



**ANXIETY OF SPEAKING IN ENGLISH: A CASE STUDY OF THE  
VOCATIONAL HIGH SCHOOL STUDENTS IN JEMBER, EAST JAVA**

**THESIS**

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## DEDICATION

This thesis is honorably dedicated to:

1. My family, especially my beloved father and mother.
2. All people who always accompany me.



**STATEMENT OF THESIS AUTHENTICITY**

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Jember, 24 June 2019

The Writer

Moh Alfian Ardillah

**MOTTO**

“Nun, by the pen and what they write”

~Al-Qur’an (Surah Al-Qalam 68:1)



**CONSULTANT APPROVAL**

**ANXIETY OF SPEAKING IN ENGLISH: A CASE STUDY OF THE  
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THESIS**

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education Jember University

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## SUMMARY

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While a growing body of previous studies has addressed language anxiety and foreign language anxiety in other EFL contexts, not much research studies specifically explore the sources of students' anxiety to speak English in Indonesia. To fill the gap, the present study examined factors that cause EFL learners in Indonesia feel anxious in speaking English. In addition, the study also explored how they cope with their anxiety. By employing case study, the present study was conducted in a private vocational school in Jember, East Java.

The data collected in the present study are (1) factors of speaking anxiety experienced by vocational high school EFL students when they are speaking English in class and (2) strategies used by the student to cope with their anxiety. The data was collected from 5 participants through participant observation and interview.

Findings of the research revealed that many students who were learning English in the class had excessive fear and anxiety, for this reason, they being passive classroom discussions, tend to be silent, avoiding eye contact, and make an expressive reaction. Therefore, the researcher reported some factors which were the main cause of speaking anxiety. These factors are; communication apprehension, fear of negative evaluation, and test anxiety.

From the findings of the research, it is suggested that English teachers should understand the psychological symptoms of teaching English as a foreign language. Then, they have to make a variation of the teaching strategy to reduce the students' anxiety. In addition, next researchers also suggested to conduct further research, especially in the correlation between students' mother tongue and speaking English anxiety.



**TABLE OF CONTENT**

<b>TABLE OF CONTENT</b>	<b>I</b>
<b>CHAPTER 1 INTRODUCTION</b>	<b>1</b>
1.1 Background of The Research	1
1.2 Research Questions	3
1.3 Research Contributions	3
1.4 The Significance of The Research	3
<b>CHAPTER 2 RELATED LITERATURE</b>	<b>4</b>
2.1 Anxiety and Foreign Language Learning	4
2.2 Factors Affecting Speaking Anxiety	5
2.3 Students' Strategies for Coping with Anxiety	8
2.4 Previous Research Studies on Speaking Anxiety and Its Gap	8
<b>CHAPTER 3 RESEARCH METHODS</b>	<b>11</b>
3.1 Research Design	11
3.2 Research Context	11
3.3 Research Participants	12
3.4 Data Collection Method	12
3.4.1. Participant Observation	12
3.4.2. Questionnaire	13
3.4.3. Interview	14
3.5 Data Analysis Method	15
<b>CHAPTER 4 RESULT AND DISCUSSION</b>	<b>18</b>
4.1 The Results of Questionnaire and Observation	18
4.2 Factors of English Language Speaking Anxiety among Vocational High School Students	20
4.3. Students' Strategies for Coping with Anxiety	23
<b>CHAPTER 5 CONCLUSION AND SUGGESTIONS</b>	<b>28</b>
5.1 Conclusion	28
5.2 Suggestions	28
<b>REFERENCES</b>	<b>29</b>
<b>APPENDICES</b>	<b>34</b>

## CHAPTER 1 INTRODUCTION

This introductory chapter gives readers information about the research topic, the issue being investigated, the importance of investigating the issue, the position of this research in relation to the related previous studies, the research focus, and the research contributions.

### 1.1 Research Background

Speaking is the productive skill in the oral mode which is complicated and involves more than just pronouncing words. Speaking is the most provocative activity in triggering anxiety to learners to acquire a second language (MacIntyre and Gardner, 1991) and this may arise because learners are unable to understand the existing psychological conditions and are used to letting the situation drag on (Diphing and Paramasivam, 2013). This shows that, speaking activity directly has a negative impact on the learners' psychological state in which they will be depressed and anxious. Consequently, they might fail to master the target language. Speaking anxiety, which is difficult to overcome by EFL learners, needs teachers' attention on the students' native languages, their educational level, capacities, abilities, strengths and weaknesses, also experiences that might affect their learning.

For EFL learners, speaking anxiety happens for a number of factors. Some may be related to the student's personality, the context, the teacher, the instructional practice, or may arise from certain speaking activities experienced by the learner (Young, 1991; Palacios, 1998). Many foreign language learners claim that they fail to acquire the target language due to their fear and anxiety while they are speaking in English (Javid, 2014).

According to Horwitz, Horwitz and Cope (1986, p. 128) "Foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". This phenomenon is a psychological consequence of

a language learning process that must be realized by both students and teachers. Each student will experience it at different levels. Hence, foreign language anxiety often makes learners fail to reach the target language (MacIntyre and Gardner in Young, 1991).

In the context of teaching-learning English at a vocational high school in Indonesia, teachers and researchers give less attention on foreign language anxiety. It can be proven by the lack of research references that address this issue even it is one of the fundamental problems. Without understanding the basic problem, English teaching-learning process tends to be ineffective. Vocational high schools as skill-oriented education expect their students to be able to master English as well as speaking skills to support their careers.

Regardless of how long the students have learned English, it does not positively affect the achievement and ability of students in communicating with English. Many students of Sekolah Menengah Kejuruan Mambaul Hoiriyatil Islamiyah Bangsalsari (SMK MHI BANGSALSARI) were still in doubt, anxious, and even afraid of speaking English even with classmates. Many students tend to be quiet and do nothing while learning English in the classroom. This fact is in line with what Young (1990) claimed, "Speaking in the foreign language is often cited by the students as their most anxiety-producing experience" and speaking in a foreign language has been in general acknowledged as the most anxiety-provoking skill (Price, 1991; Palacios, 1998). Therefore, learners' speaking anxiety should be important issues that influence the area of language learning.

While a growing body of previous studies has addressed language anxiety and foreign language anxiety in other EFL contexts, not much research studies specifically explore the sources of students' anxiety to speak English in Indonesia. To fill the gap, the present study examined factors that cause EFL learners in Indonesia feel anxious in speaking English. In addition, the study also explored how they cope with their anxiety. By employing case study, the present study was conducted in a private vocational school in Jember, East Java.

## **1.2 Research Questions**

The present study will be focused on answering two research questions in the following.

- (1) What are the sources or factors of English language speaking anxiety among vocational high school students?
- (2) How do students cope with their speaking anxiety in English in class?

## **1.3 Research Contribution**

The findings of the present study are expected to give theoretical, practical and empirical contributions.

- (1) Theoretically, this research is expected to give contribution to the development of science and literature in the field of psycholinguistic studies about anxiety in speaking English in the classroom.
- (2) Empirically, the findings are also expected to be a reference for further research in overcoming the symptoms of foreign language anxiety in different settings and participants by applying different research methodology.
- (3) Practically, the identifications of anxiety causes in speaking English and how vocational high school students handle it can be a reference to create a learning atmosphere that encourage students communicate in English comfortably.

## CHAPTER 2

### RELATED LITERATURE RIVIEW

The review of related literature in this chapter informs readers with the theories underlying foreign language anxiety, source of speaking anxiety and students' cope with their anxiety.

#### 2.1 Anxiety and Foreign Language Learning

According to Lazarus (1966) anxiety is a fear of a threatening situation. He described anxiety as a psychological symptom that makes a person feel scared and helpless. In attempt to make clearer definition of anxiety, MacIntyre and Gardner (1991) proposed three conceptualizations of anxiety in one of their papers.

The first concept is called a "Trait Anxiety" that reflects the stable tendency of the person to respond with nervousness in any threatening situation. It is "an individual's likelihood of becoming anxious in any situation. As trait anxiety is a relatively stable personality characteristic, a person who is trait anxious would probably become anxious in many different kinds of situations, more frequently or more intensely than most people do" (Woodrow, 2006).

The second anxiety is known as "State Anxiety". State Anxiety is a sense of uneasiness that may be experienced at a particular moment in time, as a response to a definite situation, for example, before an examination (Spielberger, 1983). People with a high level of trait anxiety (e.g., people who are anxious in general) are usually likely to get an increase of state anxiety. In other words, it is transient anxiety, an unpleasant emotional temporary state, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983). The higher the level of trait anxiety an individual possesses, the higher the level of state anxiety he or she may experience in stressful situations (MacIntyre and Gardner, 1991).

The last anxiety concept is "Situation Specific Anxiety". This type examines anxiety reactions in a "well-defined situation" such as public speaking, during tests, when solving mathematics problems, or in a foreign language class



(MacIntyre and Gardner, 1991). The Situation Specific anxiety has rendered the most meaningful and consistent results and has the advantage of allowing investigators to probe various aspects of foreign language learning.

