

**SPEAKING ANXIETY IN ADAB AND HUMANITIES FACULTY'S
ENGLISH LITERATURE DEPARTMENT**

THESIS

Submitted to the Board of Examiners
In Partial Fulfillment of the Requirements
For Literature Degree at English Literature Department



By:

Sukmarini

403170930

**ENGLISH LITERATURE DEPARTMENT
ADAB AND HUMANITIES FACULTY
STATE ISLAMIC UNIVERSITY
SULTHAN THAHA SAIFUDDIN JAMBI**

2023

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APPROVAL

Jambi, 10 July 2023

Supervisor I : Dr. Alfian, S. Pd., M.Ed
Supervisor II : Rahmat Fajar, M.A
Address : Adab and Humanities Faculty State Islamic University
Sulthan Thaha Saifuddin Jambi.

The Dean of Adab and Humanities
Faculty
State Islamic University
In
Jambi

Assalamu'alaikum Wr. Wb

After reading and revising everything extend necessary, we agree that the thesis by Sukmarini Nim 403170930 entitled **“SPEAKING ANXIETY IN ENGLISH LITERATURE DEPARTMENT IN ADAB AND HUMANITIES FACULTY”** can be submitted to munaqasyah (exam) in partial fulfillment to the requirements for the degree of humanity scholar. We submitted it in order to be received well. Thus, we hoped it can be useful for all.

Wassalamu'alaikum Wr. Wb

Supervisor I



Dr. Alfian, S. Pd., M. Ed

NIP. 197401031999031006

Supervisor II



Rahmat Fajar, M.A

NIP. 198612272020121005

NOTA DINAS

Jambi, 10 July 2023

Pembimbing I : Dr. Alfian, S.Pd, M.Ed
Pembimbing II : Rahmat Fajar, M.A
Alamat : Fakultas Adab dan Humaniora UIN STS Jambi

Kepada Yth,
Dekan Fakultas Adab dan Humaniora
UIN Sulthan Thaha Syaifuddin Jambi

Di-
Tempat

Assalamu'alaikum, Wr, Wb

Setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara: Sukmarini Nim 403170930 yang berjudul **“Speaking Anxiety in English Literature Department in Adan and Humanities Faculty”** telah dapat diajukan untuk di munaqasahkan guna melengkapi tugas-tugas dan memenuhi syarat-syarat mencapai gelar Sarjana Strata Satu (S.1) pada fakultas adab dan humaniora UIN Sulthan Thaha Syaifuddin Jambi. Maka dengan ini kami ajukan skripsi tersebut agar dapat diterima dengan baik.

Demikianlah, kami ucapkan terima kasih semoga bermanfaat bagi kepentingan kampus dan para peneliti.

Wassalamu'alaikum, Wr, Wb

Dosen Pembimbing I

Dosen Pembimbing II



Dr. Alfian, S. Pd., M. Ed

NIP. 197401031999031006



Rahmat Fajar, M.A

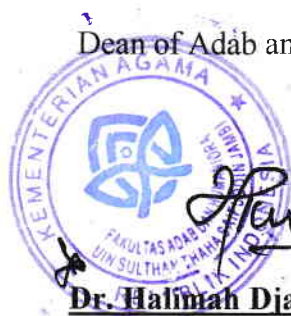
NIP. 198612272020121005

LETTER OF RATIFICATION

This thesis has been examined by the board of examiners of Adab and Humanities Faculty of The State Islamic University Sultan Thaha Saifuddin Jambi on March 2023 and accepted as a part of the requirement, which has to be fulfilled for obtaining Undergraduate Degree (S1) in English Literature Department.

Jambi, 10 July 2023

Dean of Adab and Humanity Faculty



Dr. Halimah Dja'far S. Ag., M.Fil.I
NIP. 196012111988032001

Secretary

Putri Ayu Lestari, M. Hum
NIDN. 2013099303

Examiner I

Norra Erisha, M. A
NIDN. 2005029205

Examiner II

Al Amir, M. A
NIDN. 2012079305

Chairman

Chandri Febri Santi, M. Pd
NIP. 198902032018012002

Supervisor I

Dr. Affian, S.Pd, M. Ed
NIP. 197401031999031006

Supervisor II

Rahmat Fajar, M. A
NIP. 198812272020121005

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ORIGINAL THESIS STATEMENT

The undersigned,

Name : Sukmarini
Reg, Number : 403170930
Faculty : Adab and Humanity
Department : English Literature

By signing this letter, I state states that the thesis **“Speaking Anxiety in English Literature Department in Adab and Humanities Faculty”**, is my own original work if this thesis is not original or cheating from other writer, I will be ready to be responsible and get punishment based on the role of Adab and Humanities Faculty of Islamic State University Sulthan Thaha Saifuddin Jambi.

Therefore, I make this statement in good health and mind.

Jambi, 10 July 2023



Sukmarini

NIM. 403170930

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ
وَنَقْصٍ مِّنَ الْأَمْوَالِ وَالْأَنْفُسِ وَالثَّمَرَاتِ
قَالَ وَبَشِّرِ الصَّابِرِينَ

(البقرة : ١١٥)

And We will surely test you with some fear (anxiety), hunger, lack of wealth, lives and fruits. And give good tidings to those who are patient.

(Q.S Al-baqarah: 115)

Dan Kami pasti akan menguji kamu dengan sedikit ketakutan (kecemasan), kelaparan, kekurangan harta, jiwa, dan buah-buahan. Dan sampaikanlah kabar gembira kepada orang-orang yang sabar.

(Q.S Al-baqarah: 115)

DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Bissmillahirrahmanirrahim

To me, to myself who never give up about all of what happening. Something that I didn't believe that I could do

To my beloved parents mom and dad who always believe and give me the best prayers, supports, and love I know you do

To my brother and sister, who always taking care of me and give me prayers, supports and love. I love you too

To all friends I have that I really care about, thanks for your prayers and the support guys

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Alhamdullilahirabil'alamin, all the praise are belong to Allah, the most merciful that shows me the right path; Islam and let me flow easily in accomplishing the thesis entitled **SPEAKING ANXIETY IN ENGLISH LITERATURE DEPARTMENT IN ADAB AND HUMANITIES FACULTY** as a partial fulfillment of the requirement for Literature Degree at English Literature Department The State Islamic University Sulthan Thaha Saifuddin Jambi.

Great and salutation be upon Muhammad SAW, the latest prophet that established the nation of Islam which is continued by the next caliphate to the way of life and today I take it as the pillar of writing of thesis.

To accomplish this thesis, the researcher had been given one great deal to many people. those, the researcher would like to say thanks for their contribution, they are:

1. Prof. Dr. Suaidi, MA., Ph. D as a Rector of State Islamic University of Sulthan Thaha Saifuddin Jambi.
2. Dr. Halimah Dja'far. S. Ag., M. Fil. I. as the dean of Adab and Humanities Faculty.
3. Dr. Ali Muzakir, M. Ag as the first Vice Dean of Academic. Dr. Alfian, S.Pd, M.Ed as the second Vice Dean of Finances, and Dr. Roudhoh, S.Ag, SS,M.Pd.I as the third Vice Dean of University Student of Adab and Humanities Faculty.

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4. The Head of English Literature Department Dian Mukhlisa, MA and The Secretary of English Literature Department Chandri Febri Santi, M.Pd.
5. To my thesis supervisor, Dr. Alfian, S.Pd., M. Ed., Dian Mukhlisa, M. A, and Rahmat Fajar, M. A, Putri Ayu Lestari, M. Hum have guided me a lot until I can complete this thesis properly.
6. All the Lecturers and staffs of Adab and Humanities Faculty, then contribution and assistant during studying in UIN of Sulthan Thaha Saifuddin Jamb.
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This thesis is still far from perfection, the researcher humbly request some critique and suggestions in order to make it better in the future time. Finally, the researcher wishes that this thesis could extend useful contribution to the readers, especially for the students of English Literature Department of Adab and Humanity Faculty.

Jambi, 10 July 2023

The writer



Sukmarini

Nim: 403170930

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ABSTRACT

Sukmarini, 2023 : Analysis Speaking Anxiety in English Literature Department in Adab and Humanities Faculty

Suervisor I : Dr. Alfian, S.Pd., M.Ed

Suervisor II : Rahmat Fajar M. A

Speaking is a skill that is very important for someone, especially for students. Not infrequently a person needs an interlocutor to carry out communication interactions. This study analyzes the anxiety of speaking in the English literature department in adab and humanities faculty. The aims of this research are (1). To find out the types of speaking anxiety that exist in students. (2). To find out what factors cause students to experience anxiety when they speak English. The objects in this study were third semester students of the Faculty of Adab and Humanities, Sulthan Thaha Saifuddin Jambi State Islamic University. This study uses a quantitative method in which data collection is carried out using a questionnaire adopted from A Measure of EFL Public Speaking Class Anxiety (2012). There are 2 theories used in this study, namely the theory of Ellis, Rod (1994) and Horwitz, Cope (1986). This study found that there are 3 types of anxiety in speaking, namely state anxiety, trait anxiety and specific-situation anxiety. The second finding includes factors that influence speaking anxiety. The resercher found 6 factors the make student anxiety, namely 1). Over self prediction toward fear, 2). Irrational faith, 3). Over sensitivity toward threat, 4). The sensitivity of anxiety, 5). Wrong attribution body signal and 6). Low self-efficacy.

Kata kunci : *Student, Speaking, Anxiety*

ABSTRAK

Sukmarini, 2023 : Analisis kecemasan berbicara di Sastra Inggris fakultas Adab dan Humaniora

Suervisor I : Dr. Alfian, S.Pd., M.Ed

Suervisor II : Rahmat Fajar M. A

Berbicara merupakan salah satu skill yang sangat penting bagi seseorang dalam mempelajari sebuah bahasa. Tak jarang seseorang membutuhkan lawan bicara untuk melakukan interaksi komunikasi. Penelitian ini menganalisis kecemasan berbicara di sastra Inggris fakultas adab dan humaniora. Tujuan dari penelitian ini adalah (1). Untuk mengetahui tipe-tipe kecemasan berbicara yang ada pada mahasiswa. (2). Untuk mengetahui faktor-faktor apa saja yang menyebabkan mahasiswa mengalami kecemasan ketika mereka berbicara berbahasa Inggris. Objek pada penelitian ini adalah mahasiswa semester 3 di fakultas Adab dan Humaniora di Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi. Penelitian ini menggunakan metode kuantitatif yang mana pengumpulan data dilakukan dengan menggunakan kuisioner yang di adopsi dari A Measure of EFL Public Speaking Class Anxiety (2012). Ada 2 teori yang digunakan pada penelitian ini yaitu teori dari Ellis, Rod (1994) dan Horwitz, Cope (1986). Penelitian ini menemukan bahwa ada 3 tipe kecemasan dalam berbicara yaitu kecemasan sesaat (state anxiety), kecemasan dasar (trait anxiety) dan kecemasan situasi (specific-situation anxiety). Adapun temuan yang kedua meliputi faktor yang mempengaruhi kecemasan berbicara. Ada 6 faktor dalam kecemasan antara lain 1). Prediksi diri yang berlebihan terhadap ketakutan, 2). Iman yang tidak rasional, 3). Kepekaan yang berlebihan terhadap ancaman, 4). Sensitivitas kecemasan, 5). Sinyal tubuh atribusi salah, dan 6). Efikasi diri rendah.

