

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background of the study, (2) formulation of study, (3) objectives of the study, and (4) significance of the study.

#### **A. Background of the study**

English is considered one of the most important language in the world. The importance of English can be attributed to various factors. According to K & Alamelu (2020), not a few countries consider English as their first language. Ilyosovna (2020) said that in a global context, English is very important and cannot be ignored, English is the first language use because English is the main language used universally. English is a language that is widely used throughout the world. Similarly, according to Reddy (2016), as many as 375 million people bring out English as official language, while another 750 million people speak it as a second language. In another word, many nations regard English to be their official language, and it is widely used.

According to Yuniarti et al (2022), English has become important in various academic activities, along with master four language skills, namely listening, speaking, reading, and writing. Gumartifa & Syahri, (2021) said mastery of English as a foreign language involves four different skills: listening, speaking, reading, and writing. Handayani & Rizkiani, (2019) Each of these skills has unique challenges that are different for each student. Therefore, understanding and mastering the four language skills is not an easy thing. It is generally understood that learning English involves four important skills of listening, speaking, reading and writing.

There are four skills such as listening, speaking, reading and writing. Tridinanti (2018) said this mastering English requires four important skills, including listening, speaking, reading and writing. Apart from that speaking is a necessary adeptness in communicating. Speaking skills seem

to be the most important skills. (Ur, 1996 as cited in Handayani & Rizkiani, 2019). It is supported by Nurilahi & Suhartono (2022) said that one of the crucial skills that is considered important is speaking, among the four language skills. Putri et al (2020.) acquiring proficiency in English involves mastering essential skills such as listening, speaking, reading, and writing. It is crucial to effectively handle these skills during the learning process. among them, speaking often poses significant challenges for students. It means, speaking is one of the four language abilities that are deemed to be essential.

Siagian & Adam (2017) speaking functions as a means of using language to communicate. Through verbal expression, individual convey information globally. Leong et al (2017) the development and improvement of speaking skills are crucial for effective communication. K & Alamelu (2020) communication experts regard speaking as the foundational and highly effective mode of human interaction. Parmawati (2018) speaking skills are very important in English, because this language functions as the main communication tool in daily life. Another word, speaking fluency in English is crucial since it is the primary language used for everyday conversation.

According to Fadlan (2020), speaking a foreign language in front of a crowd ususally triggers feelings of anxiety. Mastering the skill of speaking is challenging for students, as their anxiety, nervousness, and fear often hinder their willingness to speak English in public (Polard, 2008 as cited in Amin & Akib, 2022). Putri et al (2020) stated that speaking often causes changes in students' emotions, causing them to experience anxiety and nervousness. It is also suggested by MacIntyre & Gardner (1991) the most anxiety proving skill is speaking. Gumartifa & Syahri (2021) stated that Most students find learning English challenging, especially in terms of their speaking abilities. Furthermore, Most students found it challenging to learn English, especially when it came to speaking. Many students feel tense and even anxious when speaking in the classroom, they tend to be passive. The main cause is anxiety related to language learning.

Based on the Researcher observation and interview to the teacher of SMP Muhammadiyah 4 Palembang, According to the English teacher, around 80 percent students feel anxious when they were speak English in front of their friends this is characterized by keeping silent, looking down, trembling, they are reasless even leaning lessons. It means their anxiety is not only limited tho the afraid to speak in front of the class, but also to the discomfort of the classroom environment. Most students' anxiety is driving students' performance low. Related statement by Kabigting and Nanud (2020) states poor performance in language learning is connected with a high level of language anxiety. The effectiveness or ineffectiveness of English as required subject has been linked to affective elements, which appear to be quite important.

The background of this research is that speaking anxiety is a common problem among English language learners, which can negatively affect their language learning and communication skills. Previous research suggests that students that had experience different levels of speaking anxiety. Therefore, this objective of research to determine the level of speaking anxiety and the factor that cause students' anxiety in learning English, namely ninth grade at SMP Muhammadiyah 4 Palembang. The findings of this study can provide insights into the factors that contribute to speaking anxiety and inform language teachers on how to help their students overcome this issue.

