must know what anxiety is experienced by a student. Then overcome your anxiety with a method or method that is appropriate to the problem felt by the student. Furthermore, as a teacher, you must build good communication with students, talk like a friend, then create a comfortable

classroom atmosphere for students so that it can help reduce anxiety or fear of negative evaluations that will be felt by students.

2. Students who know they often feel anxious, worried and afraid when speaking English in class, must be smart in finding an environment that can motivate them to get rid of their anxiety, namely by always busying themselves in extracurricular activities at school, then often participate in competitions, dare to appear and not be afraid to be wrong, practice more and instill a strong sense of self-confidence within us.

3. For future researchers, this thesis can serve as an additional reference for their research.

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Judul I   09/11/2021 (&x)

AN ANALYSIS OF THE SECOND GRADE STUDENTS' SPEAKING ANXIETY AT SMAN 1 KASIMBAR

Judul II

STUDENS' PERCEPTION ON THE WHATSAPP FOR TEACHING SPEAKING SKILLS AMID COVID -19 PANDEMIC

Judul III

DEVELOPING SPEAKING SKILL OF THE TENTH GRADE STUDENTS' AT SMAN 1 KASIMBAR THROUGH STORY COMPLETION TECHNIQUE

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Consult more. your research plan to your supervisor
understand well the procedure and distinguish points Your research

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UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 1982 TAHUN 2022

TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang	: a.	bahwa penulisan karya ilmiah dalam bentuk skri psi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
	b.	bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
	c.	bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat	: 1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
	2.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
	3.	Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
	4.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
	5.	Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
	6.	Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
	7.	Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
	8.	Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

M E M U T U S K A N

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU
KESATU	:	Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :

1. Penguji   : Dzakiah, M.Pd.
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Judul Proposal	:	An Analysis the Second Grade Students' Speaking Anxiety at SMPN 2 Palu

KEDUA	:	Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;
KETIGA	:	Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022
KEEMPAT	:	Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
KELIMA	:	SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

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BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Rabu, tanggal 30 November 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	Moh. Shadiq
NIM	:	18.1.16.0037
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Judul Proposal	:	An Analysis the Second Grade Students' Speaking Anxiety at SMPN 2 Palu
Pembimbing I	:	Prof. Nurdin, S.Pd., S.Sos., M.Com., Ph.D.
Pembimbing II	:	Rasmi, S.Pd., M.Pd.
Penguji	:	Dzakiah, M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	91	
2.	BAHASA & TEKNIS PENULISAN	91	
3.	METODOLOGI	91	
4.	PENGUASAN	90	
	Jumlah	360	
	Nilai Rata-rata	90	

Palu, 24 November 2022

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG.

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing I.

Prof. Nurdin, S.Pd., S.Sos., M.Com., Ph.D.
NIP. 19690301 199903 1 005

Catatan
Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk
80-84	A-	angka
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0-49	E (mengulang)	

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Rabu, tanggal 30 November 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Moh. Shadiq

NIM : 18.1.16.0037

Program Studi : Tadris Bahasa Inggris (TBIG)

Judul Proposal : An Analysis the Second Grade Students' Speaking Anxiety at SMPN 2 Palu

Pembimbing I : Prof. Nurdin, S.Pd., S.Sos., M.Com., Ph.D.

Pembimbing II : Rasmi, S.Pd., M.Pd.

Penguji : Dzakiah, M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	Background should contain the importance + novelty of the research.
2.	BAHASA & TEKNIS PENULISAN	80	- Unclear definition keyterms. - Repetitive phrases. - Tenses - References. - observation checklist
3.	METODOLOGI	85	
4.	PENGUASAN	85	
	Jumlah	335	
	Nilai Rata-rata	83,75	

Palu, 24 November 2022

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Penguji,

Dzakiah, M.Pd.
NIP. 19920629 201903 2 017

Catatan
Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Rabu, tanggal 30 November 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	Moh. Shadiq
NIM	:	18.1.16.0037
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Judul Proposal	:	An Analysis the Second Grade Students' Speaking Anxiety at SMPN 2 Palu
Pembimbing I	:	Prof. Nurdin, S.Pd., S.Sos., M.Com., Ph.D.
Pembimbing II	:	Rasmi, S.Pd., M.Pd.
Penguji	:	Dzakiah, M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	introduction should be explained/organized. General/broad to specific one
2.	BAHASA & TEKNIS PENULISAN	89	references should be presented in verb order. Add the factors of anxiety in your background.
3.	METODOLOGI	85	Specific guidelines questions for the English teachers and students.
4.	PENGUASAN	87	
	Jumlah	346	
	Nilai Rata-rata	85,5	