Kata kunci : *Pelajar, Berbicara, kecemasan*



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CHAPTER I

INTRODUCTION

A. Background of the research

Anxiety is a feeling that is accompanied by tense feelings, concerned thoughts, and bodily changes like elevated blood pressure. With the formation of a sense of doubt, anxiety can affect students' performance and decrease their engagement in the learning process. Additionally, crippling worry, according to Krashen, can create "mental blocks" and raise effective filters, which hinder understandable input from being used for language learning.¹

An uncomfortable emotion, such as concern or fear, that can range in intensity from mild to severe can be perceived as anxiety. Everybody experiences anxious symptoms occasionally. For instance, you can get test anxiety or encounter An uncomfortable emotion, such as worry or fear, can range in intensity from mild to severe. Everybody experiences anxious symptoms occasionally. For instance, you might experience anxiety and worry before an exam, a medical exam, or a job interview. When a person encounters a scenario or learns news that instills fear or worry, anxiety is a common emotion to experience.

Anxiety is a harmful way to express human emotions. When we are anxious, we struggle, shake, sweat, and our hearts beat quickly. We also feel frightened, scared, and afraid.² According to Stuart & Laraia, there are two kinds of anxiety responses that a person experiences when experiencing anxiety, namely:

- 1) Philological Response
 - a) Cardiovascular: increased blood pressure, heart palpitations, increased pulse rate, pulse, decreased pulse pressure, shock.

¹ Setiyadi, A. C., & Salim, M. S. U. (2013). Pemerolehan bahasa kedua menurut Stephen Krashen. *At-Ta'dib*, 8(2).

² Mohammad Shaukat Ansari, *Speaking Anxiety in ESL / EFL Classroom: A Holistic Approach and Practical Study*, (International Journal of Education Investigation:2015), p.39

- b) Respiration: rapid breathing, feeling of pressure in the chest, feeling of choking.
 - c) Skin: feeling hot or cold on pallot skin, sweating all over the body, burning sensation on the face, sweaty palms, itching.
 - d) Gastrointestinal: anorexia, abdominal discomfort, burning sensation in the epigastrium, diarrhea.
 - e) Neuromuscular: increased reflexes, startled reactions, blinking eyes, insomnia, convulsions, facial tension, slow movements.
- 2) Psychological Response
- a) Behavior: restless, nervous, talk fast, avoid.
 - b) Cofnitive: attention disorders, loss of concentration, forgetfulness, misinterpretation, confusion, excessive worry, decreased objective.
 - c) Affective: impatient, tense, extremely nervous, very nervous.³

Speaking is a skill that develops over the course of a person's life and is influenced by listening and speaking abilities from the time period being studied. Students have a lot of pronunciation, yet they still struggle when speaking. The issue is that pupils struggle with speaking English, despite the fact that this is a useful ability. It pertains to hearing. It will generate text when speaking, and that text ought to mean something. There must always be a speaker, a listener, a message, and feedback in communication. Pronunciation issues cannot be avoided because they motivate students to learn the English voice. Speaking is an important skill in English teaching and learning since it requires more than just knowledge.⁴

Speaking is a productive skill and is applied in life. in this case there are some people who find it difficult to speak in the context of expressing something even though they have a lot to say. This could be because one of the factors is that

³ Debi Ratna Wati, *The Effect of English National Examination on The Level of Students' Anxiety at SMA Muhammadiyah 18 Jakarta*, (FITK Press UIN Syarif Hidayatullah, Jakarta: 2016), p. 721

⁴ Khameis, M. (2006). *Using creative strategies to promote students speaking skill*. III. Cambridge: Cambridge University Press.

they find it difficult and unfamiliar to speak English. In speaking, we are essentially communicating with the listener.

Speaking is an engaging activity, thus managing speaking turns involves cooperation. It meant that speaking in a group setting would require speakers to coordinate speaking turns and know when to stop talking. Speaking is generally understood to be the process of using linguistic sounds to convey or receive ideas orally.⁵

Speak means to speak, to give a lecture or speech, or to use your voice to say something. Speaking is a synonym of talking and means using words and sounds to communicate. Speaking allows us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills. Informal speaking skills are important for conversations with friends and family.

What are the important of speaking? To knowing your audience and planning accordingly helps you give a better and more confident speech if you know who you are talking to and what they expect. So, speaking is one of the most demanding skills in everyday life. Everyone needs to communicate with others through talking. Speaking plays an important role in social interaction with other people to get information. Therefore, everyone should have good speaking skills.

Language exists as a way of preserving the values of civilization and mediates and guides the direction of civilizational progress. As a result, language is now a significant and fascinating factor that needs to be researched and changed scientifically in order to preserve and advance civilisation. The official language of the Republic of Indonesia is Indonesian, which is spoken by its people. According to the 1928 Youth Oath Convention, this language intends to bring together the multiethnic or ethnically and culturally diverse Indonesian people so that there is no barrier separating their fellow countrymen from hundreds of tribes. The problem isn't that foreign words aren't used at all but rather that they tend to

⁵ Thornbury, S. and Slade, D. (2006). *Conversation: from description to pedagogy*. Cambridge: Cambridge University Press.

be employed more prestigiously and enter public discourse. When the majority of Indonesians are content and proud to speak a foreign tongue that is regarded as more polite and refined, the existence of the Indonesian language may dwindle. However, Indonesians are still at a safe stage of existence at the moment. By adhering to the context and prevailing language conventions and developing its structure in accordance with civilization's requirements and wants, Indonesian can continue to exist while being preserved.

English is an international language that is used as a communication tool in various countries in the world. Countries that place English as the "mother tongue" or first language are those who master international trade, communication, law, and economy such as England, America, Australia. Other countries like Netherlands, France, Germany, Italy even though the first language is not English but they put English in the education curriculum. Become a local subject ranging from elementary school, junior high school, high school to subjects in college. It is hoped that Indonesian students can master English through their education.

The four abilities that pupils must master in order to learn a language are listening, speaking, writing, and reading.⁶Speaking is one of these abilities. Speaking as a useful ability. By talking people can communicate with each other in everyday life. Speaking is a relationship that is built between speakers and listeners to convey messages to each other in their minds. This skill is one of the skills that people use most often to interact in everyday life. One of the language abilities that must be mastered during the language acquisition process is speaking. One of the key components of communication is speaking. This issue needs specific attention and instruction when teaching EFL.⁷

From the quote above, the researcher concludes that speaking is one of the important communication skills in everyday life. The second language (English)

⁶ Henry Guntur Tarigan. (2008). Menulis sebagai suatu keterampilan berbahasa. Bandung: Angkasa.

⁷ Richard, C. Jack, Renandya, Willy, Methodology in Language Teaching An Anthology of Current Practice, (New York, Cambridge University Press, 2002) p. 210 Richard, C. Jack, Renandya, Willy, Methodology in Language Teaching An Anthology of Current Practice, (New York, Cambridge University Press, 2002) p. 210

in the teaching and learning process is very influential in the modern era as it is now because English is an international language that has been studied in private and public schools as a compulsory subject. In addition, the development of the current era has made it easier for us to find and learn various knowledge that we can access from various media such as the internet, games, schools and so on.

From the explanation above, the researcher will analyze speaking anxiety in the English Literature Department. The researcher focused this research on third semester students at UIN STS JAMBI for several reasons. First, to improve the English language skills of students majoring in English Literature, especially in the Adab and Humanities faculty in public speaking. Second, to learn English learning media from books, journals, quotes, public classes, and so on. Based on these reasons, the researcher will analyze this study with the title "**SPEAKING ANXIETY IN ENGLISH LITERATURE DEPARTMENT IN ADAB AND HUMANITIES FACULTY**".

A. Problem of Research

Based on the above background, the researcher will examine two problem formulations;

1. What types of speaking anxiety are experienced by student?
2. What are the factors that cause students to feel anxiety?

B. Limitation of Research

In this case, the researcher limits the research to determine the factors and types of speaking anxiety that affect the third semester students of the Adab and Humanities faculty at UIN Sulthan Thaha Saifuddin Jambi. Researcher took data by using a questionnaire on the platform and filled in by each student.

C. Purpose of Research

The purpose of the research is seen from the formulation of the problem;

1. To find out the types of speaking anxiety of student.
2. To find out the factors that cause students to feel anxiety.

D. Significance of research

The purpose of this thesis is to ascertain the variables that affect speaking anxiety and the various forms of anxiety experienced by students studying English literature at the Adab and Humanities faculty. This research is expected to be a concern for researchers who want to discuss about speaking anxiety. In addition, this thesis aims to the academic requirements to obtain a bachelor's degree (S.1) at the Faculty of Adab and Humanities, Sulthan Thaha Saifuddin State Islamic University Jambi. Researchers hope this research will make it easier for other people to identify facts when experiencing speech anxiety.

CHAPTER II THEORETICAL FRAMEWORK

A. Psychological Approach

Speech is arguably the most fully developed medium for the transmission of ideational communications as opposed to emotional or other types of interpersonal messages because concepts and ideas cannot be directly expressed. Understanding how conceptual concepts and messages are transformed into sounds is essential for understanding speech production. Speaking as the process of converting ideas into phrases, words, and sounds is not a novel approach to speech creation. It was promoted by Wilhelm Wundt, who established psychology as a separate academic field, in his work *is die*. In his book *Aphasia*, the German neurologist Arnold Pick established a thorough expressionist or functionalist hypothesis based on his observations of linguistic impairments brought on by brain damage. Blumenthal presents and discusses Wundt's theory, while Butterworth presents and discusses Pick's hypothesis. With the revival of psycholinguistics and cognitive psychology in the last 15 or 20 years, this strategy has received new acceptability.⁸

Psychology talks about how people behave in relation to their surroundings. Therefore, psychology is the study of human behavior, both as an individual and in relation to others and to the environment. A literary study strategy known as the psychological approach focuses on psychology elements found in writing.⁹ A literary criticism strategy known as the psychological approach places emphasis on the psychological elements included in a literary work.

Speech and language development needs to be viewed from multiple perspectives if we are to understand the relationship between spoken and written language and appropriate interventions. This perspective includes educational, linguistic, medical, psycholinguistic and psychosocial. All are

⁸ Beattie, G., & Ellis, A. (2017). *The psychology of language and communication*. Routledge.

⁹Semi, M. Atar. 2013. *Kritik Sastra*. Bandung: CV angkasa.

important but the main focus is on applying a psycholinguistic approach to the investigation of language skills.

B. Pscyholinguistic

Language is one of the important aspects of human life. As a means of verbal interaction, language can be studied from various perspectives and the demands of human life today, causing language learning to not only be studied from one scientific discipline. In some cases language needs to be studied by combining two or more disciplinary concepts. This is because language learning is a complex human problem that is not only mechanistic but also mentalistic (Chaer, 2009). Therefore, psycholinguistics was born as a merger of two disciplines where psychology studies thinking processes, while linguistics studies language (Gustina & Kuntarto, 2018). This makes the results of language studies more varied so that we will understand for what and how we acquire and develop our language.