Based on the results of previous research by Yuniarti et al (2022), it was state that anxiety is influenced by factors such as lack of vocabulary mastery, afraid of failing to speak, afraid of being careless, afraid of failing in front of others, failing exams, and fear of being judged negatively. Another relevant result by Nurilahi & Suhartono (2022) also said that anxiety is influecend by factors such as fear of being gigled at, fear of not having enough time to prepare, and pessimistic are the main causes of speaking anxiety in students, followed by nervousness, or embarrassment and feelings of anxiety when performing an individual speech. Thus, the

factors that influence anxiety are afraid of making mistakes, lack of vocabulary, and afraid of being ridiculed. Therefore, anxiety is influenced by internal factors, one of which is fear of being mistaken and fear of being criticized.

As the result, based on facts and some previous related studies, researchers are interested in conducting research at SMP Muhammadiyah 4 Palembang, difficulties in learning English still often occur among students. This phenomenon encourages the researcher to conduct research entitled Students' Anxiety in English Language Speaking Practice of Ninth Grade Students of SMP Muhammadiyah 4 Palembang

## **B. Formulation of the Problem**

Based on the background of the study above, the research was formulated in the following question:

1. How is the level of students anxiety in SMP Muhammadiyah 4 Palembang?
2. What are the factors that cause students' anxiety in learning English at SMP Muhammadiyah 4 Palembang?

## **C. Objectives of the Study**

Related to the problem above, the objective of this research was

1. To find the level of students anxiety in SMP Muhammadiyah 4 Palembang.
2. To find out the factors that caused students' anxiety in learning English at SMP Muhammadiyah 4 Palembang.

## **D. Significance of the Study**

The outcomes of this research are expected to give contribution to the teaching and learning English

1. The researcher, the outcomes of this research was answer the question problem as the basic of conducting this study

2. The English teachers, this research help teachers to know the factors of English anxiety that affect their students and can help them to reduce their anxiety in English class.
3. The reader, this research give some information, data, and also knowledge as a source for other researchers in the future, especially in the students' English language anxiety.

## CHAPTER II

### Literature Review

This chapter presents: (1) anxiety, (2) language anxiety, (3) speaking anxiety, and (4) previous related studies.

#### A. Anxiety

Anxiety is a physiological response to certain conditions such as feelings of fear, nervousness, and bad feelings that from anxiety. According to E. Horwitz (2001), anxiety is a condition where the subjective feels pressure, distrust, uneasiness, and fear that occurs when the autonomic nervous system is stimulated. Putri et al (2020) state that anxiety is a form of worry about what will happen or an alertness of the brain the human body. Furthermore, anxiety can defined a reaction to specific circumstances. Anxiety is a highly complex sensation that must be understood as a confluence of emotions, moods, and personality characteristics Scovel, 1978 as cited in K & Alamelu, 2020). It means anxiety can be seen as a complex feeling that arises from the interaction of an individual's emotions, moods, and personality traits. Firdaus et al (2022) defines the feeling of fear, worry, and exhaustion is common description of anxiety. Anxiety can defined characterized by feelings of fear, concern, and tiredness.

Anxiety was classified into several categories. MacIntyre and Gardner (1991) described three primary methods. The first is trait anxiety, the second is state anxiety, and the third situation specific anxiety.

##### 1. Trait anxiety

The first category of anxiety is trait anxiety. Barnes et al (2002) trait anxiety refers to an individuals' enduring position of experiencing anxiety and worry in a variety of situations and overtime. The tendency for a person to see stressors as threatening is known as trait anxiety, an a very consistent personality quality

(Spielberger, 2010 as cited in Bergen-Cico & Cheon 2014). Pappamihiel (2002) said anxiety a personality trait or a symptom of a more severe illness. It means, Trait anxiety occurs all the time or most of the time.

## 2. State anxiety

The second category of anxiety is state anxiety. Bergen-Cico & Cheon (2014) stated anxiety is fleeting experience, and decreases in state anxiety only indicate temporary and immediate alterations in reaction to stressful circumstances. Cooper & Brownell (2020) state anxiety is characterized by a feeling of fear felt in response to a particular situation. State anxiety can be defined the situation can be interpreted as a bad mental response when faced with a dangerous situation (Spielberger, 1983 as cited in Tovilovic, 2009). Furthermore, state anxiety is only short-term in response to stressful situation.