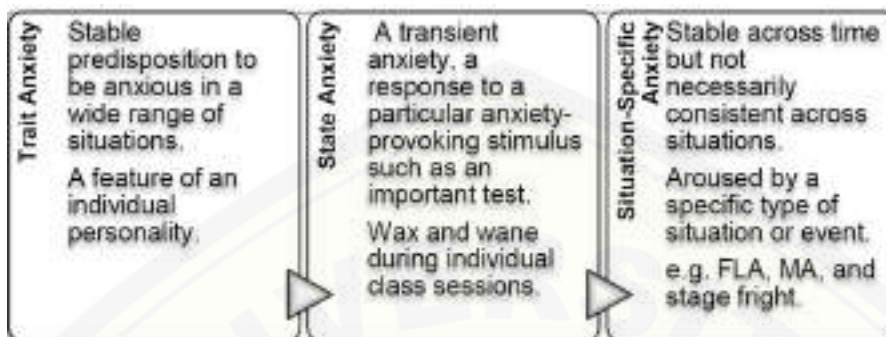


Figure.1 Conceptualization of anxiety. Source: Labaidi (2015)

Foreign language anxiety (FLA) however, has brought special attention to many researchers since the first time Scovel (1978) clarified that it was hard to establish a clear relationship between anxiety and overall foreign language achievement. In contrary, Horwitz et al. (1986) stated that foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Phillips (1992) perceived of foreign language anxiety as a situation-specific anxiety students experience in the classroom, which is characterized by "negative self-centered thoughts, feelings of inadequacy, fear of failure, and emotional reactions". In the same side, MacIntyre and Gardner (1994) described foreign language anxiety as the feelings of tension and apprehension, which are particularly associated with activities in a second language learning context. Almost all studies describe anxiety as an affective factor which mainly has a stable, negative impact at all stages of foreign language learning and production (Horwitz et al., 1986; Price 1991; MacIntyre & Gardner 1991a; Phillips 1992; Aida, 1994).

## 2.2 Factors Affecting Speaking Anxiety

Many researchers have supported the idea that communicating in the foreign language class may be a traumatic experience causing feelings of fear (Horwitz et

al., 1986; Gardner, 1989; Liu, 1989; Phillips, 1992; Aida, 1994). They claimed that speaking in the target language seems the most threatening aspect of foreign language learning and that the lack of oral skills constitutes serious problems to foreign language learners.

There are several sources of speaking anxiety in the foreign language class; some may be associated with the student's personality, the specific context where L2 is learned, the teacher, or the instructional practice. Anxiety also arises from certain speaking activities experienced by the learner (Young, 1991; Palacios, 1998).

Horwitz et.al. (1986) depicted three related performance anxieties; (1) communication apprehension, (2) fear of negative evaluation, and (3) test anxiety which are categorized as "building blocks" and instrument to investigate the scale of foreign language anxiety.

No.	Component	Description
1.	Communication apprehension	A type of shyness characterized by fear of communicating with people, difficulties in speaking in public or listening to spoken message. Likely be more nervous when speaking. Having difficulty understanding others and making themselves understood.
2.	Fear of negative evaluation	Apprehension about evaluation by others, avoidance of evaluative situations and expectations of being evaluated negatively. It may occur in any situation such as interviewing for a job or speaking in a foreign language class.
3.	Test anxiety	Originates from a fear of failure. Considerable difficulty when taking tough tests or quizzes. Often put unrealistic demands and perceive anything less than perfection as a failure.

Figure.2 Sources of FLA proposed by Horwitz et.al. (1986)



There are two variables associated with speaking English anxiety: learner's variable/ internal factor and Situational variable/external factor (Labidi, 2015). In learner's variable, speaking anxiety has to do with fear, which in most cases has developed from bad prior experiences. It is frequently suggested that students who have not been encouraged to speak from an early stage also create a weaker communicative behavior pattern. Becoming silent at an early stage also contributes to limited opportunities to practice oral skills. Speaking-anxious students are often those who are afraid of making fools, being laughed at or bullied. Fear of speaking is often triggered by the surroundings or other people that the anxious speaking person does not feel comfortable with. According to Bailey (2008), learners develop anxiety because they perceive themselves as less competent than others. The anxious learners tried to avoid mistakes and the non-anxious continued to talk even if they made mistakes. Learner's variables include ability, age, attitude, beliefs, culture, gender, and learning styles (Campbell, 1999; Ehrman and Oxford, 1995; Gardner, Day & MacIntyre, 1992; Gregersen & Horwitz 2002; Oxford, 1999).

Situational variables relate with, for instance, course activities, course level, course organization, instructor's attitude, behaviour, and social interaction among learners (Jackson, 2002; Oxford 1999; Young, 1991). The situation-specific variables discussed in this section encompass teacher-related factor and classroom-related factor.

In teacher-related factor, the language teachers' beliefs about teaching and language learning have also been attributed as a cause students' speaking anxiety. Teacher should put him/herself as a facilitator rather than being a person who rules, reprimands and corrects students' mistakes. Some studies indicate that students realize that some error corrections are crucial but they report anxiety over responding incorrectly and looking or sounding "dumb" or "inept" (Young 1991). He also states that the underlying problem for the students is "not necessarily error correction but the manner of error correction – when, how often, and most importantly, how errors are corrected".

Classroom activities are also crucial factors that caused students to experience anxious while speaking in English in class. Research into the classroom-learning environment has shown that the physical arrangement of a classroom can influence the behaviour of both students and teachers. A well-organised classroom tends to enhance students' academic and behavioural outcomes (Walker, 1991). Furthermore, classroom activities which is the core of the learning process must fulfill the needs and interest of the students. Activities that tend to make students silent and passive in class will make them more anxious. Young (1990) outlines a list of classroom activities that are perceived by students as provoking anxiety: (1) unplanned role-play (2) public speaking; (3) oral presentations (4) exchange of ideas; (5) writing work on the board, (6) putting a considerable emphasis on grammar or avoiding grammar.

### **2.3 Students' Strategies for Coping with Anxiety**

Researchers have shown how the students cope with their anxiety. Generally, they have similar strategies in coping with anxiety. Liu (2008) reported the only couple of students from 24 students who can reflect on what strategies they had used to cope with anxiety in class. They said that motivating and convince themselves to be confidence and stay calm. Further, Zhipping and Paramasivam (2013) affirmed that students tend to be silent, avoiding eye contact, being with a friend, and making expressive reaction.

As a result of anxiety, students must be facing some tough conditions while learning English as a foreign language. It now depends on how students and the teacher cooperate to build conducive and delightful teaching-learning process.

### **2.4 Previous Research Studies on Speaking Anxiety and Its Gap**

In this section, I present the rationale for the present research based on literature by addressing the issues emerging from the preceding review. To begin with, foreign language anxiety has commonly been studied using quantitative approaches which have been rather limited because they have tended to depict anxiety as a stable learner-internal phenomenon and ignored the context bound, personal, and dynamic aspects of FLA. Therefore the fluctuating and situated

nature of anxiety has not featured much in literature. Moreover, in Indonesian educational context there were only some limited research focuses on speaking English anxiety.

Liu (2008) investigated 24 students attending a college English Listening & Speaking Course at a Chinese University in Beijing in the way of classifying the students by FLCAS, background information, and reflective journals. She found that most of the students seemed to be helpless about being anxious when speaking English in class. Anxious students reported that they were afraid to speak and felt deeply self-conscious when asked to risk revealing themselves by speaking English in the presence of other people. The fact that anxious students feared they would not understand all the language input was also consistent with communication apprehension. Anxious students also feared to be less competent than other students or being negatively evaluated. More than a half of the students reported to feel nervous or a little nervous when speaking English in class due to various reasons. Many reflected that their brain went blank when speaking English in class, especially when they were not prepared.

He found some sources or factor such as lack of vocabulary, low English proficiency, lack of preparation, fear of making a mistake and being laughed at, fear of losing face, fear of being focus of attention, fear of unable to follow and understand others, inability to express an ideas, and memory disassociation. It is suggested for the teacher to establish a friendly, supportive and non-threatening classroom learning environment. It is important for teachers to be friendly rather than strict and critical in class, which helps to make students feel less intimidated to speak English, especially when responding to teachers. It is also useful for English teachers to design and organize various classroom activities to help students to get to know one another during the first few lessons.

Zippping and Paramasivam (2013) conducted one single case study research entitled “Anxiety of Speaking English In Class Among International Students in A Malaysian University”. The sample of their research comprised 8 students, three African Nigerians who were ESL learners, three Iranians and two Algerians who were EFL learners, all of whom were chosen purposefully. The semi-

structured interviews were conducted either before or after class or during class breaks. Each interview took between 10 to 15 minutes and all were audiotaped. Lastly, the data was analysed using discourse analysis as the approach.

They found that students feel anxious while speaking English because they are shy and fear of (being in public, negative evaluation, speaking inaccurately). So that, the students tried to cope their feelings by keeping silent, avoiding eye contact, being with friends, and making expressive reaction. They noticed that teacher/lecturer use some strategies in order to reduce students' anxiety such as; not calling student's name, making jokes and stories, appreciating students' answers, and showing positive gestures. At last, they suggested the teacher must know the causes of anxiety faced by students because it will give him or her possible ways for mitigating anxiety while improving students' oral proficiency. It also can help lecturers to identify some of their own reactions that can possibly increase or decrease students' anxiety of speaking in class.

## **CHAPTER 3**

### **RESEARCH METHODS**

This chapter discusses the research design, context, participants, the data collection method, and the data analysis method and its procedures.

#### **3.1 Research Design**

The present study is designed as a case study research because it will examine the speaking anxiety experienced by vocational high school EFL learners. To study a case or phenomenon in real-life context, a researcher has to collect different types of data (Robson, 2002). A case study is generally a qualitative, interpretive approach to comprehend experience, features, behavior, and processes of a unit that is bound (specific or defined) and it has been used for decades especially in language teaching and learning research (Dean et.al., 2015).

#### **3.2 Research Context**

The present study was conducted at Sekolah Menengah Kejuruan Mambaul Hoiriyatil Islamiyah (SMK MHI) Bangsalsari-Jember. The headmaster has already given the researcher access to conduct the study in this school. In this vocational high school, English was taught by following the revised Curriculum 2013. Each meeting takes two times 45-minute periode (90 minutes). The English teacher relied only on English textbooks published by the Ministry of Education and Culture of the Republic of Indonesia to teach all the materials in the English Curriculum. In teaching speaking especially, the teacher usually asks students to imitate every word spoken by her. In addition, speaking skill learning activities in this school was dominated by writing and memorizing each written text on the board, then each student is asked to read it in front of the class. There was lack of activities that really support students to be able to develop speaking skills. This is also due to the teacher's mindset that is still accustomed with old monotonous and conservative learning patterns. Most of the time the teacher tends to use the national language (Bahasa Indonesia) as medium of communication rather than



English. There is a lack of facilities that enhance the quality of speaking class. There are only blackboards and textbooks, the rest, such as audio-speaker, projector, and equipment that can improve students' enthusiasm are not available.