Palu, 24 November 2022

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing II,

Rasmi, S.Pd., M.Pd.
NIP. 19860624 201903 2 011

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	

Nomor   : 5121   /Un.24/F.I/PP.00.9/12/2022   Palu, 15   Desember 2022
Lampiran   : -
Hal   : **Izin Penelitian Untuk**
           Menyusun Skripsi

Yth. Kepala SMPN 2 PALU

Di

     Tempat

Assalamualaikum wr.wb.

     Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :
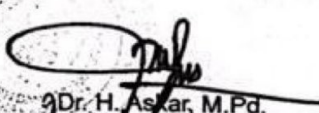
Nama	:	Moh Shadiq
NIM	:	181160037
Tempat Tanggal Lahir	:	Kasimbar, 30 April 2000
Semester	:	IX (Sembilan)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Batu Bata Indah
Judul Skripsi	:	AN ANALYSIS OF THE SECOND GRADE STUDENTS' SPEAKING ANXIETY AT SMPN 2 PALU
No. HP	:	085656976032

Dosen Pembimbing :
1. Prof. H.Nurdin, S.Pd., S.Sos., M.Com., Ph.D
2. Rasmi, S.Pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikan, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. H. Askar, M.Pd.
NIP. 196705211993031005

SURAT KETERANGAN PENELITIAN
Nomor : KP.7 /040/ 421.3 / Dikbud.

Kepala SMP Negeri 2 Palu menerangkan bahwa :

N a m a	:	Moh. Shadiq
NIM	:	181160037
Jurusan	:	Tadris Bahasa Inggris
Program Studi	:	Tadris Bahasa Inggris

Telah melaksanakan Observasi dan penelitian di SMP Negeri 2 Palu berdasarkan permohonan izin melakukan penelitian dari Universitas Islam Negeri Datokarama Palu No. 5127/Un.24/F.1/PP.00.9/12/2022, dalam rangka penyusunan Skripsi dengan judul "An Analysis Of The Second Grade Students' Speaking Anxiety at SMPN 2 Palu".

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palu, 6 Februari 2023
Kepala Sekolah,

Hj. RAMLAH M. SIRI, S.Pd., M.Si.
NIP. 19650212 198601 2 004

Interview guidline

Question for students

1. Do you like learning English?
2. Have you ever felt afraid, embarrassed, worried or nervous when speaking English in front of your class mates?
3. What factors cause you to feel nervous or anxious when asked to speak in front of the class?
4. When are you embarrassed and anxious when speaking English?
5. Is vocabulary a factor causing fear and anxiety?
6. Do you feel nervous when your friends make fun of you while speaking in front of the class?
7. Do you feel uncomfortable when you are speaking in front of the class and then a teacher or friend reprimands you?
8. Do environmental factors affect your English learning?
9. What are your strategies for dealing with his nervousness?
10. What strategies do you do so that the vocabulary increases, and the pronunciation becomes good?

Questions for subject teachers and homeroom teachers :

1. What factors cause students to feel anxious? whether there are factors from his family environment or from the environment around his house
2. How do you as a counselor deal with student anxiety?
3. What causes students to feel worried and anxious?
4. How can anxiety disorders develop in students?
5. What can you do to help students get over their worries or anxieties? What efforts can the subject teacher make to overcome the anxiety experienced by students?

