Digital Repository Universitas Jember

A CASE STUDY OF STUDENTS' ANXIETY IN SPEAKING ENGLISH AND HOW THEY COPE THE FEELING

THESIS

DESINTA TRIANA

160210401052

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2020

Digital Repository Universitas Jember

A CASE STUDY OF STUDENTS' ANXIETY IN SPEAKING ENGLISH AND HOW THEY COPE THE FEELING

THESIS

Composed to Fulfill One of Requirement to Obtain S1 Degree
at the English Education Program of the Language and Arts Education Department
Faculty of Teacher Training and Education - Jember University

By:

Desinta Triana

NIM: 160210401052

ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2020

Digital Repository Universitas Jember

DEDICATION

I dedicate this thesis to:

1. My beloved parents, Hosnan Atmaja and Sulastri who always give me true love, affection, motivatio, and everything for my life
2. My beloved brother and sister, Nurul Hisam and Ayu Tridahnia who always support me
3. My beloved niece, Nathania Aurellia Hisam who always give me cheerful life
4. My beloved college friends, Firyaal, Alfira, Enggar, Addin, Afra, Nisa, Yuta, Nanta, Awang, Niejaar, and Pasha who always give colour in my life become very bright
5. My beloved 24/7 friends, Rere, Elma, Icha, Almas, and Nenes who always teach me the sense of friendship and togetherness
6. All of my friends that always support me to finish my thesis.

Digital Repository Universitas Jember

MOTTO

"Indeed after hardship comes ease."
(QS. Al-Insyirah: 6-7)

Digital Repository Universitas Jember

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is original and authentic pieces of work by myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title. Additionally, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

Jember, 28 September 2020

The writer,

Desinta Triana

NIM 160210401052

Digital Repository Universitas Jember

CONSULTANT APPROVAL

A CASE STUDY OF STUDENTS' ANXIETY IN SPEAKING ENGLISH AND HOW THEY COPE THE FEELING

THESIS

Composed to Fulfill One of Requirement to Obtain S1 Degree
at the English Education Program of the Language and Arts Education Department
Faculty of Teacher Training and Education - Jember University

Name	: Desinta Triana
Identification Number	: 160210401052
Level	: 2016
Place of Birth	: Bondowoso
Date of Birth	: December 28th, 1997
Program	: English Language Education
Department	: Language and Arts
Faculty	: Teacher Training and Education

Approved by:

Consultant 1	Consultant 2
Drs. Bambang Suharjito, M. Ed.	**Dr. Annur Rofiq, M.A., M.Sc.**
NIP. 19611025 198902 1 004	**NIP. 19620110 198702 2 001**

Digital Repository Universitas Jember

APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled "A Case Study of Students' Anxiety in Speaking English and How They Cope the Feeling" is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Day: Monday

Date: 28 September 2020

Place: The Faculty of Teacher Training and Education, Jember University

The Examiner Committee:

The Chairperson	The Secretary
Drs. Bambang Suharjito, M. Ed.	**Dr. Annur Rofiq, M.A., M.Sc.**
NIP. 19611025 198902 1 004	**NIP. 19681025 199903 1 001**

The members:

1. **Drs. I Putu Sukmaantara, M.Ed.** 1.
   NIP. 1964042424 199002 1 003
2. **Drs. Bambang Arya Wija Putra, DipEd, Ph.D.** 2.
   NIP. 1964042424 199002 1 003

Acknowledgement by

The Dean of Faculty of Teacher Training and Education,

Jember University

Prof. Drs. Bambang Soepeno, M.Pd.

NIP. 19600612 198702 1 001

Digital Repository Universitas Jember

ACKNOWLEDGEMENT

First of all, I would like to express the greatest gratitude to Allah SWT for mercy and blessing but still waiting to give me courage and patience so that I am finally able to finish the thesis entitled "A Case Study of Students' Anxiety in Speaking English and How They Cope the Feeling." In relation to the completion of this thesis, I would like to express my deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language & Arts Education Department.
3. The Chairperson of English Language Education Study Program.
4. The first and second consultants, Drs. Bambang Suharjito, M.Ed., and Dr. Annur Rofiq, M.A., M.Sc. for the plentiful time and patience that they spent in guiding me to compose this thesis.
5. The first and second examiners, Drs. I Putu Sukmaantara, M.Ed. and Drs. Bambang Arya Wija Putra, DipEd, Ph.D. for the plentiful time and patience that they spent in examining me in the Thesis examination.
6. My academic supervisor, Drs. Sugeng Ariyanto, M.A.
7. The principal of SMKN 2 Jember and The English Teacher Candidate who are involved in this research.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, 28 September 2020

The Writer

Digital Repository Universitas Jember

TABLE OF CONTENTS

TITLE ..... **i**
DEDICATION ..... **ii**
MOTTO ..... **iii**
STATEMENT OF THESIS AUTHENTICITY ..... **iv**
CONSULTANT APPROVAL ..... **v**
APPROVAL OF THE EXAMINATION COMMITTEE ..... **vi**
ACKNOWLEDGEMENT ..... **vii**
TABLE OF CONTENTS ..... **viii**
THE LIST OF TABLES ..... **x**
THE LIST OF APPENDICES ..... **xi**
SUMMARY ..... **xii**
CHAPTER 1. INTRODUCTION **1**
1.1 Research Backgound 1
1.2 Research Question 3
1.3 Research Contribution 3
CHAPTER 2. LITERATURE REVIEW **4**
2.1 The Understanding og Anxiety 4
2.2 The Factors of Speaking Anxiety 5
2.3 Students' Strategies for Coping with Anxiety 8
2.4 Previous Studies 9
CHAPTER 3. METHODOLOGY **12**
3.1 Research Design 12
3.2 Research Context 12
3.3 Research Participant 13
3.4 Data Collection Method 13
3.4.1 Questionnaire 13
3.4.2 Interview 14
3.5 Data Analysis Method 15

Digital Repository Universitas Jember

CHAPTER 4. RESULTS AND DISCUSSION 17
4.1 The Result of Observation 17
4.2 The Result of Questionnaire 18
4.3 Students' Strategies for Coping with Anxiety 19
4.4 Discussion 21
CHAPTER 5. CONCLUSION AND SUGGESTION 24
5.1 Conclusion 24
5.2 Suggestion 24
REFERENCES 26
APPENDICES 30

Digital Repository Universitas Jember

THE LIST OF TABLES

Table 1: Observation sheet 16
Table 2: Questionnaire result of MFG 18
Table 3: Questionnaire result of MRA 18
Table 4: Questionnaire result of FRS 19

Digital Repository Universitas Jember

THE LIST OF APPENDICES

Appendix A 30
Appendix B 31
Appendix C 33
Appendix D 35
Appendix E 37
Appendix F 39
Appendix G 42
Appendix H 44
Appendix I 49
Appendix J 51