In actual practice, psycholinguistics tries to apply linguistic and psychological knowledge to issues like language teaching and learning, early and advanced reading instruction, bilingualism and multilingualism, speech disorders like aphasia and stuttering, and other social issues related to language, like language and education, language and the development of the nation, and the nation. In general, the process of imparting knowledge or experience to an individual or group of individuals results in a somewhat permanent change in that individual's behavior. (Chaer, 2009: 83)

Some linguistic figures who are interested in studying language psychologically are Von Humbolt, Ferdinand de Saussure, Edward Sapir, Leonard Bloomfield, and Otto Jespersen.

Von Humbolt (1767-1835) was a German linguist who compared the grammar of different languages with the behavior of speakers of the languages. The results of his research show that the grammar of a nation shows the way of life of that nation. Von Humbolt was greatly influenced by the school of

rationalism which considered that language was a part that could not be dismembered or classified as in the opinion of the school of empiricism.

Ferdinand de Saussure (1858-1913), in his lectures introduced three important terms in linguistics, namely *langue*, *langage* and *parole*. *Langue* means a specific language that is still abstract, *langage* means general language, while *parole* is a concrete speech language. Saussure emphasized that the study of linguistics is *langue*, while the object of study of psychology is *parole*. Therefore, this Swiss linguist is of the opinion, if you want to study language as a whole, then the sciences that can study it are linguistics and psychology.

Edward Sapir (1884-1939), studied the relationship between language and thought. Based on his studies, this American linguist and anthropologist concluded that language, especially its structure, is an element that determines the structure of the human mind. He also added that linguistics can contribute to Gestalt psychology theory, and vice versa.

Leonard Bloomfield (1887-1949), in the development of his knowledge was heavily influenced by two conflicting schools of psychology, namely behaviorism and mentalism. Initially, this American linguist studied language with a mentalist approach. He argues that language starts from giving birth to extraordinary experiences, especially due to the manifestation of very strong emotional pressure. Because of that emotional pressure, words or sentences will come out in the form of exclamations, then a desire to communicate in the form of a declaration will come out. If this declarative desire comes out in the form of curiosity then comes the interrogation. In 1925 Bloomfield abandoned empiricism and turned to behaviorism, which gave rise to "structural linguistics" and "taxonomic linguistics" theories of language.

Otto Jespersen, mentalistic and smells of behaviorism. Jespersen argues that language is not a form of understanding one thing but is a symbolic function in the human brain that symbolizes thoughts. In his opinion, even a single word can be embodied in behavior.

Language has a very close relationship with neurology because the language competence possessed by humans is not due to their environment

but due to neurological factors that they are born with. Without the brain and its functions, it is impossible for humans to speak fluently. Even in the process of acquiring knowledge, philosophy also has an important role, because in the process of acquiring this knowledge is a problem that has been the subject of debate from ancient times among philosophers, what knowledge is and how humans can acquire this knowledge. Primatology and genetics try to study to what extent language belongs exclusively to humans and how genetics is related to language development.

Language studies in Neurolinguistics have shown that humans are destined to have brains that are different from other creatures, both in structure and in function. In humans there are parts of the brain that function and are specialized for language, whereas in other creatures (animals) these parts are absent. In terms of biology, humans have a different biological structure from animals. For example, the mouth has such a structure that it allows humans to make different sounds.

Language and Neurobiology have a very close relationship, even this relationship supports Chomsky's theory which says that the growth of language in humans is genetically programmed. Even the growth of language in children is no different from the growth of breasts, mustaches and beards in humans. Chomsky further explained that humans have innate properties at birth and with these provisions they are then able to develop their knowledge of language.¹⁰

Some linguistic figures are interested in studying psychological language is Von Humbolt, Ferdinand de Saussure, Edward Sapir, Leonard Bloomfield, and Otto Jespersen. Von Humbolt (1767-1835) was a German linguist which compares grammar between languages different from the behavior of the speakers of the language. Research results shows that the grammar of a nation shows outlook on life of the nation. Very Von Humbolt

¹⁰ Andayani, K, E, K. 2021. *Antologi Kajian Linguistik*. Sigli, Aceh. Yayasan Penerbit Muhammad Zaini

influenced by the flow of rationalism which assumes that language is an inseparable part or classified as in the opinion of the flow of empiricism.

Ferdinand de Saussure (1858-1913), in his lectures introduces three important terms in linguistics, viz *langue*, *language* and *parole*. *Langue* means a specific language which is still abstract, *language* means language general nature, while *parole* is language concrete speech. Saussure emphasized that the study linguistics is *langue*, while the object of study is psychology is a *parole*. Therefore, the Swiss linguist this opinion, if you want to study the language as a whole, then the sciences that can study it are linguistics and psychology.

C. The concept of speaking

One of the most crucial abilities to be cultivated and strengthened as a way of efficient communication is speaking. One of the most challenging components of learning a language is developing one's speaking abilities. It might be challenging for many language learners to express themselves verbally. They typically struggle while trying to communicate clearly in a new language. They stop talking when they run across psychological obstacles or run out of appropriate phrases and expressions. An excellent command of spoken English is necessary in the contemporary world of media and mass communication.¹¹ become one of the difficult aspects of learning. many of them find it difficult to express themselves in spoken language. With the media of the modern world, it is easy for language learners to find an easy way to learn.

According to professionals, speaking has numerous definitions. Speaking, according to Harmer, is the capacity to communicate with ease and implies not only knowledge of linguistic qualities but also the capacity to process language and information "on the spot." According to Harmer, speaking is a means of

¹¹ Leong, L. M., & Ahmadi, S. M. (2017). An analysis factor in fluencing learners English speaking skill

delivering expressive communication that involves knowledge of linguistic aspects as well as a method of acquiring language and information.¹²

According to Brown, speaking is an interactive activity that involves the production, reception, and processing of information. Speaking ability, on the other hand, refers to the capacity to interact with others while utilizing the appropriate language to convey ideas and deliver messages that can be comprehended by listeners. According to Brown, being able to speak a language indicates that a person can hold a conversation with some degree of competence.

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Similar to how Gebhard puts it in his book, the main objective of a communicative classroom is for students to become proficient communicators in English, particularly in speaking. There are two main impacts of communication methods. The first is that it improves interpersonal connections among those who speak, enabling them to converse more eagerly; the second is that it offers opportunities for both speaker and listener language growth.¹⁴

The researcher draws the conclusion that speaking is a type of communication from the aforementioned remark, so it's critical to transmit your ideas as effectively as possible. In order to convey meaning, how you say something might be just as crucial as what you say. According to that viewpoint, speaking manifests as communication, hence speakers must be able to communicate their messages as clearly and effectively as possible.

However, speaking is a talent that, in both the first and second language, demands just as much attention as literary skills. To conduct many of their most fundamental interactions, our learners frequently need to be able to talk with confidence. They are frequently judged on this ability, and depending on how well they perform, they may acquire or lose friends. It is the pinnacle of social

¹² Harmer. 2007. *The Practice of English Language Teaching*. Fourth Edition. England: Pearson Education Limited.

¹³ Brown, H.D. 2001. *Teaching by Principles: an Interactive Approach to Language Pedagogy 2nd Edition*. NY: Addison Wesley Longman, inc.

¹⁴ Mutmainah, *The Effectiveness of Small Group Work towards Students' Speaking Anxiety; A Quasi Experimental Study at Eleventh Grade of SMA Negeri 34 Jakarta*, (FITK Press UIN Syarif Hidayatullah, Jakarta: 2016), p. 222

cohesion, social standing, and professional and commercial advancement. It is also a medium through which many languages are learned, and which for many are very conducive to learning. Perhaps, then, the teaching of speaking is more worth thinking about.¹⁵

Speaking must help pupils learn this component since language acquisition and speaking cannot be separated. Speaking is an effective language acquisition skill. It involves verbal communication as well as other crucial components like grammar, vocabulary, tone, and so forth. To enable the student to communicate in the target language, they must be taught in any language course. The ability that learners value most in practical situations is speaking. It is a crucial component of everyday communication, and most often, a person's ability to talk clearly and smoothly determines how they are seen. Teachers must do everything they can to ensure that their pupils are ready to communicate in English in everyday situations.¹⁶ Speak very closely with the language, so that students are required to master this one skill. However, speaking is a communicative performance that has an important element in it to achieve the target meaning to be conveyed to the listener.

D. Anxiety

a. Definition of anxiety

Anxiety, according to Diao Zhiping and Shamala Paramasivan, is a significant element that can affect students' performance and accomplishments as well as their enthusiasm to engage in educational activities. Accordingly, the more anxiety pupils experience, the less they contribute to learning, especially while speaking.¹⁷

According to Thorbury, there are a number of variables that might determine how easy or difficult it is to speak. These variables include

¹⁵ Byagate, M. (1987). *Language teaching; Speaking*. Oxford University press

¹⁶ Rizqiningsih, S., & Hadi, M. S. (2019). Multiple Intelegenes (MI) on Developing Speaking Skill *English Language in Focus (ELIF)*. 1 (2), 127-136

¹⁷ Diao Zhiping and Shamala Paramasivan. (2013). Anxiety of speaking English in class among international students in a Malaysian University. *International Journal of Education and Research*, 2.

cognitive, affective, and performance variables. Numerous studies have been conducted that demonstrate that speaking a foreign language causes anxiety.¹⁸

According to Cheng, the anxiety reaction includes behavioral responses such as avoiding particular circumstances, as well as physiological responses such as elevated heart rate and blood pressure and emotional responses such as feeling tense. From some of the aforementioned hypotheses, it can be inferred that researchers explain the concept of anxiety, and that anxiety is an expression that a person can do anything under normal circumstances and that they are more likely to experience panic attacks, overreaction, and other negative emotions.¹⁹

According to Rachman, anxiety is a natural feeling, a state of tension and worry that makes him feel in danger. This is one of the side effects of excessive fear, while it may also result from the origin, maintenance, and length of fear and anxiety..²⁰

From the quote above, the researcher can conclude that anxiety is a phenomenon caused by psychological factors that arise from within the human body in response to certain situations, conditions, and circumstances. In general, anxiety can be identified as feeling threatened, worried, tense, or afraid. Anxiety can also arise because students have a lack of language features in English. In addition, excessive anxiety can cause students to lose focus on doing things normally due to emotional changes and can hinder the process of student performance.

b. Types of anxiety

Anxiety can be divided into three types, Ellis namely: trait anxiety, state anxiety and situation-specific anxiety.²¹

¹⁸ Thorbury, Scott. 2006. *How to Teach Speaking*. Malaysia: Longman.

¹⁹ Cheng, C (2009) *Language Anxiety and English Speaking Profeciency*. Ming Chuan University

²⁰ Rachman, S.J. 2004. *Anxiety Second Edition*. Canada: University of British Columbia.

²¹ Ellis, Rod. (1994). *The study of Second Language Acquisition*. Oxford University Press

1) State Anxiety

Most people experienced *state anxiety* which also known as a normal anxiety. Anxiety is temporary feeling of anxiety elicited by a threatening situation.²² It is nervousness or tension at a particular moment in response to some outside stimulus. This type of anxiety arises in a particular situation or in a stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

State anxiety is nervousness or tension at the particular moment in response to some outside stimulus. It occurs because learners are exposed to a particular situation or event that is stressful to them. For example, when you are going to do an operation you will feel momentary anxiety, which comes for a predetermined time.