### **3.3 Research Participants**

The participants of this research are determined by using purposeful sampling. According to Patton (1990) purposeful sampling is a technique widely used in a qualitative research for the identification and selection of information-rich cases for the most effective resource. Therefore, in the purposeful sampling, the researcher only needs a small number of samples but they have much information that the researcher needs to answer the research questions.

The target participants are 5 students recruited from X of marketing department which are categorized as strongly high anxious students when they are speaking in English. This involves selecting individuals by distributing foreign language anxiety scale (FLACS) questioner proposed by Horwitz et.al. at the beginning of this research. FLCAS was designed to investigate the intensity (high-moderate-low) of students' language anxiety concerning communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, Horwitz & Cope, 1991).

### **3.4 Data Collection Methods**

The data collected in the present study are (1) factors of speaking anxiety experienced by vocational high school EFL students when they are speaking English in class and (2) strategies used by the student to cope with their anxiety. The data was collected from 5 participants through participant observation and interview.

#### **3.4.1 Participant Observation**

In the present study, I applied participant observation to collect the data about students' speaking anxiety. I collected the data by involving myself in the natural setting through observing and participating in class activities. The focus of the observation is students' speaking anxiety when they are speaking English in

class and when they give responses to the English teacher and class atmosphere. Observations was held in two meetings with a duration of 90 minutes each as school standart policy. I also used observation sheet format emulated from the United States National Center of Teaching Learning (see Appendix). This sheet contains three main focuses of the research, namely about the experience of students in speaking English, the attitude of the teacher towards participants and students in general and how he or she conveyed the material, and finally, about the situation and condition of the class. The observer has the duty to notice anything related to those focus and provide supporting notes. Because ten students were studied, the researchers needed the help of several people to contribute to assist in observing in six meetings so that the observation could be implemented properly.

### **3.4.2 Questionnaire**

Questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. Questionnaire allows collection of both subjective and objective data in a large sample of the study population in order to obtain results that are statistically significant (Ary, et.al, 2010). I used questionnaire namely Foreign Language Anxiety Scale proposed by Horwitz (see Appendix) to connect some background and descriptive data about students' anxiety. The questionnaire distributed to around 34 students in the first meeting, but it's not meant to be a quantitative study. So, it just selected five students who were experiencing strongly high anxiety and report some descriptive data and triangulate them with interview data. The items presented in FLACS are reflective of communication apprehension, test-anxiety, and fear of negative evaluation in the foreign language classroom. To examine anxiety, the questionnaire was valued according to Likert scale with five score levels; 5: strongly agree, 4: agree, 3: neither agree nor disagree, 2: disagree, and 1: strongly disagree. This questionnaire was primarily designed to measure individuals' foreign language anxiety. Conversely, items that expressed positive



sense (2, 5, 8, 14, 18, 19, 22, 28, 32) were assigned reverse values relative to the questions concerning anxiety.

To determine the extent of students' perception of their foreign language learning anxiety, the mean of each questionnaire component and the overall components were calculated. To calculate for the mean of each questionnaire component, the total score of all items in each questionnaire component were initially calculated among each participant. Then the participants' total scores of each questionnaire component were calculated for the mean. This mean was then divided by the number of the total quantity of all items in its component. The result would finally reveal the mean of each questionnaire component ranging from 1.00 to 5.00. The measuring criteria applied in the questionnaire are shown below;

Mean	Extent of FLA
1 – 1,49	No anxiety or strongly little anxiety
1,5 – 2, 49	Little anxiety
2,5 – 3,49	Moderate anxiety
3,5 – 4,49	High anxiety
4,5 – 5	Strongly high anxiety

Table 1. Likert scale of anxiety

### 3.4.3 Interview

As Ary, et.al (2010) stated that interview is used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. This involves asking questions, listening to and recording answers from an individual or group on a structured, semi-structured or unstructured format in an in-depth manner.

The researcher uses semi-structured interviews which was conducted either before, after class, or during class breaks. Every participant has been scheduled for interview, depending on the participant's readiness. I arranged the time and readiness of participants based on the duration of the study, which was

about 2 weeks. Each interview took between 10 to 15 minutes and all are audiotaped. A list of 14 open-ended question is modified from interview question developed by Zhipping and Paramasivam (see Appendix). The interview sheet contains several questions concerning the experience of students with English, how often they use English both inside and outside the classroom, how friends respond to their English speaking abilities, how they respond to the teacher's teaching style and classroom conditions, what makes them anxious in speaking in English, and finally how they cope with their anxiety in speaking English.

### **3.5 Data Analysis Method**

In order to get the data from the field, firstly, the researcher observed teaching learning process in the classroom. The results of the activity were in the form of field notes. Secondly, the researcher conducted in-depth interviews with some students to verify the data from the field notes. In this step, I also found some information about students' problems in classroom speaking performance. After that, researcher was looking for the patterns among the participants based on the interview transcriptions before group them into several categories. Next step, the focus was sharpened and moved by putting it in its previous category or moving it into another category.

Triangulation is a technique of checking the validity of data by utilizing various sources outside the data as a comparison material (Miles & Huberman, 1994). They distinguished five kinds of triangulation in qualitative research:

- Triangulation by data source (data collected from different persons, or at different times, or from different places);
- Triangulation by method (observation, interviews, documents, etc.);
- Triangulation by researcher (comparable to interrater reliability in quantitative methods);
- Triangulation by theory (using different theories, for example, to explain results);
- Triangulation by data type (e.g., combining quantitative and qualitative data).

Triangulation used by researcher is method triangulation, namely by integrating the questionnaire data, the results of observations, and interviews. The results of this study are expected to unite perceptions of the data obtained. The researcher began to analyze the data quantitatively obtained from the questionnaire to select and determine the research participants and find out the level of anxiety scale they experienced. After this process was passed, then I used the qualitative data analysis.

In an attempt to gain the result of students' differences in their experience and understanding of reality, the researcher analyzed the data collected qualitatively. Qualitative Data Analysis (QDA) is the range of processes and procedures whereby the researcher move from the qualitative data that have been collected, into some form of explanation, understanding or interpretation of the people and situations we are investigating (Crishtopher, 2015). QDA is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data.

The data analysis technique which will use is an interactive method, which is between the process of data collection, data reduction (compiling data in patterns, categories, certain subject matter), presenting data and drawing conclusions, not viewed as activities that occur linearly, but are cycles that interactive. Here is the "interactive model" described by Miles and Huberman

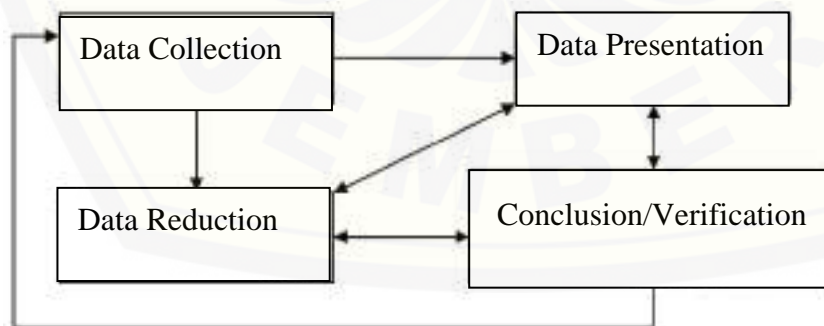


Figure. 4 Interactive model by Miles and Huberman (2014)

Therefore, the writer will conduct a number of steps namely data reduction, data presentation, and draw conclusion.

## 1. Data reduction

According to Miles and Huberman , the reduction of data is "the selection process, simplification, abstracting and transformation of raw data obtained from the writer's notes in the field." Thus the data that has been reduced will provide a clear insight and make it easier for researchers to determine the important data. By considering the students' responses towards the questions during interview, the researcher identifies the source of speaking english anxiety. Based on the observation sheet, it can describe how students cope with their anxiety. In this step the researcher focus only on reduce and simpifly the data obtained from observation and interview.

## 2. Data presentation

The presentation of data is a process of systematically compiling information in order to draw conclusions as research findings. In this step the researcher will arrange the data neatly and systematically using content analysis to answer the research problems. Content analysis is the procedure for the categorization of verbal or behavioural data for the purpose of classification, summarization and tabulation. Sunday (2010) stated that content analysis can be done on two levels; descriptive (the data gained) and interpretative (the meaning of the data).

## 3. Drawing conclusion

The third step in analyzing qualitative data is drawing conclusions. The conclusions expressed in qualitative research must be supported by valid and consistent evidence so that conclusions are new findings that are credible and can answer the problem statement. Therefore, the researcher concluded and described the factors that make students anxious while speaking in English and how they deal with the problem. Surely, this explanation was obtained from the data qualitative analysis process described above.

## CHAPTER 5

### CONCLUSION AND SUGGESTION

This chapter is about conclusions and suggestions. It is an ultimate review of the previous discussion in this research and some suggestions for the English teachers and the other researchers.

#### 5.1 Conclusion

Based on the analysis and discussion in the previous chapter, foreign language anxiety was experienced by all students of different level. This result is as the same as what the researcher assumed. Anxiety makes students reluctant to speak English, and they perceived it as a traumatic tragedy. Both the students and the teacher did not realize that this symptom is one of the psychological consequences of foreign language learning.

Factors of speaking English anxiety found in this study are communication apprehension, fear or negative evaluation, and test anxiety. Those three factors are simplified to be excessive fear and anxiety. The students' strategies used to cope with their anxiety seem to be ineffective to reduce their anxiety. Thus, students suggested the teacher teach them with the song or another activity which are fun, entertaining, and relaxed.