## 3. Situation specific anxiety

The last is situation specific anxiety. Situation-specific anxiety refers to worry experienced at a certain moment and in response to a particular situation Djalili et al (2023). Low levels of self-efficacy and unfavorable assessments since they haven't encountered the circumstance sometimes lead to situational anxiety (Diffey, 1990 as cited in Pappamihiel, 2002). It means, situation-specific anxiety relates to the fear felt a particular moment and as a reaction to a particular circumstance.

## **B. Language Anxiety**

Language anxiety refers to the disquiet, nervousness, or fear that individuals experience in relation to learning or using a second language. [According to K & Alamelu (2020), language anxiety is a feeling of discomfort, nervousness or a kind of worry resulting from an individual's thought of learning or using a second language. E. K. Horwitz et al (1986) stated language anxiety is a self thought, self behavior, emotion, and beliefs

in language learning process. Hu & Wang (2014) said language anxiety is related to disquiet and bad emotional responses that arose when learning or using a second language. In summary, language anxiety is a multifaceted issue that emerges from various sources and factors related to the language learning experience. It can significantly impact individuals' self-perceptions, behaviors, feelings, and beliefs in the classroom, ultimately affecting their language learning journey.

The factors of language anxiety can vary, and they include a range of elements that influence an individual's emotional state and self-perception in a language learning environment. A large body of research shows that gender influences the level of language anxiety among learners. Awan et al (2010) state that there is a significant difference that male students were more anxious than females. This is because female students are more have self trust and have highest ability to learn language and overcome emotion of anxiousness and uneasy. In addition, Hussain et al (2011) also said that male students experience language anxiety more than female students. As explained above, in fact, gender is one of the factors that influences language anxiety. According to Fadlan (2020), one of the factors of internal language anxiety is afraid of being the center of attention or lack of self trust, inadequate in using English proficiently. Song (2024) said that Foreign Language Anxiety is one of the main factors causing concern over the potential lack of understanding to speech, personal anxiety around accents and pronunciation, and the feeling that other people are more fluent in the language. Language anxiety is divided into two factors, namely external and internal factors. Gender is one of the external factors where men have higher language anxiety than women, and one of the internal factor of language anxiety is a lack of self trust in speaking English.

E. K. Horwitz et al (1986) language anxiety was divided in 3 categories; communication apprehension, test-related anxiety, and concerns about negative evaluations.

### **C. Speaking Anxiety**

Speaking is the main form of communication. Parmawati (2018) said speaking has become the most important English skill because speaking is a means of communication in everyday life. One of the most common problems seen in speaking classes is speaking anxiety MacIntyre & Gardner (1994). K & Alamelu (2020) said students' speaking anxiety arises from two main sources: external factors, encompassing linguistic, grammatical, pronunciation, and peer-related aspects; and internal factors, including psychological elements like stage fear, low self-confidence, and shyness. In a short, factors of student anxiety in language starting from pronunciation, low self-confidence, and shyness.

According to Yuniarti et al (2022), students stay quiet and not in participate in communicative classroom interactions. They dodge eye contact with the educator as one of the tactics used to overcome anxiety. Putri et al (2020), Firdaus et al (2022) stated the same thing that anxiety in speaking English is common problem faced by students. Furthermore, that many student commonly experience anxiety when it comes to speaking English. Students often feel anxiety when learning English.

Speaking practice includes a variety of activities designed to improve communication skills and confidence in verbal expression. Suban (2021) said that kinds of speaking practice are role play, story completion, and storytelling. In addition, Jarrín & Kim (2019) state that same thing there are several kinds of speaking practice, namely play role activities, performance, discussion and oral presentations.

### **D. Previous Related Studies**

The first previous related studies were conducted by Yuniarti et al (2022), entitle Speaking Anxiety in EFL Classroom. The research used mixed methods. This study used a questionnaire as the primary data collection tool. The questionnaire was analyzed using descriptive analysis to analyze the data. The research population used the tenth graders of SMK Negeri 5 Palembang. This research used closed ended and open ended

questionnaires. The result this research is factors such as lack of vocabulary mastery, fear of failing in communication, fear of making mistakes, fear of failing in front of others, failing exams, and fear of being judged negatively.