2) Trait Anxiety

However, anxiety can sometimes be more severe and stay longer. Trait anxiety is the name given to this type of anxiety. Horwitz defines trait anxiety as a tendency to react anxiously even in nonthreatening circumstances. Such worry is a characteristic of that person. People with trait anxiety sometimes worry more than the average person and perceive many aspects of their environment as inappropriately threatening. In other words, trait anxiety refers to a person's propensity to feel worried or anxious regardless of the circumstances. *Trait anxiety* is a more permanent predisposition to be anxious. It is best viewed as an aspect of personality.

An example is an athlete who has trait anxiety usually shows anxiety easily in facing competitions. those who experience trait anxiety will usually cause certain symptoms such as sudden ringing in

²² Horwitz, E. K. and Dolly, J. Young. (2011). *Language Anxiety: from Theory and Research to Classroom Implications*. New Jersey: Prentice-Hall Inc., 1991.

the ears when the match is about to start. This can happen because of past events experienced by someone.

3) Specific-situation anxiety

Situational anxiety is a form of anxiety that occurs in response to a specific situation. This type of anxiety is common everyone has situations that tend to make them feel anxious, such as a job interview, the first day of school, or giving a presentation in front of a large group. Many people experience situational anxiety from time to time.

The researcher will use this theory to kinds of anxiety were experienced by the students in speaking English at university of state Islamic in English Literature At Adab and Humanity Faculty

c. Factor of anxiety

According to Horwitz and Cope, there are a number of things that can cause students to feel apprehensive, including:

1. Over self-prediction toward fear, where kids experience shaking before performing in front of the class and worry that the other students would think poorly of them.
2. Irrational faith, self-defeating beliefs can exacerbate anxiety disorders. It is the same when kids encounter difficulties. Students might think, "I can't do that," for instance. That advice will throw off the plan and motivate others to behave differently to avoid it.
3. Over sensitivity to the threat, which occurs when certain pupils anticipate a negative outcome even when they feel safe and secure.
4. The sensitivity of anxiety, which occurs when students experience dread and panic and are manifested by a quick heartbeat and breathlessness.
5. Wrong attribution body signal, which indicates that the heartbeat will quicken, the breath will be shallow, and the body will perspire.

6. Low self-efficacy, according to Rathus (2005: 180–183), causes people to feel more worried when they are unsure of their own abilities. People who have poor self-efficacy will have less faith in their capacity to do the activity successfully.²³

It is clear from the above description that a person's anxiety is influenced by a variety of factors, including over self prediction toward fear, irrational faith, over sensitivity toward be threat, the sensitivity of anxiety, wrong attribution body signals, and low self efficacy.

E. Previous studies

In this study there have been previous relevant researchers investigating anxiety in students, firstly **Eka Ardina Pratiwi, 2020. An Analysis of Students Speaking Anxiety (A Descriptive Study at the Third Semester of English Department Students in Muhammadiyah University of Makassar)**. Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Sulfasyah and Muh. Astrianto Setiadi. The study's main goal was to identify the main cause of speaking anxiety among students in the third semester of the English Department at Muhammadiyah University of Makassar in the academic year 2019–2020 from BG.IIIF. The researcher collected data using a questionnaire and employed descriptive quantitative research as the design approach. The BG.IIIF class at Muhammadiyah University in Makassar, which had 21 students, served as the research's sample. Purposive sampling technique was employed to obtain the sample. Six elements were shown to be responsible for the students' anxiety when speaking English, according to the research. They were over self-prediction toward fear, Irrational faith, Over sensitivity toward threat, The sensitivity of Anxiety, Wrong attribution body signal, and Low self-efficacy. Based on the analysis, the researcher concluded that the result of the research indicated that

²³ Horwitz, E.K.H.M.B., Cope, J. 1986. *FLCAS*. Modern Language Journal. Vol.70.

"Over sensitivity toward threat" was the dominant factor that make the student speaking anxiety.²⁴

The second **Dyas Intan Rachmawati, (2020) : EFL Learners' Speaking Anxiety Levels and Achievement among English Department's Fifth Semester Students of Universitas Airlangga**. Anxiety during speaking performance is a common phenomenon experienced by any EFL learners, including students majoring in English. Investigating the correlation between students' foreign language speaking anxiety (FLSA) and speaking achievement, the levels, and the sources of the anxiety among English Department students of Universitas Airlangga, this study used mixed-method approach by using Foreign Language Speaking Anxiety Scale (FLSAS) questionnaire by Öztürk and Gurbuz (2014) and individual interview. The questionnaire was distributed to 114 fifth-semester students. In order to get in-depth explanation about FLSA, there were 10 students interviewed in this study. The FLSAS questionnaire results were analyzed with SPSS 125.0 by using Person Product Moment Correlation and descriptive statistical analysis. Horwitz, Horwitz and Cope's (1986) theory about foreign language anxiety (FLA) sources and Horwitz and Young's (1991) theory about FLA levels were also used. This study discovered a substantial inverse relationship between FLSA levels and speaking proficiency. This implies that the more worry individuals have when speaking, the less they accomplish. The majority of students are also shown to have moderate FLSA, which is primarily caused by a lack of confidence, a fear of receiving a poor evaluation, and a fear of making mistakes in formal settings. This study shows that even though EFL learners are frequently exposed to English, FLSA still affects them. These results indicate that lecturers should be more cognizant of their students' fear and employ techniques that can inspire them to talk boldly..²⁵

²⁴ Pratiwi Eka Ardina, Skripsi: *An Analysis of Students Speaking Anxiety (A Descriptive Study at the Third Semester of English Department Students in Muhammadiyah University of Makassar)*, (Makassar, UIN Makassar, 2020)

²⁵ Rachmawati, D. I. (2020). *EFL Learners' Speaking Anxiety Levels And Achievement Among English Department's Fifth Semester Students Of Universitas Airlangga* (Doctoral dissertation, UNIVERSITAS AIRLANGGA).

The third Corry Ester Margaret Siagian and Shabrina Harumi Pinem, (2020) : **Problems to Speaking English of English Department Students at University of Darma Agung Medan.** Students who have studied English for at least seven years may not automatically be proficient at speaking the language. Finding out what difficulties students have speaking English is considered necessary in order to develop strategies to address those difficulties in the future. As the ability to use English orally has become one of the factors to obtaining good knowledge, financial independence, and job security, it is now considered necessary to identify those difficulties students face. Thirty students from the English department of the University of Darma Agung Medan's second semester took part in this study. Through a questionnaire and a speaking exam, information about the English-speaking abilities of the pupils was gathered. This study discovered that students had difficulties speaking English. It was also discovered that the main barriers preventing students from speaking English effectively were a lack of fundamental English knowledge, the influence of the first language they were using, the disadvantageous socioeconomic factor, non-English classroom instructions, and English speaking anxiety.²⁶

The fourth Maysari, (2019): **A Study of Students' Speaking Anxiety in Learning English at State Senior High School 2 Pekanbaru.** One of the most significant factors that affect students' performance is anxiety, particularly for those who must speak in front of the class. In order to determine what factors affect students' anxiety while learning English, this study looked into students' speaking anxiety. 180 pupils in the tenth grade at Pekanbaru's state senior high school 2 make up the study's population. Horwitz et al.'s (1986) foreign language classroom anxiety scale questionnaire was used in a study to determine the level of speaking anxiety among 30 randomly chosen students. Additionally, to identify the variables that influence students' speaking anxiety using a questionnaire adapted from Worde (2003) and Horwitz et al (1986). According to the study's

²⁶ Siagian, C. E. M., & Pinem, S. H. (2020). Problems To Speaking English of English Department Students At University of Darma Agung Medan. *Jurnal Littera: Fakultas Sastra Darma Agung*, 1(1), 1-8.

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findings, the majority of pupils struggle with speaking anxiety. According to the questionnaire that was given out, about 36.7% of students acknowledged having fear when speaking. In addition, the writer discovered that the teacher's personality, teaching style, and instructional practices all significantly affect students' speaking fear.²⁷

The fifth **Hidral Azhari, (2019) : An Analysis of Students Anxiety in Speaking Class Performance at Eighth Grade of State Junior High School 4 Pekanbaru.** This research was investigated students' anxiety in speaking classperformance at eighth grade of State Junior High School 4 Pekanbaru. There wasone variable used in this research (students' anxiety in speaking classperformance). The subject of the research was the eighth grade of State Junior High School 4 Pekanbaru and the objective of this research was to find out how isthe students' anxiety in speaking class performance. This study used quantitative methods. 297 eighth-grade pupils from State Junior High School 4 Pekanbaru made up the study's sample. Because there were too many people in the population, the author employed the cluster random selection technique and chose class VIII.3 as the sample for this study. The writer employed a questionnaire that was modified from an expert's to gauge the students' anxiety in speaking class performance in order to collect the data. According to the research's findings, 3 types of speaking performance anxiety—communicative apprehension (29%), test anxiety (37%), and fear of a negative evaluation (34%)—were each experienced by 80% of the 33 students in class VIII.3 during speaking class..²⁸

The sixth **Nur Lina Amalia Huda, Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018).** This study was purposed to investigate speaking anxiety of English Department Students in UIN Walisongo during presentation. The subject of the study were freshmen in English

²⁷ Maysari, Skripsi: *Studi Kecemasan Berbicara Siswa dalam Belajar Bahasa Inggris di SMA Negeri 2 Pekanbaru*, (Pekanbaru: UIN SUSKA RIAU, 2019)

²⁸ Azhari Hidral, Skripsi: *Analisa Kecemasan Siswa Dalam Penampilan Berbicara Pada Kelas Delapan Sekolah Menengah Pertama 4 Pekanbaru*, (Pekanbaru, UIN SUSKA RIAU, 2020)

Department, whose 1C Class. In particular, the researcher tries to pinpoint the elements that, from the viewpoint of the students, may contribute to anxiety in the context of English language learning. This study employed a descriptive qualitative methodology. A total of 41 1C students were chosen to participate. Semi-structured interviews and a questionnaire were used to collect the data. The FLCAS (Foreign Language Classroom Anxiety Scale), designed by Horwitz et al. (1986), is the most widely used instrument for evaluating FLA. In this investigation, a modified version of FLCAS was employed. The original FLCAS is a 33-item, 5-point Likert scale test that measures students' language anxiety on a scale from (strongly disagree to strongly agree). The study's findings demonstrated that anxiety existed among freshmen at UIN Walisongo Semarang, notably in English Department 1C. The average student anxiety score for the current FLCAS class, which is 39.025, may be seen from the mean score of the questionnaire's results. Students' overthinking, lack of preparation, poor experience, low competency, low self-confidence, fear of making mistakes, and test anxiety were the elements that contributed to this.²⁹