#### 5.2 Suggestions

The writer would like to give some suggestion to the English teacher and the other researchers.

1. English teachers should understand the psychological symptoms of teaching English as a foreign language. Then, they have to make a variation of the teaching strategy to reduce the students' anxiety.
2. It is suggested to conduct further research, especially in the correlation between students' mother tongue and speaking English anxiety.



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RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Method
<p>Anxiety of speaking in English: A case study of the vocational high school in Bangsalsari, Jember</p>	<ol style="list-style-type: none"> <li>1. What are the sources or factors of English language speaking anxiety among vocational high school students?</li> <li>2. How do students cope with their anxiety speaking in English in class?</li> </ol>	<p>Students' speaking anxiety</p>	<ol style="list-style-type: none"> <li>1. Factor of speaking English anxiety:                             <ul style="list-style-type: none"> <li>• Student's variable</li> <li>• Situational variable (teacher &amp; class factor)</li> </ul> </li> <li>2. Students cope with anxiety:                             <ul style="list-style-type: none"> <li>• Silent</li> <li>• Avoiding eye contact</li> <li>• Being with friends</li> <li>• Expressive reaction</li> </ul> </li> </ol>	<p>Students of X marketing class at SMK MHI Bangsalsari Jember</p>	<ol style="list-style-type: none"> <li>1. <b>Research Design:</b> Case study</li> <li>2. <b>Research Participant:</b> Purposeful Method</li> <li>3. <b>Data Collection Method:</b> <ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Observation</li> <li>• Interview</li> </ul> </li> <li>4. <b>Data Analysis:</b> Content analysis and Interatcive analysis.</li> </ol>

**APPENDIX 1 : FOREIGN LANGUAGE ANXIETY SCALE (FLACS)**

**Please answer the following questions by providing the number which corresponds to the option that best describe your opinion.**

**1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree**

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.

18. I feel confident when I speak in foreign language class.
19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students.
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I am speaking in my language class.
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.



## TRANSLATION OF FLACS

Jawab pertanyaan berikut ini dengan menyilang (x) kolom angka yang paling menggambarkan kondisi anda!

1 = Sangat tidak setuju 2 = tidak Setuju 3 = ragu 4 = setuju 5= sangat Setuju

No.	Pertanyaan	1	2	3	4	5
1.	Saya tidak pernah percaya diri ketika saya berbicara di kelas bahasa inggris					
2.	Saya tidak khawatir membuat kesalahan dalam pelajaran bahasa inggris					
3.	Saya gemetar ketika tahu bahwa saya akan dipanggil di kelas bahasa.					
4.	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa inggris					
5.	Saya tidak merasa terganggu jika ada banyak jam kelas bahasa inggris					
6.	Saya tidak berkonsentrasi dalam pelajaran bahasa inggris dan lebih banyak memikirkan hal lain					
7.	Saya terus berpikir bahwa siswa lain lebih baik dalam bahasa daripada saya					
8.	Saya biasanya merasa nyaman selama ujian bahasa inggris					
9.	Saya panik ketika harus berbicara tanpa persiapan di jam pelajaran Bahasa inggris					
10.	Saya khawatir gagal dalam pelajaran Bahasa inggris					
11.	Saya tidak mengerti mengapa beberapa orang begitu kesal dengan pelajaran Bahasa inggris					
12.	Di kelas bahasa inggris, saya bisa sangat gugup sehingga saya lupa hal-hal yang saya tahu					
13.	Saya malu untuk mengajukan jawaban di kelas bahasa inggris					
14.	Saya tidak akan gugup berbicara bahasa inggris dengan orang inggris					
15.	Saya kesal ketika saya tidak mengerti apa yang dikoreksi guru					
16.	Bahkan jika saya siap untuk kelas bahasa inggris, saya tetap merasa cemas tentang hal itu					
17.	Saya sering merasa ingin bolos dari kelas bahasa inggris					
18.	Saya merasa percaya diri ketika berbicara di kelas bahasa inggris					
19.	Saya takut jika guru siap untuk memperbaiki setiap kesalahan yang saya buat					
20.	Jantung saya berdebar ketika saya akan dipanggil di kelas bahasa inggris					
21.	Saya semakin bingung jika lebih banyak belajar untuk ujian bahasa inggris					

22.	Saya tidak merasakan tertekanan untuk mempersiapkan diri dengan sangat baik untuk pelajaran bahasa inggris					
23.	Saya selalu merasa bahwa siswa lain berbicara bahasa inggris lebih baik daripada saya					
24.	Saya merasa sangat sadar diri tentang berbicara bahasa asing di depan siswa lain					
25.	Pelajaran bahasa inggris sangat cepat sehingga saya khawatir tertinggal					
26.	Saya merasa lebih tegang dan gugup di jam pelajaran bahasa inggris daripada di jam pelajaran saya yang lain					
27.	Saya menjadi gugup dan bingung ketika saya berbicara di kelas bahasa inggris					
28.	Ketika saya dalam perjalanan ke kelas bahasa inggris, saya merasa sangat yakin dan santai					
29.	aya menjadi gugup ketika saya tidak mengerti setiap kata yang dikatakan oleh guru					
30.	Saya merasa kewalahan dengan sejumlah peraturan yang harus dipelajari untuk berbicara dalam bahasa inggris					
31.	Saya takut jika siswa lain akan menertawakan saya ketika saya berbicara bahasa inggris					
32.	Saya mungkin akan merasa nyaman berada diantara penutur asli bahasa inggris/orang inggris					
33.	Saya merasa gugup ketika guru mengajukan pertanyaan yang belum saya persiapkan sebelumnya					



Result of Students' Anxiety Scale

No.	Name	Mean	Extent of FLA
1.	AHMAD RIZAL	3,9	High anxiety
2.	AHMAD ZAINURI	3,1	Moderate anxiety
3.	AJI PUTRO KARTIKO	3,6	High anxiety
4.	ALIFAH HANSI M	3,1	Moderate anxiety
5.	ANDI DWI SAPUTRA	3,9	High anxiety
6.	ANISA PUTRI	2,4	Little anxiety
7.	ANISA AZIZAH	1,9	Little anxiety
8.	ASNA HANINDA	2,3	Little anxiety
9.	DEDI ARDIANSYAH	3,6	High anxiety
10.	DWI AYU AGUSTIN	2,9	Moderate anxiety
11.	ENDAH SAFITRI	2,9	Moderate anxiety
12.	ERIKA NUR AINIAH	2,3	Little anxiety
13.	ERSA AMALIA DEWI	3,2	Moderate anxiety
14.	<b>FARAH DIBAH NOVIARTA</b>	<b>4,5</b>	<b>Strongly high anxiety</b>
15.	<b>FEBRIANSYAH TRIYOGA</b>	<b>4,6</b>	<b>Strongly high anxiety</b>
16.	IKA PUSPITASARI	2,7	Moderate anxiety
17.	<b>IKMALUS SOLIHIN</b>	<b>4,5</b>	<b>Moderate anxiety</b>
18.	IMRON ALMAWROBI	3,5	High anxiety
19.	INDAH MUHLASI	3,3	Moderate anxiety
20.	KHOIRUNNISA HAYATI	2,2	Little anxiety
21.	LINDA NUR AMALIA	3,7	High anxiety
22.	<b>MUH HUSNUL ALFARABY</b>	<b>4,5</b>	<b>Strongly high anxiety</b>
23.	MUHAMMAD IRFAN MAULANA	4,2	High anxiety
24.	NOVITA RAHMAWATI	2,6	Moderate anxiety
25.	<b>PUTRI MALINDA HAKIKIAH</b>	<b>4,5</b>	<b>Strongly high anxiety</b>
26.	RIKA SUCI D	3,4	Moderate anxiety
27.	SITI FATIMAH	2,9	Moderate anxiety
28.	<b>SRI RAHAYU</b>	<b>4,5</b>	<b>Moderate anxiety</b>
29.	SYAMSUL ARIFIN	2,6	Moderate anxiety
30.	TIAS PERMATASARI	2,8	Moderate anxiety
31.	<b>TOMI ISMAIL HABIBI</b>	<b>4,6</b>	<b>Strongly high anxiety</b>
32.	ULYA NUR HASANAH	3,8	High anxiety
33.	YANUARTO DARMAWAN	4,2	High anxiety
34.	YUSFAN ALI RIDHO	3,9	High anxiety

Mean	Extent of FLA	Percentage amount
1 – 1,49	No anxiety or strongly little anxiety	0 %
1,5 – 2, 49	Little anxiety	14,7%
2,5 – 3,49	Moderate anxiety	35,3%
3,5 – 4,49	High anxiety	29,4%
4,5 - 5	<b>Strongly high anxiety</b>	20,6%

**Participants' Answered on FLACS**

Nama	Putri Malinda Hakikiah
Kelas	X
Jurusan	Pemasaran

**Jawab pertanyaan berikut ini dengan menyilang (x) kolom angka yang paling menggambarkan kondisi anda!**

**1 = Sangat tidak setuju    2 = Tidak setuju    3 = Ragu    4 = Setuju    5= sangat Setuju**

No.	Pertanyaan	1	2	3	4	5
34.	Saya tidak pernah percaya diri ketika saya berbicara di kelas bahasa Inggris				X	
35.	Saya tidak khawatir membuat kesalahan dalam pelajaran bahasa Inggris		X			
36.	Saya gemetar ketika tahu bahwa saya akan dipanggil di kelas bahasa.				X	
37.	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris					X
38.	Saya tidak merasa terganggu jika ada banyak jam kelas bahasa Inggris			X		
39.	Saya tidak berkonsentrasi dalam pelajaran bahasa Inggris dan lebih banyak memikirkan hal lain					X
40.	Saya terus berpikir bahwa siswa lain lebih baik dalam bahasa daripada saya				X	
41.	Saya biasanya merasa nyaman selama ujian bahasa Inggris		X			
42.	Saya panik ketika harus berbicara tanpa persiapan di jam pelajaran Bahasa Inggris					X
43.	Saya khawatir gagal dalam pelajaran Bahasa Inggris					X
44.	Saya tidak mengerti mengapa beberapa orang begitu kesal dengan pelajaran Bahasa Inggris				X	
45.	Di kelas bahasa Inggris, saya bisa sangat gugup sehingga saya lupa hal-hal yang saya tahu					X
46.	Saya malu untuk mengajukan jawaban di kelas bahasa Inggris					X
47.	Saya tidak akan gugup berbicara bahasa Inggris dengan orang Inggris				X	

