DIAGNOSING SPEAKING ANXIETY OF EFL SECONDARY LEARNERS IN JUNIOR HIGH SCHOOL MUHAMMADIYAH 1 MEDAN

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

<u>M. Rafi il Ghani</u>
NPM: 1702050093

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
MEDAN
2024

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 28 Maret 2024, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:
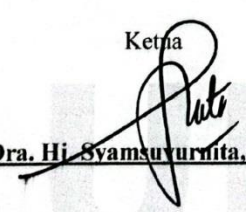
Nama   : M Rafi il Ghani
NPM   : 1702050093
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Diagnosing Speaking Anxiety of EFL Secondary Learners in Junior
                      High School Muhammadiyah 01 Medan

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan   : (A⁻) Lulus Yudisium*
                  (   ) Lulus Bersyarat
                  (   ) Memperbaiki Skripsi
                  (   ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dra. Hj. Syamsuyurnita, M.Pd.   **Dr. Hj. Dewi Kesuma Nst, SS, M.Hum.**

ANGGOTA PENGUJI:

1. Drs, Ali Amran, M.Hum.

2. Dr. Manda Saragih, S.Pd., M.Hum.

3. Dra. Diani Syahputri, M.Hum.

LEMBAR PENGESAHAN SKRIPSI

بسم الله الرحمن الرحيم
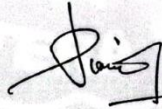
Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama   : Muhammad Rafiil Ghani
NPM   : 1702050093
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Diagnosing Speaking Anxiety of EFL Secondary Learners in Junior High School Muhammadiyah 01 Medan

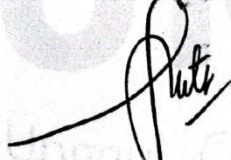sudah layak disidangkan.

Medan,   Maret 2024
Disetujui oleh:
Pembimbing

Dra. Diani Syahputri, M.Hum.
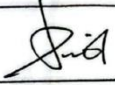
Diketahui oleh:

Dekan

Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd.
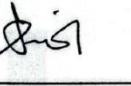
Pirman Ginting, S.Pd, M.Hum.

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ
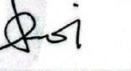
BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : M. Rafiil Ghani
NPM : 1702050093
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Diagnosing Speaking Anxiety of EFL Secondary Learners in Junior High Schoole 1 Medan

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
14 Des. 2023	Background of the study until significance of the study	
	Review of Literature, Research Design	
4 Jan 2024	Abstract, Table of Contents, scope and limitation, the objection of the study	
	Research Design, Technique for collating data and technique for analyzing data	
5 Pebruari 2024	Abstract, Research Design	
6 March 2024	Abstract and research Design	
7 Maret 2024	Acc untuk disidangkan	

Medan,   Desember 2023

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Dra. Diani Syahputri, M.Hum.)

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	M. Rafi Il Ghani
N.P.M	:	1702050093
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Diagnosing Speaking Anxiety of EFL Secondary Learners in Junior High School Muhammadiyah 01 Medan

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**Diagnosing Speaking Anxiety of EFL Secondary Learners in Junior High School Muhammadiyah 01 Medan**" adalah bersifat asli (original) bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan,   Mei 2024
Hormat saya
Yang membuat pernyataan,

M. Rafi Il Ghani

ABSTRACT

M Rafiil Ghani. 1702050093, " Diagnosing Speaking Anxiety of EFL Secondary Learners in Junior High School Muhammadiyah 1 Medan". Skripsi : English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU) Medan. 2024.

This study aims to determine the level of students' speaking anxiety as well as the reasons behind it in EFL students' speech anxiety. Students from SMP Muhammadiyah 1 Medan in the eighth grade served as the study's respondents. Data for this study were gathered through interviews, questionnaires, and observation by the researcher employing the descriptive qualitative technique. The researcher employed three phases in the implementation process. The first step involved watching the students in English class, the second involved giving the students questionnaires, and the last step involved interviewing the professors and students. A questionnaire that was modified from the Foreign Language Classroom Anxiety Scale (FLCAS) was used to assess anxiety levels. The findings indicated that 41% of the students had a high level of anxiety when speaking English, compared to 3% (one student) who had a high level and 56% (sixteen students) who had a medium level. shown minimal nervousness when speaking in English. This indicates that when speaking English in class, the majority of students feel a moderate level of fear. The results show that the scenario is caused by a lack of language, practice, confidence, anxiety about making mistakes, fear of being laughed at, and fear of being labeled haughty, among other things. As a result, it is critical that educators support and inspire their pupils and employ techniques like games to make them feel less anxious. .

Keywords: *Speaking, Student Anxiety, EFL Classroom*

ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the name of Allah, the most gracious, and most merciful. Firstly, the researcher would like to thanks to Allah SWT who has given me chances in finishing my study. Secondly, blessing and peace be upon to our prophet Muhammad SAW who has brought human beings from the dark era in to bright era.

During the process of writing this study, the researcher realized that had to learn for more about this thesis. Meanwhile, he has also received a lot of helpful, suggestions, and comments from many people. In this time, a very special debt of gratitude is directed to his beloved parents, My Father **M. Zulfahmi, S.E**, My Mother **Dra. Refida** and My Sister **Rahma Shafira, S.Pd** for their full support, care, and prayers that have been given to his.

Then, researcher would like to express his sincere thanks for his academic guidance and moral support during the completion this study.

1. Prof. Dr. Agussani, M.AP., as Rector of University of Muhammadiyah of Sumatera Utara.

2. Dra. Hj. Syamsuyurnita, M.Pd as Dean of Faculty of Teacher Training and Education who has allowed this research to continue final examine.

3. Pirman Ginting, S.Pd, M.Hum as the Head and Rita Harisma, S.Pd, M. Hum as the Secretary of English Education Program of FKIP UMSU, who have allowed and guided her to carry out the research.

4. Dra. Diani Syahputri, M. Hum who have given his guidance and valuable suggestions and advice to complete the ideas of this study.

5. His lecturers for their invaluable counsel and the knowledge they shared with his together with all of the Faculty staffs for all the faculties given to her throughout the academic years at the university.

6. His best friends Imam, Pria, Dendy, Anggi, Rinaldi, Aab, Taufiq, Rifaldi, Willy Halim, Aqil Fahriza, Yogi, Fathin,Arli, Viwi, Firly, Dwi Bella, Resti, Nisa Fuad, Almas, Afriska, Delima, Oca, Alda, Anjani, Arini, Anggi Siska, Mayang, Ulvi, Ayunda, Luluk, Wahyu Hidaya, Rifaldi, Dewi Dry, Dewi Syafitri, Fauzannah Rambe, Raihan Habibana, Bowo, Harry, Rika, Nuri, Zahro, Kevin, Jastin, Andika, Yani, Iyyah, Tasya, Ummi, Elvira, Nurika, Sunggara, Raihan, Hasibah, Reza, Gilang, Tria, Wirda, Anggi Arifin David, Dimas, Fadlin Fajri, Andre Hutagalung, Zikrillah Aulia Hasibuan, Okky Aditya, Umar Nasution, Riqi Fauzan, Rizky Kurniawan, Lutfi Safira, Ella, Zulfa Farah, Ahmad Rizky Fadillah Asseweth, Yusuf Piliang, Roihan Bancin, Meydi Aryanto and Trina Aini. Who have given support each other in finishing this study.

Medan,   March 2024
The Researcher,

M. Rafiil Ghani
1702050093

iii

LIST OF CONTENTS

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background of The Study

One of the most fundamental human needs is communication. People can express themselves and comprehend what others are trying to say when they interact with one another. One of the key English language proficiency requirements for pupils, particularly those studying the language, is the ability to speak the language fluently. Students can use this as a means of sharing their thoughts, feelings, and expertise. In order for others to comprehend what they are saying, they must communicate with clarity, fluency, and accuracy when they are sharing their thoughts and expertise with them. It implies that individuals require aptitude or talent in order to learn to talk. Speaking English fluently would help a student stand out from the crowd and earn a respectable profession in the future (Waridah, 2016).

Speaking and communication are regarded as two of the most crucial English language acquisition abilities. Regretfully, a lot of students find it difficult to talk in front of a group of people. Speaking is one of the most difficult abilities for kids to acquire (Dionar & Adnan, 2019). When speaking the target language, they frequently display tension, uneasiness, or worry and assert that they have a mental block that prevents them from learning. When speaking the target language, they frequently display tension, uneasiness, or worry and assert that they have a mental block that prevents them from learning. For many people, giving a speech in public is one of their biggest fears.

.

However, worry among pupils cannot be eliminated or minimized. It is very difficult for someone learning a language to not experience anxiety. In an open-forum setting, students who suffer from anxiety related to public speaking frequently experience a range of adverse effects, such as palpitations, confusion, gastrointestinal distress, perspiration, the runs, and muscle strain (Fauzi et al., 2022). There are some issues with speech. These include inhibition, being silent, inconsistent or limited engagement, and using one's mother tongue. When attempting to communicate in a foreign language in the classroom, students are frequently constrained because they are afraid of making mistakes. Some kids are at a loss for words and lack the time to express themselves. They will also speak in their mother tongue as it is simpler than a foreign language. It might be problematic for pupils when they are reluctant or uneasy to speak a foreign language that they are learning.

It is therefore required of them to be able to speak well, especially in English, so that they can interact with others effectively. Based on these findings, educators are expected to help pupils with their difficulties, particularly when it comes to speaking English. The main issue is how they resolve their psychological issues (Ur, 1991). Subjective emotions associated with an activation of the autonomic nervous system, such as tension, trepidation, uneasiness, and concern, are referred to as anxiety. Anxious EFL students believe they are hesitant to produce anything and feel guilty if they make a mistake. Students will get quite anxious and terrified if they provide the wrong response when the teacher asks them a question. They are bashful because they fear ridicule from their peers if they are in error. Though they actually

have an idea, they remain mute and don't respond or comment since they are nervous. The school-based curriculum (K13) lists speaking as one of the abilities that junior high school students need to develop in order to overcome their anxiety level when speaking. Since the beginning of the English teaching era, speaking has been emphasized in the junior high school English curriculum. Role playing and small group discussions are two methods or tactics that have been employed in English language instruction. According to the curriculum, students must be able to communicate their understanding in both formal transactional and interpersonal conversations as well as in everyday situations in order to meet the requirement of competence in speaking. Transactional communication: dialogue conducted with the intention of transmitting or exchanging certain data (Amelia, 2022).