Another relevant study was conducted by Nurilahi & Suhartono (2022), entitle An Analysis on The Cause of Students' Speaking Anxiety in EFL Classroom. This research used foreign language classroom anxiety scale and the factors causing students speaking anxiety questionnaire. the population used the twelfth grade students of Mas Ushuluddin Singkawang. The result in this research are factors such as fear of being laughed at, fear of not having enough time to prepare, and despair are the main causes of speaking anxiety in students, followed by nervousness. Or embarrassment and feelings of anxiety when performing an individual speech. Thus, the factors that influence anxiety are afraid of making mistakes, lack of vocabulary, and afraid of being ridiculed.

From the study above, this research has significant differences from previous research. This research used SMP Muhammadiyah 4 Palembang as population, and the sample of this research was ninth grade junior high school. This research used closed ended questionnaire and was used percentage analysis to indentify level speaking anxiety at SMP Muhammadiyah 4 Palembang.

## **CHAPTER III**

### **Research Methodology**

This chapter presents: (1) Method of research, (2) technique for collecting the data, and (4) technique for analyzing the data.

#### **A. Method of the Research**

In this research, the researcher used a qualitative method. According to Creswell (2014), qualitative method is research that attempts to explain phenomena experienced by research participants. (Fraenkel and Wallen 2008 as cited in Apsari et al., 2017) qualitative research has indicated that: (1) the primary data source in qualitative research is the natural environment, with the researcher serving as a crucial tool; (2) data in qualitative research takes the form of words or images, not numerical values; (3) qualitative researcher explore both process and outcomes; (4) inductive analysis is commonly employed by qualitative researchers when examining their data; (5) qualitative research centers on understanding how individuals perceive and interpret their own lives. The focus of this research is to analyze the level and factor students' speaking anxiety in SMP Muhammadiyah 4 Palembang. In this method, the research data was taken using observation and interviews as instruments.

#### **B. Population and Sample of The Research**

This research was conducted at SMP Muhammadiyah 4 Palembang, which is located at Ario Kemuning, Palembang City, South Sumatera. In this research, The population of the research was 147 students consisted of 4 class of the ninth grade students of SMP Muhammadiyah 4 Palembang and the sample used was class IXu1 totaling 28 students. Therefore, the researcher chose 7 students in class IXu1 who met the criteria in this research, namely students who had the highest, neutral, and low levels of anxiety in the class as presentative and also as sample for interviews.

Additionally, to collect the data, the researcher used a questionnaire as a supporting instrument which had previously been carried out in preliminary research. The researcher used a purposeful sampling strategy. According to Creswell (2012), purposive sampling is a way for researcher to select individuals for research in an unplanned manner. In summary, this method of selecting participants by considering something that has a specific purpose is what is meant by purposive sampling.

### **C. Technique for Collecting the Data**

In conducting this research, the researcher used observation and interviews as the main instruments to determine the factors that cause Students' anxiety about learning English at SMP Muhammadiyah 4 Palembang.. The data in this research could be form of closed ended questionnaire. . According to Sugiyono (2014), a questionnaire is an efficient data collection if the researcher knows the particular variables that wants too measure and knows what to expect. based on previous researchers, researcher used questionnaires that have been developed by Yuniarti et al., 2022. Interview question adopted by Yuniarti et al (2022), however the researcher used easier language that the students who answered could provide a narrative related to the question. Then, after the data is collected, the researcher combine and relate the findings to the research background, especially the research questions. To determine the level of anxiety, researcher used the Public Anxiety Scale (PSCAS) proposed by (Yaikhong & Usaha, 2012) to collect data concerning students' levels of public speaking anxiety and the scoring interval by PSCAS (Public Speaking Class Anxiety Scale cited in Yaikhong & Usaha, 2012).

### **D. Technique for Analyzing the Data**

This research analyzed the factors that cause students anxiety in learning English at SMP Muhammadiyah Palembang. There are several steps that be taken in analyzing the data. First, the researcher chose IXu1

grade students. Second, the researcher asked students to answer a questionnaire and selected students to conduct interviews. The researcher analyzed closed ended questionnaire data using percentage analysis using the following formula (Arikunto, 2010).

$$SR = \frac{\text{Answer}}{N} \times 100\%$$

SR : Students' Response

A : Answer

N : Number of Students

**Table 1.** The Scoring Scale

Positive Attitude		Negative Attitude	
Statement Score		Statement Score	
1	Strongly Agree	5	
2	Agree	4	
3	Netral	3	
4	Disagree	2	
5	Strongly Disagree	1	

Public Anxiety Scale (PSCAS) proposed by (Yaikhong & Usaha, 2012).