Digital Repository Universitas Jember

SUMMARY

A Case Study of Students' Anxiety in Speaking English and How They Cope the Feeling; Desinta Triana; 160210401052; 2020; 51 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

In learning English, there are four basic skills that students have to master. They are listening, speaking, reading and writing. Speaking is one of the important skills to be mastered by students as a foreign Language. Today, speaking becomes a challenging task for every student. It is in line with what Tsiplakides (2009) stated that speaking anxiety is a person's reluctance to participate in conversations using a particular language and this may arise because learners are unable to understand the existing psychological conditions and are used to letting the situation drag on (Zhiping and Paramasivam 2013). Every student has a different psychological condition; some students can speak confidently in front of the class while some cannot. One of the problems the students face is whenever they try to speak English, they feel nervous. In this research, the researcher investigated the students' anxiety in speaking English and how they cope the feeling. The objectives of this research were to examines factors that cause EFL learners in Indonesia to feel anxious about speaking English. Besides, the study explores how the students cope with their anxiety.

This research used case study as the research design. Through qualitative case study design, the researcher could investigate deeply the real situation that happened in the teaching and learning process. To get the data of this research, as the researcher, I used classroom observation, questionnaire and interview. Classroom observation was done four times for selecting some students as the participant of this research. In collecting the data, the questionnaire was done one time by giving it to the selected participant to make sure they felt anxious in speaking English. In addition, interview was done one time to students in order to get further information related to the respondents' responses to the questionnaire and better understanding of sources and factors of anxiety and also how to cope the anxiety. Based on the result of the classroom observation, the researcher chosed

Digital Repository Universitas Jember

three students who had tended to have speaking anxiety indications based on the characteristics of anxious students that illustrated by Oxford (1999). In this research, I applied the model of Miles and Hubberman (1994) in analyzing the data. Those steps are data reduction, data display, and conclusion and verification.

The result of this research showed that there are some students who were learning English in class especially in speaking class had excessive fear and anxiety. For this reason, they were being passive in classroom discussion. They were mostly anxious in speaking activities such as speaking in front of the class, being called on by the teacher or waiting turn to speak. The researcher reported some factors which were the main cause of their speaking anxiety. From those three participants, there were 2 participants who exhibited test anxiety and the other one exhibited in communication apprehension. Therefore, the researcher also reported how they overcame the anxiety. Those strategies are; avoiding eye contact, relaxation, and asking teachers' help.

The result of this research is expected to give meaningful contribution especially for the English teacher and other researchers. For the English teachers, they should understand the psychological symptoms of teaching English as a foreign language. Then, they have to make a variation of teaching strategy such as playing game or another fun activities to reduce the students' anxiety and help the students by provoking them with a little help. On the other hand, for other researchers, it will be better to conduct a study in investigating the innefectiveness of the teacher's role in helping the students to cope with their speaking anxiety especially in English.

Digital Repository Universitas Jember

CHAPTER 1

INTRODUCTION

This chapter gives the readers information about the research topic, the issue that is investigated, the importance of investigating the issue, the position of this research concerning the related previous studies, the research focus, and the research contribution.

1.1. Research Background

In learning English, there are four basic skills that students have to master. They are listening, speaking, reading and writing. Speaking is one of the important skills to be mastered by students as a foreign Language. It is the productive skill in an oral mode which is complicated and involves more than just pronouncing words.

Today, speaking becomes a challenging task for every student. Unlike the other language skills that can be studied and practiced individually, speaking practice will not happen without speaking partner. Tsiplakides (2009) stated that speaking anxiety is a person's reluctance to participate in conversations using a particular language and this may arise because learners are unable to understand the existing psychological conditions and are used to letting the situation drag on (Zhiping and Paramasivam, 2013). It shows that the students need some efforts to make their language can be accepted by other people because speaking activity directly harms their psychological state in which they will be depressed and anxious.

Generally, speaking is a way to build communication. It is used to share meaning through the use of words. Speaking is one of the important aspects in human life process and also a crucial part of second language learning and teaching. It is a process that involves two or more people of sending and receiving message or information in oral communication to speak and express their ideas, feelings, and emotion to others. Therefore, speaking has received the greatest attention among both students and teachers. To sum up, speaking is the way we say things depending

Digital Repository Universitas Jember

on the situation to send a message which allows the speaker to express their thoughts and feelings about a topic.

In speaking English, being able to speak with other people is surely the goal of many students. It can be stressful when they are expected to speak in the second/foreign language before the fluency is achieved. In line with the issue of anxiety, Thornburry (2005) states that lack of vocabularies, improper grammar, fears of mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking.

In the context of teaching-learning English at SMKN 2 Jember, teacher and researcher gave less attention to foreign language anxiety. Being able to speak English well is important. Every student had a different psychological condition; some students could speak confidently in front of the class while some could not. One of the problems the students face was whenever they tried to speak English, they felt nervous. They also felt fear whenever they were going to perform their ability in speaking English. Vocational high schools as skill-oriented education expect their students to be able to master English well to support their careers.

Whatever long the students learn English, it did not mean they master in English. Based on the researcher's practicum experience in SMKN 2 Jember, she found that many students were still doubted, anxious, and even afraid to speak English with their classmates. They tended to be quiet and did nothing or sometimes asked the teacher to use Indonesian during the English lesson. This fact is in line with what Gregersen and Horwitz (2002, p. 562) claim that the students who experience anxiety "tend to sit passively in the classroom, withdraw from activities that could increase their language skills, and may even avoid class entirely". Therefore, learners' speaking anxiety should be important issues that influence the area of language learning.

From several previous studies related to language anxiety and foreign language anxiety in other EFL contexts, not many research studies specifically explore the sources of students' anxiety in speaking English in Indonesia. To the

Digital Repository Universitas Jember

best of my knowledge, there had not been previous studies which examine how the students cope their anxiety especially in speaking English. Therefor, the present study examines factors that cause EFL learners in SMKN 2 Jember especially in X TKJ 1 to feel anxious about speaking English. Besides, the study explores how the students cope with their anxiety. By employing a case study, this study was conducted in a vocational school in Jember, East Java.

1.2. Research Questions

The present study focuses 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 the students cope with their anxiety in English speaking in class?

1.3. Research Contribution

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

1) Theoretically, this research is expected to give a 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 cause in speaking English and how vocational high school students handle it can be a reference to create a learning atmosphere that encourages students to communicate in English comfortably.

Digital Repository Universitas Jember

CHAPTER 2
LITERATURE REVIEW

This chapter informs the readers about the theories underlying foreign language anxiety, source of speaking anxiety and students' cope with their anxiety.