More often than not, interpersonal conversations are conducted to preserve social relationships rather than to exchange facts and information. It is intended that since speaking is one of the English language abilities given to pupils starting in their final year of high school, they would be able to use it while interacting with their teachers and peers. By providing a variety of conversational responses, students guide the performance of the language's functions orally. However, the majority of students—especially those taking English classes—do not speak the language with their teachers and friends. Some pupils are capable of creating conversation, but they are unable to practice it when asked by the teacher.

Based on my experience when the researche taught English at SMP Muhammadiyah 1 Medan most of students feel anxious when they were speaking in English, especially when they want to speak perform in front of the class. Some

students feel anxious when they want to perform because they are afraid of being wrong in pronunciation, language structure, and intonation in speaking English. Some of them are also anxious to perform because they are embarrassed and afraid of being laughed by their classmates. Sometimes, Students do not feel free when they are speaking in English. If students keep their anxiety well, it will give bad impact to them.

Based on the reason above, the researcher is interesting to observe and conduct a research under the title "*Diagnosing Speaking Anxiety Of Efl Secondary Learners In Junior High School Muhammadiyah 1 Medan*"

B. The Identification of the Problems

1. Students are afraid on producing their pronounciation, language structure, and intonation in speaking English.

2. Students are anxious to perform in front of class.

3. Students didn't feel free when they are speaking in English.

C. The Scope and Limitation

This study was focus is where Speaking anxiety of Efl Secondary Learners in Junior High School Muhammadiyah 1 Medan in Eighth Grade.

D. The Formulation of the Problems

1. How are students anxious about learning English in the eighth grade of SMPMuhammadiyah 1 Medan?

2. What are the factors that caused student's anxiety in Efl at the eight grade

of SMPMuhammadiyah 1 Medan?

3. What are the teachers' strategies to reduce their speaking anxiety in Efl at theeight grade of SMP Muhammadiyah 1 Medan?

E. The Objectives of the Study

1. Find out How students anxious about learning English in the eighth gradeof SMP Muhammadiyah 1 Medan.

2. Find out What the factors that caused student's anxiety in Efl at the eight grade of SMP Muhammadiyah 1 Medan.

3. Find out the teachers' strategies to reduce their speaking anxiety in Efl at the eight grade of SMP Muhammadiyah 1 Medan.

F. The Significance of the Study

a) Theoretically

Theoretically, the findings of this study should add fresh information, new insights, and useful and relevant references to the body of knowledge about students' speaking fear and proficiency in English instruction. Additionally, it helps educate children on the value of peers in the learning process.

b) Practically Speaking

1. By creating a comfortable environment for teaching and learning, English teachers may benefit from the findings of this research by helping their students talk more confidently and improving their speaking abilities. This study can help future researchers better

comprehend students' speaking fear and serve as a reference.

2. To the students: Hopefully, during the learning process and on other occasions, they were able to enhance their speaking, writing, and grammatical skills.

3. The author herself hopes that by doing this study, she will become more knowledgeable about English instruction in Indonesia and become more creative in her research.

CHAPTER II

REWIEW OF LITERATURE

A. THEORITICAL FRAMEWORK

1. Anxiety

1.1 Definition of Anxiety

As humans, we are gifted with feelings, feelings of happiness, sadness, fear, and worry. When we do something outside of our habit or safety zone, we may feel uncomfortable or may be anxious. For example, when our teacher asks us to give a fewwords in front of the class, we will feel anxious because it is something we are not used to doing. It is as if our minds are full of many things in such a state, and our hearts feel very bad, caused by anxiety about what is to come. We will feel things like an unusual heartbeat, sweat, or may have difficulty breathing when anxiety strikes. Manypeople struggle to control these feelings, and this can cause problems in community activities. So, anxiety is an incidental feeling when we worry and think too much aboutwhat will happen next (Pakpahan, 2022).

Anxiety is defined as the fear of danger or misfortune that causes distress or uneasiness of mind. Overthinking will magnify the feeling of anxiety. In general, the exaggerated and excessive worry about everything is also called anxiety. In this case, when it is out of proportion, constant worry will dominate and interfere with daily activities such as work, school, social activities, and relationships. In brief, someone who has a fear of danger, a high

level of worry, and is unconsciously unable to controlthis feeling will get the anxiety effect in daily activity (Suleimenova, 2017).

In addition, anxiety is a disorder of feelings that are identified with depth and ongoing feelings of fear or worry. In essence, anxiety is something natural that every human being has ever experienced. For example, when people are speaking in front of large groups of people, taking exams, and facing interviews, they usually feel anxious.In line with this, , as quoted in stating that anxiety is one of the common mental problems that affect teenagers and children. Hence, anxiety is a natural response to some new situation which generates worry, heartbeat, sweating etc. For this reason, it is very important to control feelings of anxiety in order to manage the activities that will come after them (Prasetyaningrum et al., 2020).

Because language acquisition is a unique process, anxiety in language learning is a unique complex of self-perceptions, beliefs, attitudes, and actions related to language learning in the classroom. Furthermore, it was contended that pupils see speaking in the target language as dangerous. For kids who are worried, developing communication competence becomes more challenging (Horwitz et al., 1986).

The aforementioned observations lead us to the conclusion that anxiety has an impact on foreign language learners' ability to acquire the target language. Even if conventional research on language learning and teaching includes language learning anxiety, it is still important to study about this phenomena in order to improve the accessibility of programs and learning materials that aim to

improve students' English speaking abilities. We may infer from the aforementioned assertion that anxiety has an impact on language learners' ability to acquire the target language. Even if traditional research on language learning and teaching will address anxiety related to language acquisition, it is still necessary to learn about this phenomena in order to improve the accessibility of learning designs and programs have English speaking skills goals for students.

1.2 Different Types of Anxiety

Anxiety has two types : state and trait anxiety. Trait anxiety is inherent, known as a long-term stable characteristic of personality, and it makes people more anxious in many cases or general situations. Every individual might have different reactions . AnyAccording said, trait anxiety has been shown to impair cognitive function, disturbing memory, and escape from activities. In brief, trait anxiety causes a problem in human cognitive function that makes people unable to control their anxious feeling.(Horwitz et al., 1986)

State anxiety is another type of anxiety that Brown has stated above. This anxiety will be active when provoked by a specific and temporary situation. So, people will get anxious in particular cases or events as a response. stated that anxiety will automatically reduce or even fade when the threatening situation disappears.

On the other hand, anxiety might occasionally become more severe and persist longer. We refer to this type of anxiety as trait anxiety. "Trait anxiety is a

pattern of responding with anxiety even in non-threatening situations," according to Ormrod. Anxiety of this kind is inherent in a person. Individuals who suffer from trait anxiety typically worry more than average and take many environmental cues as an improper danger. Put differently, trait anxiety refers to an individual's inclination to experience nervousness or worry regardless of the circumstances they encounter. Anxiety may be classified into two categories based on its severity, length, and circumstances: state anxiety, which is a sensation of unease and uneasiness in response to a specific scenario, and trait anxiety; more intense anxiety that depends on ones individual regardless of the situation.

1.3 Levels of Anxiety

There are three degrees of nervousness when speaking. There are three types of anxiety: mild, moderate, and excessive. Indicators of high anxiety include scores more than 131. If the scores fall between 98 to 131, then there is moderate anxiety. If the scores are less than 98, the final category—low anxiety—is indicated.The Foreign Language Classroom Anxiety Scale (FLCAS) is another anxiety evaluation tool (Horwitz et al., 1986). From pscychological aspect, anxiety is differentiated into three levels, they are mild anxiety, moderate anxiety, andsevere anxiety :

1) Mild Anxiety

Feelings of moderate anxiety include the perception that something is off, and they call for extra care. Tension in ordinary life occurrences is linked to mild anxiety. A person with mild anxiety will have trouble staying quiet, be

a bit irritated, like to be by themselves, have wrinkles on their face, trembling lips, an elevated heart rate, elevated blood pressure, etc (Muslimahayati & Rahmy, 2021).

2) Moderate Anxiety

People with mild anxiety have unsettling feelings brought on by novel situations that make them tense or anxious. People who have moderate anxiety often feel uncomfortable, sensitive, and unaware of their surroundings. They may also experience changes in sound, perspiration, headaches, back discomfort, and other symptoms.

3) Severe Anxiety

The greatest degree of concern is this one. Extreme anxiety is the emotion brought on by the conviction that something is off, which makes one feel as though their environment is threatening them. Usually, anxiety and anguish are the reaction that causes this. Severe anxiety is characterized by a person's constant need for freedom, extreme anxiety, agitation, confusion, poor eye contact, withdrawal, denial, need for more space, shaking, and other traits (Horwitz et al., 1986).

2. **English Foregn Languange**

2.1 Definition Of EFL

The hazard to one's ego is learning a new language. Adult learners in particular are at risk since they are used to using their L1 for communication. Until they achieve advanced levels of skill, though, they have no control over

what they say in their L2. When considering a foreign language, some students describe feeling tense, anxious, afraid, and afraid. The most frequent ones include "freezing up" when asked to speak and "forgetting" what they have learned during an exam. They firmly believe that anxiety is a significant barrier to overcome when learning a second language (Akkakoson, 2016).

Since interpersonal interactions are the main focus of foreign language classes, communication anxiety plays a significant part in language anxiety. Students taking a foreign language course are expected to talk and listen in the target language. Due to their inadequate proficiency in the target language, students may experience communication anxiety. Students have communication anxiety because they believe they will have trouble understanding people when they listen and speaking clearly when they speak (Utami & Nurjati, 2017).

A further concern associated with studying a foreign language is the worry of receiving a poor grade. "Apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively" is how Watson and Friend, as stated in Horwitz, described dread of negative evaluation. When studying a foreign language, students frequently worry that their peers and the teacher—who is the only native speaker in the class—will think poorly of them. But Horwitz, Horwitz, and Cope also think that performance anxiety associated with learning a foreign language is not the only source of foreign language anxiety. They also proposed that, "foreign language anxiety as a distinct complex of self- perception, beliefs, feelings, and

behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz et al., 1986)

Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when learningor using the target language.

1.2 Impact of Foreign Language Anxiety

Basically, uncomfortable feelings like anxiety will bother students no doubt. This greatly affects the effort and student achievement. Anxious students will think less clearly and may make more mistakes. In addition, to do their task has to work harder because anxiety makes them worry and distract them their learning process (Mukholil, 2018).

Anxiety has long been recognized by educators as a potential problem foreign language class. Anxious students will have difficulty in it learn language because anxiety affects cognitive processes. Associated with Ormrod, anxiety can interfere with some aspects of cognition in learning process. Anxious students can be distracted from paying attention to what needs attention learned, process information effectively, retrieve information, and demonstrate previously learned skills. In the other words, foreign language anxiety belogs to debilitating anxiety because it can hinder language learning (Purandina, 2022).