48.	Saya kesal ketika saya tidak mengerti apa yang dikoreksi guru					X
49.	Bahkan jika saya siap untuk kelas bahasa Inggris, saya tetap merasa cemas tentang hal itu				X	
50.	Saya sering merasa ingin bolos dari kelas bahasa Inggris					X
51.	Saya merasa percaya diri ketika berbicara di kelas bahasa Inggris	X				
52.	Saya takut jika guru siap untuk memperbaiki setiap kesalahan yang saya buat	X				
53.	Jantung saya berdebar ketika saya akan dipanggil di kelas bahasa Inggris				X	
54.	Saya semakin bingung jika lebih banyak belajar untuk ujian bahasa Inggris					X
55.	Saya tidak merasa tertekan jika sudah mempersiapkan diri dengan sangat baik untuk pelajaran bahasa Inggris		X			
56.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya					X
57.	Saya sadari lemahnya kemampuan berbicara bahasa asing di depan siswa lain					X
58.	Pelajaran bahasa Inggris sangat cepat sehingga saya khawatir tertinggal					X
59.	Saya merasa lebih tegang dan gugup di jam pelajaran bahasa Inggris daripada di jam pelajaran saya yang lain				X	
60.	Saya menjadi gugup dan bingung ketika saya berbicara di kelas bahasa Inggris					X
61.	Ketika saya dalam perjalanan ke kelas bahasa Inggris, saya merasa sangat yakin dan santai			X		
62.	Saya menjadi gugup ketika saya tidak mengerti setiap kata yang dikatakan oleh guru					X
63.	Saya merasa kewalahan dengan sejumlah peraturan yang harus dipelajari untuk berbicara dalam bahasa Inggris					X
64.	Saya takut jika siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris					X
65.	Saya mungkin akan merasa nyaman berada diantara penutur asli bahasa Inggris/orang Inggris		X			
66.	Saya merasa gugup ketika guru mengajukan pertanyaan yang belum saya persiapkan sebelumnya				X	

Nama	Tomi Ismail H
Kelas	X
Jurusan	Pemasaran

**Jawab pertanyaan berikut ini dengan menyilang (x) kolom angka yang paling menggambarkan kondisi anda!**

**1 = Sangat tidak setuju    2 = Tidak setuju    3 = Ragu    4 = Setuju    5= sangat Setuju**

No.	Pertanyaan	1	2	3	4	5
1.	Saya tidak pernah percaya diri ketika saya berbicara di kelas bahasa Inggris				X	
2.	Saya tidak khawatir membuat kesalahan dalam pelajaran bahasa Inggris		X			
3.	Saya gemetar ketika tahu bahwa saya akan dipanggil di kelas bahasa.				X	
4.	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris					X
5.	Saya tidak merasa terganggu jika ada banyak jam kelas bahasa Inggris		X			
6.	Saya tidak berkonsentrasi dalam pelajaran bahasa Inggris dan lebih banyak memikirkan hal lain				X	
7.	Saya terus berpikir bahwa siswa lain lebih baik dalam bahasa daripada saya				X	
8.	Saya biasanya merasa nyaman selama ujian bahasa Inggris	X				
9.	Saya panik ketika harus berbicara tanpa persiapan di jam pelajaran Bahasa Inggris				X	
10.	Saya khawatir gagal dalam pelajaran Bahasa Inggris				X	
11.	Saya tidak mengerti mengapa beberapa orang begitu kesal dengan pelajaran Bahasa Inggris			X		
12.	Di kelas bahasa Inggris, saya bisa sangat gugup sehingga saya lupa hal-hal yang saya tahu					X
13.	Saya malu untuk mengajukan jawaban di kelas bahasa Inggris					X
14.	Saya tidak akan gugup berbicara bahasa Inggris dengan orang Inggris	X				
15.	Saya kesal ketika saya tidak mengerti apa yang dikoreksi guru					X
16.	Bahkan jika saya siap untuk kelas bahasa Inggris, saya tetap merasa cemas tentang hal itu				X	
17.	Saya sering merasa ingin bolos dari kelas bahasa Inggris					X

18.	Saya merasa percaya diri ketika berbicara di kelas bahasa Inggris	X				
19.	Saya takut jika guru siap untuk memperbaiki setiap kesalahan yang saya buat	X				
20.	Jantung saya berdebar ketika saya akan dipanggil di kelas bahasa Inggris					X
21.	Saya semakin bingung jika lebih banyak belajar untuk ujian bahasa Inggris					X
22.	Saya tidak merasa tertekan jika sudah mempersiapkan diri dengan sangat baik untuk pelajaran bahasa Inggris	X				
23.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya					X
24.	Saya sadari lemahnya kemampuan berbicara bahasa asing di depan siswa lain					X
25.	Pelajaran bahasa Inggris sangat cepat sehingga saya khawatir tertinggal					X
26.	Saya merasa lebih tegang dan gugup di jam pelajaran bahasa Inggris daripada di jam pelajaran saya yang lain				X	
27.	Saya menjadi gugup dan bingung ketika saya berbicara di kelas bahasa Inggris					X
28.	Ketika saya dalam perjalanan ke kelas bahasa Inggris, saya merasa sangat yakin dan santai	X				
29.	Saya menjadi gugup ketika saya tidak mengerti setiap kata yang dikatakan oleh guru					X
30.	Saya merasa kewalahan dengan sejumlah peraturan yang harus dipelajari untuk berbicara dalam bahasa Inggris					X
31.	Saya takut jika siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris					X
32.	Saya mungkin akan merasa nyaman berada diantara penutur asli bahasa Inggris/orang Inggris		X			
33.	Saya merasa gugup ketika guru mengajukan pertanyaan yang belum saya persiapkan sebelumnya					X



Nama	Farah Dibah Noviarta
Kelas	X
Jurusan	Pemasaran

**Jawab pertanyaan berikut ini dengan menyilang (x) kolom angka yang paling menggambarkan kondisi anda!**

**1 = Sangat tidak setuju    2 = Tidak setuju    3 = Ragu    4 = Setuju    5= sangat Setuju**

No.	Pertanyaan	1	2	3	4	5
1.	Saya tidak pernah percaya diri ketika saya berbicara di kelas bahasa Inggris				X	
2.	Saya tidak khawatir membuat kesalahan dalam pelajaran bahasa Inggris		X			
3.	Saya gemetar ketika tahu bahwa saya akan dipanggil di kelas bahasa.				X	
4.	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris					X
5.	Saya tidak merasa terganggu jika ada banyak jam kelas bahasa Inggris			X		
6.	Saya tidak berkonsentrasi dalam pelajaran bahasa Inggris dan lebih banyak memikirkan hal lain					X
7.	Saya terus berpikir bahwa siswa lain lebih baik dalam bahasa daripada saya				X	
8.	Saya biasanya merasa nyaman selama ujian bahasa Inggris	X				
9.	Saya panik ketika harus berbicara tanpa persiapan di jam pelajaran Bahasa Inggris					X
10.	Saya khawatir gagal dalam pelajaran Bahasa Inggris				X	
11.	Saya tidak mengerti mengapa beberapa orang begitu kesal dengan pelajaran Bahasa Inggris				X	
12.	Di kelas bahasa Inggris, saya bisa sangat gugup sehingga saya lupa hal-hal yang saya tahu				X	
13.	Saya malu untuk mengajukan jawaban di kelas bahasa Inggris			X		
14.	Saya tidak akan gugup berbicara bahasa Inggris dengan orang Inggris		X			
15.	Saya kesal ketika saya tidak mengerti apa yang dikoreksi guru					X
16.	Bahkan jika saya siap untuk kelas bahasa Inggris, saya tetap merasa cemas tentang hal itu				X	
17.	Saya sering merasa ingin bolos dari kelas bahasa Inggris					X

18.	Saya merasa percaya diri ketika berbicara di kelas bahasa Inggris	X				
19.	Saya takut jika guru siap untuk memperbaiki setiap kesalahan yang saya buat	X				
20.	Jantung saya berdebar ketika saya akan dipanggil di kelas bahasa Inggris				X	
21.	Saya semakin bingung jika lebih banyak belajar untuk ujian bahasa Inggris					X
22.	Saya tidak merasa tertekan jika sudah mempersiapkan diri dengan sangat baik untuk pelajaran bahasa Inggris		X			
23.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya					X
24.	Saya sadari lemahnya kemampuan berbicara bahasa asing di depan siswa lain					X
25.	Pelajaran bahasa Inggris sangat cepat sehingga saya khawatir tertinggal				X	
26.	Saya merasa lebih tegang dan gugup di jam pelajaran bahasa Inggris daripada di jam pelajaran saya yang lain				X	
27.	Saya menjadi gugup dan bingung ketika saya berbicara di kelas bahasa Inggris					X
28.	Ketika saya dalam perjalanan ke kelas bahasa Inggris, saya merasa sangat yakin dan santai			X		
29.	Saya menjadi gugup ketika saya tidak mengerti setiap kata yang dikatakan oleh guru					X
30.	Saya merasa kewalahan dengan sejumlah peraturan yang harus dipelajari untuk berbicara dalam bahasa Inggris				X	
31.	Saya takut jika siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris					X
32.	Saya mungkin akan merasa nyaman berada diantara penutur asli bahasa Inggris/orang Inggris		X			
33.	Saya merasa gugup ketika guru mengajukan pertanyaan yang belum saya persiapkan sebelumnya					X