2.1 The Understanding of Anxiety

The term anxiety refers to the complex set of negative emotions, which include fear, apprehension, and worry. Speaking anxiety is the most frequently cited concern by the foreign language learners which may negatively affect their performance and ability to process information in the target language (Mak, 2011; Liu, 2006). Anxiety can be seen as one of the main reasons that can prohibit students from gaining a good level of language proficiency (Alrabai, 2014).

According to Sadighi and Dastpak (2017:111) "Foreign language anxiety is associated with feelings of fear, uncertainty, disorder and concern with the conditions in which the language is learned, such as English as foreign language classes". This means that language anxiety is a negative feeling and psychological tension that learners go through in learning a language or performing a task (Xiao & Wong, 2014). Having said this, some people feel apprehension when they are demanded to speak publicly. Presumably, students' feelings can have a key impact on their motivation, performance and language proficiency. In other words, students may feel anxious in their speaking classes because of their negative self-assessment which possibly results in being reticent and quiet. Likewise, language anxiety may cause students to have an uncomfortable feeling and reticent during English classes, specifically spoken ones (Thompson & Lee, 2013). However, this does not mean that language anxiety only affects students to improve their English fluency, but also accuracy (Rassaei, 2015).

Digital Repository Universitas Jember

Horwitz (2001) proposed two kinds of anxiety. They are clarified as follows:

1. Trait Anxiety

Generally, trait anxiety is a kind of anxiety where a subject is generally anxious in many things. Sandi and Richter-Lev (2009) revealed that trait anxiety is a well-known risk factor to develop depression, and anxiety disorders and depression present a high comorbidity. In this case, someone with trait anxiety experiences anxious every time. In other words, Omrod (2011) clarified trait anxiety may appear even in a nonthreatening situation. He continued that this kind of anxiety can be the character of a person.

2. State Anxiety

State anxiety is as apprehension that is experienced at a particular moment in time as a response to a definite situation. It means that the person only experiences the anxiety in a given situation. The kind of anxiety is also temporary. It is because the person only feels anxious in an event which can be dangerous for him.

2.2 The Factors of Speaking Anxiety

It has been explained before that anxiety is someone's feeling of nervousness in facing an event in a particular situation. The anxiety is often evoked for students in the English speaking class. Kayaoğlu and Sağlamel (2013) found several causes of language anxiety. They are (1) linguistic difficulty in the form of lack of vocabulary, lack of grammatical understanding and bad pronunciation; (2) cognitive challenges in the form of feelings of fear cannot communicate, fear of failing the test, the fear of making mistakes, shame to fail in front of others, low self-esteem; (3) lack of understanding of the original language; (4) teacher's role and competitiveness. They claimed that the speaking anxiety of respondents were more due to linguistic difficulty, especially the lack of vocabulary, less understanding of grammar, and bad pronunciation. The results of studies conducted

Digital Repository Universitas Jember

by Horwitz (2001) and Le (2004) indicate that in a variety of language learning contexts there are about one third of foreign language students who experience at least moderate level of foreign language anxiety.

To sum up, anxiety is a serious problem for students that can influence their achievement in speaking performance. For this reason, Antony (2004) claimed that it is necessary to overcome students' anxiety in speaking performance. The students can plan for change, change the way of think, confront the anxiety-provoke situation, change the way to communicate and improve the relationship, medicate, copy with rejection, meet new people, learn to make the presentation with confidence, and stop trying to be perfect.

There are three components of foreign language anxiety that have been identified (Horwitz, Horwitz and Cope 1986):

a) Communication Apprehension

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

b) Fear of Negative Evaluation

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

c) Test Anxiety

Commonly, the test anxiety appears when the students worry to fail in a test. The students who feel anxious in a test of foreign language class may get difficulty during the test. Even, the students who most prepared often make errors in the test.

Digital Repository Universitas Jember

Students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language, especially concerning speaking and listening skills. Students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers. Students who experience test anxiety consider the foreign language process, and especially oral production, as a test situation, rather than an opportunity for communication and skills improvement.

In conclusion, the factors of student's anxiety are categorized into three major problems, firstly, the factors are categorized as communication apprehension. In this case, the students feel anxious because of embracing feeling when speaking in front of the class. Secondly, the factors are called test anxiety. It means that the students feel worried when they have to face the English test. It is due to the level of difficulty of the test. Lastly, the anxiety appears because of fear of negative evaluation. It can be implied that someone feels anxious when he or she has to speak in every social evaluative situation, such as an interview for a job.

Commonly, feeling anxious may occur due to several factors. There are two variables associated with speaking English anxiety: learners' variable or individual factor and situational variable or social factor (Lababidi, 2016). Learners' variable involves students' self-confident. Here, speaking anxiety has to do with fear, which in most cases has developed from bad prior experiences. In other references, Worde (2003) argued that students' fear in misunderstanding what is being said in the classroom can lead to communication apprehension. The students' anxiety is also determined by the material used in the learning process. The excessive and the difficulty level of learning material strongly affect students' worries in speaking activity in class. The factor from students includes belief about language learning. In this case, the students believe that language is difficult. So, they feel unable to face difficulties. The students also think that they should always show the perfect performance in speaking. Moreover, low self-esteem, stressful learning experience,

Digital Repository Universitas Jember

and the lack of preparation also often become factors toward students' anxiety in speaking performance.

However, situation variable involves teachers-related factor and classroom-related factor. Situational variable relates with, for instance, course activities, course level, course organization, instructor's attitude, behaviour, and social interaction among learners (Jackson, 2002).

In teacher-related factor, the language teachers' beliefs about teaching and language learning have also been attributed as a cause of students' speaking anxiety. The teacher should put him/herself as a facilitator rather than being a person who rules, reprimands and corrects students' mistakes. Pedagogically, therefore, teachers should create a supportive learning environment for learners and tolerate their language mistakes in speaking activities (Davies and Pearse, 2000). This is basically because to motivate students in order to actively participate in the class and use a good amount of English language (Hedge, 2000).

Many learners feel that some error correction is necessary; the manner of error correction is often said as provoking anxiety. Those studies that investigated anxieties concerning instructor-learner interactions show that students are more concerned about how their mistakes are corrected rather than whether error correction should be administered in class. Also, some of the classroom activities in oral presentations in front of the class are cussing as potential sources of anxiety. Furthermore, classroom activities which are the core of the learning process must fulfil the needs and interest of the students. Activities that tend to make students silent and passive in class will make them more anxious.

2.3 Students' Strategies for Coping with Anxiety

Speaking English becomes a challenging task for every students. So, they have to understand how to solve their problems. Researchers have shown how 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

Digital Repository Universitas Jember

can reflect on what strategies they had used to cope with anxiety in class. They said that motivating and convincing themselves to be confident and stay count. Further, Zhiping and Paramasivam (2013) affirmed that students tend to be silent, avoiding eye contact, being with a friend, and making an expressive reaction. Tanveer (2007) argued that the most general idea to reduce anxiety was to make the language classroom environment less formal and more pleasant, where students can make faults without looking or sounding unskilled. It is essential for teachers to be friendly and make some fun class activities rather than being strict and uncared with the students. Indeed teachers should be more aware of the existence of anxious students and show empathy to them (Liu, 2009).