Anxiety related to foreign languages functions as a filter during the input stage, keeping certain information out of the cognitive processing. This is comparable to the well-known "affective filter" theory put out by Krashen. According to

Krashen, worry can increase the emotional filter and create a "mental block that prevents the use of comprehensible input for language acquisition." For instance, a student who has anxiety may find it difficult to learn language norms and terminology since it interferes with their capacity to absorb information (Noviyenti, 2021).

In the stage of processing, anxiety serves as a diversion. It prevents students from efficiently digesting information. Anxious students may learn less and struggle to understand new vocabulary, grammar, phrases, and other concepts. They may also take longer to comprehend the lesson. Anxiety can have an impact on pupils' foreign language proficiency at the output stage. Anxious students might not be able to exhibit what they have learnt at this point (Noviyenti, 2021). Based on the description above, it could be said that the existence of foreign language anxiety can affect the fluency of learner's speech and learning in general.

2) Speaking

1) The Nature of Speaking

At present, speaking skills turned into an important skill in English that people must acquire due to its benefit in life. Since English is in a powerful position as an international language, speaking is considered the most important language skill to be mastered . Moreover, speaking is one of the most important skills of English to lead to effective communication between

people (Almekhlafi & Nagaratnam, 2016).In addition, speaking generally is an imitative and reproductive skill that allows students to practice language patterns and communication. It is indicated that speaking can be a tool to explore people"s ideas, emotions,and feelings. It can also be concluded that the main point of speaking is sharing meaning or messages with others. Then, speaking can teach learners language andcommunication patterns. In conclusion, through learning others" ideas, emotions,learning language, and communication patterns, speaking to deliver the meaning can be successful (Wahyuningsih & Afandi, 2020).

As English is broadly used on almost every side of the world, speaking is the most essential skill to master to communicate well in this global worldBesides the importance of speaking to communicate globally, the main goal for many language learners is to be able to communicate fluently . It indicates that every language learner will acquire speaking skills as communication tool becomes the primary purpose. Furthermore, speaking becomes an unavoidable activity in human life regarded like humanity itself as a social creature. So, it is crucial to communicate in the English language in terms of their worldwide user and daily needs. Hence, it can beconcluded that speaking is a skill used to make, share, and spread the meaning, message, ideas, and emotions that can only be transferred through good and fluent communication (Setyoningsih, 2016).

2) The Elements of Speaking

Speaking skills at least have five concerning elements: grammar, vocabulary, pronunciation, fluency, and comprehension.

a. Grammar

According to Merriam-Webster Dictionary, grammar studies the classes of words, their inflections, and their functions and relations in the sentence. It means that grammar is a formula of how to conduct a sentence. Furthermore, grammar would be beneficial for students in arranging a correct sentence in communication or conversation. In fact, teachers often believe that providing an intellectual knowledge of grammar is a must as a generative basis for students (Mekhlafi & Nagaratnam, 2011). He explained that resources we have in language that helps us to communicate are perhaps a better approach to teaching grammar. In brief, grammar is one of the elements in English that focus on conducting sentences. Therefore, it is possible to use authentic materials in learning grammar.

b. Vocabulary

Vocabulary is an essential aspect of a foreign language, as the meanings of new words are often stressed, whether in books or schools. Vocabulary is some words used to communicate ideas by someone, explained that vocabulary consists of several types, such as

single words, phrases, phrasal verbs, and idioms, added that vocabulary knowledge is also a vital tool for second-language learners since a restricted vocabulary in a second language hinders good communication. For that reason, it is crucial to be excellent in vocabulary mastery to communicate our ideas and provide good communication (Alqahtani, 2015) .

c. Pronunciation

Pronunciation is knowledge about producing clear and proper language whenever someone speaks, added that pronunciation relates to phonology, which refers to grammar elements that identify how sounds in a language differ from one language to another. So, pronunciation is how to speak a word and even spell a letter correctly, which depends on several rules. In fact, pronunciation has been a serious problem for those who already have a mother tongue that significantly differs from English. For this reason, there are a lot of different signs in terms of spelling between American English and British English (Azlina et al., 2015)

d. Fluency

Fluency takes an integral part in speaking, which can improve someone‟s speaking quality, explained fluency as the ability to use language in real- time, emphasizing meanings, and potentially relying on more lexicalized systems (Francis et al., 2020)Similarly,

thought that fluency is the ability to achieve a communicative goal while avoiding hesitations and pauses that can lead to communication breakdown. To enhance fluency, the most essential things are vocabulary and the production of phonological skills (Wahyuningsih & Afandi, 2020).

Therefore, fluency in speaking means that the language user can speak with a low number of hesitation and does not have to spend a lot of time deciding which language items to use to express a message. In brief, fluency is not only concerned with how fast people speak or read but also with meaning and context relation.

e. Accuracy

Accuracy becomes the part that people must acquire when they reach the highest speaking level because accuracy will produce the correct sentences. Accuracy refers to the ability to avoid mistakes in performance and maintain language control. Students who can create well accuracy in their speaking will create fewer mistakes in their speaking performance. Accuracy also can maintain the ideas or the messages that the speaker wants to deliver (Alroud, 2016). The use of correct formation in which expressions do not affect sentence structures, sounds, or meanings. In conclusion, accuracy is tightly related to producing correct grammatical sentences to deliver ideas successfully.

f. Comprehension

In speaking, comprehension becomes the first thing that needs to be considered. In communication circumstances, there are two sides which are the sender and the receiver. One of the criteria of good communication should be able to share the ideas or the messages that could only happen when the comprehension is reached.

g. Functions of Speaking

Speaking as the most-used skill must have thousands of benefits to those who acquire this skill. Some advantages allow students to use words collectively to carry ideas and feelings . The primary advantage will be the capacity to tell, convince, and direct. Speaking with approach and self-belief forces the target audience to listen and listen to the messages being introduced. The ability to stand out in a crowd is the second benefit. Most people are worried about speaking in public, particularly in a foreign language. Being able to speak fluently and proficiently, on the other hand, makes an excellent first impression. Finally, there is the third benefit of career advancement. Employers are always on the lookout for qualified speakers because they provide a positive outlook. Generally, the main function of speaking is divided into three types that are distinctive form, function, and approaches to teaching. There are talk as

interaction, talk as a transaction, and talk as performance (Harianto, 2020)

a) **Talk as interaction**

When discussing talk as interaction, it is closely related to what we mean by conversation and describes interaction which serves a primarily social function. He explained that talk as interaction, it is more focused on how the speaker presents themselves to the other rather than on the massage to reach a good perception during the interaction. So, in terms of interaction, people commonly do the things like greetings, being involved in small discussions, and making the interaction as beneficial as possible to build chemistry. Talk as interaction is challenging to master explained that there is a bunch of elements required in talk as interaction such as opening and closing conversations, choosing topics, making small-talk, joking, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others, and the last using an appropriate style of speaking. In some situations, people sometimes feel awkward in doing interaction and lost for words when they are in situations that need to interact.

Meanwhile, in EFL circumstances, talk as an interaction might face barriers such as inhibition, and anxiety caused by a lack

of vocabulary, knowledge, and grammar. To manage talk as an interaction, foreign language learners, even second language learners need a broad range of topics (Richards & Renadya, 2002) , they addedthat initially, learners would choose familiar topics in talk as interaction. Though, it is good for learners to choose some new topics to step into a higher level. In conclusion, talk as interaction becomes an important skill to acquire because of its often used and other beneficial things. For instance, acquiring a new skill,building a relationship, presenting a good image of them, and enhancing speaking ability.

b) **Talk as transaction**

Talk as a transaction refers to a situation where everything is done or said. In other words, the main focus of talk as a transaction is on the message and how to makesure that the person is clearly and accurately understood. In order to reach the focus of talk as transaction, he added some skills that need to be involved, such as explaining aneed or intention, describing something, asking questions, asking for clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, agreeing and disagreeing. Divided talk as a transaction into two different types. The first type comprises situations where information is given and

received, and participants are mainly concerned with what they have said or done. In this type, as long as the information is successfully delivered, accuracy may not be a priority. Furthermore, obtaining goods or services becomes the focus of the second type in talk as a transaction (Richards & Renadya, 2002).

c) **Talk as performance**

Talk as performance barely used a form of dialog, it is commonly used in the form of monolog and often uses a recognizable format. Classroom presentation, public announcement, and speech are the activity which is related to talk as performance. In addition, talk as performance is even closer to written language than conversational language because of its production process. Students became silent and a few of them replied stuttering when he posed a question or asked to do the speaking activity. It causes by the lack of students" knowledge and low level of English skills. Whereas, talk as performance requires many aspects, such as using appropriate vocabulary, correct pronunciation, and grammar (Richards & Renadya, 2002). Hence, talk as performance needs to consider many aspects of English speaking skills such as grammar, vocabulary, and fluency, which is not easy for students in EFL circumstances.

3) English Speaking Activities

Speaking activities consist of several points such as group discussion, presentation, role plays, conversations, and dialogue journals .

a. Group discussion

Group discussion involves several people who sit with the same purpose to solve a problem or share an idea. Through discussion, it can increase the number of participants in the learning process and minimalize the inhibitions of learners who have no intention to speak in front of the class (Wahyurianto, 2018)

b. Presentation

For the speaker, a presentation can be disturbing and after a while, boring for listeners, so it is good to ensure that the listeners take on some responsibilities during the presentation. In this situation, a group presentation can be an alternative that can give similar benefits to group discussion. The presentation also known as impromptu speech serves a few speaking class objectives. An impromptu speech not only forced students to practice more actual speaking but also made students think and speak at the same time with no help from memorization or notes. In addition, thiskind of speech can also be a lesson on the use of *um, well, sort of, and like* as hesitation markers.

c. Role Play

Roleplay is a highly functional activity in speaking circumstances that gives students time to practice their communication in different types of social contexts and different social roles. This activity can also develop students" creativity based on their freedom. The ideal activity in which students can use their English creatively seems to be role-play (Hidayat et al., 2016). It seeks to stimulate a conversation situation where students can find themselves and allow them to practice and develop their communication skills. In brief, role play can effectively train students speaking skills and creativity simultaneously.

d. Conversation

The conversation is the kind of speech that occurs informally, symmetrically, and follows etiquette rules for the purposes of establishing and maintaining social ties because conversation is social interaction (Musrifah, 2019). How to make an effective conversation. First, simplify the structure by using a coordinating conjunction. Then, using ellipsis technique to omit part of speech to speak economically. Next, use hesitation devices such as *you see, you know, kind of, umm* to give more time to formulate and organize the ideas while speaking (Akbar & Sariyati, 2017).