**Table 2.** The Scoring Interval

Interval Score	Category
>68	High anxiety
50-68	Medium anxiety
<50	Low anxiety

the scoring interval by PSCAS (Public Speaking Class Anxiety Scale cited in Yaikhong & Usaha, 2012)

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents: (1) findings, and (2) discussions.

#### A. Findings

The observation and interviews were carried out to determine the factors that cause anxiety in English experienced by students at SMP Muhammadiyah 4 Palembang and the sample for observation and interviews were obtained using a questionnaire as a supporting instrument which had been carried out in previous research. After obtaining the data from observation and interviews to determine the factors that causing English language anxiety experienced by students at SMP Muhammadiyah 4 Palembang. The result are described as follows:

##### 1. The Level of Students' Anxiety

As mentioned before, the researcher used questionnaires that have been developed by Yuniarti et al (2022). The result of the questionnaire reflected from 28 samples of students in class IXu1 showed that the highest score. Can be seen in Table 3 that 17.8% of students have a high level of anxiety in English. After that, 71.4%of students experienced a moderate level of anxiety in English, and only 10.7% of students experienced a low level of anxiety.

**Table 3.** The Level of Students' Anxiety

<b>Level of speaking scores anxiety</b>	<b>Scores</b>	<b>percentage</b>	<b>Frequencies</b>
High level of speaking anxiety (total score >68)	440	17.8	5
Moderate level of speaking anxiety (total score 50-68)	1592	71.4	20

Low level of speaking anxiety (total score <50)	210	10.7	3
Total	2.242	100	28

Melouah (2013) Identified the factors and levels of oral performance anxiety of 54 Algerian EFL students, the study showed that students experienced moderate levels of speaking anxiety due to low language skill.

## 2. The Factors That Cause Students' Anxiety In Learning English

To answer the second research question, the researcher investigated the factors that cause English language anxiety among SMP Muhammadiyah 4 Palembang by combining and calculate the percentages of 'agree' and 'strongly agree' to get an overall agreement score for the items in the questionnaire. To speed up analysis and discussion, the researcher abbreviated the data presentend in the table in descending order where frequencies are sorted from highest to lowest score. Furthermore, English language anxiety consists of communication apprehension, test anxiety, fear of negative evaluation, and comfortable to speaking, which have been developed by Yuniarti et al (2022).

**Table 4.** Communication Apprehension Factor

No	Question Items	SD	DA	N	A	SA	A+S A
1	I tremble when I know that I am going to be called on language class	0 0	2 7.1	17 60.7	9 32.1	0 0	9 32.1
2	I feel very self-conscious while speaking English in front of other students	1 3.5	8 28.5	9 32.1	7 25	3 10.3	10 35.3
3	I get nervous and confused when I am speaking English	2 7.1	7 25	9 32.1	8 28.5	2 7.1	10 35.6
4	I can fell my heart pounding when I am going to be called in front of English class	1 3.5	4 14.2	16 57.1	7 25	0 0	7 25
5	The more speaking test I have, the	3	5	12	8	0	8

	more confused I get	10.3	17.8	42.8	28.5	0	28.5
<b>6</b>	Certain parts of my body feel very tense and rigid while speaking English	1	11	11	3	2	5
		3.5	39.2	39.2	10.3	7.1	17.4
<b>7</b>	I dislike using my voice and body expressively while speaking English	2	3	14	7	2	9
		7.1	10.3	50	25	7.1	32.1
<b>8</b>	I have trouble to coordinate my movements while speaking English	0	4	12	10	2	12
		0	14.2	42.8	35.7	7.1	42.8
Avarage A+SA				8,75			

From the table above, the data shows that class IXu1 students experience communication anxiety with an average frequency of 8.75 affirmative answers to questions 1 to 8. The data shows that 32.1% of students feel trembling when they know that they will be called. Following this, 35.3% of students feel very inferior when speaking English. additionally, 35.6% of students feel nervous and confused when speaking English. Futhermore, 25% of students experience heart palpitations when they are called. The data shows that 28.5% of students agree that the more speaking tests they do, the more confused they are. Question number 6 showed that 17.4% of students experienced that certain body parts felt very tense and stiff when speaking. Thus, 32.1% of students agreed that they did not like using voice and body movements expressively when speaking English.