Nama	Febriansyah Triyoga
Kelas	X
Jurusan	Pemasaran

**Jawab pertanyaan berikut ini dengan menyilang (x) kolom angka yang paling menggambarkan kondisi anda!**

**1 = Sangat tidak setuju    2 = Tidak setuju    3 = Ragu    4 = Setuju    5= sangat Setuju**

No.	Pertanyaan	1	2	3	4	5
1.	Saya tidak pernah percaya diri ketika saya berbicara di kelas bahasa Inggris				X	
2.	Saya tidak khawatir membuat kesalahan dalam pelajaran bahasa Inggris		X			
3.	Saya gemetar ketika tahu bahwa saya akan dipanggil di kelas bahasa.				X	
4.	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris					X
5.	Saya tidak merasa terganggu jika ada banyak jam kelas bahasa Inggris		X			
6.	Saya tidak berkonsentrasi dalam pelajaran bahasa Inggris dan lebih banyak memikirkan hal lain					X
7.	Saya terus berpikir bahwa siswa lain lebih baik dalam bahasa daripada saya				X	
8.	Saya biasanya merasa nyaman selama ujian bahasa Inggris	X				
9.	Saya panik ketika harus berbicara tanpa persiapan di jam pelajaran Bahasa Inggris					X
10.	Saya khawatir gagal dalam pelajaran Bahasa Inggris			X		
11.	Saya tidak mengerti mengapa beberapa orang begitu kesal dengan pelajaran Bahasa Inggris					X
12.	Di kelas bahasa Inggris, saya bisa sangat gugup sehingga saya lupa hal-hal yang saya tahu					X
13.	Saya malu untuk mengajukan jawaban di kelas bahasa Inggris				X	
14.	Saya tidak akan gugup berbicara bahasa Inggris dengan orang Inggris	X				
15.	Saya kesal ketika saya tidak mengerti apa yang dikoreksi guru					X
16.	Bahkan jika saya siap untuk kelas bahasa Inggris, saya tetap merasa cemas tentang hal itu				X	
17.	Saya sering merasa ingin bolos dari kelas bahasa Inggris					X

18.	Saya merasa percaya diri ketika berbicara di kelas bahasa Inggris	X				
19.	Saya takut jika guru siap untuk memperbaiki setiap kesalahan yang saya buat	X				
20.	Jantung saya berdebar ketika saya akan dipanggil di kelas bahasa Inggris				X	
21.	Saya semakin bingung jika lebih banyak belajar untuk ujian bahasa Inggris				X	
22.	Saya tidak merasa tertekan jika sudah mempersiapkan diri dengan sangat baik untuk pelajaran bahasa Inggris	X				
23.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya					X
24.	Saya sadari lemahnya kemampuan berbicara bahasa asing di depan siswa lain					X
25.	Pelajaran bahasa Inggris sangat cepat sehingga saya khawatir tertinggal					X
26.	Saya merasa lebih tegang dan gugup di jam pelajaran bahasa Inggris daripada di jam pelajaran saya yang lain				X	
27.	Saya menjadi gugup dan bingung ketika saya berbicara di kelas bahasa Inggris					X
28.	Ketika saya dalam perjalanan ke kelas bahasa Inggris, saya merasa sangat yakin dan santai		X			
29.	Saya menjadi gugup ketika saya tidak mengerti setiap kata yang dikatakan oleh guru					X
30.	Saya merasa kewalahan dengan sejumlah peraturan yang harus dipelajari untuk berbicara dalam bahasa Inggris					X
31.	Saya takut jika siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris					X
32.	Saya mungkin akan merasa nyaman berada diantara penutur asli bahasa Inggris/orang Inggris		X			
33.	Saya merasa gugup ketika guru mengajukan pertanyaan yang belum saya persiapkan sebelumnya					X

Nama	Muh Husnul Alfaraby
Kelas	X
Jurusan	Pemasaran

**Jawab pertanyaan berikut ini dengan menyilang (x) kolom angka yang paling menggambarkan kondisi anda!**

**1 = Sangat tidak setuju    2 = Tidak setuju    3 = Ragu    4 = Setuju    5= sangat Setuju**

No.	Pertanyaan	1	2	3	4	5
1.	Saya tidak pernah percaya diri ketika saya berbicara di kelas bahasa Inggris				X	
2.	Saya tidak khawatir membuat kesalahan dalam pelajaran bahasa Inggris		X			
3.	Saya gemetar ketika tahu bahwa saya akan dipanggil di kelas bahasa.				X	
4.	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris				X	
5.	Saya tidak merasa terganggu jika ada banyak jam kelas bahasa Inggris					X
6.	Saya tidak berkonsentrasi dalam pelajaran bahasa Inggris dan lebih banyak memikirkan hal lain					X
7.	Saya terus berpikir bahwa siswa lain lebih baik dalam bahasa daripada saya				X	
8.	Saya biasanya merasa nyaman selama ujian bahasa Inggris		X			
9.	Saya panik ketika harus berbicara tanpa persiapan di jam pelajaran Bahasa Inggris					X
10.	Saya khawatir gagal dalam pelajaran Bahasa Inggris				X	
11.	Saya tidak mengerti mengapa beberapa orang begitu kesal dengan pelajaran Bahasa Inggris					X
12.	Di kelas bahasa Inggris, saya bisa sangat gugup sehingga saya lupa hal-hal yang saya tahu					X
13.	Saya malu untuk mengajukan jawaban di kelas bahasa Inggris				X	
14.	Saya tidak akan gugup berbicara bahasa Inggris dengan orang Inggris	X				
15.	Saya kesal ketika saya tidak mengerti apa yang dikoreksi guru					X
16.	Bahkan jika saya siap untuk kelas bahasa Inggris, saya tetap merasa cemas tentang hal itu				X	
17.	Saya sering merasa ingin bolos dari kelas bahasa Inggris					X



18.	Saya merasa percaya diri ketika berbicara di kelas bahasa Inggris	X				
19.	Saya takut jika guru siap untuk memperbaiki setiap kesalahan yang saya buat	X				
20.	Jantung saya berdebar ketika saya akan dipanggil di kelas bahasa Inggris				X	
21.	Saya semakin bingung jika lebih banyak belajar untuk ujian bahasa Inggris					X
22.	Saya tidak merasa tertekan jika sudah mempersiapkan diri dengan sangat baik untuk pelajaran bahasa Inggris		X			
23.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya					X
24.	Saya sadari lemahnya kemampuan berbicara bahasa asing di depan siswa lain					X
25.	Pelajaran bahasa Inggris sangat cepat sehingga saya khawatir tertinggal					X
26.	Saya merasa lebih tegang dan gugup di jam pelajaran bahasa Inggris daripada di jam pelajaran saya yang lain				X	
27.	Saya menjadi gugup dan bingung ketika saya berbicara di kelas bahasa Inggris					X
28.	Ketika saya dalam perjalanan ke kelas bahasa Inggris, saya merasa sangat yakin dan santai		X			
29.	Saya menjadi gugup ketika saya tidak mengerti setiap kata yang dikatakan oleh guru					X
30.	Saya merasa kewalahan dengan sejumlah peraturan yang harus dipelajari untuk berbicara dalam bahasa Inggris					X
31.	Saya takut jika siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris					X
32.	Saya mungkin akan merasa nyaman berada diantara penutur asli bahasa Inggris/orang Inggris		X			
33.	Saya merasa gugup ketika guru mengajukan pertanyaan yang belum saya persiapkan sebelumnya				X	

APPENDIX 2: OBSERVATION SHEET AND DATA

Date/Time:		Observer:			
Class:					
No.	Observation aspects	Indicators	yes	No	Description
1	Students' speaking activity (speaking English experienced)	Asking for question			
		Answering teacher's question			
		Starting opinion			
		Making noise			
		Doing bad attitudes			
		Doing good attitudes			
2	Teacher's activities in class	Using full English			
		Giving reinforcement			
		Giving students opportunity to speak			
		Explaining the material creatively			
		Doing bad attitudes			
		Doing good attitudes			
3	Class atmosphere	Relaxed			
		Crowded			
		Full of learning aid			
		Active interaction			

## The Result of Observation

Date/Time: 27/05/2019		Observer: Moh Alfian Ardillah			
Class: X Marketing					
No.	Observation aspects	Indicators	Yes	No	Description
1	Students' speaking activity (speaking English experienced)	Asking for question		✓	Neither participants nor the students asked for question.
		Answering teacher's question		✓	None of the participants answered teacher's question.
		Starting opinion		✓	None of the participants started opinion.
		Making noise	✓		Almost all of students made noises. Several students tried to make a joke.
		Doing bad attitudes	✓		All participants did not focus to their teacher. They were busy with their own business (talking with seatmate, drawing on the book, and operating smartphone).
		Doing good attitudes	✓		The participants did what the teacher asked to do like making note, singing together.
2	Teacher's activities in class	Using full English		✓	She opened and closed the class with English. She and her students sing a song with English lyric.
		Giving reinforcement	✓		She told the students a funny story.
		Giving students opportunity to speak	✓		The teacher only asked the students to sing together and imitate every word said by the her.