4. Learn of Studying Efl in Junior High School

Several learning theories that can be applied in the context of English language learning in junior high schools include:

a) Constructivist Theory: Emphasizes the active role of students in learning. Teachers act as facilitators, helping students build their own knowledge. Project-based activities and group discussions can be used to stimulate knowledge construction.

b) Cognitive Theory: Emphasizes the processes of information processing and memory. Teachers can use learning techniques that involve the use of memorization, repetition, and organizing information.

c) Behavioristic Theory: Focuses on positive and negative reinforcement as a way to shape behavior. The use of reinforcement, such as praise and rewards, can increase student motivation.

d) Multiple Intelligence Theory: Recognizing the diversity of students' learning styles and intelligence. Teachers can adopt diverse approaches, such as the use of pictures, music, and physical activity, to facilitate understanding.

e) Contextual Approach: Emphasizes the importance of learning in real contexts. Learning material is presented in situations that are relevant to students' daily lives.

f) Communicative Approach: Focus on developing communication skills. Activities such as role-playing, simulations, and conversations can be used to improve speaking and listening skills.

g) Technology Approach: Integrating technology in learning to increase student motivation and engagement. The use of applications, multimedia and online resources can support English language learning.

B. Conceptual Framework

The conceptual framework of this research can be seen in the diagram.

```
┌─────────────────────────┐
│       Speaking Efl      │
└─────────────────────────┘
            ⇩
┌─────────────────────────┐
│   Students' Anxiety in  │
│        Speaking         │
└─────────────────────────┘
     ↙                ↘
┌──────────────────┐      ┌──────────────────────────┐
│                  │      │  English Speaking Activity to │
│  Type of Anxiety │      │   reduce students' anxiety   │
│                  │      │                          │
└──────────────────┘      └──────────────────────────┘
        ↓                             ↓
┌──────────────────┐      ┌──────────────────────────┐
│  a.  Mild anxiety │     │  a.  Group Discussion    │
│  b.  Moderate anxiety│  │  b.  Presentation        │
│  c.  severe anxiety │   │  c.  Role play           │
│                  │      │  d.  Conversation        │
└──────────────────┘      └──────────────────────────┘
```
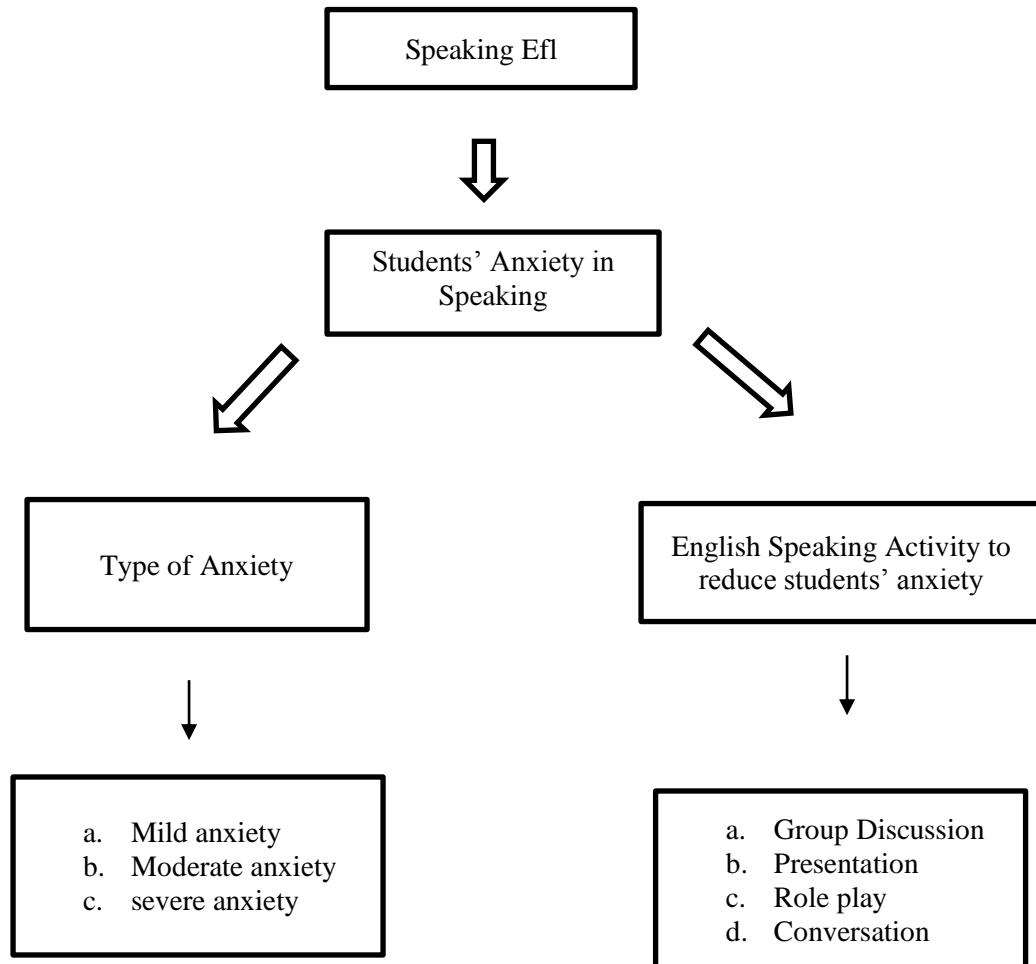
Figure. 2.1 Conceptual Framework

C. Previous Study

In supporting the research to be carried out, the author presents several previous research models that are in accordance with the author's research.

First "An Examination of the Fears Faced by EFL Students During Speaking Performances When speaking English in Indonesia, a lot of EFL students exhibit nervousness. As a result, the researchers were motivated to carry out this investigation to ascertain the degree of fear those pupils had when speaking in English. A questionnaire consisting of ten designed questions was utilized to gather data from 29 students in this quantitative study. The questionnaire was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS). The FLCAS questionnaire scale was used to examine the questionnaire data. The results are further explained in narrative after being expressed as percentages. The results showed that one student (3,4%) had high-level anxiety, whereas 17 students (59%) had moderate-level anxiety and 11 students (38%) had low-level anxiety. This indicates that the majority of students had mild to moderate speaking anxiety. In this instance, the results can help all English teachers, particularly the ones where the study was done, to understand the degree of their pupils' fear when speaking English. It is intended that by learning more about the anxiety levels of EFL students, English teachers would be better equipped to identify effective strategies for lowering their students' speaking anxiety (Erdiana et al., 2020).

Second, A Case Study: Student's Anxiety in Learning English at the 7 th Grade of SMP Negeri 3 Muara Bungo, The purpose of this study was to look at the anxiety that junior secondary EFL students at SMPN 3 Muara Bungo's seventh grade had when learning a foreign language. It specifically aimed to determine, from the viewpoints of the students, what elements can cause anxiety in an English learning setting. This study employed a qualitative methodology with a case study approach.

A group of fifteen apprehensive kids were chosen to participate. Classroom observations and structured interviews were used to collect the data. The study's findings indicated that six factors—speaking in front of the class, receiving derision from peers, unclear input, students' attitudes toward language acquisition, instructor personality, and lack of preparation—might be responsible for students' nervousness during learning English (Fatmawati, 2022).

Third Anxiety In A Rational Emotive Perspective Behavior Therapy Albert Ellis, The purpose of this study was to understand anxiety from Albert Ellis's rational emotive behavior therapy standpoint. In this study, a literature study technique (library research) was employed. In order to perform this research, secondary data sources such as journals and books were employed in addition to the primary data source, which was the 2016 book by Ioana Alina Cristea on the use of RET in the treatment of anxiety disorders in both adults and children. Descriptive analysis of literature pertaining to the issues raised by this research served as the method of data collection. The results of the study demonstrated that anxiety, as defined by Albert Ellis, is a dangerous and unpleasant illness as well as a dysfunctional feeling that leads to maladaptive behavior. The viewpoints of rational emotive behavior therapy demonstrated the shift from irrational torational toward the anxiety (Amelia, 2022) .

Fourth Impact And Strategies To Overcome Speaking Anxiety In Learning English As A 2nd Language (Esl) And Foreign (Efl), This paper aims at addressing the issue of expressing nervousness when learning ESL or EFL. This research review is thought to be important as it can shed light on ESL/EFL anxiety and provide coping mechanisms. This study begins by describing the nature of language anxiety,

specifically speaking anxiety in ESL/EFL acquisition, as well as its theoretical background, causes, and consequences on the learning process. A overview of research on coping mechanisms for language and speaking anxiety in ESL/EFL courses is also included. These coping mechanisms may be divided into two groups: 1) self-employed coping mechanisms used by nervous students, including five mechanisms, of which two are irrelevant; and 2) utilized by educators, comprising three mechanisms. These techniques can aid in overcoming anxiety in learners, resulting in more successful ESL/EFL instruction. Additionally, teachers in ESL/EFL courses are crucial in helping students who are experiencing anxiety feel better. In conclusion, students that have speaking anxiety may suffer crippling effects. But by using certain tactics, both students and teachers can solve this issue (Sembodo, 2018)

Fifth English Anxiety, Ability And Habits, Anxiety in speaking English can hinder students' English skills. However, English speaking habits outside and within the school environment can help reduce worry. The research aims to find a correlation between English speaking habits, anxiety and English proficiency. Participants in this study were 5 children Middle school grades 7 and 8. Five junior high school students were randomly selected from a language course institute English. In collecting data, this study uses qualitative and quantitative data. Data Quantitative obtained through adaptation of the FLCAS survey (Foreign Language Classroom Anxiety Scale). FLCAS is used to determine the level of anxiety felt by students. Meanwhile, data qualitative obtained through interviews and observation. Observations were made for 3 days with provide activities to students that involve the ability to write, read, listen and speak. At the end of the activity, all students were

interviewed to find out what activity they were doing experience and anxiety in speaking English that they feel while learning English. Student were also asked about the motivation to learn English and the habit of communicating in the language English. From the results of the study it was found that students who are accustomed to speaking English have lower language anxiety and higher English proficiency (Pakpahan, 2022).

CHAPTER III

METHOD OF RESEARCH

A. Location and Timeline

The research conducted in SMP Muhammadiyah 1 Demak, Jl. Demak No.3, Sei Rengas Permata, Kec. Medan Area, Kota Medan, Sumatera Utara, 20211.

Table 3.1

Schedule of Research Implementation Activity Time

No	Keterangan	Month and weeks 2023																			
		Juni 2023				Juli 2023				Agustus 2023				September 2023				Oktober 2023			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Pengajuan Judul	■																			
2	Penyusunan Proposal		■	■	■																
3	Bimbingan Proposal		■	■	■																
4	Seminar Proposal						■	■													
5	Pengumpulan data									■	■										
6	Bimbingan Skripsi													■	■						
7	Sidang Skripsi																■	■			

B. Population and Sample

The subject of this research eight grade students' of SMP Muhammadiyah 1 Medan. The students in eighth grade year academis 2023/2024.