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

NAMA	:	Rini Widri
NIM	:	101180054
PROGRAM STUDI	:	Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN PEMBIMBING
1	Rabu 10/Maret/2022	Syamsu	Peran forum komunikasi, Aktivitas belajar ...	1. Wa ode Asywati Asse, M.Ud. 2. Isra Nurdin, S.Th.I, M.Pd.I	
2	Kamis, 07/April 2022	Nur silva	The effect of use of english song in improving students' vocabulary ...	1. Kiman sp.I, M.Pd., Sc., Ph. D 2. Zakria, S.Ag, M.Pd	
3	Rabu, 31/08 2022	Aiska Rahmatimsyah	The use of cubic animation to improve students' vocabulary mastery ...	1. Prof. H. Kamsinah, S.Ag, S.Sos, h.m, Ph.D 2. Rasina s.pd., M.pd, hsc., M.pd	
4	Kamis 29/Des/2021	Wahida	The effectiveness of personal vocabulary learning ...	1. Hasliah serlifah, S.Ag, M.Hum 2. Poltondod siktri s.pd, p.l	
5	Kamis 30/Des/2021	Hijrawati	The effectiveness of using Online dictionary to improve students' vocabulary at Smp T.pk	1. Dr. Hj. Nur Jannah, s. Ag, M.Hum 2. Arjah, s.pd., M.pd	
6	Kamis 30/Des/2021	Mahmud	Developing students' vocabulary by using story technique of the full cycle students at Smp N... p.lu	1. Prof. hmdin, s.pd., s.sos, p. um, Ph.D 2. Rajak, s.pd., M.pd	
7	Jumat/30/12/2011	Wahyu Hidayat	The effectiveness of teaching directly to judul sporting preference to the full cycle MIPA Of Man 1 palu	1. Ace Kulndang, S.pd, M.pd 2. Szekah, M.pd	
8	Selasa/07/Feb/2023	Fauziah Benyamin	The use of vocabulary self-connectedness to improve students' vocabulary mastery at sma Grade students' SMP N 3 Palu	1. Baliah, S.pd, M.pd, Msc., Ph.D 2. Rasna, S.pd, M.pd.	
9					
10					

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

Buku Konsultasi Pembimbingan Skripsi

JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : MOH SHADIQ
NIM : 18116003?
Program Studi : TADRIS B. INGGRIS
Judul : AN ANALYSIS STUDENT'S
SPEAK THE SECOND GRADG
STUDENT'S SPEAKING ANXIETY AT SMP.02 PAW

Pembimbing I : Prof. Nurdin, S.Pd., S.SOS., M.Coh., Ph.D
Pembimbing II : Roshni S.Pd., M.Pd

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1	12/11/22	I	page 16 need Survel	
2		V	page 16-12 formake / mustfie 1 space. See also overpass	
3		III	page 25 explain what is magndetia ~	↗

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
3	12/11/22	III	page 28 explain what is selandas data? 24 explain how many informant will be?	↗
4			with to references properly. plese look at Guidance tacke interview quide	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1			hal 46 croof tabel kelompok khusus anak IN	
2			hal 47 dengan pakai "awal" ada spasi ada	
3			hal 48 dengan tdk perlu tapi jumlah-nya urut ... tapi corta... perbonw Jadwal	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan

16

LAPORAN PENYELESAIAN BIMBINGAN DARI DOSEN PEMBIMBING

Yth : Ketua Program Studi...
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
UIN Daokarama Palu

Yang bertanda tangan dibawah ini :

1. Nama : ...
   NIP : ...
   Pangkat/ Golongan : ...
   Jabatan Akademik : ...
   Sebagai : Pembimbing I

2. Nama : ...
   NIP : ...
   Pangkat/ Golongan : ...
   Jabatan Akademik : ...
   Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa :

Nama : MOH. SHADIQ
NIM : 19160037
Program Studi : TADRIS B.INGGRIS
Judul : AN ANALYSIS OF THE SECOND GRADE STUDA
STUDENS ANXIETY AT HADRU TADRU

Telah selesai dibimbing dan siap untuk diujikan di hadapan sidang ujian munaqasyah skripsi.