Finally 42.8% of students experienced difficulty in coordinating their movements when speaking English. therefore, they concentrate fully when speaking, so they may find it difficult so show body language when speaking English. Thus, E. K. Horwitz et al (1986) argue that communicating fear is related to the fear of communicating with other people. It is not surprising that students who have limited foreign language skills consider speaking in front of foreigners to be one of the most common sources of anxiety Sugiyati & Indriani (2021).

**Table 5. Test Anxiety Factor**

No	Question Items	SD	DA	N	A	SA	Total
1	I start to panic when I have to speak English without preparation in advance	0 0	1 3.5	7 25	15 53.5	5 17.8	20 71.3
2	In speaking class, I can get so nervous and forget things I know	0 0	5 17.8	13 46.4	10 35.7	0 0	10 35.7
3	I get so nervous when the teacher of language asks me to speak English which I have prepared in advance	2 7.1	13 46.4	8 28.5	4 14.2	1 35	5 17.7
4	I feel anxious while waiting to speak English	0 0	4 14.2	12 42.8	11 39.2	1 3.5	12 42.7
5	I find it hard to look the audience in my eyes while speaking English	0 0	5 17.8	7 25	8 28.5	8 28.5	16 57
6	Even if I am very well-prepared I feel anxious about speaking English	2 7.1	6 21.4	15 53.5	3 10.3	2 7.1	5 17.4
Average of A+SA					11,33		

Table 5 shows that the average frequency of test anxiety experienced by class IXu1 students is 11.33. By investigating the questions included in this particular factor, the data shows that 71.3% is the highest percentage of anxiety-triggering factors in test anxiety. This shows that some students experience anxiety when speaking English without preparation. in line with mak (2011) speaking in front of the class without preparation is a factor that triggers anxiety. In addition, researcher believe that students' inability to communicate in English without prior preparation is caused by fear of exams.

Following this, 35.7% of students agreed that they can be very nervous and they forget things they think they know: question number 2. This may be caused by lacking or forgetting vocabulary so it is difficult to express ideas. MacIntyre & Gardner (1994) argue that anxious students often forget vocabulary in class activities. The results of question number 3 were that 17.7% of students feel nervous when the language teacher asked them to speak English which they had prepared beforehand. the table shows that 42.7% of students agree that they feel anxious when waiting for their turn to speak English. Additionally 57% of students find it

difficult to look the audience in the eye when speaking English. Furthermore, 17.4% of students feel anxious about speaking English, even though they were very prepared.

Leong et al (2017) achievement can be influenced by a lack of self-confidence, students will not be confident because they are afraid of making mistakes and receiving unpleasant assessments from the audience. Sugiyati & Indriani (2021) also argue that creating an environment that supports and encourages students in the classroom can increase students' self-confidence and reduce their anxiety. In other words, lack of self-confidence can affect students in the classroom. It is important for teachers to build students' perceptions in order to increase their self-confidence.

**Table 6.** Fear of Negative Evaluation Factor

No	Question Items	SD	DA	N	A	SA	Total
1	I am never quite sure of myself when I am speaking in English	2 7.1	10 35.7	10 35.7	5 17.8	1 3.5	6 21.3
2	I am afraid that other students will laugh at me while I am speaking English	0 0	5 17.8	9 32.1	8 28.5	6 21.4	14 49.9
3	It embarrasses me to volunteer to go out first to speak English	1 3.5	3 10.3	10 35.7	7 25	7 25	14 50
4	I want to speak less because I feel shy while speaking English	0 0	4 14.2	15 53.5	7 25	2 7.1	9 32.1
5	I keep thinking that other students are better at speaking English than me	0 0	6 21.4	10 35.7	6 21.4	6 21.4	12 42.8
6	I always feel that the other students speak english better that I do	0 0	4 14.2	8 28.5	10 35.7	6 21.4	16 57.1
Average of A+SA					11,83		

In fear of negative evaluation factor, this shows an average frequency of 11.83 students experiencing fear of negative evaluation, and 21.3% of students never feel confident in themselves when speaking English. additionally, 49.9% of students answered that they were afraid if other people laughed at them when speaking English. Following this, 50% of students agreed that it was encouraging them to volunteer to speak

English. Furthermore, 32.1% of students want to speak less because they feel embarrassed when speaking English.