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

2.4 Previous Studies

For the last ten years, there have been several previous studies dealing with the issue of Foreign Language Students' Anxiety in Speaking English.

First, HAN, Tanriöver & Şahan (2016) investigated EFL students' and teachers' attitudes toward Foreign Language Speaking Anxiety. The researchers applied quantitative and qualitative design for this study. The quantitative results of this study revealed no significant difference between students' attitudes toward FLSA they experience in classes taught by NESTs and non-NESTS. However, there was a significant statistical difference in the students' attitudes toward FLSA between the two Turkish teachers' classrooms, although this distinction was not apparent in the qualitative data. Qualitatively, the results are consistent with the findings of previous research of speaking anxiety. Peer pressure, which stems from speaking in front of the classroom, and the fear of making mistakes are described by both teachers and students as the main causes of speaking anxiety. Lack of

Digital Repository Universitas Jember

confidence and competitive classroom environment are also the causes of students' anxiety in speaking.

Second, Liu (2008) investigated 24 students attending a college English Listening & Speaking Course at s Chinese University in Beijing in the way of classifying the students by FLCAS, background information, and reflective journals. She found that must 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. He found some sources or factors 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.

Third, Tridinanti (2018) investigated the relationships among student's speaking anxiety, self-confidence, and speaking achievement. The research used correlation design. The data were collected through interviews that were scored by two raters and two questionnaires that were administered to fifth-semester students from a Teacher and Training Faculty in Indonesia. The data were analyzed using descriptive and correlational analysis. The result shows there is a significant positive relationship between the variables of self-confidence and learning achievement. That is, the higher the self-confidence, the higher the speaking achievement. The finding also revealed that speaking anxiety has an insignificant and negligible correlation with speaking achievement. The result also shows that self-confidence is a significantly stronger predictor of speaking achievement than speaking anxiety with self-confidence have higher achievement.

Fourth, Sadighi and Dastpak (2017) investigated the sources of Foreign Language Speaking Anxiety of Iranian English Language Learners. To do so, 154 EFL learners participated in the study. They were required to fill out a foreign language anxiety questionnaire which was developed based on the Foreign

Digital Repository Universitas Jember

Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope (1986). The results of the study indicated that "fear of making mistakes", "fear of negative evaluation", and "lack of vocabulary knowledge" were the main factors which caused anxiety among students.

Fifth, Ahmed (2016) investigated the speaking of Kurdish University EFL learners. In this qualitative research, a survey strategy was applied using both semi-structured interview and questionnaire methods for data collection. For achieving the study purposes, thirty students who were studying the English language at Soran University, Faculty of Arts were selected purposively. The result of this study is that the main reasons that make students anxious are student's negative evaluation, making language mistakes, lack of ability, lack of preparation in advance and lack of teacher's support and personal attention.

Those previous studies strongly related to the topic of this study. There were some explanatios about the factors that caused EFL learners to feel anxious in speaking English. Although several studies discussed about the different factors caused by students' anxiety especially in speaking English, there were not research that focused on how the students' overcome their anxiety in speaking English. Thus, this research is not only examine the factors of students' speaking anxiety but also explore about the strategies that used by the students to cope their anxiety in speaking English.

Digital Repository Universitas Jember

CHAPTER 3
RESEARCH METHODS

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

3.1 Research Design

A research design is a plan for conducting research. This research designed as a case study research. According to Yin (2003), a case study is used to understand a real-life phenomenon in depth. It focuses on collecting information that occurred in the real condition. The researcher specifically chooses a particular instance of a phenomenon under investigation to understand a specific problem that occurs in everyday practice. For instance, in this research, I chose to conduct a study about the students' anxiety in speaking English and how they cope the feeling.

3.2 Research Context

This research was conducted to the students of X TKJ 1 *(Computer and Networking Engineering)* at Sekolah Menengah Kejuruan Negeri 2 Jember (SMKN 2 Jember). There were 36 students in this class. In this vocational high school, English was taught by following the revised Curriculum 2013. Each meeting took three times 45-period (3x45 minutes). The English teacher relied only on English textbooks to teach the materials.

In teaching speaking, the teacher asked the students to imitate the words or sentences spoken by the teacher. In this school, speaking skill learning activities were dominated by writing and memorizing every written text on the board, then sometimes the teacher asked them to read it in front of the class. Most of the time, the teacher tended to use Bahasa Indonesia than English in the teaching-learning process.

Digital Repository Universitas Jember

3.3 Research Participants

To determine the participants of this study, the writer chose a class purposively in order to help the writer understood the phenomenon being studied from the population that is students of X TKJ 1 *(Computer and Network Engineering)*. The writer used an observation method in order to select the participants and did the observation with her friend. Observation done by observing the class activities naturally. The focus of the observation was on the students' speaking anxiety when they are speaking English in class and trying to give responses to the teacher and class atmosphere. The researcher used the observation checklist in selecting the participant. Observation was not only done once or twice, but repeated until the data were saturated. Also, students indicated by numbers to make the resercher easier in choosing the participant. The researcher chose some students who tended to have speaking anxiety indications based on the characteristics of anxious students illustrated by Oxford (1999) such as:

- General avoidance: Showing carelessness, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest question.
- Physical actions: Squirming, stuttering or stammering, displaying jittery behaviour, conversational withdrawal, lack of eye contact, image protection or masking behaviour (exaggerated smiling, laughing noddling, joking), and being unable to reproduce the sounds or intonation of the target language even after repeated.

3.4 Data Collection Method

The data collected of this research were questionnaire and interview.

3.4.1 Questionnaire

The questionnaire is an instrument in which the respondent provide written responses to questions or mark items that indicate their responses. After the researcher has selected participants, then she gave them a questionnaire to make sure that they felt anxious in learning English especially in speaking class. The questionnaire allows the collection of both subjective and objective data in a large

Digital Repository Universitas Jember

sample of the study population to obtain statistically significant results (Ary, et.al, 2010). The researcher used the questionnaire namely Foreign Language Anxiety Scale that is proposed by Horwitz (1986) and consists of 31 items to connect some backgrounds and descriptive data about students' anxiety. The FLCAS measured students FLA level on a 1-5 Likert scale. However, to avoid too many neutral answer the questionnaire was changed into a 1-4 Likert scale, ranging from *strongly disagree* to *strongly agree* (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree). Those numbers were processed by using statistical calculations and were intrepreted quantitatively. The total score from each questionnaire indicated to the factor of students' anxiety. All statements were categorized according to the factors of anxiety, namely *communication apprehension, test anxiety, and fear of negative evaluation.* The highest score is the most influential factor of students' anxiety. From 33 items, 24 items are inclined to anxiety while the other 9 items (item number 2, 5, 8, 11, 14, 18, 22, 28, and 32) are the opposite, meaning that *strongly agree* for these 24 items and *strongly disagree* for the 9 items indicate high anxiety. To make the students easier to understand and response to the questionnaire, it translated and then validated by two lecturers. The translated questionnaire was distributed to the selected students in the class to find the sources of factors of anxiety. After analyzing the respondents' responses to the questionnaire, an interview was conducted.