Palu,...............
Pembimbing I   Pembimbing II

NIP.   NIP. 19780624 200903 2 01

17

OBSERVATION CHECKLIST

No	Name of respondent	Symptoms / indicators of the offender	Appearance of behavioral symptoms/indicators	
			Yes	No
1	Rmp	➢ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➢ Excessive sweating.		No
		➢ Shaking hands when holding books, writing instruments, or other tools.	Yes	
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.		No
		➢ The movement of breaking the knuckles and clenching the hands.		No
2	Mrg	➢ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➢ Excessive sweating.	Ya	
		➢ Shaking hands when holding books, writing instruments, or other tools.		No
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.		No
		➢ The movement of breaking the knuckles and clenching the hands.		No
3	Hv	➢ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➢ Excessive sweating.		No
		➢ Shaking hands when holding books, writing instruments, or other tools.		No
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.		No
		➢ The movement of breaking the knuckles and		No

		clenching the hands.		
4	Mrsyh	➢ The face turns red or pale when asked to speak in front of classmates or in public.	Yes	
		➢ Excessive sweating.	Yes	
		➢ Shaking hands when holding books, writing instruments, or other tools.	Yes	
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➢ The movement of breaking the knuckles and clenching the hands.	Yes	
5	Hr	➢ The face turns red or pale when asked to speak in front of classmates or in public.	Yes	
		➢ Excessive sweating..	Yes	
		➢ Shaking hands when holding books, writing instruments, or other tools.	Yes	
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➢ The movement of breaking the knuckles and clenching the hands.		No
6	Al	➢ The face turns red or pale when asked to speak in front of classmates or in public.	Yes	
		➢ Excessive sweating.	Yes	
		➢ Shaking hands when holding books, writing instruments, or other tools.	Yes	
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➢ The movement of breaking the knuckles and clenching the hands.	Yes	
7	Hf	➢ The face turns red or pale when asked to speak in front of classmates or in public.	Yes	
		➢ Excessive sweating.	Yes	
		➢ Shaking hands when holding books, writing instruments, or other tools.	Yes	
		➢ Nervousness, fast speech and no coordination, and confusion when	Yes	

		explaining presentation material, or answering questions.		
		➢ The movement of breaking the knuckles and clenching the hands .	Yes	
8	Arp	➢ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➢ Excessive sweating.		No
		➢ Shaking hands when holding books, writing instruments, or other tools.		No
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.		No
		➢ The movement of breaking the knuckles and clenching the hands.		No
9	Aira	➢ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➢ Excessive sweating.	Yes	
		➢ Shaking hands when holding books, writing instruments, or other tools.	Yes	
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➢ The movement of breaking the knuckles and clenching the hands.		No
10	Rp	➢ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➢ Excessive sweating.		No
		➢ Shaking hands when holding books, writing instruments, or other tools.		No
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➢ The movement of breaking the knuckles and clenching the hands.	Yes	
11	Sf	➢ The face turns red or pale when asked to speak in front of classmates or in public.	Yes	
		➢ Excessive sweating .	Yes	
		➢ Shaking hands when holding books, writing instruments, or other tools.	Yes	

		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.	Yes	
		➢ The movement of breaking the knuckles and clenching the hands.	Yes	
12	Jrkh	➢ The face turns red or pale when asked to speak in front of classmates or in public.		No
		➢ Excessive sweating.		No
		➢ Shaking hands when holding books, writing instruments, or other tools.		No
		➢ Nervousness, fast speech and no coordination, and confusion when explaining presentation material, or answering questions.		No
		➢ The movement of breaking the knuckles and clenching the hands.		No

Lampiran ; Transkip Wawancara

Transkip
Wawancara 1

Waktu Wawancara   : 19/12/2022

Lokasi Wawancara   : Di Sekolah SMP Negeri 2 Palu (diruangan Kepala

Sekolah). Jln Wolter monginsidi No. 4 Palu

Profil Narasumber

Nama   : Hv

Jenis Kelamin   : laki-laki

Jabatan   : siswa kelas 8F

Hasil
Wawancara

penulis	Apakah hangstev suka dalam pembelajaran bahasa inggris ?
narasumber	Suka kak.
Penulis	Pernahkah hangstev merasa takut,malu,khawatir atau gugup ketika berbicara bahasa inggris di depan teman kelas