The seventh **Imam Wahyudi Antoro, (2015). Speaking Anxiety: Factors Contributing to the Anxiety in Speaking Class of the First Year Students of English Department Faculty of Letters Jember University.** According to Brown (1994; Burns & Joyce, 1997), speaking is an interactive process of building meaning that involves the production, reception, and processing of information. Speaking English, nevertheless, is a skill for interacting with others in their own language. Only with a lot of work and focus is it possible to master this skill. When speaking English, students should be able to create each individual linguistic feature, such as grammar, pronunciation, or vocabulary, as well as comprehend when, why, and how to do so. Affective factors have a significant impact on language learning. According to Richard E. Ripple (1964:476-477), "affective factors" are "those referring to personal-social-emotional behaviors of teachers and learners to the feeling tone of the learning

²⁹ Huda Nur Lina Amalia, Skripsi: *Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018)*, (Semarang, UIN Walisongo, 2018)

environment generated by their interaction". Anxiety is one of the emotional components. A number of things might cause anxiety to arise, including ignorance, a lack of preparation, the fear of making mistakes, and difficulties comprehending the teacher's instructions. More frequently than other language acquisition skills like reading, listening, and writing comprehension, language speaking anxiety is observed in real-world settings. By utilizing the theories from Tseng (2012), this thesis studies the Foreign Language Anxiety (FLA) of first-year students in the English Department Faculty of Letters at Jember University. It aims to determine what elements contribute to the anxiety and why anxiety occurs. The closed-ended questionnaire used in this study was developed from Horwitz et al. (1986), and transcribed interviews were used to collect the data. To gather the information, survey is chosen as the study method. The participants are 50 first year students English Department of Faculty Letters, Jember University. The study's findings indicate that the participants' speaking anxiety is caused by their perception of themselves or their self-worth, classroom presentations, mistakes they might make, their social environments, their gender and cultural backgrounds, and the formal classroom setting. It has been decided that self-perception or self-esteem will be the main cause of speaking anxiety. Nobody picks their social status in this study. It's because they get along well with the speaker and have a firm grasp of the subject matter. While this is happening, the cause of speaking nervousness becomes apparent. First is self-perception. This is because of language difficulties (lack of vocabulary, worry about structure and speaking English correctly), concern about others perception, low self-confidence, lack of motivation and lack of communication and afraid of making mistakes. Second is presentation in the classroom. This is due to their lack of preparation, fear of becoming the center of attention, and fear of questions from other students. The third is a fear of making errors. They are not proficient in the subject matter, and their vocabulary and pronunciations are lacking. Social environment comes in fourth. This is due to their little exposure to judgmental language and body language. Genre comes in fifth. This is so that each gender can debate a separate subject and have a distinct perspective on the other gender. A cultural difference

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comes in sixth. This is thus because Chinese, Javanese, and Madurese all have different accents and subject matters. The seventh is a structured classroom setting. This is so that the lecturer can keep an eye on them and maintain the speaker's formal demeanor.³⁰

The eighth **Marisa Aini Firdausi, Hairus Salikin, Agung Tri Wahyuningsih, (2014) : Types and Main Sources of Foreign Language Anxiety Possessed by Second and Sixth Semester Students of English Department in Faculty of Letters, Jember University.** The primary categories of foreign language anxiety experienced by second- and sixth-semester students, as well as the primary causes of this concern, are the subject of this study. The questionnaire used in this study is used to collect the data. Descriptive statistical analysis and content analysis are the approaches used to analyze the questionnaire. The level of students' foreign language anxiety is measured using descriptive statistical analysis, which also identifies the different forms of students' foreign language worry. The second technique is content analysis, which is used to look at the major causes of students' worry about learning a foreign language. The findings of this study indicate that students in the second and sixth semesters experience anxiety while studying English in a classroom setting. Although both of them feel anxious when learning English in the classroom, they do not share the same main types of foreign language anxiety. Meanwhile, the sources of their foreign language anxiety were identified as: 1) they feel that their English skill is not good; 2) they rarely practice their English; 3) they have low self-confidence; 4) they are not well-prepared for the class; 5) they are afraid to make mistakes; 6) they lack of vocabulary; 7) they have not been accustomed to English environment.³¹

³⁰Antoro, I. W. (2016). Speaking Anxiety: Factors Contributing to the Anxiety in Speaking Class of the First Year Students of English Department Faculty of Letters Jember University

³¹FIRDAUSI, A. (2014). *Types and Main Sources of Foreign Language Anxiety Possessed by Second and Sixth Semester Students of English Department in Faculty of Letters, Jember University.*

The ninth **David Prasetya, Hairus Salikin, Reni Kusumaningputri, (2013) : The Relationship Between Communication Apprehension and Willingness to Communicate in Learning Process of the Freshmen's Group A of Speaking Class of Faculty of Letters, Jember University, in the First Semester of Academic Year of 2013/2014.** Using a second language when interacting in speaking class is crucial (Chaudron, 1988:10). Every person does not always have the ability to interact positively. Communication preparedness (Morreale, 2007:7), communication apprehension (Mc Croskey, 1977, b, 27–28 quoted in Resnick, 1980:11), and (Arnold and Brown 1999:8 referenced in Dornyei, 2005:198) are two characteristics that interact to generate it. In this instance, the study is conducted to recognize the connection between communication anxiety and openness to speaking in a second language, the strength of the relationship, and the characteristics of the students who are associated with the relationship. Additionally, this study uses a mixed approach with the freshmen's group A of the speaking class of the English Department of the Faculty of Letters, Jember University, as the population in the first semester of the academic year of 2013/2014. The study's findings indicate a statistically significant moderate downward linear relationship between communication apprehension and willingness to communicate in the first semester of the academic year 2013–2014 among Freshmen's Group A in the Speaking Class of the Faculty of Letters at Jember University. This relationship has a Spearman's correlation coefficient of $-.362$ and a significance (1-tailed) value of $.027$. Three factors—the speaker's personality, the other person, and the situation—influence communication anxiety while using a second language, whereas four factors—personality, self-confidence, state communicative self-confidence, and second language use—influence readiness to communicate. This study is anticipated to contribute to a better understanding of how communication issues are described. As a result, students may be able to identify their own communication challenges and devise creative solutions to them.³²

³² Prasetya, D. (1988). The Relationship Between Communication Apprehension and Willingness to Communicate in Learning Process of the Freshmen's Group A of Speaking Class of Faculty of

The last by Yesi Puspita, Reni Kusumaningputri, Hari Supriono, (2012) : **Level and Sources OF Self-Efficacy in Speaking Skills of Academic Year 2012/2013 English Department Students Faculty of Letters, Jember University.** Many English Department, Faculty of Letters, Jember University students have become reluctant to speak English in recent years. Because they believe their English is not very excellent, they do not want to speak it. The purpose of this study is to learn more about students' self-efficacy beliefs about speaking, to determine whether these beliefs and speaking performance are related, and to discover the variables that affect these beliefs. 92 English Department students from the 2012–2013 academic year participated in this study, which used two different types of questionnaires to collect data. Students' self-efficacy in speaking is measured using a self-efficacy questionnaire based on phonology, vocabulary, and grammar, while a source-of-efficacy questionnaire collects individual responses. By recapitulating those variables using the Person Correlation Coefficient calculator, it also uses the speaking performance score to determine the relationship between speaking performance and self-efficacy beliefs. The results of this study show that there are 11 highly self-efficacious students, 65 medium self-efficacious students and 16 lowly self-efficacious students that are mostly influenced by grammatical and vocabulary efficiencies. Second, there is a weak positive correlation ($r=0,437$) between English speaking self-efficacy beliefs and English speaking performance indicating inconsistent correlation between the two variables. And the last, There are four main sources of self-efficacy namely performance accomplishment, vicarious experience, social persuasion and emotional state that are varied based on participants individual differences.³³

Letters, Jember University, in the First Semester of Academic Year of 2013/2014

³³ Puspita, Y., Kusumaningputri, R., & Supriono, H. (2015). Level And Sources Of Self-efficacy In Speaking Skills Of Academic Year 2012/2013 English Department Students Faculty Of Letters, Jember University (Tingkatan dan Sumber Efikasi Diri dalam Kemampuan Berbahasa Inggris Mahasiswa Sastra Inggris Angkatan 2012. *Publika Budaya*, 3(1), 50-59.

CHAPTER III METHOD OF RESEARCH

A. Design of Research

Broadly speaking, data analysis techniques are divided into two parts, namely quantitative and qualitative analysis. What distinguishes the two techniques lies only in the type of data. For qualitative data (cannot be calculated) then the analysis used is qualitative analysis, while the data that can be quantified can be analyzed quantitatively, and even can be analyzed qualitatively.³⁴

The researcher's research methodology is descriptive quantitative. Descriptive research uses instruments such as questionnaires to collect information from groups of individuals.³⁵ They also state that in descriptive research it is easier for researchers to summarize the characteristics of a different group or to measure their opinion on a problem.

According to Creswell, descriptive research provides a quantitative description or numerical description of trends, attitudes, or opinions of a population by studying a sample of that population.³⁶ Descriptive research is concerned with how what is what exists is related to some previous event that has affected or affected the current condition or event.³⁷ The main purpose of descriptive research is to describe the current situation. As is known, the descriptive approach aims to determine a condition. The survey model represents a research approach that aims to define past or current situations.³⁸

Based on the explanation above, applying a descriptive research design is an effective way to find out the phenomenon of speaking anxiety in students. In

³⁴ Muhson, A. (2006). Teknik analisis kuantitatif. *Universitas Negeri Yogyakarta. Yogyakarta*, 183-196.

³⁵ Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Intriduction to Research in Education* (Eighth Edi). Canada: Wadsworth Cengage Learning.

³⁶ Creswell, J. W. (2009). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches* (Third Edit). United States America: SAGE Publications, Inc

³⁷ Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* (Third Edit). London: RoutledgeFalmer.

³⁸ Khotari, C. R. (2004). *Research Mehodology : Methods and Techniques* (Second Rev). New Delhi: New Age International (P) Limited, Publishers.

addition, in this research the researcher has one variable. Which variable is related to speaking anxiety in students.

B. Time and location of the research

This research has been conducted at UIN Sulthan Thaha Saifuddin Jambi on 17-22 November 2022.

C. Subject and object of the research

The subjects in this study were third semester students of the Faculty of Adab and Humanities. The object of this research is students who experience anxiety in speaking English. In this research, researcher take 43 student from one batch.

D. Population and sample

A population, in Creswell's definition, is a group of people who share a trait that sets them apart from other groups. Usually, descriptive researchers choose and examine a sample from a population, generalizing the sample's findings to the population.³⁹ Sample is gathering a variety of distinct analytical data units to characterize these units, and these descriptions are then summed to define a population whose analytical data units represent the topic to be surveyed and must be chosen (randomly) from the intended population.⁴⁰

The population of this research was students in third semester in English Literature faculty of Adab humanities at UIN Sulthan Thaha Saifuddin Jambi. There are 43 participant and take all of them as a sample. In this research, the sample were taken by Purposive Sampling Technique which the researcher selected one class and taken all of students at the class selected.

³⁹ Creswell, J. W. (2012a). *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Fourth Edi). Boston: Pearson Education, Inc.

⁴⁰ Fraenkel, J. R., & Wallen, N. E. (2009). *How to Design and Evaluate Research in Education* (Seventh Ed). New York: McGraw-Hill Companies, Inc.