C. Methode of Research

1. Interview is a questioning and answering,

   Interviews was applied by the teachers who teach in the eighth grade to knowing the difficulties of students in speaking skills, student participation in writing classes, and teaching strategies in teaching writing

2. Observation

   Observation sheet use to observe all activities that was happened during the teaching learning process. The activities include teacher and students activities.

3. Documentation

   Documentation in this study is used as a tool to support the validity of the research. The documentation used is in the form of the teacher's learning program design (RPP), photos, videos, and recording evidence using an android cellphone.

D. Technique for Collection Data

The following technique of data collection covers numerous categories, since this study seeks to deliver a complete analysis of causes influencing language anxiety of learners in the classroom presentation:

1) After requesting permission from the instructor, the researcher entered the classroom to watch the children perform. She continued to observe until

the completion of the presentation. Until the researcher had adequate information, she continuously monitored the whole speaking class throughout each meeting in the classroom. Using a video recorder, the researcher captured the student's performance speaking English during observation as well as the utterances the student made as a presenter during the study presentation.

2) The recording proceeds in a calm and organic manner. Crucially, in order to maintain the presentation's setting as authentic and realistic as possible, the researcher kept the observed student in the dark about its precise purpose.

3) The researcher took notes about the pupils' performance in the classroom while the recording was going on.

4) The information gathered from this test helps identify the kind of anxiety that students have and provides guidance on strategies that they may employ to lessen their worry when speaking English. The researcher concentrated on interaction to establish a warm and inviting interview environment that produced trustworthy information, preventing participants from feeling nervous throughout the interview.

5) The data has been transcribed, categorized, and identified by the researcher; only the student interview results related to the classroom performance have been transcribed.

E. Technique of Analyzing Data

To gather the necessary data for this study, a qualitative descriptive approach is employed. When a straightforward explanation of a phenomena is required, qualitative descriptive research is an acceptable research strategy as it produces a descriptive overview of occurrences in everyday language as experienced by individuals. This approach was used to investigate how students' nervousness was described. The objective of qualitative descriptive studies, like with any other qualitative research design, is a thorough and accessible summary of particular experiences that people or groups of persons have experienced (Lambert & Lambert, 2013). Therefore, this research uses a descriptive method to reveal the phenomenon of speaking anxiety in senior high school students.

The results of the analysis are displayed then verified. The analysis consists of three steps of activities: data reduction, data display, and conclusion and verification.

a. Data reduction

Selecting and concentrating on the simplification, abstraction, and transformation of the raw data is known as data reduction. The qualitative data may be reduced and altered in a number of ways during the data reduction process, including grouping, coding, separating, summarizing, choosing, and classifying. In other words, data reduction is the process by which the researcher determines and selects the most

significant element that is pertinent to the subject. As a result, the study concentrated on looking at the pertinent research data and interviewing students using questions that were developed until the data was saturated.

b. Data Record

Data recod is the next stage after data reduction. A collection of data that would enable the researcher to make a conclusion is referred to as a data record. The video and audio records would be transformed or transcribed into a written description by the data record. It is evident what data should be taken or decreased by presenting the data. Data analysis, including analysis of observational results, analysis of documentation results, and analysis of interview results, is included in the data presentation.

c. Conclusion or verification

The process's completion or verification was the last stage. Based on the data presented, the researcher developed a novel theory that might potentially address the study concerns posed above. The researcher came to a conclusion on the impact of students' nervousness on their speaking performance in English as well as their method for lowering that worry.

CHAPTER IV
RESEARCH FINDING

A. **Findings**

  1. **The Result Data**

Students

1. Have you ever felt scared, worried and too nervous when speaking in front of many people?

Student 1: " To be honest, I was sweating cold, nervous, and it kept going blank because I was so nervous that all my vocabulary disappeared, so what I wanted to talk about was scattered"

Student 2: "My feelings when speaking in front of many people are mixed, there is a sense of fear, shame if I'm wrong, just really nervous. Not only in front of many people, but in front of one person sometimes it is difficult to speak or express opinions like that. I have experience it many times, and always have felt that way"

Student 3 : "The first is not confident, the second is very nervous, especially in speaking English, I'm afraid that what I say cannot be understood by others, and it will be misinterpreted (misinterpretation)"

Student 4 : "I used to have the courage to speak English, but when I entered campus, I saw that my friends were good at it, so I didn't dare to speak at all (speaking in English). So even when I go 40 to offline class, if I want to go forward to speak English, even though I've been prepared, I'll be blank, like speaking Anxiety. Thinking about "Is it going to be scolded by

the lecturer because my grammar is messy?, will my friends laugh at me?" Basically what I have in mind is like that, I'm afraid that I'm going to be wrong, finally I go blank"

Student 5: "What I feel the most is nervous, when I'm speaking in Eglish, I forget all the vocabulary, it's blank, so I can't get the words out (it's hard to speak), but when I talk to tourists/natives, it's normal. But if I talk to Indo people, everything is lost. Then I lost my confidence, but if I'm with a tourist, I won't meet them again, so I'm not ashamed, but if I'm with a friend, I'm ashamed. Fear of getting a bad impression".

2. Where, when, and at what times do you experience anxiety?

Student 1 : "Every time I talk in English with people. Even with my own friends, I get really anxious, and I always feel like I'm really low compared to my friends, so I'm insecure"

Student 2 : When I'm speaking in public, especially when people are paying their attention on me, I get so nervous, I don't feel confident right away, then I immediately go down.

Student 3 : "When in offline class, during presentations, and during conversations with college friends"

Student 4 : "When presenting in front of the class, I was very nervous during the speech, no words came out, even though I was preparing at night, I still forgot because I was nervous"

Student 5 : "Everywhere, but more often in class, like when presenting in front of the class or during an oral exam, especially if many people are

testing"

3. When experiencing this condition, what will you do?

Student 1 : " Be quiet for a moment, then think about what I want to say, translating in my brain, then I will speak again slowly"

Student 2 : Hold both hands so I'm not too nervous

Student 3 : "I'm a person who likes to joke, so I will try to make the atmosphere fluid first through jokes. Therefore, my brain isn't blank, so it can automatically recall even though it is different from what I prepared before"

Student 4 : I don't know what to do, but I usually say what's on my mind even though I'm nervous

Student 5 : Calm yourself, while continuing to talk even though my mind is already messed up

4. Do you know what causes you anxiety? Mention it!

Student 1: Because I feel that I already know that my speaking skills are really low. Then, I rarely practice, especially when I'm dealing with people whose skills are more advanced than me, I immediately feel like I'm small, I feel inferior, so I'm really worried about it. Then my grammar is also bad, so I'm afraid that what I'm saying, isn't right, I'm afraid to say something wrong, so I think a lot. Afraid of being judged too.

Student 2 : "Because I saw a friend who was better at English, I became insecure. Seeing them speak English in public seems normal, but those of us who are under this feel so far away (the gap). Again, Fear of not being

understood when I speak, afraid that what I say cannot be understood by others, and it will be misinterpreted.

Student 3 : "I am very aware that I am afraid of being wrong, afraid of being laughed at even though it is impossible, afraid of being scolded by the lecturer. I'm inferior. I used to want to have a conversation together, but when I heard them speak, their English very well, then I thought about not wanting to speak English with them anymore, it's so far away, I'm afraid they won't understand what I'm talking about.

Student 4 : "Afraid that the grammar and pronunciation are not correct. It's basically a lack of confidence. Lack of practice speaking in English. If I practice often, I'll get used to it. 48 So yeah, that's because lack of confidence, lack of study, and lack of vocabulary memorization"

Student 5 : "Overthinking and fear. If I didn't have this or that fear, maybe I could speak more fluently. So far, what I feel is that if I want to speak in front of many people, I am afraid that it will be wrong or bad and later they will talk about me behind. I don't even know why I have thoughts like that. Oh yeah, I'm also afraid of being criticized, even though I know criticism is good, so I can do better. But people's criticism likes to make me feel down or overthinking"

5. What have you tried to reduce your anxiety?

Student 1 : Just practice. I feel more ready after practicing and makes me confident to speak. After practice, I feel like my Anxiety is pretty much reduced. Actually, I want to practice but I don't have a partner, so I do it

myself in the mirror.

Student 2 : Practice alone in front of the mirror or find a partner to practice.

Student 3 : "Try to positive thinking, everyone must have made mistakes, that's normal. but sometimes it works and sometimes it doesn't"

Student 4 : "I usually memorize the vocab, speaking alone in the mirror, like storytelling, then I record it, then I'll correct it later if something goes wrong"

Student 5 : "I couldn't find a strategy to reduce my anxiety. But lately, I've been trying to love myself and think positively, because I know that what I'm afraid of is what other people think, so from self-love, I wish I could be more confident and courageous"

6. How long have you studied English?

Student 1: It's been about six years, since I was in the fourth grade of elementary school

Student 2: Starting from 4th grade elementary school until now

Student 3: Since 4th grade of elementary school

Student 4: Approximately 6 years since I was in 4th grade of elementary school

Student 5: It's been about seven years since I was in 4th grade.

7. How do you feel when learning English?

Student 1: Boring makes you lazy, if the material studied is difficult, you don't like it

Student 2: It's fun, sometimes it's boring

Student 3: Quite happy but sometimes I feel a little scared

Student 4 : I feel happy because I like English

Student 5: Sometimes it's boring

8. What things make you uncomfortable in English class?

Student 1: The factor is that they are friends in the same class, because the others often chat and talk to each other, they are too lazy to pay attention to their lessons.

Student 2: A classmate who likes to play and joke with himself during class time

Student 3: The noisy atmosphere in the class ruins my concentration when I'm studying

Student 4: Because the atmosphere in class is sometimes noisy, this makes me less comfortable studying and less focused on receiving lessons from the teacher

Student 5: Usually I joke with my friends so the class is busy

9. How do your friends react when you make mistakes in learning English?

Student 1: Sometimes they are laughed at, sometimes ridiculed as if they are the smartest and most self-righteous. especially if they are told to move forward they often blame them even though they themselves don't necessarily want to move forward and the answer is correct

Student 2 : Laughed at

Student 3: Being laughed at, teased by my friends makes me feel embarrassed and sometimes I don't feel like answering questions

anymore, I'm afraid I'll make a mistake again.