Narasumber	Saya tidak pernah merasa gugup,takut saya merasa biasa saja karena saya senang belajar bahasa inggris
Penulis	Apakah ada faktor yang menyebabkan hangstev merasa gugup atau cemas ketika disuruh berbicara didepan kelas?
Narasumber	Tidak ada faktor yang menyebabkan saya merasa gugup takut dan lain sebagainya.saya merasa santai santai saja tanpa memiliki beban
penulis	Bagaimana perasaan hangstev ketika gurunya menuyuh untuk presntasi bahasa inggris didepan kelas ?
Narasumber	Saya merasa biasa saja tidak merasakan gugup karena sebelumnya saya sudah belajar .
Penulis	apakah hangstev merasa malu atau gugup ketika teman-teman mengevaluasi ketika berbicara bahasa inggris didepan kelas ?
Narasumber	Tidak kak, saya merasa biasa saja
Penulis	Faktor apa yang menyebabkan sehinga hangstev tidak merasa gugup,takut dan lain sebagainya?
Narasumber	Awalnya saya tidak gugup atau malu dalam berbahasa inggris karena, ayah saya selalu menyuruh dan memperhatiakan saya untuk belajar bahasa inggris setiap harinya,ayahku selalu mengintkan perbanyak membaca tentang pelajaran bahasa inggris yang diberikan oleh gurumu, dan juga banyak membaca buku-buku tentang bahasa inggris , kemudian yang membuat percaya diri saya meningkat yakni karena saya sering belajar di google, youtube,dan apabila ada kata-kata dalam bahasa

	indonesia yang ingin saya ketahui bahasa inggrisnya saya membuka translate yang ada di hp saya dan menerjemahkanya kedalam bahasa inggris.bahkan ayah saya sering memarahi saya untuk selalu belajar bahasa inggris sehingga sayamampu untuk berbahasa inggris dengan baik dan benar
Penulis	Bagaimana perasaan hangstev ketika sedang berbicara didepan kelas kemudian teman atau gurunya mengoreksi ?
Narasumber	Saya merasa santai saja dan tidak merasa gugup

Lampiran ; Transkip Wawancara

Transkip
Wawancara 1

Waktu Wawancara   : 03/08/2022

Lokasi Wawancara   : Di Sekolah SMP Negeri 2 Palu (diruangan Kepala
                       Sekolah). Jln Wolter monginsidi No. 4 Palu

Profil Narasumber

Nama   :Rp

Jenis Kelamin   : laki-laki

Jabatan   : siswa kelas 8b

Hasil
Wawancara

Peneliti	Apakah radit suka dengan pembelajaran bahasa inggris ?
Narasumber	Sedang-sedang/tidak terlalu
Peneliti	Pernahkah radit merasa takut,malu,ikhawatir atau gugup ketika berbicara bahasa inggris di depan teman kelas?
Narasumber	Pernah kak,cuman kalau berlatih saya tidak merasa gugup.
Peneliti	Faktor apa yang menyebabkan radit sehingga merasa gugup atau cemas ketika disuruh berbicara didepan kelas?

Narasumber	Takut salah pengucapan, takut ditertawakan, kurangnya tampil didepan, kurangnya pengusaan materi, kemudian pandangan tertuju ke saya apalagi teman-teman akrab saya.
Peneliti	Pada saat kapan radit malu dan cemas ketika berbicara dalam bahasa ingris ?
Narasumber	Biasanya guru bahasa inggris saya memberikan tugas dadakan seperti menyuruh satu-satu orang untuk maju membahas pembahasan tentang pembelajaran minggu lalu.pada saat itulah saya merasa tegang atau gugup karena belum menguasai materi yang diberikan dan belum membacanya kembali.ditambah dengan teman-teman akrab saya yang biasa menatap dan menertawakan saya.
Peneliti	Apakah kosa kata menjadi salah satu faktor penyebab radit merasa takut dan cemas ?
Narasumber	Tidak kak,
Peneliti	Apakah radit merasa gugup ketika teman teman radit mengejek saat tampil berbicara didepan kelas?
Narasumber	Biasa malu juga kak karena biasa mereka menertawai saya apalagi teman akrab saya.
Peneliti	Apakah radit merasa tidak nyaman ketika sedang berbicara didepan kelas kemudian ada guru atau teman menegur radit?
Narasumber	Saya merasa sangat tidak,mau saya kasih selesai dulu saya berbicara atau presntasi baru di komentar.saya suka jika yang menegur dengan memberikan jawaban yang benar atau memberikan solusi yang tidak saya sukai ada teman yang menegur tapi tidak memberitahukan yang mana salah cuman buat kita malu.