		Explaining the material creatively		✓	She just lectured and wrote on the board
		Doing bad attitudes	✓		She did not focused to the class, and left the class four times, and too much in giving instruction.
		Doing good attitudes	✓		She always smile all the time in class.
3	Class atmosphere	Relaxed		✓	
		Crowded	✓		The class in uncontrolled because the teacher left the class
		Full of learning aid		✓	Less of teaching-learning media
		Active interaction		✓	Passive

Date/Time: 13/06/2019		Observer: Moh Alfian Ardillah			
Class: X Marketing					
No.	Observation aspects	Indicators	Yes	No	Description
1	Students' speaking activity (speaking English experienced)	Asking for question		✓	Neither participants and the students asked for question.
		Answering teacher's question	✓		Two of the participants (Yoga and Farah) answered teacher's question. Farah answered seriously although it was wrong. Yoga seemed not serious on answering teacher's question.
		Starting opinion		✓	Neither participants and the students started opinion.
		Making noise	✓		Almost all of students made noises. Only (Putri and Tomi) as participants did'nt.
		Doing bad attitudes	✓		Yoga and Fara joked and talked much with their seatmate. Robi operated his cellphone.
		Doing good attitudes	✓		Putri really focused to the teacher's explanation but not with the other participants.
2	Teacher's activities in class	Using full English		✓	She used English in a certain situations (opening, in the middle of the learning, and closing). It was about 30%.
		Giving reinforcement	✓		She tried no to forced the students. Even, she appreciate the class.
		Giving students opportunity to speak	✓		The teacher gave students opportunity not in a proper way. Then it looked commanding rather than giving opportunity.



		Explaining the material creatively		✓	She explained the material by using lecturing method. So, it made the class boring, passive, and teacher-centred.
		Doing bad attitudes	✓		She focused only on a few students who listen to her. She ignored the other students who always made noises.
		Doing good attitudes	✓		She was not emotional, stay calm, and full of spirit. Eventhough the students ignored her.
3	Class atmosphere	Relaxed		✓	
		Crowded	✓		The class was crowded almost in one hour
		Full of learning aid		✓	Less of teaching-learning media
		Active interaction		✓	Passive and teacher-centred

**APPENDIX 3: INTERVIEW FORM AND DATA**

No.	Question	Answer
1.	How much have you been in foreign countries? What do you feel about speaking with native speakers? How do you find speaking English in class with classmates and teachers who are not native?	
2.	How do you feel when speaking English in class? How much is it difficult for you? Do you feel anxious or not? Why /not?	
3.	What will the society's response to you if you use English in your daily life?	
4.	How often do you participate in class discussions voluntarily? Why?	
5.	What do you think about English support to your carrier in the future?	
6.	What do you think about when you start to talk to your teacher or classmates?	
7.	What is your feeling about the audience in class while you are speaking?	
8.	What makes speaking English difficult for you?	
9.	How is the atmosphere of this class? What are the factors that you like and don't like in this class and make problem for speaking English? What do you think should be improved?	
10.	What do you think are the reasons of your possible anxiety and what can be done to overcome it?	
11.	How often is it for you that you can't find the exact word, phrase or sentence structure to express your idea when speaking English? How do you feel at that time? How do you cope with?	
12.	When you give a wrong answer to teacher's question, how does it affect you, e. g. loss of face, affecting your listening for a few minutes...?	
13.	What do you think of the teacher?	
14.	What does your teacher do to help you speak English without being anxious? How much do you like your teacher's effort to make you feel less anxious?	

### Interview Transcripts

**R = Researcher**

**P = Putri Amalia H**

**#Respondent1**

R = Putri pernah keluar negeri kah?

P = Belum Pak

R = Kalau ke luar daerah kayak Bali, yogyakarta gitu pernah?

P = Pernah Pak

R = Pernah ketemu sama turis lalu bicara sama dia?

P = Gak pernah Pak

R = Bagaimana perasaan putri saat berbicara bahasa Inggris di depan kelas?

P = Masih ada rasa malu terus juga kadang bingung kosa katanya gimana? Mau menyusun pake bahasa Inggris. Soalnya masih kebingungan gitu... vocabnya kurang dan grammarnya (juga) gitu.. jadi buat kalimatnya masih bingung.

R = Bagaimana sih tanggapan keluarga, teman dirumah, dan tetangga di lingkungan kalau putri ngomong bahasa Inggris?

P = Ya kalau hari-hari biasa nyoba pake bahasa Inggris pasti mereka ketawa

R = Seberapa sering Putri mengajukan diri (menjadi volunteer) untuk menjawab pertanyaan atau himbauan guru gak?

P = Hmm... Nggak terlalu sering tapi ya kadang pernah. Ya kalau saya yakin bisa pasti langsung mau Pak, kalau ndak (mau) ya ndak Pak.

R = Apakah Bahasa Inggris akan mendukung karir/perkerjaan Putri kedepan?

P = Ya Bermanfaat pak

R = Apa sih yang putri rasakan ketika berbicara bahasa Inggris dengan teman dan guru?

P = Mesti deg-degan. Mau ngomong gitu.. mau ngomong takut salah gitu Pak

R = Apa yang Putri rasakan terkait tanggapan teman-teman saat berbicara bahasa Inggris di kelas?

P = Ya grogi, ya sama takut, malu dan kadang bingung mau ngomong apa. Mau bikin kalimatnya gimana. Kan biasanya teman-teman suka ganggu juga.

R = Apa yang membuat bahasa Inggris susah menurut Putri?

P = Kadang ngafalin vocab juga sama grammar dan tenses itu.

R = Menurut Putri bagaimana sih suasana di kelas bahasa Inggris itu?

P = Ya kurang bagus gitu Pak. Rame gitu anak-anak dan kadang gag dengar Guru ngomong apa.

R = Menurut Putri, yang menyebabkan Putri cemas ketika berbicara bahasa Inggris dan bagaimana mengatasinya?

P = Ya, gitu Pak... susah ngomongnya malu kan diliat teman-teman dan takut salah. Hhhmm.. ya tanya-tanya ke teman sharing gimana caranya ngomong bahasa Inggris biar gak malu biar deg-dega biar gak grogi, kadang juga biar kosa katanya banyak ya belajar lagu bahasa Inggris dan belajar yang berkaitan dengan bahasa Inggris.

R = Putri sering gak ketika suruh bicara di depan kelas lalu bingung mau bicara apa dan susah nyusun kalimatnya?

P = Ya pernah, bingung gitu mau bicara apa. Gak tahu bahasa Inggrisnya juga.

R = Apa yang putri rasakan ketika tidak bisa menjawab pertanyaan guru atau salah dalam menjawabnya?

P = Malu ya takut. Mesti pertama takut salah, namanya orang Indonesia sebelum nyoba pasti takut salah. Hmm.. ya malu sih ada tapi kan kadang gak papa meski salah buat belajar kedepannya.

R = Guru bahasa Inggris sudah bagus kah dalam mengajar?

P = Gak terlalu bagus

R = Apa guru pernah membantu Putri dalam mengatasi kecemasan yang dirasakan?

P = Kalau dari guru sendiri... misal Putri maju kedepan kayak mau memudar (semangat) dan malu.. guru bilang “ayoo putri semangat tereserah kamu, Apa ingin diucapkan kamu pokonya dikeluarkan!”

**R = Researcher**

**T = Tomi Ismail H**

**#Respondent2**

R = Tomi pernah keluar negeri gak?

T = Belum Pak

R = Kalau ke luar untuk wisata ke Yogya atau Bali gitu pernah?

T = Pernah Pak satu kali

R = Kan pasti ketemu sama. Pernah ngajak bicara sama dia?

T = Gak berani saya Pak, takut saya

R = Apa sih yang Tomi rasakan saat berbicara bahasa inggris di depan kelas?

T = Takut kayaknya Pak, malu sama teman-teman. Merasa resah dan takut gitu Pak. Mungkin sering gak memperhatikan guru itu jadi pembelajarannya gak masuk gitu pak.

R = Bagaiman sih tanggapan orang-orang di rumah kalau Tomi ngomong bahasa Inggris?

T = Kayanya gak ada (tanggapan) Pak. Kalau bicara bahasa Inggris dirumah gak pernah karena Cuma pake Madura dan Jawa

R = Pernah gak Tomi mengajukan diri (menjadi volunteer) untuk menjawab pertanyaan atau himbauan guru?

T = Saya gak pernah mau Pak. Saya juga jarang disuruh gak tahu kenapa atau karena kurang pinter gitu saya Pak. Saya gak pernah kayak gitu (jadi volunteer) Pak.

R = Menurut Tomi bahasa Inggris itu bisa menunjang karir gak?

T = Ya kalau sekarang mungkin bisa sangat bisa menunjang Pak.

R = Apa yang kira-kira Tomi rasakan ketika berbicara bahasa Inggris dengan teman dan guru?

T = Saya takut salah gitu pak. Kadang gak tahu apa yang harus dibicarakan selanjutnya. Kadang tiba-tiba resah gitu pak gak tahu datangnya (munculnya) dari mana.



R = Apa yang dirasakan saat guru atau teman-teman menertawai atau mengoreksi Tomi saat berbicara bahasa Inggris di kelas?

T = Yaitu malu Pak. Kadang anak-anak tertawa pak karena kosa kata saya itu gak bisa Pak jadi banyak yang ketawa.

R = Apa yang membuat bahasa inggris itu susah?

T = Yang buat susah itu kalimatnya dibahasa Inggris itu dibolak-balik gituloh Pak. Ya apa ya.. ya gitu itu wes pak gak benah (benar).

R = Senang gak dengan suasan pembelajaran bahasa inggris di kelas?

T = Biasa saja Pak. Kayaknya guru kurang itu... Cuma memberikan materi jarang praktek gituloh Pak. Dan saya terus terang saya gak suka bahasa Inggris Pak

R = Apasih penyebab kecemas Tomi ketika berbicara bahasa Inggris dan bagaimana mengatasinya?

T = Ya karena saya gak bisa itu Pak kan banyak salahnya. Sebenarnya memperhatikan guru, belajar, memperhatikan guru sambil menghapalkan vocab. Kalau gitu saya kadang nunduk kadang sok-sok an nulis. Tapi yang paling banyak yang nunduk. Biar kelihatan sibuk gitu saya pak.

R = Tomi pernah mengalami diam dan malu ketika mau bicara Bahasa Inggris tapi gak tahu nyusun kalimatnya?

T = Iya Pak, kadang seperti itu. Saya juga gak paham apa yang dibicarakan guru gituloh pak. Saya malu itu wes pak. Ya kadang saya wes diam gitu aja Pak. Jadi yang sering ya tertawa sendiri dan senyum kecil.