Student 4: They teased me, laughed like that, so I felt embarrassed and lacked confidence if I was asked to answer another question

Student 5: I usually laugh at that

10. Do you think English lessons are difficult?

Student 1: Originally it was easy, sis, but because my friends were hard to condition, so they were too lazy, so it was difficult

Student 2: It's difficult, it's easy, sis, what makes you confused is the meaning of the words, so it's difficult to interpret the text

Student 3: It's difficult because it's not the native language of our country, the vocabulary is many people don't understand or don't know

Student 4: It's difficult but I try to enjoy it so it feels easy to learn

Student 5: It's very difficult because it's difficult to understand

No	Student	Type anxiety
1	Student 1	Middle
2	Student 2	Moderate
3	Student 3	Severe
4	Student 4	Middle
5	Student 5	Middle

Table 4.3 of level of anxiety

Teacher

1. Question: How do you personally deal with speaking anxiety when teaching English as a Foreign Language?

   Answer: I find that thorough preparation is key. Knowing my material inside out boosts my confidence. Additionally, I incorporate interactive activities and group discussions in my lessons, creating a more dynamic and engaging environment, which helps alleviate my speaking anxiety.

2. Question: In the EFL classroom, what techniques do you use to create a supportive and encouraging atmosphere for students and yourself?

   Answer: I prioritize creating a positive and inclusive environment by fostering open communication. I encourage students to express themselves without fear of judgment. This not only benefits the students but also helps me feel more at ease when speaking in front of the class.

3. Question: Can you share an example of a specific activity or exercise you use to reduce speaking anxiety among EFL students?

   Answer: One effective activity is role-playing. It allows students to step into different linguistic roles, promoting language use in a more relaxed setting. I often participate in the role-play as

well, which not only supports the students but also helps me overcome speaking anxiety by making it a shared experience.

4. Question: How do you handle unexpected challenges or disruptions during a lesson, and how does this contribute to lowering your anxiety levels?

   Answer: Flexibility is crucial. I view challenges as opportunities to adapt and improvise. Embracing the unexpected helps me stay focused on the content rather than worrying about potential mistakes, ultimately reducing speaking anxiety.

5. Question: What self-care strategies do you employ to manage stress and anxiety associated with teaching EFL?

   Answer: I prioritize self-care to maintain a healthy work-life balance. Regular exercise, mindfulness practices, and reflective journaling help me manage stress. Taking care of my well-being positively impacts my confidence and, consequently, my ability to handle speaking anxiety.

6. Question: How do you incorporate technology or multimedia resources to enhance language learning and, at the same time, reduce speaking anxiety?

   Answer: I integrate multimedia tools such as videos, interactive language apps, and online forums to diversify the learning experience. This not only captures students' interest but also provides alternative modes of communication, reducing the

pressure on verbal expression and, in turn, lowering anxiety levels..

B. Discussion

1. How are students anxious about learning English in the eighth grade of SMPMuhammadiyah 1 Medan?

   Students' English skills such as lack of vocabulary knowledge, grammar, etc., significantly affect students' speaking performance. When students do not have enough vocabulary, students will find it difficult to make sentences to speak; students will be confused about what to say. Then when students do not have good enough grammar skills or lack knowledge of English, students become hesitant to speak and are not confident; this is closely related to the next point. That is the fear of making mistakes. The anxious student in high level according the student has been interviewed.

1. Fear of Making Mistakes:

   a) *Explanation:* Students might be afraid of making grammatical errors or pronunciation mistakes, fearing that others will judge them.

   b) *Impact:* This fear can hinder their willingness to participate in class activities, speak in English, or take risks in their language learning.

2. Peer Pressure:

    a) *Explanation:* Students may feel anxious when comparing themselves to their peers, especially if they perceive others as more proficient in English.

    b) *Impact:* This can lead to a lack of confidence, reluctance to participate in group activities, or a fear of being judged by classmates.

3. Cultural Differences:

    a) *Explanation:* Learners from different cultural backgrounds may find it challenging to adapt to the new language and cultural norms associated with English.

    b) *Impact:* Cultural dissonance can contribute to feelings of isolation, making it difficult for students to engage in language learning activities.

4. Performance Pressure:

    a) *Explanation:* The emphasis on exams, grades, or assessments can create stress and anxiety for students as they feel pressured to perform well.

    b) *Impact:* This pressure may hinder their ability to focus on the learning process, leading to a fear of failure and a negative impact on their language acquisition.

5. Lack of Language Exposure:

   a) *Explanation:* Students who have limited exposure to the English language outside the classroom may feel anxious about their ability to apply what they've learned in real-life situations.

   b) *Impact:* Limited language use outside the classroom can slow down the development of practical language skills, contributing to anxiety.

6. Inadequate Support System:

   a) *Explanation:* A lack of support from teachers, peers, or family members can contribute to students' anxiety about learning English.

   b) *Impact:* Students may feel overwhelmed and isolated, making it difficult for them to seek help or clarification when needed.

7. High Expectations:

   a) *Explanation:* Unrealistic expectations, either self-imposed or from external sources, can create anxiety as students feel pressured to meet certain language proficiency standards.

   b) *Impact:* High expectations can lead to frustration, a fear of falling short, and a negative impact on motivation and engagement.

2. What are the factors that caused student's anxiety in Efl at the eight grade of SMPMuhammadiyah 1 Medan?

Based on the interview, students revealed some factors that cause them experiencing anxiety: The first student stated that anxiety occurs because of low speaking skills, fear of making mistakes, and fear of being criticized, which causes low self-esteem. The second student said that the anxiety happens because of the fear of misinterpretation, lack of vocabulary, lack of practice, the inability to control emotions, and feelings of inferiority. The interviewee also stated that when the interviewee saw someone who has a higher ability, a feeling of self-indulgence arose and caused excessive panic and nervousness.

The third student mentioned that anxiety occurs because of feelings of inferiority, fear of being wrong, fear of being laughed at, and being scolded by the lecturer. The fourth student conveyed that anxiety happens because of the fear of making mistakes when speaking, lack of confidence, and the fear of getting a bad impression from the audience. The student also stated other things that cause anxiety are due to lack of practicing and learning. The last student claimed that overthinking, being afraid of making a mistake, being fearful of being ridiculed by people, and being afraid of criticism cause speaking anxiety. Based on the answers above, it can conclude some factors that trigger anxiety: Some students said that their lack of English skills caused them to be afraid to speak.

Another factor that caused students to feel anxiety was a fear of misinterpretation or communication apprehension. In this case, students are afraid of not being able to catch the message conveyed by the person who is talking and fearful of not telling the message correctly. Students are worried that what they say cannot be understood by the audience. Students who experience communication apprehension tend to avoid various kinds of interactions or speaking activities in order to avoid misinterpretation in communication. The next factor was the inability to control emotions and thoughts.

Almost 80% of students interviewed said they were afraid of making mistakes when speaking, which caused people around like other students or lecturers to laugh and criticize them. It is one of the elements of language anxiety, namely fear of evaluation. They tend to think about negative things before speaking; they are afraid if they are suddenly appointed to talk, answer questions, etc. They are afraid of not speaking or answering questions correctly, which causes them to be criticized by others.

Then another factor that caused students to feel anxiety was lack of study and practice. It impacts to the ability of students who do not develop and due to lack of practice, students are not accustomed to using English and become restless when they have to use it.

3. What are the teachers' strategies to reduce their speaking anxiety in Efl at theeight grade of SMP Muhammadiyah 1 Medan

The first strategy that can do is to change the mindset. Most of the

anxiety experienced by students comes from students' negative thoughts; such as negative thoughts on themself like degrading their abilities (low self-esteem); Afraid of making mistakes, then negative views towards people around like assuming other people will criticize them, laugh at them, and look bad about them. Therefore, it is vital to control the mind and stop thinking about negative things that don't necessarily happen because it will cause a negative response in us, such as feeling afraid, embarrassed, and excessively nervous, which will affect performance when speaking.

Furthermore, the strategy offered to reduce students' speaking anxiety is to improve speaking skills. Based on the results of interviews regarding the causes of anxiety, many students said they did not dare to speak up because their English skills were not good, which caused them not to be confident to speak up, especially in front of many people. When English language skills are lacking, students will find it challenging to produce sentences and get confused when asked to ask questions and answer, even when talking to friends. Because of that, students are reluctant and even seem to avoid speaking English.

The last strategy that can do is to be brave. Students' negative thoughts may occur because of bad incidents that students have experienced when speaking or even happen because students have never tried it before. It makes students have a negative view of speaking; students think badly before they speak, which causes them to be afraid, nervous, and anxious and never want to speak in front of many people.

a) Peer Group According

A peer group is a small, close-knit group of people who get together frequently and share intimate bonds. They engage in group activities while exchanging ideas and points of view. One extract is a peer group. Because playing games while studying prevented us from becoming uptight and anxious when it came time to speak. I'm thrilled. Funny, that makes us chuckle. There are twelve techniques that may be applied to help kids with moderate anxiety levels. Learning in groups will make students feel more at ease than working alone. Regarding the outcome, it was found that there were some peer groups that had an influence on students' anxiety levels when studying English.

Building students' self-confidence comes first. Probably one of the most significant factors influencing a learner's success or failure in language acquisition is their emotive side. Oxford (1990). According to the findings, using speaking skills during studying gave the student greater confidence. For example, learners must have confidence when presenting in front of the class in English. As mentioned in the data description above, a student's confidence in speaking needs to grow as they practice with peers. Students' anxiety levels may rise when they believe they are alone and that no one in their environment is supporting them. They may improve their learning process, boost their confidence, and become more motivated to study by lowering their anxiety. The other is evolving.

The second is learning how to communicate. It concerns how one

communicates with other members of the group and expresses their goals and opinions.

In addition, the kids can learn how to build positive relationships by working in a group or team that includes people with varying viewpoints and beliefs. According to Slavin (1987), pupils who learn in groups are more adept at communicating and learning than those who learn alone. A strong ability to communicate might help pupils feel less nervous while speaking and interacting with classmates or other individuals. Last but not least, peer groups enable students to engage in collaborative learning throughout the learning process. It also turns into an element that might lessen kids' anxiousness in EFL learning when pupils assist one another and study together. According to Sari (2016), a group's ability to communicate, debate, and come to a consensus on a topic or idea allows pupils to overcome obstacles. It can help pupils learn about school life, build positive relationships, and focus on both their personal and societal needs.