3.4.2 Interview

Ary et.al (2010) stated that interview is used to gather data on subjects' opinions, beliefs, and feeling about the situation in their own words. This involved asking questions, listening to and recording answers from individual or group on a structured, semi-structured or unstructured format in an in-depth manner. The aim of interview was to clarify the contents of the questionnaire. Interview is intended to get further information related to the respondents' responses to the questionnaire and better understanding of sources of factores of anxiety and how to cope with they feelings.

Digital Repository Universitas Jember

The researcher used semi-structured interviews which was conducted during class breaks. Every participant was scheduled for an interview, depending on the participants' readiness. Each interview was last for about 10 to 15 minutes.

3.5. Data Analysis Method

The process of this analysis fall into three major phases following the framework of qualitative analysis developed by Miles and Huberman (1994): data reduction, data display and conclusion drawing and verification.

1. Data Reduction

First, the mass of the data to be organized and some how meaningfully reduced. According to Miles, data reduction refers to process of selecting, focusing, abstracting and transforming the data. In this case, researcher selected the data from observation, questionnaire, and interview to the students. Then, this summary was analyzed to see the important information, group the data, and selected the data are need and arrange the data to the proper format, so it could give meaningful result and conclusion.

2. Data Display

Data display is the second phase in Miles and Huberman's model of qualitative data analysis. This phase provided an organized and compose assembly of information that permits for conclusion drawing. The researcher displayed the data that have been reduced to facilitate data interpretation. It displayed in a table with the basic categories such as factors contributing to language anxiety.

Table 1 below is a data display from observation.

Factors contributing to Anxiety	Signs

Digital Repository Universitas Jember

3. Conclusion and Verification

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the research question. In this phase, the writer draw meaning from the data in a display. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check and verify these emergent conclusion. Verification refers to the process which can explain the answer of research questions and research objectives. Furthermore, the data have to be checked for their sturdiness and confirmability. The researcher checked the validation of the data using triangulation strategy. According to Miles, triangulating is a tratic for verifying or confirming findings by using multiple sources and modes of evidence. The researcher examined multiple sources such as interview responses and observational data as many times as necessary to obtain the valid findings of this study. In this step, the researcher could conclude three steps in repoting the result of a qualitative research. First, it is data reduction. It is to find out the key points of the research. Second, after getting the key points of the research, it is described in the form of narrative to be meaningful and more easily understood. The last is conclusion drawing. In this step, the researcher conclude the research findings after analyzing all of the data.

Digital Repository Universitas Jember

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 it provides some suggestions for the English teachers and other researchers.

5.1 Conclusion

Based on the analysis and discussion in the previous chapter, foreign language anxiety was experienced by some students. This result was as the same as what the researcher assumed. Anxiety made students reluctant to speak English, and they perceived it as a traumatic tragedy because when they tried to speak English individually or in peers, their students laughed at them.

Factors of speaking English anxiety found in this study were test anxiety and communication apprehension. Those two factors were dominant in causing students' fear and anxiety. Also, those were visible in classroom observation. Based on the results of interview, there were 3 strategies that used by the students to overcame their anxiety in speaking English. Each student had the different strategy based on their opinion. But, the students' strategies used to cope with their anxiety seem to be ineffective to reduce their anxiety. Thus, students expected the teacher to teach them with another activity which are fun, entertaining, and relaxing.

5.2 Suggestions

The writer would like to give some suggestion to the English teacher and 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 teaching strategy such as playing game or another fun activities to reduce the students' anxiety and help the students by provoking them with a little help.

Digital Repository Universitas Jember

2. It is suggested for the next researcher to conduct a study in investigating the innefectiveness of the teacher's role in helping the students to cope with their speaking anxiety especially in English.

Digital Repository Universitas Jember

REFERENCES:

Alrabai, F. (2014). The influence of teachers anxiety-reducing strategies on learners foreign language anxiety. *Innovation in Language Learning and Teaching*, *9*(2), 163–190. doi: 10.1080/17501229.2014.890203

Antony, M. M. (2004). *10 Simple solutions to shyness: how to overcome shyness, social anxiety & fear of public speaking*. Oakland, CA: New Harbinger Publications.

Ary, D., Jacobs, L. C., Razevieh, A., & Sorensen C. K. (2010). *Introduction to Research in Education.* Eight Edition. Scarborough: Nelson Education.

Chan, D. Y., and Wu, G. (2004). A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei Country, *Journal of National Taipei Teachers College*, Vol. 17.

Davies, P., & Pearse, E. (2000). *Success in English Teaching.* Oxford: Oxford University Press.

Gregerson, T., & Horwitz, E.K. (2002). Language learning and perfectionism: Anxious and no anxious language learners' reactions to their own oral performance. *The Modern Language Journal*, *86*(4), 562-570. doi.org/10.1111/1540-4781.00161

Han, T., Tanriöver, A. S., & Sahan, Ö. (2016). EFL Students' and Teachers' Attitudes toward Foreign Language Speaking Anxiety: A Look at NESTs and Non-NESTs. *International Education Studies*, *9*(3), 1. doi: 10.5539/ies.v9n3p1

Hedge, T. (2000). *Teaching and learning in the language classroom (3rd ed.).* Oxford: Oxford University Press.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, *70*(2), 125–132. doi: 10.1111/j.1540-4781.1986.tb05256.x

Horwitz, E. K., & Young, D. J. (1991). *Language anxiety: From theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice-Hall.

Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, *21*, 112–126. doi: 10.1017/s0267190501000071

Digital Repository Universitas Jember

Indri, N. (2001). Sources of FNE among First Year LMD Students of Abderrahmane Mira University. *Proscedia-Social and Behavioral Science 29*, 1932-1941

Jackson, J. (2002). Reticence in second language case discussions: anxiety and aspirations. *System*, *30*(1), 65–84. doi: 10.1016/s0346-251x(01)00051-3

Kayaoğlu, M. N., & Sağlamel, H. (2013). Students' Perceptions of Language Anxiety in Speaking Classes. *Journal of History Culture and Art Research*, *2*(2). doi: 10.7596/taksad.v2i2.245

Lababidi, R. A. (2016). Language Anxiety: A Case Study of the Perceptions and Experiences of Students of English as a Foreign Language in a Higher Education Institution in the United Arab Emirates. *English Language Teaching*, *9*(9), 185. doi: 10.5539/elt.v9n9p185

Lazarus, R. (1982). *Psychological stress and the coping process*. Ann Arbor, MI: University Microfilms International.