Thus, 42.8% of students to feel inferior and think that other students are better at speaking English than them. Finally, 57.1% this is the highest percentage of fear of negative evaluation. Gregersen & Horwitz (2002) said who revealed that fear of negative evaluation influences students' behavior during communication-oriented situations because they tend to limit participation in all types of tasks that require them to carry out peer or teacher evaluations. Furthermore, students who have a fear of negative evaluation tend to limit participation in activities in English class.

**Table 6.** Comfortable of Speaking Factor

No	Question Items	SD	DA	N	A	SA	Total
1	I feel confident while speaking English	1	7	13	6	1	28
2	I have no fear of speaking English	0	5	14	7	2	28
3	I feel relaxed while speaking English	0	5	15	7	1	28
4	I face the prospect of speaking English with confidence	1	6	18	1	2	28
5	I enjoy the experience of speaking English	0	4	11	6	7	28
Average A+SA					8		

The last factor is related to students' perspective on English public speaking activities. Table 7 shows that the average percentage of comfort frequency in speaking English is 8 students who agree with the questions on this factor. 25% of students to feel confident while speaking English; 32.1% students are not afraid to speak English. Furthermore, 28.5%

students relaxed while speaking English. And only 10,3% students face the prospect of speaking English with confidence. Lastly, 46,4% students enjoy the experience of speaking English.

Boonkit (2010) conducting research on factors that encourage the development of students speaking skills. The results of his research show that applying activities for speaking skills can be an effective strategy to relieve speaker anxiety. It was also found that the freedom to choose topics encouraged participants to feel comfortable, confident in speaking English, and increased EFL students' speaking confidence. Thus, by supporting and encouraging and creating comfort for students to speak English can be an effective strategy to relieve speaking anxiety.

Based on the data collected by researcher from observations and interviews, researcher found factors that caused students' anxiety in learning English at SMP Muhammadiyah 4 Palembang, one of them is a lack of preparation such as not studying or reading before class starts. Students anxiety caused by lack of preparation can affect all teaching and learning process. through interviews with students, most students feel anxious when speaking English without prior preparation. Students lack preparation and most students are confused about what they will say in front of the class making their anxiety level increase because students learn English without any preparation. This information is supported by interview result. The students with initial NQA said that *"Related miss, when I was suddenly asked to speak English, I became too nervous because I did not know what I was going to say"*. In line with that statement, the students with an initial MAA stated *"yes miss, I tend to feel anxious when speaking English without prior preparation"*. Beside that, the students with initial AM stated that *"even without preparation, I do not feel anxious and I feel fluent when speaking English"*.

Researcher found another factors in speaking classes where students who lacked confidence felt anxious. Students find it difficult to speak when

asked to speak English in class. Students appear to stutter when speaking English, and when they are no longer able to speak, they choose to remain silent because they are afraid of making mistakes and the information conveyed could be misunderstood by their friends. This information is supported by interview result. The students with initial HZZ said *"I was too shy to speak in front of the class"*. The students with initial RAV stated the same thing *"alright miss,I felt embarrassed and afraid of the response from friends and teachers, I was afraid of being laughed"*. However, the students with initial MAA said *" I feel confident to speak English, because I have a high level of self-confidence"*.

Apart from that, pronunciation is one of the factors of English language anxiety. Many students experience anxiety when speaking English because they are afraid of pronouncing mistakes. The students with initial TM said *"I am afraid of pronouncing mistakes when speaking English"*. The students with initial FA said that same thing *"I very nervous when speaking English in front of the class, because Im afraid of mispronunciation, miss"*.

Another factors can also influence students' anxiety levels. Students who feel inferior when other friends are more fluent in speaking English. The students with initial AM said *"Sometimes when I wait my turn to speak English, I feel inferior because there are people who are better than me"*. other personal factors, The students with initial TM state that *"I am anxious and afraid of the teacher's response to me"*.

## **B. Discussions**

After analyzing the research results, researcher found that the level of speaking anxiety in class IXu1 students was at a moderate level. Apart from that, there were several factors causing English language anxiety experiend by students at SMP Muhammadiyah 4 Palembang. These factors are (1) lack preparation, (2) lack of confidence, (3) lack of pronunciation, and (4) other factors.