Thirteen They also benefit from collaborative learning when they occasionally require assistance from others, such as when they lack information or expertise. It was corroborated by Vygotsky's Zone of Proximal Development (ZPD), which proposed that there is a cognitive stage at which children require adult direction or peer assistance to solve issues rather than working alone (Moreno, 2010).

b) Games

Saunders and Crookall (1985) advised teachers to employ a variety of activities in which students might utilize the target language in order to lessen their anxiety related to language acquisition. Games offer a refreshing change of pace from the traditional language classroom routine. They are stimulating and demanding, and they help students improve their speaking, writing, listening, and reading abilities. They provide the language usage a purposeful context (Kim, 1995). Playing games is one tactic that teachers may use to help their kids with low and intermediate anxiety levels. Regarding the outcome, it was found that there were some peer groups that had an influence on students' anxiety levels when studying English.

The first is unwinding. Students may study in an enjoyable and calm environment by playing games. According to Lee (2002), games are meant to create a more enjoyable and relaxed environment, particularly in classrooms where students are learning a second or foreign language. Furthermore, a game is defined by Hadfield (2004) as an activity that has rules, an objective, and a fun component. The aspect of enjoyment in games gives students greater opportunities to express themselves creatively within the bounds of the rules in real-world scenarios. Participating in games helps students become more fluent speakers and less anxious, which leads to the development of communicative competence.

The latter is inspiring. Engaging in gaming activities is a great approach to encourage students to communicate. According to Lewis (1999), pupils enjoy playing games because they are entertaining. Growing up and learning naturally include playing games. Students explore, learn, and engage with their surroundings through games. In his article, Chen (2005) said that games can help students become more communicative, provide a meaningful context for language usage, boost motivation for learning, lessen anxiety associated with it, and stimulate spontaneous and creative language use. and create a collaborative learning atmosphere. Games provide a class some variety and boost motivation by offering a real reason to utilize the target language. One way to get their stimulation is through games.

The final one is rather humorous. A game is a fun thing to do. Most pupils like engaging in gaming. Playing games may provide them with a lot of additional advantages in addition to fun. Many students find that playing games helps them stay interested in and motivated to work. Games are an integral aspect of play, which is an intentional action. In the classroom, games are a highly suitable teaching method (Linse and Nunan, 2005). According to Gee (2003), games offer a safe space for adjusting to new information. When students are enjoying themselves, they are more inclined to take chances, make errors without feeling like a failure, and attempt to get over their initial emotions in order to apply them to their everyday lives. Paul goes on to say that playing games is the best way to

learn. When a youngster is involved in a game and comes across a new English term, phrase, pattern, or even reading an English book, they are considerably more driven to learn it and likely to absorb it than a child who gets the new information from her/his instructor before the game.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclussion

Research conclusions are presented in accordance with the data that have been analyzed in the previous chapter. From the whole data analysis about the study of English language learning at SMP Muhammadiyah 1 Medan in the 2023/2024 academic year can be concluded that:

1. First, almost every research participant experienced anxiety during English lessons. Nervousness, restlessness, stuttering, falling asleep, stammering, talking too much and sweating during class were all signs of anxiety. The majority of them were not interested in English classes, which made them slow learners. As a result, their vocabulary is small, and they lack the courage to speak up because they are afraid of making mistakes.

2. Secondly, there are two types of factors-external and internal-that can make students anxious. Internal factors include things like confidence, lack of preparation, and language-related things like pronunciation, grammar, and vocabulary. External elements include the instructor, the surrounding environment, the teacher's request for you to speak in front of the class, unclear feedback such as the way of teaching or learning, and classroom facilities. As a

result of this study, anxiety related to English language at SMP Muhammadiyah 1 Medan academic year 2023/2024.

B. Suggestion

Despite the fact that this study was conducted quickly and with a limited number of participants, the results offer some insightful information that stakeholders and teachers can use to improve the standard of English language teaching. Many recommendations for reducing anxiety in the English classroom can be made based on the findings of this study. Anxiety related to a foreign language must first be recognized by teachers. According to this study, teachers do not always understand how anxious their students are. As anxiety is an important component that affects a child's ability to learn, it is imperative to improve teachers' knowledge on this subject. A teacher's ability to handle their students well will be greatly influenced by their ability to accept the fear of learning English.

Students must participate if they want to lessen anxiety in the classroom. Respect for one another among students is necessary to foster a welcoming environment. When a lower level student is having trouble, they ought to assist them rather than making fun of them. They would feel more at ease with one another as a result. Furthermore, nervous students should understand that making mistakes is a normal part of learning a language, therefore it shouldn't deter them from studying English.

But teachers also require some recommendations, so they should pay attention to it. For example, she can effectively manage the class and raise her voice when

teaching. Finally, because of the study's limitations, more research is required to fully understand the students' anxiety related to learning English. To provide a deeper knowledge of the problem of foreign language anxiety, comparable studies in the future with a wider population or a different set of students will be beneficial. Furthermore, this study showed that classroom activities and teaching strategies play a significant role in determining whether or not students experience anxiety. However, this study does not particularly address this issue. Thus, more research into specific strategies or techniques that help reduce learning anxiety.

REFERENCES

Akbar, M. H., & Sariyati, I. (2017). KESANTUNAN DAN KETIDAKSANTUNAN BERBAHASA MASYARAKAT SUNDA DALAM DIALOG PERCAKAPAN PADA ACARA KUNJUNGAN KELUARGA DI BEBERAPA TEMPAT DI JAWA BARAT. *Climatic Change*, *14*(01), 96–120.

Akkakoson, S. (2016). Speaking anxiety in english conversation classrooms among Thai students. *Malaysian Journal of Learning and Instruction*, *13*(1), 63–82. https://doi.org/10.32890/mjli2016.13.1.4

Almekhlafi, A. M., & Nagaratnam, R. P. (2016). Difficulties in teaching and learning grammar in an EFL context. *International Journal of Instruction*, *4*(2), 14–17.

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *III*(3), 21–34. https://doi.org/10.20472/te.2015.3.3.002

Alroud, A. (2016). Problems of English Speaking Skill that University Students Encounter from Their Perspectives. *British Journal of Education, Society & Behavioural Science*, *18*(3), 1–9. https://doi.org/10.9734/bjesbs/2016/28404

Amelia, F. (2022). *Anxiety In A Rational Emotive Perspective Behavior Therapy Albert Ellis*. Universitas Islam Negri Sultan Syarif Kasim Riau.

Azlina, K., Eliwarti, & Novitri. (2015). A study on the speaking ability of the second year students of SMK Telkom Pekanbaru. *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 1–13.

Dionar, W. S., & Adnan, A. (2019). Improving Speaking Ability of Senior High School Students By Using Truth or Dare Game. *Journal of English Language Teaching*, *7*(2), 1–1.

Erdiana, N., Daud, B., Sari, D. F., & Dwitami, S. K. (2020). A study of anxiety experienced by efl students in speaking performance. *Studies in English Language and Education*, *7*(2), 334–346. https://doi.org/10.24815/siele.v7i2.16768

Fatmawati, F. (2022). A Case Study: Student's Anxiety in Learning English at the 7th Grade of SMP Negeri 3 Muara Bungo. *Journal Of Language Education and Development (JLed)*, *4*(1), 38–43. https://doi.org/10.52060/jled.v3i2.829

Fauzi, I., Hartono, R., Widhiyanto, W., & Pratama, H. (2022). Prosiding Seminar Nasional Pascasarjana ISSN 26866404 Mengatasi Anxiety dalam Berbicara Bahasa Inggris Melalui Pembelajaran Berbasis Web. *Prosiding Seminar Nasional Pascasarjana*, 550–556.

Francis, K., Mutty, B., Kaur, M., Kunalan, R., & Mohd Anis, N. (2020). Undergraduates' Awareness and Obstacles on English Language Speaking Skill. *International Journal of Education, Psychology and Counseling*, *5*(34), 176–188. https://doi.org/10.35631/ijepc.5340014

Harianto, E. (2020). Metode Bertukar Gagasan dalam Pembelajaran Keterampilan Berbicara. *Didaktika: Jurnal Kependidikan*, *9*(4), 411–422. https://doi.org/10.58230/27454312.56

Hidayat, lutfi M., Syaodih, E., & Zahara, R. (2016). Efektivitas Metode Role Playing untuk Meningkatkan Keterampilan Berbicarapada Mata Pelajaran Bahasa Indonesia Kelas IV Madrasah Ibtidaiyah Muhammadiah 2 Sumbersari. *Educare V*, *4*(2), 20.

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

Mukholil. (2018). KECEMASAN DALAM PROSES BELAJAR. *Kecemasan Dalam*

Proses Belajar, *8*, 1–8.

Muslimahayati, M., & Rahmy, H. A. (2021). Depresi dan Kecemasan Remaja Ditinjau dari Perspektif Kesehatan dan Islam. *DEMOS: Journal of Demography, Ethnography and Social Transformation*, *1*(1), 35–44. https://doi.org/10.30631/demos.v1i1.1017

Musrifah, M. (2019). the Effectiveness of Debate Method To Improve Students' Speaking Skill. *Didaktika*, *11*(2), 210. https://doi.org/10.30863/didaktika.v11i2.167

Noviyenti, L. (2021). EFL Islamic Elementary Students' Anxiety in Learning English. *AL-ISHLAH: Jurnal Pendidikan*, *13*(1), 209–219. https://doi.org/10.35445/alishlah.v13i1.406

Pakpahan, E. M. (2022). Kecemasan, Kemampuan Dan Kebiasaan Berbahasa Inggris. *Jurnal Teknologi Kesehatan Dan Ilmu Sosial (Tekesnos)*, *4*(1), 300–306.

Prasetyaningrum, A., Fikni, Z., & Wati, L. (2020). English Foreign Language Students' Strategies in Overcoming Speaking Problems. *VELES Voices of English Language Education Society*, *4*(1), 94–103. https://doi.org/10.29408/veles.v4i1.1914

Purandina, I. P. Y. (2022). Kecemasan Berbahasa Asing Anak Sekolah Dasar Dalam Pembelajaran Bahasa Inggris. *Edukasi: Jurnal Pendidikan Dasar*, *3*(1), 27. https://doi.org/10.55115/edukasi.v3i1.2297

Richards, J. C., & Renadya, W. A. (2002). *Methodology_in_Language_Teaching_2002_scanned.pdf* (pp. 1–432).