Peneliti	Apakah faktor lingkungan berpengaruh pada pembelajaran bahasa inggris yang radit lakukan?
Narasumber	Berpengaruh kak, seperti contoh ketika saya bergaul dengan teman-teman yang tidak betul biasanya berdampak kepelajaran saya. Contoh kasus biasa saya sering belajaran ketika beergaul dengan teman yang jarang belajar dan nakal maka saya juga jadi ikut-ikutan seperti contoh ketika disuruh tampil atau ditanya saya merasa malu dan tidak tau apa-apa.
Peneliti	Apa strategi yang radit lakukan untuk menangani kegugupannya?
Narasumber	Biasanya guru memberikan tugas tentang bahasa inggris di hari kamis dan disuruh tampil pada minggu depan, jadi saya memanfaatkan waktu itu untuk belajar dengan giat tentang materi yang telah diberikan, kemudia lebih memperhatikan saat guru menjelaskan,
Peneliti	Strategi apa yang radit lakukan agar supaya kosakatanya bertambah banyak,dan pengucpanya menjadi bagus ?
Narasumber	Kalau menurut saya lebih sering membaca buku tentang bahasa inggris kemudian lebih latih pelafalan agar mudah mengingat kosakata, untuk melatih pengucapan yakni dengan cara sering-sering membaca buku dalam bahasa inggris kemudian melihat di youtube tutorial cara pengucapan yang benar

Lampiran ; Transkip Wawancara

Transkip Wawancara 1

Waktu Wawancara   : 03/08/2022

Lokasi Wawancara   : Di Sekolah SMP Negeri 2 Palu (diruangan Kepala

Sekolah). Jln Wolter monginsidi No. 4 Palu

Profil Narasumber

Nama   :Arp

Jenis Kelamin   : perempuan

Jabatan   : siswa kelas 8a

Hasil Wawancara

penulis	Apakah atifa suka dengan pembelajaran bahasa inggris ?
narasumber	Sangat suka kak.
Penulis	Pernahkah atifa merasa takut,malu,ikhawatir atau gugup ketika berbicara bahasa inggris di depan teman kelas?
Narasumber	Kalau berbicara didepan kelas saya tidak merasa gugup kak.karena saya merasa sudah biasa dengan teman-teman kelas saya. Tapi kalau berbicara didepan umum seperti dalam acara lomba saya merasa gugup.

Penulis	Faktor apa yang menyebabkan atifa sehingga merasa gugup atau cemas ketika disuruh berbicara didepan umum?
Narasumber	Lebih takut salah pengucapanya saja kak, dan pandangan orang yang semua tertuju ke saya.
penulis	Apakah kurang percaya diri juga menjadi faktor kecemasan yang atifa rasakan?
narasumber	Iya kak,kalau menurut saya kurang pd juga membuat gugup atau cemas, soalnya suka kepikiran kalau ada orang –orang lain yang biasanya lebih atau ada orang yang tidak suka dengan cara kita menyampaikan pembicaraan. Tapi ini hanya khusus didepan umum kalau di depan kelas saya tidak merasa cemas atau gugup.
penulis	Dimana letak kesulitan yang atifa rasakan sehigga pengucapan nya kurang tepat ?
narasumber	Saya merasa kesusahan kalau ketemu kata baru kak yang belum pernah saya dengar sebelumnya.
Penulis	Apakah atifa merasa malu atau gugup terhadap evaluasi yang diberikan oleh teman atau guru ?
Narasumber	Saya merasa malu juga kak.dan juga gugup.
Penulis	Apakah atifa merasa gugup ketika teman teman atifa mengejek saat tampil berbicara didepan kelas?
Narasumber	Biasa malu juga kak karena biasa mereka menertawai saya .
penulis	Apakah atifa merasa gelisah ketika sedang berbicara didepan kelas kemudian ada guru atau teman menegur atifa?