R = Apa Tomi merasa malu saat salah dalam menjawab pertanyaan Guru?

T = Iya Pak saya malu, salah kog pak. Kalau malunya ya pasti Pak.

R = Apa cara mengajar Guru bahasa Inggris sudah bagus?

T = Enggak kayaknya pak. Kurang interaksinya gituloh. Kadang pake kata-kata bahasa Inggris yang saya gak ngerti ituloh Pak.

R = Apa yang guru lakukan untuk membantu Tomi berbicara bahasa Inggris tanpa merasa cemas?

T = Kadang nyuruh saya dengarkan musik sambil dengar liriknya. Katanya gurunya saya suruh begitu Pak.

**R = Researcher**

**F = Faradiba Noviarta**

**#Respondent3**

R = Farah pernah keluar negeri gak?

F = Belum Pak

R = Kalau ke luar daerah untuk wisata alu ketemu turis pernah dan bicara sama dia pernah?

F = Pernah pak, tapi bicara sama turis tapi dikit-dikit kayak "hello sir!" gitu.

R = Bagaimana perasaan Farah saat berbicara bahasa Inggris di depan kelas?

F = Kadang bingung terus agak-agak kayak malu soalnya kan dari itu gak lancar. Ya ada cemasnya.

R = Bagaimana sih tanggapan keluarga, teman dirumah, atau tetangga kalau Fara ngomong bahasa Inggris?

F = Kadang diketawain ya kadang dari keluarga agak senang karena anaknya pintar.

R = Farah pernah mengajukan diri (menjadi volunteer) untuk menjawab pertanyaan atau himbauan guru?

F = Lumayan sering tapi jawabannya jarang yang benar Pak. Yang penting kan berani dulu Pak.

R = Menurut Fara bahasa Inggris itu penting untuk menunjang karir gak?

F = Sangat penting pak. Soalnya sekarang kemana-mana kan bahasa Inggris

R = Apa yang Fara rasakan ketika berbicara bahasa Inggris dengan teman dan guru?

F = Hhhmm... yang dirasakan sedikit takut karena apa grammar dan vocabnya. Kadang takut dengan ujian lisan. Takut dan malu kalau salah

R = Apa yang dirasakan Fara terkait tanggapan teman-teman saat berbicara bahasa Inggris di kelas?

F = Ya kadang gugup kan teman-teman ada yang menyoraki gitu kadang juga ada yang mengganggu.

R = Menurut fara bahasa Inggris itu susah gak?

F = Gak susah sih Pak, mungkin gak terbiasa saja.

R = Bagaimna sih suasana pembelajaran bahasa inggris di kelas?

F = Kadang anak-anak rame sendiri Pak. Jadi gag bisa konsentrasi. Ya teman-teman harus mendengarkan guru.

R = Apasih penyebab kecemas Fara ketika berbicara bahasa Inggris dan apa yang dilakukan Fara selanjutnya?

F = Biasanya takut disuruh dan tiba-tiba disuruh jawab gitu Pak jadi cemas. Ya kalau gitu, saya biasanya gak bisa diem wes kayak muter-muterin pensil.

R = Fara pernah mengalami diam dan malu ketika mau bicara Bahasa Inggris tapi gak tahu nyusun kalimatnya?

F = Ya pernah gitu bingung mau ngomong apa. Ya diem dan malu kan kita ada di depan.

R = Apa Fara merasa malu saat salah dalam menjawab pertanyaan Guru?

F = Ya malu kan setidaknya kita berani mencoba.

R = Apa cara mengajar Guru bahasa Inggris sudah bagus?

F = Hhmmm... menurut saya sih Pak, guru bahasa inggrisnya kurang bagus. Kurang penyampaian materi kepada siswanya.

R = Apa guru pernah membantu Fara mengatasi kecemasa berbicara bahasa Inggris?

F = Tidak kalau menurut saya. Guru gak pernah nagsih saran.

**R = Researcher**

**Y = Febriansyah Triyoga**

**#Respondent4**

R = Yoga pernah keluar negeri gak?

Y = Belum Pak

R = Kalau ke luar daerah seperti di Yogya dan Bali dan bertemu turis dan bicara sama dia?

Y = Pernah pak, tapi gak bicara sama turisnya.

R = Apa yang Yoga rasakan saat berbicara bahasa inggris di depan kelas?

Y = Gak enak. Gundah dan resah soalnya gak bisa gituloh Pak. Teman-teman tertawa ya gak tahu kayak yang menghina gitu Pak

R = Bagaiman sih tanggapan keluarga, teman dirumah, atau tetangga kalau Yoga ngomong bahasa Inggris?

Y = Ya banyak yang mengetawain Pak

R = Yoga pernah mengajukan diri (menjadi volunteer) untuk menjawab pertanyaan atau himbauan guru?

Y = Pernah Pak, tapi banyak yang salah

R = Menurut Yoga bahasa Inggris itu penting gak?

Y = Gag terlalu penting sih pak, ya gag penting aja menurutku Pak

R = Apa yang Yoga rasakan ketika berbicara bahasa Inggris dengan teman dan guru?

Y = Lucu-lucu gima gitu, sam-sama gag bisa tapi tetap bicara. Ada yang ketawa, ada yang serius dengerin. Tapi saya tetap aja bicara meskipun salah.

R = Apa yang dirasakan Yoga terkait tanggapan teman-teman saat berbicara bahasa Inggris di kelas?

Y = Ya biasa aja Pak, kan memang teman-teman suka bercanda gitu. Jadi santai saja.

R = Menurut Yoga bahasa Inggris itu susah gak sih? Apa penyebabnya?

Y = Gag tahu artinya, kadang waktu pelajaran saya itu tidur bercanda sama teman gitu Pak.

R = Bagaimana sih suasana pembelajaran bahasa inggris di kelas?

Y = Gak kondusif. Teman-teman bercanda semua banyak yang gak tahu akhirnya.

R = Apasih yang buat Yoga cemas ketika berbicara bahasa Inggris dan apa yang dilakukan selanjutnya?

Y = Karena memang gak bisa bicara bahasa Inggris. Kadang diam-diam nyari artinya bahasa inggris kadang dengerin artinya lagu bahasa inggris. Kalau ga bisa bilang gak bisa.

R = Pernahkah Yoga diam dan malu ketika mau bicara Bahasa Inggris tapi gak tahu nyusun kalimatnya?

Y = Pernah Pak waktu telat, ya lucu soalnya teman-teman ketawa semua.

R = Apa Yoga merasa malu saat salah dalam menjawab pertanyaan Guru?

Y = Biasa saja pak, mungkin hilang rasa malu saya.

R = Apa cara mengajar Guru bahasa Inggris sudah bagus?

Y = Kurang gimana gitu Pak dalam megajar. Belum bisa membuat kelas gak rame gitu pak

R = Apa guru pernah membantu Yoga mengatasi kecemasan berbicara bahasa Inggris?

Y = Enggak. Sampe hari ini guru gak membantu. Guru itu biasanya ngasih semngat ke anak-anak.



**R = Researcher**

**B = Muh Hunsul alfahrabi**

**#Respondent5**

R = Robi pernah keluar negeri gak?

B = Belum pernah

R = Kalau bicara sama turis?

B = Gak pernah

R = Apa yang Robi rasakan saat berbicara bahasa Inggris di depan kelas?

B = Ya susah soalnya gak bisa. Jadi malu terus gak mau bicara bahasa Inggris

R = Bagaiman sih tanggapan keluarga, teman dirumah, atau tetangga kalau Robi ngomong bahasa Inggris?

B = kayak *gilo*... aneh.

R = Robi pernah mengajukan diri (menjadi volunteer) untuk menjawab pertanyaan atau himbauan guru?

B = Gak pernah, menghindar saya soalnya kan gak bisa malu saya.

R = Menurut Robi bahasa Inggris itu menunjang karir Robi kedepan?

B = Kalau bisa ya menunjang, kalau ga bisa ya gak menunjang

R = Apa yang Robi rasakan ketika berbicara bahasa Inggris dengan teman dan guru?

Y = Groggi... *dredeg*

R = Apa yang dirasakan Robi terkait tanggapan teman-teman saat berbicara bahasa Inggris di kelas?

B = Ya mungkin tertawa, ditertawain gitu. Kalau saya yang penting buat mereka tertawa padahal gak masuk akal omongan saya.

R = Menurut Robi bahasa Inggris itu susah gak sih? Apa penyebabnya?

B = Iya susah. Logatnya... suaranya kayak pergerakan lidah vokalnya susah juga karena gak terbiasa.

R = Bagaimana sih suasana pembelajaran bahasa Inggris di kelas?

B = Ya gini wes senang-senang aja.

R = Apasih yang buat Robi cemas ketika berbicara bahasa Inggris dan apa yang dilakukan selanjutnya?

B = Karena nggak ngerti artinya. Mungkin saya kalau mengatasinya melatih pake lagu bahasa Inggris terus biasanya saya ya diam saja.

R = Pernahkah Robi diam dan malu ketika mau bicara Bahasa Inggris tapi gak tahu nyusun kalimatnya?

B = Ya yang penting ngomong sudah Pak, malu ya tetap ada.

R = Apa Robi merasa malu saat salah dalam menjawab pertanyaan Guru?

B = Malu ya ada Pak, tapi kan ya hiraukan saja

R = Apa cara mengajar Guru bahasa Inggris sudah bagus?

B = Ya apa ya... Guru itu ngajarnya kan pakai bahasa Inggris sedangkan anak-anak kan banyak yang g tahu artinya. Jadi kadang guru lupa menjelaskan artinya.

R = Apa guru pernah membantu Robi mengatasi kecemasan berbicara bahasa Inggris?

B = Enggak pernah, cuman dikasih tahu suruh belajar materinya dulu.

**Pictures of Teaching-Learning Process**