Le, J. (2004). *Affective characteristics of American students studying Chinese in China: a study of heritage and non-heritage learners' beliefs and foreign language anxiety.* (Unpublished doctoral dissertation), The University of Texas, Austin.

Liu, M. (2006). "Anxiety in Chinese EFL Students at Different Proficiency Levels." *System*, vol. 34, no. 3, 2006, pp. 301–316., doi:10.1016/j.system.04.004.

Liu, M., & Jackson, J. (2008). An Exploration of Chinese EFL Learners Unwillingness to Communicate and Foreign Language Anxiety. *The Modern Language Journal*, *92*(1), 71–86. doi: 10.1111/j.1540-4781.2008.00687.x

Liu, M. (2009). *Reticence and anxiety in oral English lessons*. Bern: Peter Lang.

Mak, B. (2011). "An Exploration of Speaking-in-Class Anxiety with Chinese ESL Learners." *System*, vol. 39, no. 2, pp. 202–214., doi:10.1016/j.system.2011.04.002.

Mary, C., Toale James C. McCroskey. (2001). Ethnocentrism and Trait Communication Apprehension as Predictors of Interethnic Communication Apprehension ans Use of Relational Maintenance Strategies in Interethnic Communication, *Communication Quarterly, 49:1, 70-83*

Digital Repository Universitas Jember

Matthew B. Miles and A. Michael Huberman. (1994). *Qualitative Data Analysis: An Expanded Sourcebook,* Second Edition, (Thousand Oaks: SAGE Publications), p.10.

Nehad, F. A. (2016). An Exploration of Speaking Anxiety with Kurdish University EFL Learners. *Journal of Education and Practice, 7(27), 2222-1735.*

Omrod, J.E. (2011). *Educational Psychology: Developing Learner*. Boston: Pearson Education.

Rassaei, E. (2015). Oral corrective feedback, foreign language anxiety and L2 development. *System*, *49*, 98–109. doi: 10.1016/j.system.2015.01.002

Rebecca L. Oxford. (1999). "Anxiety and the Language Learner: New Insights", in Jane Arnold (ed.I) *Affect in Language Learning*, (Cambridge: Cambridge University Press), p.60.

Sadighi, F., & Dastpak, M. (2017). The Sources of Foreign Language Speaking Anxiety of Iranian English Language Learners. *International Journal of Education and Literacy Studies*, *5*(4), 111. doi: 10.7575/aiac.ijels.v.5n.4p.111

Sandi, Carmen, and Gal Richter-Levin. (2009). "From High Anxiety Trait to Depression: a Neurocognitive Hypothesis." *Trends in Neurosciences*, vol. 32, no. 6, 2009, pp. 312–320., doi:10.1016/j.tins. 02.004.

Tanveer, M. (2007). *Investigation of the Factors that Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence It Casts on Communication in the Target Language*. Unpublished Thesis : University of Glasglow

Thompson, A. S., & Lee, J. (2013). The Impact of Experience Abroad and Language Proficiency on Language Learning Anxiety. *TESOL Quarterly*, *48*(2), 252–274. doi: 10.1002/tesq.125

Thornbury, S. (2005). *How to Teach Speaking.* Essex: Pearson Education Limited.

Tridinanti, G. (2018). The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang. *International Journal of Education and Literacy Studies*, *6*(4), 35. doi: 10.7575/aiac.ijels.v.6n.4p.35

Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: theoretical issues and

Digital Repository Universitas Jember

practical recommendations. *International Education Studies, 2*(4). doi: 10.5539/ies.v2n4p39

Worde, R.V. (2003). Students' Perspective on Foreign Language Anxiety, Inquiry, Vol. 8, no. 3.

Xiao, Y., & Wong, K. F. (2014). Exploring Heritage Language Anxiety: A Study of Chinese Heritage Language Learners. *The Modern Language Journal, 98*(2), 589–611. doi: 10.1111/j.1540-4781.2014.12085.x

Yin, R. 2003. *Applications of case study research (2nd ed)*. Thousand Oaks: Sage Publications.

Zhiping, D., & Paramasivam, S. (2013). Anxiety of Speaking English In Class Among International Students In A Malaysian University. *International Journal of Education and Research. Vol.1. No.11. November 2013.*

Digital Repository Universitas Jember

APPENDICES

Appendix A:

RESEARCH MATRIX

Title	Research Question	Variable	Indicators	Data Resources	Research Methods
A case study of students'anxiety in speaking English and how they cope the feeling	1. What are the sources or factors of English language speaking anxiety among vocational high school students? 2. How do the students cope with their anxiety in English speaking in class?	Students' speaking anxiety	1. Factor of speaking English anxiety : • Students' variable • Situational variable (teacher and class factor) 2. Students' cope with anxiety : • Silent • Avoiding eye contact • Being with friends • Expressive reaction	Students' of X Computer and Network Engineering at SMKN 2 Jember	**1. Research Design:** Case study **2. Reseach Participant:** Determination Method. Purposive **3. Data Collection Method:** • Observation • Questionnaire • Interview **4. Data Analysis Method:** Qualitative Analysis (Miles and Hubberman, (1994))

Digital Repository Universitas Jember

APPENDIX B:

OBSERVATION RESULT

January, 29th 2020

Students	General Avoidance				Physical Actions						
	C	LVP	LV	SI	Sq	St	Dj	Cw	LE	IP	US
AF				√							
ARF	√										
AR	√										
AMF			√		√						
ARZW											
AJ											
ADH						√	√			√	
AG											
BFR											
BDA	√	√		√	√				√		
BT											
BA											
CR		√		√							√
DF											
DDDS											
FRS		√	√	√		√	√		√	√	
FF											

Digital Repository Universitas Jember

FTHM											
F				√							
GR											
HG											
HAK											
IP	√				√	√					
IDM											
JP											
JNN											
KSDP											
KNHS											
MFD	√	√	√			√		√	√	√	√
MHBP				√	√						
MRAB	√	√		√	√	√			√		√
MYF											
MKSA		√		√	√				√	√	

Digital Repository Universitas Jember

APPENDIX C:

OBSERVATION RESULT

February, 5th 2020

Students	General Avoidance				Physical Actions						
	C	LVP	LV	SI	Sq	St	Dj	Cw	LE	IP	US
AF		√		√							
ARF						√					
AR	√										
AMF			√								
ARZW		√		√							
AJ											
ADH						√				√	
AG											
BFR					√		√				
BDA		√		√					√		
BT											
BA											
CR		√									√
DF					√						
DDDS											