E. Instrument of data collection

According to Creswell descriptive researchers usually collect data using a questionnaire. The questionnaire is the form that survey subjects fill out and return to the researcher after completing a study. The participant selects the response and provides a personal or demographic background. A questionnaire is a popular and effective tool for gathering survey data, providing structured data, often numerical, may be administered without the researcher present, and often is relatively easy to analyze.⁴¹

The questionnaire using five likert scale there are agree, strongly agree, undecided, disagree and strongly disagree. The researcher have 25 question adopted the questionnaire by Yaikhong.⁴²

Regarding the procedures used by researchers to gather the data, these:

1. The questionnaire transform in to google platform.
2. The researcher give the student some's question via whatsapp group and then answer by students.
3. The students answer the questions on link that was given by the researchers.
4. Therefore, this section presents how the researcher analyzed the data in this study.

F. Technique data analysis

Data collection is organized in one step only. All classes of students have been taken as samples which have been given a questionnaire. The questionnaire consists of 25 statements. In data analysis the researcher using some technique:

1. The researchers analyzed the data using data tabulation or creating tables containing coded data according to the required analysis. Data

⁴¹ Creswell, J. W. (2012a). *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Fourth Edi). Boston: Pearson Education, Inc.

⁴² Yaikhong, K., & Usaha, S. (2012). A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability. *English Language Teaching*, 5(12), 23-35.

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tabulation is a form of description that is general in nature from scores of scoring results or from the results of scoring on certain items. Usually give this score because we want to measure some behavioral data. For example strongly agree, agree, disagree and so on. Tabulation of respondent data is important to make. It was from the tabulation that all data were analyzed both qualitatively and quantitatively.

2. The reasercher used the Microsoft Excel table to get score for the data.
3. The reasercher uses and existing formula and then makes score data in the reaseach.

Which how to Scoring is⁴³:

$$\frac{\text{Scoring}}{n} \times 100 \%$$

$$N: 25 \times 5 = 125$$

Statement positive

SA: 5

A: 4

Un: 3

D: 2

SD: 1

Statement negative

SA:1

A: 2

Un: 3

D: 4

SD:5

⁴³Sugiyono. (2017). Metode penelitian kuantitatif, kualitatif dan R&D. Bandung: Alfabeta, CV.

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4. The interpretation of the classification result is based on the following:

The Classification Result of Students Speaking Anxiety⁴⁴

Range	Classification
0% - 39%	Low
40% - 55%	Less
56% - 75%	Fair
76% - 100%	High

⁴⁴ Sugiyono. (2017). Metode penelitian kuantitatif, kualitatif dan R&D. Bandung: Alfabeta, CV.

CHAPTER IV

FINDING AND DISCUSSION

After gathering information, the researcher will outline the study's findings in this chapter. The research's findings were based on the analysis of the answers to a student survey regarding the many forms of public speaking anxiety and the factors that contribute to it. More information regarding the study's findings will be provided in the discussion of the research.

A. Finding

The findings that will be presented are answers to the formulation of the problem that has been described about what are the types of speaking anxiety of student and what are the factors that cause students to be afraid and feel anxiety when they speak English.

Table the Classification Result of Students Speaking Anxiety

Range	Classification	Result
0% - 39%	Low	-
40% - 55%	Less	31 (72%)
56% - 75%	Fair	12 (28%)
76% - 100%	High	-

Based on the results, there were 12 students or 28% of students who were fair or relaxed in public speaking, but as many as 31 students or 72% were still less or anxious in public speaking. As previously explained trait anxiety, state anxiety, and situation-specific anxiety are the three categories into which anxiety can be categorized.

1. Types of anxiety

There are three types of anxiety which are the final results of research that has been taken into account in research.

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a. State Anxiety

State anxiety is the feeling of unease or tension at a specific time in reaction to an external stimulus. It happens as a result of the learners being exposed to a specific stressful condition or incident.

The results of students' state anxiety, this happen when students waiting to speak English. Students tremble, anxious, nervous, heart pounding fast, panic when they want to speak English without or with preparation, in advance. Of all the questionnaires submitted, student answers were in the range of 40% -55% which were classified as less. This means that students feel panicked in a situation of waiting to speak English.

b. Trait Anxiety

Trait anxiety is a tendency to react anxiously in situations that are not dangerous. Such worry is a characteristic of that person. To put it another way, trait anxiety is the propensity for a person to feel uncomfortable or anxious regardless of the situation to which they are exposed. Trait anxiety is a more enduring tendency to experience anxiety. The best way to think about it is as a personality trait.

Presents the results of students' trait anxiety, this happen when students waiting to speak English. Students tremble, anxious, nervous, heart pounding fast, panic when they want to speak English without or with preparation, in advance. Of all the questionnaires submitted, student answers were in the range of 47% - 53% which were classified as less. This means that students feel panicked in a situation of waiting to speak English.

c. Specific-Situation Anxiety

Specific-situation anxiety, refers to some concerns' enduring and complex nature. It is sparked by a particular kind of circumstance or event, such public speaking, tests, or class involvement. An individual's

propensity to feel nervous at a given time and place is referred to as situational anxiety. Situational anxiety is a type of trait anxiety that manifests itself in a particular situation. As a result, anxiety related to a context can include language anxiety.

The results of students' specific-situation anxiety, the specific-situation anxiety when never feel calm about when speaking English, so nervous that it forgets it know, get nervous and confused when speaking English, very well-prepared and feel anxious about speaking English. Of all the questionnaires submitted, student answers were in the range of 40% -55% which were classified as less. This means that students feel panicked in situations of speaking English.

Table Types of Anxiety

NO	Types of Anxiety	Range	Classification
1	State Anxiety	67,25%	Fair
2	Trait Anxiety	56,83%	Fair
3	Specific-Situation Anxiety	56,9%	Fair

The table shows the results of the types of anxiety where state anxiety have 67,25%, trait anxiety 56,83% and specific-situation anxiety 56,9%. The classification shows average results at the third level, namely fair. Which mean there are balance between one type nd the other in anxiety felt by student at the Sulthan Thaha Saifuddin Jambi State Islamic University, precisely in the third semester of the Faculty of Adab and Humanity.

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2. Factors of anxiety

After doing the research, there are several factors that cause English Literature students at the Department of Adab and Humanities Faculty to feel anxious about speaking English. The factors that cause students to feel anxious about speaking English are summarized in the table below.

- a. Over self prediction toward fear is when student When pupils perform in front of the class, they may quake with dread and worry that the other students will think poorly of them. This factor shows that 18 out of students choose strongly agree, 99 choose agree, 35 choose undecided, 12 choose disagree and 9 strongly disagree. Over self prediction forward is in the range 48% which means less.
- b. Irrational faith is self defeating can increase anxiety disorder. It same when the student face the problem. That 15 of students choose strongly agree, 100 choose agree, 36 choose undecided, 23 choose disagree and 2 of students choose strongly disagree. Irrational Faith is in the range 57 % which means fair.
- c. Over Sensitivity toward the When children feel protected but for some reason feel threatened some students think something will happen that makes them feel afraid. This point 13 of students choose strongly agree, 102 choose agree, 34 choose undecided, 19 choose disagree and 6 of students choose strongly disagree. Over Sensitivity toward the threat is in the range 49 % which means less.
- d. The sensitivity of anxiety is when students feel fear and panic which is marked by a rapid heartbeat and shortness of breath. That 13 of students choose strongly agree, 90 choose agree, 48 choose undecided, 21 choose disagree and 1 of students choose strongly disagree. The sensitivity toward the threat is in the range 53 % which means less.
- e. Wrong Attribution Body Signal that It denotes increased heart rate, rapid breathing, and perspiration. Shows that 19 of students choose strongly agree, 83 choose agree, 41 choose undecided, 21 choose

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disagree and 10 of students choose strongly disagree. Wrong Attribution body signal the threat is in the range 51 % which means less.

- f. Low self efficacy tends to feel more worried when unsure of one's own abilities. People who have poor self-efficacy will have less faith in their capacity to do the activity successfully. Shows 14 of students choose strongly agree, 125 choose agree, 58 choose undecided, 17 choose disagree and 7 of students choose strongly disagree. Wrong Attribution body signal the threat is in the range 69 % which means fair.

The researcher made a conclusion by dividing 6 factors of anxiety: Over Self-Prediction Toward Fear, Irrational Faith, Over Sensitivity Toward Threat, the Sensitivity of Anxiety, Wrong Attribution Body Signal, and Low Self-Efficacy. From the classification questionnaire of the students for each indicators above, the researcher could answered the problem statement in this research that was the factors that make the students felt anxious. There were 25 statements in the questionnaire and it was divided into 2 parts, there was positive statements and negative statements. The negative statements more than dominant from positive statements.

Table Factor of Anxiety

No	Factor Of Anxiety	Range	Classification
1	Over self-prediction toward fear	48%	Less
2	Irrational faith	57%	Fair
3	Over sensitivity toward threat	49%	Less
4	The sensitivity of anxiety	53%	Less

5	Wrong attribution body signal	51%	Less
6	Low self-efficacy	69%	Fair

The table show result of the dominant factor of anxiety, where the smaller the percentage range is the strongest factor in influencing the anxiety of students speaking English. Over self-prediction toward fear is the main factor that causes students to be anxious about speaking English, the next factor is Over sensitivity toward threat, the third is Wrong attribution body signal, the fourth is The sensitivity of anxiety while the Irrational faith and Low self-efficacy factors are in the fair range meaning that it is not a factor of student anxiety in speaking English.

B. Discussion

After doing research by giving questionnaire to third semester students of the Faculty of English Letters Adab Humanities UIN Sulthan Thaha Saifuddin Jambi with the aim of to find out the type of anxiety felt by students, as well as to find out the causal factors, several results were obtained.

1. Type of anxiety

Based on the results of the study, the anxiety experienced by students is temporary and does not last long. Anxiety that occurs in students is classified into 2 types of anxiety, namely anxiety when students are asked to speak English and anxiety when students are speaking English. This type of anxiety is included in state anxiety, Anxiety is a passing state of unease brought on by a dangerous scenario. It is anxiety or tension felt at a specific time in response to an outside stimuli. This kind of anxiety is temporary because it only manifests during specific circumstances or unpleasant events. Otherwise put, when students wait to speak English they become nervous, tense, anxious, palpitations in response to some external stimulus. When the students comes forward to speak English such feelings and



anxiety will appear again. It happens because students are faced with situations or events that stress them out. Feelings of situational anxiety will dissipate when the threatening situation is gone.

This is in line with Spielberger, 1972 who argued that state anxiety is an emotional condition that is not eternal or a human condition that fluctuates in intensity and severity at any time. This condition is subjective, causes conscious feelings of tension and fear, and activates the autonomic nervous system. State anxiety levels rise in situations that are perceived as threatening, regardless of whether there is actual harm. When there is no tension present or when the danger is not felt to be a threat, the intensity of the anxiety state is minimal.

Anxious feelings are greatly impacted by both internal and exterior stimuli that the person perceives as being dangerous or threatening. The state anxiety reaction depends on the arousing stimulus, this is usually felt from the individual past experiences in similar conditions. Unpleasant experiences will create high state anxiety, and vice versa.