Sembodo, T. J. P. (2018). Dampak dan Strategi Untuk Mengatasi Kecemasan Berbicara Dalam Pembelajaran Bahasa Inggris Sebagai Bahasa Ke-2 (ESL) dan Asing (EFL). *JLA (Jurnal Lingua Applicata)*, *1*(2), 123.

https://doi.org/10.22146/jla.35204

Setyoningsih, S. (2016). Peningkatan Penguasaan Kosa Kata Bahasa Inggris Melalui Metode Total Physical Response (Tpr) Pada Anak Usia Dini. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, *4*(1), 148. https://doi.org/10.21043/thufula.v4i1.4274

Suleimenova, Z. (2017). Speaking Anxiety in a Foreign Language Classroom in Kazakhstan. *Suleimenova Procedia - Social and Behavioral Sciences*, *93*, 1860–1868. https://doi.org/10.1016/j.sbspro.2013.10.131

Ur, P. (1991). A Course in Languange Teaching : Practice adn Theory. In *IOSR Journal of Humanities and Social Science*. https://doi.org/10.9790/0837-19664456

Utami, L. H., & Nurjati, L. N. (2017). Hubungan Self-Efficacy , Belief Dan Motivasi. *Psympathic, Jurnal Ilmiah Psikologi*, *4*(2), 219–238.

Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, *9*(3), 967–977. https://doi.org/10.12973/EU-JER.9.3.967

Wahyurianto, I. (2018). Using Group Discussion To Improve Students' Speaking Fluency. *Journal of English for Academic and Specific Purposes (JEASP)*, *1*(1), 13–21. https://doi.org/10.18860/jeasp.v1i1.5242

Waridah, W. (2016). Berkomunikasi Dengan Berbahasa Yang Efektif Dapat Meningkatkan Kinerja. *JURNAL SIMBOLIKA: Research and Learning in Communication Study*, *2*(2). https://doi.org/10.31289/simbollika.v2i2.1036

APPENDIX

INSTRUMENT INTERVIEW

A. For Student (Untuk Siswa)

1. Berapa Lama Kamu Belajar Bahasa Inggris ?

2. Bagaimana perasaan kamu saat melaksanakan belajar Bahasa inggris?

3. Hal apa saja yang membuatmu tidak nyaman saat berada di kelas Bahasa inggris?

4. Bagaimana reaksi teman-teman kamu saat kamu melakukan kesalahan dalam pembelajaran Bahasa inggris?

5. Apa menurutmu pelajaran Bahasa Inggris itu sulit?

6. **Apa kamu merasa cemas atau takut ketika melakukan pembelajaran Bahasa inggris di kelas?**

7. Menurut kamu mengapa kamu begitu takut saat belajar Bahasa inggris?

8. **Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa inggris?**

9. **Apakah guru di kelasmu sebagai faktor yang membuat kamu takut saat melakukan belajar Bahasa inggris?**

10. **Apa yang akan kamu lakukan untuk mengurangi rasa takut atau cemas saat pelaksanaan belajar Bahasa inggris?**

B. For Teacher (Untuk Guru)

1. Apa saja kesulitan yang bapak/ibu guru alami saat mengajar pelajaran Bahasa inggris di kelas VIII? Kemudian apakah ada dampaknya saat pembelajaran Bahasa inggris tersebut dilakukan?

2. Bagaimana anda melihat peran dari kecemasan berbahasa asing dalam pembelajaran Bahasa inggris?

3. Jenis dan situasi dan aktivitas seperti apa yang membuat siswa merasa cemas?

4. Menurut anda apa saja faktor yang dapat mempengaruhi kecemasan siswa dalam belajar Bahasa inggris?

5. Apakah menurut anda kecemasan dalam belajar Bahasa inggris dapat dikontrol oleh siswa?

6. Apa Teknologi yang anda gunakan untuk mengurangi kecemasan Bahasa inggris siswa?

DOCUMENTS

Preparation of student for interview

8 Terpadu 1 Classroom
Monday 13 November 2023

Interview with teacher
Teacher Room
Monday, 13 November 2023

Interview student
8 Terpadu 1 Classroom
Monday, 13 November 2023

Practice with student
8 Terpadu 1 Classroom
Monday, 13 November 2023

**Interview Teacher about
student anxiety Classroom
Monday, 13 November 2023**

**Interview Student 8 Unggul Classroom
Wednesday, 15 November 2023**

Interview Student 8 Unggul Classroom
Wednesday, 15 November 2023

Practice with Student 8 Unggul Classroom
Wednesday, 15 November 2023

Interview Student 8 Terpadu 2
Classroom
Thursday, 16 November 2023

Practice with Student 8 Terpadu 2
Classroom
Thursday, 16 November 2023

CURRICULUM VITAE

A. PERSONAL IDENTITY

Name : **Muhammad Rafi'il Ghani**

Place / Date of Birth : **Medan, 03 Desember 1999**

Gender : **Male**

Child of : **The first child of 2 siblings**

Father's Name : **M. Zulfahmi, S.E**

Mother's Name : **Dra. Refida**

B. CURRICULUM EDUCATION

- **SD Negeri 060814 Medan**

- **SMP Muhammadiyah 1 Medan**

- **SMA Muhammadiyah 1 Medan**

Form K-1

Kepada Yth : Bapak/Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa	: M Rafi il Ghani	
N P M	: 1702050093	
Program Studi	: Pendidikan Bahasa Inggris	
I PK	: 3,31	
Kredit Kumulatif	: 152 SKS	

Persetujuan Ketua/Sekret Program Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Diagnosing speaking anxiety of Efl secondary learners in Junior High School Muhammadiyah 01 Medan	
	An analysis of students short story anxiety at Junior high school Muhammadiyah 01 Medan	
	students Anxiety In learning English	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Oktober 2022
Hormat Pemohon

M Rafi il Ghani

Keterangan :
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang Bersangkutan

Form K-2

Kepada Yth : Bapak/Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Asslamu'alaikum Wr. Wb.

Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa : M Rafi il Ghani

N P M : 1702050093
Program Studi : Pendidikan Bahasa Inggris

Mengajukan Permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum
dibawah ini dengan judul sebagai berikut :

- Diagnosing Speaking Anxiety Of EFL Secondary Learners In Junior High School
  Muhammadiyah 01 Medan

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

- Dra. Diani Syahputri M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya
atas perhatian dan Kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan , Oktober 2022
Hormat Pemohon

M Rafi il Ghani

Keterangan :
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
                  - Untuk Ketua/Sekretaris Program Studi
                  - Untuk Mahasiswa yang Bersangkutan

Nomor	: 2755 /II.3/UMSU-02/F/2022
Lamp	: ---
H a l	: **Pengesahan Proyek Proposal**
	Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama	: **M Rafi il Ghani**
N P M	: 1702050093
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: **Diagnosing Speaking Anxiety of Efl Secondary Learners in Janior**
	High School Muhammadiyah 01 Medan

Pembimbing   : **Dra. Diani Syahputri,,M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : 4 Nopember **2023**

Medan <u>9 Rabiul Akhir   1444</u> H
4 Nopember   2022 M

Wassalam
Dekan

Dra, Hj. Syamsuyurnita,MPd.
NIDN : 0001066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
   WAJIBMENGIKUTISEMINAR

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : M. Rafiil Ghani
N.P.M : 1702050093
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Diagnosing Speaking Anxiety of EFL Secondary Learners In Junior High School Muhammadiyah 1 Medan

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
20-6-2023	Cover, Table of contents Chapter I, II, III, References	
6-7-2023	Table of contents Technique for typing Conceptual frame work Review of literature Research Design.	
17-7-2023	Ace untuk diseminarka	

Medan, Juli 2023

Diketahui/Disetujui,
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)
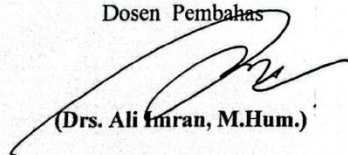
(Dra. Diani Syahputri, M.Hum.)

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 21 Bulan Agustus Tahun 2023 diselenggarakan seminar prodi
Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap   : M. Rafi il Ghani

NPM   : 1702050093

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : Diagnosing Speaking Anxiety of EFL Secondary Learners in Junior
                  High School Muhammadiyah 01 Medan

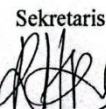| No	Masukan dan Saran
Judul	✓
Bab I	✓
Bab II	Refferensi perlu di kaji ulang.
Bab III	
Lainnya	Spelling + kaneh ys tdk Standard.
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Drs. Ali Imran, M.Hum.)

Dosen Pembimbing

(Dra. Diani Syahputri, M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap : M. Rafi il Ghani

NPM : 1702050093

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Diagnosing Speaking Anxiety of EFL Secondary Learners in Junior High School Muhammadiyah 01 Medan

Pada hari Senin tanggal 21, bulan Agustus tahun 2023 sudah layak menjadi proposal skripsi.

Medan,   Agustus 2023

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

(Drs. Ali Imran, M.Hum.)

(Dra. Diani Syahputri, M.Hum.)

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
🌐 https://fkip.umsu.ac.id ✉ fkip@umsu.ac.id 📘 umsumedan 📷 umsumedan 🐦 umsumedan ▶ umsumedan

UMSU
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 3197 /II.3/UMSU-02/F/2023
Lamp   : ---

Medan, 26 Shafar   1445 H
           12 September   2023 M

H a l   : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
SMP Muhammadiyah 1 Medan
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama   : **M. Rafiil Ghani**
N P M   : 1702050093
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : **Diagnosing Speaking Anxiety of EFL Secondary Learners in Junior High School Muhammadiyah 01 Medan**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
NIDN : 0004066701

**Pertinggal

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN

Terakreditasi A Berdasarkan Ketetapan Perpustakaan Nasional Republik Indonesia No. 00059/LAP.PT/IX.2018
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
NPP. 1271202D1000003 ⊕ http://perpustakaan.umsu.ac.id ✉ perpustakaan@umsu.ac.id ⌨ perpustakaan_umsu

UMSU
Unggul | Cerdas | Terpercaya
Bila menjawab surat ini, agar disebutkan
nomor dan tanggalnya

SURAT KETERANGAN
Nomor: 00205/KET/II.3-AU/UMSU-P/M/2024

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Muhammad Rafi il Ghani**
NPM	:	**1702050093**
Fakultas	:	**Keguruan dan Ilmu Pendidikan**
Jurusan/ P.Studi	:	**Pendidikan Bahasa Inggris**

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, *24 Sya'ban 1445 H*
05 Maret 2024 M
Kepala Perpustakaan,

Dr. Muhammad Arifin, M.Pd.

bab 1-5 Rafiil Ghani cek 2

18%	17%	5%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	digilibadmin.unismuh.ac.id Internet Source	2%
2	repository.umsu.ac.id Internet Source	2%
3	proceedings.uinsaizu.ac.id Internet Source	1%
4	eprints.walisongo.ac.id Internet Source	1%
5	text-id.123dok.com Internet Source	1%
6	repository.uinfasbengkulu.ac.id Internet Source	1%
7	repository.uin-suska.ac.id Internet Source	1%
8	repository.uinbanten.ac.id Internet Source	1%
9	repository.uinjambi.ac.id Internet Source	1%