Digital Repository Universitas Jember

FRS	√	√	√			√	√	√		√	√
FF											
FTHM						√					√
F											
GR											
HG											
HAK											
IP	√										
IDM											
JP											
JNN											
KSDP		√						√			
KNHS											
MFD	√	√	√	√		√		√	√	√	√
MHBP					√						
MRAB	√	√		√	√	√			√	√	√
MYF											
MKSA		√		√						√	

Digital Repository Universitas Jember

APPENDIX D:

OBSERVATION RESULT

February, 12th 2020

Students	General Avoidance				Physical Actions						
	C	LVP	LV	SI	Sq	St	Dj	Cw	LE	IP	US
AF		√									
ARF						√		√			
AR	√										
AMF											
ARZW		√		√							
AJ				√			√				√
ADH										√	
AG											
BFR							√				
BDA		√		√							
BT											
BA	√	√									
CR		√									√
DF					√						
DDDS											
FRS	√	√	√		√	√	√	√		√	√

Digital Repository Universitas Jember

FF	√		√								
FTHM											√
F											
GR											
HG											
HAK			√								
IP	√					√					
IDM											
JP											
JNN											
KSDP		√					√	√			
KNHS											
MFD	√		√			√	√	√	√	√	√
MHBP					√						
MRAB	√	√	√	√	√	√			√	√	
MYF											
MKSA				√						√	

Digital Repository Universitas Jember

APPENDIX E:

OBSERVATION RESULT

February, 19th 2020

Students	General Avoidance				Physical Actions						
	C	LVP	LV	SI	Sq	St	Dj	Cw	LE	IP	US
AF		√									
ARF						√		√			
AR	√										
AMF											
ARZW		√		√							
AJ				√			√				√
ADH										√	
AG											
BFR							√				
BDA		√		√							
BT											
BA		√									
CR		√									√
DF					√						
DDDS											
FRS	√	√	√	√		√	√	√		√	√

Digital Repository Universitas Jember

FF	√		√								
FTHM							√				√
F											
GR		√									
HG											
HAK			√								
IP	√					√					
IDM											
JP									√	√	
JNN											
KSDP		√					√	√			
KNHS											
MFD	√	√	√			√	√	√	√	√	√
MHBP					√						
MRAB	√		√	√	√	√		√	√	√	
MYF											
MKSA				√						√	

Digital Repository Universitas Jember

APPENDIX F:

QUESTIONNAIRE

Foreign Language Classroom Anxiety Scale by Horwitz and Cope (1986)

No.	Statement	Response			
		SA (Strongly Agree)	**A (Agree)**	**D (Disagree)**	**SD (Strongly Disagree)**
1.	I never feel quite sure of myself when I am speaking English in class				
2.	I do not worry about making mistakes in language class.				
3.	I tremble when I know I am to be called on in language class.				
4.	It frightens me when I do not understand what the teacher said in English.				
5.	It would not bother me at all to take more foreign language class.				
6.	I find myself thinking about things have nothing to do with course.				
7.	I keep thinking that the other students are better at language than me.				
8.	I am usually at ease during tests in my language class.				
9.	I start to panic when I have spoken without preparation in language class.				

Digital Repository Universitas Jember

10.	I worry about 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.				

Digital Repository Universitas Jember

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.				

Digital Repository Universitas Jember

APPENDIX G:

CATEGORIZATION OF FLCAS

Factors	Variables	Indicators	Question Number	Kinds of Question
Communication apprehension	1. Problems in expressing ideas	1.1 Feeling confused when speaking in English	1 12 27	Favourable Favourable Favourable
	2. Problems in understanding others' utterances	2.1 Feeling fear of not understanding others' utterances	4	Favourable
		2.2 Feeling stressed of not understanding what to correct	15	Favourable
		2.3 Feeling fear of not understanding every word in others' utterances	29	Favourable
	3. Uneasiness to speak in front of others	3.1 Feeling self-conscious when speaking in front of others	3 18 20 24	Favourable Unfavourable Favourable Favourable
		3.2 Feeling uncomfortable speaking to native speaker	14	Unfavourable
	4. Problems in unprompted States	4.1 Feeling of panic to speak without preparation	9	Favourable

Digital Repository Universitas Jember

Test anxiety	5. Before a test	5.1 Feeling uneasy despite being well prepared	16 22	Favourable Unfavourable
	6. During a test	6.1 Feeling uneasy during a test/ performance	8	Unfavourable
	7. After a test	7.1 Feeling fear of failing the test/performance	10	Favourable
Fear of negative evaluation	8. Fear of being negatively judged	8.1 Feeling less competent than others	7 23	Favourable Favourable
		8.2 Feeling fear of humiliation when speaking	13 31	Favourable Favourable
		8.3 Feeling the urge of running away	17	Favourable
		8.4 Feeling fear of being left behind	25	Favourable
	9. Fear of making mistakes	9.1 Thinking that mistakes equal failures	2 19	Unfavourable Favourable
	10. Inability to deal with the task of foreign language learning	10.1 Distracted during English class	6	Favourable
		10.2 Feeling tense and uncomfortable in English class	5 11 26 28	Unfavourable Unfavourable Favourable Unfavourable
		10.3 Overwhelmed by English language rules	21 30	Favourable Favourable

Digital Repository Universitas Jember

APPENDIX H:

VALIDATION QUESTIONNAIRE

APPENDIX: TRANSLATION OF QUESTIONNAIRE

Foreign Language Classroom Anxiety Scale by Horwitz and Cope (1986)

For Validation

No.	Pernyataan	Respon		
		Sesuai	Tidak Sesuai	Komentar
1.	*I never feel quite sure of myself when I am speaking English in class.* Saya tidak pernah percaya diri ketika saya berbicara bahasa Inggris di kelas		✓	Saya tdk yakin bhs Inggris saya sdh benar saat berbicara dlm bhs Inggris di kelas
2.	*I do not worry about making mistakes in language class.* Saya tidak khawatir membuat kesalahan ~~di~~ saat dalam kelas bahasa Inggris.	✓		
3.	*I tremble when I know I am to be called on in language class.* Saya merasa gemetar ketika mendengarkan presentasi teman saya, karena saya tahu selanjutnya adalah giliran saya.	✓		
4.	*It frightens me when I do not understand what the teacher said in English.* Saya gugup ketika guru saya berbicara dalam bahasa Inggris sementara saya tidak mengerti apa yang diucapkan.	✓		Saya merasa takut...
5.	*It would not bother me at all to take more foreign language class.* Saya senang jika harus mengikuti berbagai kelas bahasa asing selain bahasa Inggris.	✓		