There were around 17,8% of students who had a high level of anxiety in English. After that, 71,4% of students experienced a moderate level of anxiety in English, and only 10,7% of students experienced a low level of anxiety. It can be concluded that the anxiety level in class IXu1 students is at the moderate level.

The first is lack of preparation. Most students argued that they felt anxious when learning English due to lack of preparation. The students looked a little surprised and a little noisy because they did not understand the material being studied. This finding is in line with Musthachim (2014) students stated that when they did not learn enough for class or speaking practice, they became very worried. Other students blame themselves for becoming anxious about spending less time studying. In addition, Marwan (2007) that lack of preparation is a major contributor to student anxiety.

The second, the factors that caused students felt less confident, students who lack self-confidence feel anxious, most students had difficulty speaking because they are afraid of conveying the wrong information. Students are afraid of not being understood by their friends, thus some students are afraid of making mistakes in English class, their friends often make fun of them, another reason related to lack of confidence in speaking skills is that students still felt embarrassed when they see many people, which makes them make mistakes when speaking in class. Utami et al (2020) said that lack of self-confidence was one of the factors in the English language process. Bogodad et al (2021) some students sometimes compare themselves with friends who are already good at speaking English.

The third is lack of pronunciation, some students cannot pronounce the words correctly, which make the students tremble. Pronunciation plays an important role when speaking. Students express that they experience difficulties in how to speak and mistakes when speaking. Sugiyati & Indriani (2021) stated that this may be due to fear of making mistakes when speaking. Such as mispronouncing and forgetting something, resulting in too many pauses or saying unnecessary things.

The fourth is another factors. Based on the result of the research, students who felt inferior and do not believe in their abilities in using English, thus hindering their learning process. Self-esteem is closely related to individuals' personal assessment of themselves, which is formed through environmental influences and experiences Agustina et al (2023). Furthermore, the teachers' response and the way teacher teaching is one of the factors of language anxiety experienced by students. Zia & Sulan, (2015) stated that the teachers' teaching methods and classroom atmosphere were the main factors in reducing students' speaking anxiety.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents: (1) conclusion, and (2) suggestion.

#### **A. Conclusion**

In this chapter, the findings and discussions in the previous chapter have been summarized. Data obtained from observations and interviews were analyzed to reveal the research problem, namely to determine the level of anxiety and factors that cause students' anxiety in speaking English at SMP Muhammadiyah 4 Palembang that were discovered by researcher. Based on the data, students' anxiety levels are at a moderate level, there are four factors that cause students' anxiety in speaking English, namely; lack of preparation, lack of confidence, lack of pronunciation, and other factors.

The first one was the students' lack of preparation, this is because most students feel anxious about learning English even though they have not studied before class starts. Second, lack of confidence, this is because they are afraid of making mistakes and are afraid that the information they convey will not be understood by their friends, or sometimes their friends often make fun of students, causing their self-confidence to decrease. Third, lack of pronunciation, this is because students cannot pronounce words correctly, which makes students tremble. Students expressed that they experienced difficulties in how to speak English. Lastly, another factor is students who felt inferior and do not believe in their ability to use English, which hinders their learning process.

#### **B. Suggestion**

This research aims to determine the factors that cause students' anxiety in speaking English at SMP Muhammadiyah 4 Palembang. From the

conclusions explained above, the researcher would like to provide several suggestions to English teachers, students and future researchers.

Based on research findings, this research is expected to provide knowledge to students about the factors that cause students' anxiety in speaking English. Furthermore, understanding the factors that cause students' anxiety, students should improve self-confidence, thus reducing their feeling of anxiety.

Researcher hope that this research can provide useful information and knowledge for teachers. Thus, teachers can understand the factors that cause student anxiety in the teaching and learning process. After that, teachers need to help students to reduce their anxiety and provide some solutions to overcome their anxiety, whether it is due to lack of preparation, lack of confidence, lack of pronunciation in speaking English, or even another factors.

Lastly, hopefully it can be a useful resource for other researchers, and the researcher also suggest that future researchers who will conduct research related to the factors that cause students anxiety, can explore futher research, such as studying solutions of the factors that cause student anxiety in learing English, of the influence of students anxiety when teaching English.

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