2. Factors of anxiety

Based on the results 72% of students of the Faculty of English letters Adab Humanities UIN Sulthan Thaha Saifuddin Jambi were felt tensions and nervous when they were learning English with their lecturer. When they were learning with their companion, some of them had feelings of fear, worry, fear, and shame. Anxiety is defined as worry about one's own pressure, neuroticism, and anxiety associated to arousal of the autonomic nervous system. Students face a variety of issues that may contribute to their anxiousness. Students stated that they felt anxious when asked to speak English⁴⁵, when waiting for the time to speak English or when they were speaking English. Language anxiety can be both a result and a cause of underserved have in the target language. That is, because of the language

⁴⁵ Horwitz, E. K. (2017). 3. On the misreading of Horwitz, Horwitz and Cope (1986) and the need to balance anxiety research and the experiences of anxious language learners. In *New insights into language anxiety* (pp. 31-48). Multilingual Matters.

difficulties faced by L2/FL learners in understanding and using the mother tongue, they will face this situation.⁴⁶From the findings, the researcher got the data that there were various factor that causes of anxiety by Faculty of English Letters Adab Humanities UIN Sulthan Thaha Saifuddin Jambi students. Those various factor that causes were Over self prediction toward fear, Over sensitivity toward threat, Wrong body signal and The sensitivity of anxiety.

First factor that triggers this is over self-prediction toward fear. They feel afraid when asked to speak English. Pointed out that "Certain assumptions about language learning can also intensify student pressure and frustration in the class".⁴⁷ This further demonstrates how anxiety can result from low self-esteem. Many of the circumstances arise as a result of their educational background. Students may feel that learning the language is difficult due to the overwhelming learning environment. This conviction alone is enough to cast doubt on the future of language learning. Over self-prediction toward fear that occurs because of the assumption that other students are better than him, and the assumption will be laughed at when students speak English.

The second factor that makes students feel anxious is over sensitivity toward threat, a situation when other people feel safe, but instead becomes a threat to some people which makes them feel afraid. Negative evaluation is concern about other peoples evaluations, concerns about their negative evaluations and expectations that others will evaluate themselves negatively.⁴⁸ Excessive anxiety occurs when they can't do something. In accordance with the results of the study that students feel very panicked

⁴⁶ Sparks, R. L., Humbach, N., Patton, J. O. N., & Ganschow, L. (2011). Sub components of second language aptitude and second language proficiency. *The Modern Language Journal*, 95(2), 253-273.

⁴⁷ Horwitz, E. K. (2017). 3. On the misreading of Horwitz, Horwitz and Cope (1986) and the need to balance anxiety research and the experiences of anxious language learners. In *New insights into language anxiety* (pp. 31-48). Multilingual Matters.

⁴⁸ Wu, C. W., Chen, R. H., Pu, J. Y., & Lin, T. H. (2004). The influence of air-fuel ratio on engine performance and pollutant emission of an SI engine using ethanol-gasoline-blended fuels. *Atmospheric Environment*, 38(40), 7093-7100.

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when they have to speak English without preparation, and even though they are in preparation students still feel anxious. This can happen because students perceive speaking English as a threat or an uncomfortable situation.

Third factor causing anxiety was wrong body signal. Students who are afraid won't be able to speak up in class since their peers will make fun of them and the lecturer will correct them. According to Herwanto (2013: 59), all of the pupils had the same apprehensive emotions when they misstep. They were terrified of making a mistake and having their friends tease them. From the discussion above, it was clear that different things can make psychology students anxious. In conclusion, if they were unable to control it by developing a method to lessen it, they would constantly feel nervous. In this situation students of the Faculty of English letters Adab Humanities UIN Sulthan Thaha Saifuddin Jambi find it very difficult to see the audience when speaking English, students cannot move their body parts when speaking English, are tense and stiff in several parts of the body, so students don't like using their voice and body expressively when speaking English.⁴⁹

The last factor sensitivity of anxiety, based on the research results, students feel very nervous and confused and never even feel calm when speaking English, the impact is that when speaking English they can forget things they should know. In this situation the role of the lecturer in the class as an educator must be optimized. This is supported by data findings from Rio Herwanto (2013: 66) that the role of language lecturers also has an influence that causes anxiety. This relates to how the lecturer makes the classroom atmosphere suitable for learning and teaching, corrects student mistakes, and how to motivate students properly. The results of this study are in line with research conducted by Eka Ardina Pratiwi, 2020. Entitled An Analysis of Students Speaking Anxiety (A Descriptive Study at the Third Semester of English Department Students in Muhammadiyah University of Makassar, which states that over self-prediction toward fear,

⁴⁹ Herwanto, R. (2013). Factors That Cause Language Anxiety in the English Classroom Speaking Performance in SMP Negeri 4 Pakem Yogyakarta. *Yogyakarta: Universitas Negeri Yogyakarta*.

Over sensitivity toward threat, The sensitivity of Anxiety, Wrong attribution body signal, are factors that influence anxious students in speaking English.⁵⁰

⁵⁰ Pratiwi, E. A. (2020). An Analysis Of Students Speaking Anxiety.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter was divided into two pieces; the first dealt with the research's conclusions and findings, while the second dealt with suggestions.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher get some conclusions:

1. The researcher concludes that 72% of students feel anxious when speaking English in a class which is included in the fair range when viewed from the classification results. If seen from the results of the classification results, fair is included in the third level.
2. There are 3 types of speaking, namely: state anxiety, trait anxiety and specific-situation anxiety. The researcher found that are 2 dominant points of anxiety that make students to feel anxiety this taken by question of questionnaire, which is: anxiety when students are asked to speak English and anxiety when students are speaking English. The momentary feeling of anxiety brought on by a dangerous scenario is included in the category of state anxiety. It is anxiety or tension felt at a specific time in response to an outside stimuli. This kind of anxiety is temporary because it only manifests during specific circumstances or unpleasant events. Situational anxiety symptoms will disappear once the dangerous circumstance has passed.
3. There have 6 factors of anxiety: Over self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal and low self-efficacy. The researcher conclude factors that cause students feeling speaking anxiety is:
 - The first factor that triggers this is over self-prediction toward fear. They feel afraid when asked to speak English. Pointed out that

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certain assumptions about language learning can also intensify student pressure and frustration in the class.

- The second factor that makes students feel anxious is over sensitivity toward threats, situations when other people feel safe, but instead become a threat to some people which makes them feel afraid. Worry about their negative evaluation and hope that others will judge themselves negatively.
- Third factor causing anxiety is wrong attribution body signal. Students who are afraid won't be able to speak up in class since their peers will make fun of them and the lecturer will correct them. When they made mistakes, all of the pupils had the same apprehensive feelings. They were terrified of making a mistake and having their friends tease them.
- And the last factor sensitivity of anxiety. Students feel very nervous and confused and never even feel calm when speaking English, the impact is that when speaking English they can forget things they should know.

B. Suggestion

1. For teachers

In this situation the role of the lecturer in the class as an educator must be optimized. The teacher must be able to make the classroom atmosphere cheerful and fun for learning and teaching, corrects student mistakes, and how to motivate students properly so that a positive mood will appear which will reduce anxiety. Students who feel happy and not anxious will make them learn comfortable especially in English class. So that a pleasant learning experience will reduce the level of anxiety.

2. For students

For students who feel afraid and anxious, they need to change their mindset that speaking a foreign language, especially English, is not difficult.

Students also do not laugh at each other when their friends make mistakes, but try to stay supportive and motivating them not to give up learning

3. For further researchers

The researcher hopes that the behavior of the next researcher will be even better research on students' speaking anxiety and developing research with other skills such as reading, writing and listening.

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Appendix 1

INSTRUMENT OF QUESTIONNAIRE

We ask for your willingness to assist us in filling out this questionnaire which we will use as data for our research purposes. We sincerely hope that you are honest in filling out this questionnaire. The questionnaire adopted by Yahkong.¹We will take great care of your data confidentiality.

Name :

Nim :

Fill in this questionnaire by marking (X) one of the answers you choose in the column provided.

Information:

SA : Strongly agree

A : Agree

U : Undecided

D : Disagree

SD : Strongly disagree

No	Matter of Contention	SA	A	U	D	SD
1.	I never feel quiet of myself while I am speaking English					
2.	I tremble when knowing that I am going to					

¹Yaikhong, K., & Usaha, S. (2012). A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability. *English Language Teaching*, 5(12), 23-35.



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	be called on to speak English					
3.	I start to panic when I have to speak English without a preparation in advance					
4.	In a speaking class, I can get so nervous I forget things I know					
5.	I feel confident while I am speaking English					
6.	I feel very self-conscious while speaking English in front of other students					
7.	I get nervous and confused when I am speaking English					
8.	I am afraid that other students will laugh at me while I am speaking English					
9.	I get so nervous when the language teacher asks me to speak English which I have prepared in advance					
10.	I have no fear of speaking English					
11.	I can feel my heart pounding when I am going to be called on					
12.	I feel relaxed while speaking English					
13.	It embarrasses me to volunteer to go out first to speak English					
14.	I face the prospect of speaking English with confidence					
15.	I enjoy the experience of speaking English					
16.	The more speaking English test I have, the more confused I get					
17.	Certain parts of my body feel very tense and rigid while speaking English					
18.	I feel anxious while waiting to speak					

	English					
19.	I want to speak less because I feel shy while speaking English					
20.	I dislike using my voice and body expressively while speaking English					
21.	I have trouble to coordinate my movements while speaking English					
22.	I find it hard to look the audience in my eyes while speaking English					
23.	Even if I am very well-prepared I feel anxious about speaking English					
24.	I keep thinking that other students are better at speaking English than I					
25.	I always feel that the other students speak English better then I do					



Appendix 2

The Results of Students Questionnaire Answer

No	Participant	Questionnaire Number																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	PN	A	A	SA	A	Un	SA	SA	Un	Un	Un	A	Un	A	Un	Un	A	A	A	SA	A	A	A	A	A
2	GP	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
3	DN	A	SA	A	SA	A	Un	A	Un	Un	A	A	Un	SA	A	A	A	Un	A	A	A	SA	Un	Un	Un
4	AL	D	A	D	A	SD	A	D	A	D	A	D	A	A	A	D	SA	D	A	D	SD	Un	SA	A	A
5	N	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
6	AY	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
7	GI	Un	Un	Un	A	Un	Un	A	Un	Un	A	Un	A	A	A	Un	A	A	Un	Un	Un	A	A	A	Un
8	WD	D	SD	D	A	D	A	D	A	D	A	Un	D	A	A	A	A	A	A	A	A	SA	A	A	A
9	LA	Un	A	Un	SA	Un	Un	A	Un	Un	A	A	Un	D	D	A	SA	SA	A	A	D	Un	A	A	A
10	IN	Un	A	A	Un	Un	Un	A	Un	Un	Un	Un	A	A	A	A	A	A	A	A	A	Un	A	A	A
11	GG	Un	A	A	A	Un	Un	A	A	A	A	A	Un	Un	Un	Un	Un	Un	A	A	Un	A	Un	Un	Un
12	GD	Un	A	Un	Un	Un	A	Un	A	A	Un	Un	A	Un	Un	SA	A	Un	A	SA	SA	Un	Un	A	SA
13	SA	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	SA	A	A	D	A	A	A	A