Digital Repository Universitas Jember

6.	*I find myself thinking about things have nothing to do with course.* Ketika pelajaran bahasa Inggris berlangsung, saya sering memikirkan hal-hal yang lain.	✓		
7.	*I keep thinking that the other students are better at language than me.* Saya sering berpikir bahwa teman saya lebih baik dalam berbahasa Inggris daripada saya.	✓		
8.	*I am usually at ease during tests in my language class.* Saya bisa mengerjakan tes bahasa Inggris dengan santai.	✓		
9.	*I start to panic when I have spoken without preparation in language class.* Saya mulai panik ketika saya berbicara tanpa persiapan di kelas bahasa Inggris.	✓		
10.	*I worry about consequences of failing my foreign language class.* Saya khawatir tentang konsekuensi dari kegagalan dalam pelajaran bahasa Inggris.		✓	"konsekuensi yg harus saya tanggung jika saya gagal dalam"
11.	*I don't understand why some people get so upset over foreign language classes.* Saya tidak mengerti mengapa beberapa orang menganggap kelas bahasa Inggris itu menakutkan.	✓		
12.	*In language class, I can get so nervous I forget things I know.* Ketika ditunjuk untuk berbicara bahasa Inggris di kelas, saya kadang tidak bisa menemukan kata yang ingin saya ucapkan walaupun sebenarnya saya tahu kata itu.	✓		

Digital Repository Universitas Jember

13.	*It embarrasses me to volunteer answers in my language class.* dan malu Saya enggan menjawab pertanyaan-pertanyaan dari guru saya dalam bahasa Inggris.	✓		
14.	*I would not be nervous speaking the foreign language with native speakers.* Saya tidak merasa gugup ketika harus berbicara dengan native speaker	✓		
15.	*I get upset when I don't understand what the teacher is correcting.* kesal Saya merasa gugup ketika saya tidak paham mengapa guru/dosen menyalahkan saya saat berbicara dalam bahasa Inggris.	✓		
16.	*Even if I am well prepared for language class, I feel anxious about it.* Meskipun saya sudah berlatih untuk presentasi di kelas bahasa Inggris, saya masih merasa gugup.	✓		
17.	*I often feel like not going to my language class.* Saya sering merasa enggan untuk datang ke kelas bahas Inggris.	✓		
18.	*I feel confident when I speak in foreign language class.* Saya merasa percaya diri ketika berbicara di dalam kelas bahasa Inggris.	✓		
19.	*I am afraid that my language teacher is ready to correct every mistake I make.* Saya malu jika kesalahan-kesalahan saya dikoreksi oleh guru.	✓		

Digital Repository Universitas Jember

20.	*I can feel my heart pounding when I'm going to be called on in language class.* Saya merasa deg-degan ketika saya menunggu giliran berbicara dalam bahasa Inggris di depan kelas.	✓		
21.	*The more I study for a language test, the more confused I get.* Semakin banyak saya belajar untuk ujian bahasa Inggris, saya semakin bingung.	✓		
22.	*I don't feel pressure to prepare very well for language class.* Saya tidak merasa tidak butuh persiapan untuk belajar bahasa Inggris.		✓	Saya tidak merasa harus melakukan persiapan yang matang untuk kelas Bhs. Inggris
23.	*I always feel that the other students speak the foreign language better than I do.* Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.	✓		
24.	*I feel very self-conscious about speaking the foreign language in front of other students.* Saya merasa canggung berbicara dalam bahasa Inggris di depan teman sekelas.	✓		
25.	*Language class moves so quickly I worry about getting left behind.* Guru bahasa Inggris saya menerangkan dengan sangat cepat sampai-sampai saya merasa ketinggalan.	✓		
26.	*I feel more tense and nervous in my language class than in my other classes.*			

Digital Repository Universitas Jember

	Kelas bahasa Inggris membuat saya merasa tidak tenang dibandingkan kelas lainnya.	✓		
27.	*I get nervous and confused when I am speaking in my language class.* Saat harus berbicara dalam bahasa Inggris di depan teman sekelas, saya tidak bisa bicara dengan lancar karena bingung bagaimana cara menyampaikan maksud saya dalam bahasa Inggris.	✓		
28.	*When I'm on my way to language class, I feel very sure and relaxed.* Saya merasa santai ketika masuk kelas bahasa Inggris.	✓		
29.	*I get nervous when I don't understand every word the language teacher says.* Saya merasa gelisah saat tidak mengerti setiap kata yang diucapkan guru saya dalam bahasa Inggris.	✓		
30.	*I feel overwhelmed by the number of rules you have to learn to speak a foreign language.* Saya merasa kewalahan dengan sejumlah peraturan yang harus dipelajari untuk berbicara bahasa Inggris.	✓		
31.	*I am afraid that the other students will laugh at me when I speak the foreign language.* Saya takut ditertawai oleh siswa lain ketika saya berbicara bahasa Inggris.	✓		

February, 19, 2020

Riati Febri A.M., S.Pd., M.Pd.

January 22, 2020

Mutiara B. Igs, S.Pd., M.Pd.

Digital Repository Universitas Jember

APPENDIX I:

THE RESULT OF QUESTIONNAIRE

Communication Apprehension	FR	FG	RA
1.1	3	3	3
	3	3	3
	3	3	4
2.1	2	2	2
2.2	1	1	1
2.3	3	4	4
3.1	4	2	4
	2	3	3
	3	1	3
	3	1	3
3.2	1	3	2
4.1	3	3	4
∑	31	29	36
Mean	2.583	2.416	3.000

Test Anxiety	FR	FG	RA
5.1	3	3	4
	2	3	3
6.1	1	2	3
7.1	3	3	3
∑	9	11	13
Mean	2.250	2.750	3.250

Digital Repository Universitas Jember

Fear of Negative Evaluation	FR	FG	RA
8.1	4	4	4
	4	4	3
8.2	3	2	4
	2	1	4
8.3	2	1	3
8.4	2	2	2
9.1	2	3	2
	2	2	3
10.1	2	3	4
10.2	3	4	3
	2	2	2
	3	2	2
	3	2	2
10.3	2	1	3
	2	1	3
∑	38	34	44
Mean	2.533	2.266	2.933

The Result of Questionnaire

	∑skor CA	∑skor TA	∑skor FE	mean CA	mean TA	mean FE
FG	29	11	34	2.416	2.750	2.266
RA	36	13	44	3.000	3.250	2.933
FR	31	9	38	2.583	2.250	2.533

Digital Repository Universitas Jember

APPENDIX J:

INTERVIEW FORM

No	Questions	Answer
1.	What are the causes of your anxiety and how you solve it?	
2.	Do you have any ideas of how English might be less stressful? What did you do to reduce anxiety? Please give me an example!	
3.	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?	