narasumber	Saya merasa tidak senang, saya mau selesaikan dulu saya presentasi kemudian ditegur jika salah, karena kalau ditegur saat tampil saya merasa malu.
Penulis	: Apakah faktor lingkungan berpengaruh pada pembelajaran bahasa inggris yang atifa lakukan?
Narasumber	Berpengaruh kak, kalau dalam lingkungan saya tidak jarang berbahasa inggris maka saya akan susah untuk berbahasa inggris, akan tetapi kalau lingkungan saya sering mengucapkan atau berbicara dalam bahasa inggris maka bahasa inggris saya akan meningkat dengan sendirinya.
Penulis	Apa strategi yang halif lakukan untuk menangani kegugupannya?
Narasumber	Saat naik di atas panggung atau maju didepan kelas saat menatap mata semua orang yang ada didepan saya.setelah itu tenangkan perasaan tarik napas dalam dalam, kemudian berbicara dengan pelan-pelan dan jangan terburu-buru.kemudian apabila rasa takut mulai muncul jangan lihat mata orang-orang yang menonton tapi alihkan pandangan kita untuk melihat hal-hal disekitar kita seperti melihat sudut-sudut ruangan.

Lampiran ; Transkip Wawancara

Transkip
Wawancara 1

Waktu Wawancara   : 03/08/2022

Lokasi Wawancara   : Di Sekolah SMP Negeri 2 Palu (diruangan Kepala

Sekolah). Jln Wolter monginsidi No. 4 Palu

Profil Narasumber

Nama   :Hf

Jenis Kelamin   : laki-laki

Jabatan   : siswa kelas 8a

Hasil
Wawancara

penulis	Apakah halif suka dengan pembelajaran bahasa inggris ?
narasumber	Setengah-setengah kak.
Penulis	Pernahkah halif merasa takut,malu,ikhawatir atau gugup ketika berbicara bahasa inggris di depan teman kelas?
Narasumber	Iya Pernah kak.

Penulis	Faktor apa yang menyebabkan halif sehingga merasa gugup atau cemas ketika disuruh berbicara didepan kelas?
Narasumber	Kurangnya kosa-kata dan kurang memahami materi kak,takut pengucapan salah juga kak.
penulis	Dimana letak kesulitan yang halif rasakan sehingga kurang memiliki kosakata yang banyak?
narasumber	Pertama karena saya sulit menghapalkan kosa kata,kemudian karena malas dan lingkungan saya tidak mendukung, teman-teman saya tidak saling mengsupport dan menggunakan bahasa inggris dalam berbicara sehari-hari.
Penulis	Apakah halif merasa gugup ketika teman teman halif mengejek halif saat tampil didepan teman kelas?
Narasumber	Saya tidak merasa malu ataupun gugup karena saya memang salah dan saya tidak malu dengan kesalahan saya.
Penulis	: Apakah faktor lingkungan berpengaruh pada pembelajaran bahasa inggris yang reski lakukan?
Narasumber	Tidak ada kak.

Figure 1. SMPN 2 Palu's photo

Figure 2. Photo interview with the SCHOOL PRINCIPAL

Figure 3. interview photo with grade 8B STUDENTS

Figure 4. interview photo with grade 8F STUDENTS

Figure 5. photo with grade 8A STUDENTS

Figure 6. photo OBSERVASION CHECKLISH

Figure 7. 8th grade situation photo

Figure 8. photo interview with homeroom teacher and English teacher

Figure 9. Photo with students

CURRICULUM VITAE

A. Researcher Identity

Name : Moh shadiq

Place and Date of Birth : Kasimbar, 30th April 2000

Gender : Male

Religion : Islam

Major : English Tadris Department

Faculty : Teacher Training and Tarbiyah Faculty

Number of Student : 18.1.16.0037

Address : Jl. Batu bata indah, Kelurahan tatura selatan, Kecamatan Palu selatan, kota Palu, Sulawesi Tengah

B. Parent Identity

1. Father

   Name : Saleng

   Religion : Islam

   Profession : Farmer

   Address :Kasimbar, Kecamatan Kasimbar, Kabupaten Parigi Moutong

2. Mother

   Name : Suriati

   Religion : Islam

   Profession : Housewife

   Address :Sidrap, Sul-Sel

C. Educational Background

1. SD Negeri 1 Kasimbar Finished in 2012
2. SMP Negeri 1 Kasimbar Finished in 2015
3. SMA Negeri 1 Kasimbar Finished in 2018
4. Continue The Studies At The State Islamic University, Majoring English Tadris Department, Teacher Training and Tarbiyah Faculty in 2018