14	IL	Un	A	SA	SA	A	SA	SA	SA	D	D	SA	A	D	SA	Un	Un	Un	Un	SD	SD	SD	SD	SD	SD
15	AM	A	SA	Un	A	Un	Un	A	A	Un	Un	A	Un	Un	A	A	A	Un	A	A	Un	A	A	Un	A
16	YU	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
17	IN	Un	A	A	Un	D	A	A	A	SA	SA	A	D	Un	Un	Un	A	A	A	Un	SA	D	D	A	A
18	AR	Un	D	Un	D	A	D	D	D	D	A	D	A	D	A	A	D	D	D	D	D	D	A	D	D
19	SI	A	Un	A	A	Un	A	Un	D	D	A	A	Un	D	Un	A	D	Un	A	Un	SA	D	A	Un	A
20	SL	A	A	A	A	A	A	A	A	A	A	A	A	A	A	SA	A	A	A	A	A	A	A	A	A
21	AR	A	SA	A	SA	A	SA	A	A	A	A	A	Un	Un	Un	SA	SA	A	SA	A	D	Un	A	A	Un
22	A	D	D	Un	Un	Un	A	Un	Un	Un	A	Un	A	Un	Un	A	D	A	Un	D	D	D	Un	Un	Un
23	D	A	A	A	A	SA	A	A	SA	A	A	A	SA	A	SA	SA	A	SA	A	SA	A	A	SA	A	A
24	J	A	A	A	Un	A	Un	Un	A	A	A	A	A	Un	A	A	A	A	A	A	A	Un	A	A	A
25	MH	D	Un	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	SA	SA	D	Un	D	SD
26	MS	A	D	A	Un	Un	D	A	Un	D	A	A	Un	D	A	D	A	D	D	D	D	SA	Un	D	A
27	NR	D	A	A	Un	A	SA	D	D	SD	A	A	Un	A	A	Un	Un	A	D	Un	Un	D	D	D	Un
28	NL	A	A	A	A	SA	A	A	SA	A	A	A	SA	A	SA	SA	A	SA	A	SA	A	A	SA	A	A
29	SN	A	SA	A	A	A	A	S	Un	Un	A	Un	Un	D	A	A	SD	D	SA	Un	SA	SA	SA	SA	Un
30	RY	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
31	YY	SA	SA	SA	SA	SA	SA	SA	SA	SA	Un	SA	Un	SA	SA	SA	Un	SA	SA	SA	SA	Un	Un	Un	Un

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32	YL	A	A	A	A	Un	A	SA	A	A	A	A	A	A	Un	A	A	A	SA	A	Un	Un	Un	A	A
33	AL	D	D	Un	SD	SD	Un	Un	SD	SD	Un	A	SA	SD	Un	A	SD	SD	D	A	A	SD	Un	SA	SA
34	DN	D	A	A	Un	A	D	Un	A	D	A	A	D	D	Un	Un	A	SA	A	A	SD	SA	Un	A	SA
35	WD	A	SA	A	D	A	A	SA	SA	A	A	D	Un	SA	A	A	Un	D	D	A	Un	Un	A	A	SA
36	IS	A	A	SA	A	D	Un	A	SA	D	D	A	D	Un	Un	A	Un	A	A	A	D	Un	A	A	A
37	AB	A	A	SA	A	Un	A	Un	Un	Un	A	Un	D	Un	Un	A	Un	A	Un	Un	Un	SA	A	Un	A
38	GD	Un	A	A	Un	D	A	A	A	A	SA	A	Un	D	D	A	A	SA	A	A	A	A	SA	SA	SA
39	US	Un	A	A	A	Un	Un	A	A	A	Un	A	D	A	Un	Un	Un	Un	A	A	Un	Un	A	A	Un
40	GH	Un	A	A	Un	A	A	Un	A	A	Un	SA	Un	Un	A	A	A	A	Un	A	A	SA	A	A	Un
41	AP	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
42	BD	A	D	A	A	D	A	A	SA	A	A	D	D	D	Un	D	A	D	Un	A	A	A	A	A	A
43	HD	SA	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un	Un

Annendix 3

Students' Response

Participant	Positive					Negative				
	SA	A	Un	D	SD	SA	A	Un	D	SD
PN	1	-	5	-	-	3	14	2	-	-
GP	-	6	-	-	-	-	19	-	-	-
DN	-	4	2	-	-	4	9	6	-	-
AL	-	4	-	1	1	2	7	1	8	1
N	-	6	-	-	-	19	-	-	-	-
AY	-	6	-	-	-	19	-	-	-	-
GI	-	3	3	-	-	-	7	12	-	-
WD	-	4	-	2	-	1	12	1	4	1
LA	1	3	2	-	-	3	7	7	2	1
IN	-	3	3	-	-	-	13	6	-	-
GG	-	1	5	-	-	-	11	8	-	-
GD	1	2	3	-	-	3	6	10	-	-
SA	-	6	-	-	-	1	18	-	-	-
IL	2	2	1	1	-	4	1	4	2	7
AM	-	2	4	-	-	1	12	6	-	-
YU	-	6	-	-	-	-	19	-	-	-
IN	-	1	2	2	1	1	10	5	2	1
AR	-	5	-	1	-	-	1	2	16	-
SI	-	3	3	-	-	1	7	6	5	-
SL	1	5	-	-	-	-	19	-	-	-
AR	2	2	2	-	-	5	10	3	1	-
A	-	4	2	-	-	-	1	12	6	-
D	4	2	-	-	-	4	15	-	-	-
J	-	5	1	-	-	-	15	4	-	-
MH	-	6	-	-	-	2	10	2	3	2
MS	-	2	2	2	-	1	7	3	8	-
NR	1	3	2	-	-	-	5	6	7	-

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28	NL	4	2	-	-	-	4	15	-	-	-
	SN	-	5	1	-	-	2	4	5	3	5
	RY	-	6	-	-	-	-	19	-	-	-
	YY	4	-	2	-	-	13	-	6	-	-
	YL	-	4	2	-	-	2	14	3	-	-
	AL	1	1	3	-	1	-	4	3	3	9
	DN	-	2	2	2	-	3	9	3	3	1
	WD	-	5	1	-	-	6	6	3	4	-
	IS	-	1	2	3	-	2	12	3	2	-
	AB	-	3	2	1	-	2	6	11	-	-
	GD	-	2	1	2	1	5	11	2	1	-
	US	-	-	5	1	-	-	12	7	-	-
	GH	-	4	2	-	-	2	11	6	-	-
	AP	-	6	-	-	-	-	19	-	-	-
	BD	-	2	1	3	-	1	12	1	5	-
	HD	-	-	6	-	-	1	-	18	-	-

ive statement no: 5,6,10,11,14,15

ve statement no: 1,2,3,4,7,8,9,11,13,16,17,18,19,20,21,22,23,24,25

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Appendix 4

Calculation Students' Response

Participant	Scoring	Result
PN	57	45,6%
GP	62	49,6%
DN	62	49,6%
AL	75	60%
N	62	49,6%
AY	62	49,6%
GI	71	56,8%
WD	69	55,2%
LA	74	59,2%
IN	65	52%
GG	65	52%
GD	67	53,6%
SA	61	48,8%
IL	84	67,2%
AM	63	50,4%
YU	62	49,6%
IN	64	51,2%
AR	94	75,2%
SI	74	59,2%
SL	63	50,4%
AR	62	49,6%
A	84	67,2%
D	62	49,6%
J	65	52%
MH	74	59,2%
MS	66	52,8%
NR	79	63,2%
NL	62	49,6%

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29	SN	85	68%
	RY	62	49,6%
	YY	57	45,6%
	YL	61	48,8%
	AL	93	74,4%
	DN	65	52%
	WD	66	52,8%
	IS	59	47,2%
	AB	67	53,6%
	GD	53	42,4%
	US	62	49,6%
	GH	64	51,2%
	AP	62	49,6%
	BD	71	56,8%
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1:

lg:

ment positive

5

4

3

2

1

ment negative:

1

2

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Un: 3

4
5
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$$\therefore \frac{m}{n} \times 100 \% \\ \times 5 = 125$$

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nbi Ma. Bulian KM.16 Sei. Duren Kec. Jaluko, Kab. Muaro Jambi 36361, Jambi-Indonesia
Fax: 0741 583183 – 584118. Web: <https://uinjambi.ac.id/>, email: mail@uinjambi.ac.id

KodeDokumen: Un.15/B.II/AK/25

KodeFormulir : FM/AK/25/01

TanggalEfektif : 1 Februari 2019

NoRevisi : 00

Halaman : 1 dari 1

KARTU BIMBINGAN SKRIPSI/ TUGAS AKHIR

Mahasiswa : Sukmarini
: 403170930
as : Adab dan Humaniora
n/Program Studi : Sastra Inggris
t email : rinisukmaa02@gmail.com
Skrripsi : Speaking Anxiety in English Literature Department in Adab and Humanities Faculty

mbing : Dr. Alfian, S.Pd. M.Ed

Hari/ Tanggal	Bagian	Saran Perbaikan	Tandatangan Pembimbing
Senin 30 Januari 2023	ii - v	typo, Data, Penulisan.	
Selasa 14 Februari 2023	ii - iv	Pendekatan bab ii, previous studies, Penjelasan finding	
Selasa, 28 Februari 2023	ii - iii	Approach, Paragraf	
Kamis, 16 Maret 2023	ii - iii	Pertbedaan pada previous studies. Instrument of data collection.	
Selasa 9 Mei 2023	ii - iii	Penambahan previous studies	
Kamis 25 Mei 2023	v	Penyempurnaan conclusion	

Jambi, 25 Mei 2023
Pembimbing

Dr. Alfian, S.Pd. M.Ed
NIP. 197401031999031006

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Fax: 0741 583183 – 584118. Web: <https://uinjambi.ac.id/>, email: mail@uinjambi.ac.id

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as : Adab dan Humaniora
n/Program Studi : Sastra Inggris
t email : rinisukmaa02@gmail.com
skripsi : Speaking Anxiety in English Literature Department in Adab and
Humanities Faculty
mbing : Rahmat Fajar, MA

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Hari/ Tanggal	Bagian	Saran Perbaikan	Tandatangan Pembimbing
Selasa, 10 Januari 2023	I - IV	Marginal, typo, penambahan data bab IV, Pendekatan Bab II	
Selasa, 24 Januari 2023	I - IV	Spasi, Data tabel di perbaiki, tambah isi bab II	
Pabu, 8 Maret 2023	ii - iv	Penambahan appendix dan isi pada bab II - iv	
Senin 13 Maret 2023	IV	Penambahan ilustrasi Topik & Abstrak	
Senin 20 Maret 2023	1.	Penyempurnaan narasi masalah	

Jambi, 25 Mei 2023
Pembimbing

Rahmat Fajar, MA
NIP.198612272020121005



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nbi Ma. Bulian KM.16 Sei. Duren Kec. Jafuko, Kab. Muaro Jambi 36361, Jambi-Indonesia
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Selasa. 4 Februari 2023	II - IV	Pendahuluan bab II, previous studies, Penjelasan findings	
Selasa, 28 Februari 2023	II - III	Approach, Paragraf	
Kamis, 16 Maret 2023	II - III	Perbedaan pada previous studies. Instrument of data collection.	
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