

**STUDENTS ANXIETY IN SPEAKING ENGLISH AT SMK 6 NEGERI
MANADO**

THESIS

Submitted to partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd.) In English education

Deden Kurniawan Datundugon

NIM: 17.2.6.019



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THESIS RATIFICATION

The thesis entitled "*Student Anxiety In Speaking English At SMK 6 Negeri Manado*" compiled by Deden Kuniawan Datundugon with student registration number 17.2.6.019, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on 31 July 2024 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

BOARD OF EXAMINERS

The Chairperson: Nur Halimah M.Hum

(.....)

The Secretary : Fadhlan Saini, M.Pd

(.....)

Munaqisy I : Nikmala N. Kaharuddin, M.hum

(.....)

Munaqisy II : Fadhlan Saini, M.pd

(.....)

Advisor I : Nur Halimah, M.Hum

(.....)

Advisor II : Indah W. Saud, M.PD

(.....)

Approved by:

The Dean of Tarbiyah and Teacher
Training Faculty IAIN Manado



Dr. Arhanuddin, M.Pd.I
NIP. 198301162011011003

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan di bawah ini:

Nama : Deden Kurniawan Datundugon
NIM : 17.2.6.019
Tempat/Tanggal Lahir : Kotamobagu, 29 November 1997
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. W.R. Supratman, Lawangirung, Kec. Wenang,
Judul : Student Anxiety In Speaking English At SMK 6
Negeri Manado

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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Deden K. Datundugon

NIM. 17.2.6.019

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ABSTRACT

DEDED KURNIAWAN DATUNDUGON (2024). STUDENTS ANXIETY IN SPEAKING ENGLISH AT SMK 6 NEGERI MANADO. A Thesis. English Education Study Program. Faculty Of Tarbiyah And Teacher Training, Manado State Institute Of Islamic Studies.

This study aims to explore the factors contributing to students' anxiety in speaking English at SMK 6 Negeri Manado using a qualitative approach. Speaking anxiety is a significant barrier to language acquisition and can hinder students' academic performance and confidence. The research employs semi-structured interviews and classroom observations to gather in-depth insights from students and teachers. The findings reveal that the primary sources of anxiety include fear of making mistakes, lack of vocabulary, negative self-perception, and peer pressure. Additionally, the study identifies the role of teacher attitudes and classroom environment in exacerbating or alleviating anxiety. The results suggest the need for targeted interventions, such as creating a supportive learning environment and incorporating anxiety-reducing strategies in the curriculum, to help students overcome their fear of speaking English. This research contributes to a better understanding of language learning challenges in Indonesian vocational schools and provides practical recommendations for educators to enhance student engagement and performance in English language classes.

Keywords: *Students' anxiety, speaking english*

ABSTRAK

DEDEN KURNIAWAN DATUNDUGON (2024). STUDENT ANXIETY IN SPEAKING ENGLISH AT SMK 6 MANADO. A Thesis. English Education Study Program. Faculty Of Tarbiyah And Teacher Training, Manado State Institute Of Islamic Studies.

Penelitian ini bertujuan untuk mengeksplorasi faktor-faktor yang berkontribusi terhadap kecemasan siswa dalam berbicara bahasa Inggris di SMK 6 Negeri Manado dengan menggunakan pendekatan kualitatif. Kecemasan berbicara merupakan penghalang yang signifikan untuk memperoleh bahasa dan dapat menghambat kinerja akademik dan kepercayaan diri siswa. Penelitian ini menggunakan wawancara semi-terstruktur dan pengamatan kelas untuk mengumpulkan wawasan mendalam dari siswa dan guru. Temuan ini mengungkapkan bahwa sumber utama kecemasan termasuk takut membuat kesalahan, kurangnya kosakata, persepsi diri negatif, dan tekanan teman sebaya. Selain itu, penelitian ini mengidentifikasi peran sikap guru dan lingkungan kelas dalam memperburuk atau mengurangi kecemasan. Hasilnya menunjukkan perlunya intervensi yang ditargetkan, seperti menciptakan lingkungan belajar yang mendukung dan memasukkan strategi pengurangan kecemasan dalam kurikulum, untuk membantu siswa mengatasi ketakutan mereka berbicara bahasa Inggris. Penelitian ini berkontribusi pada pemahaman yang lebih baik tentang tantangan pembelajaran bahasa di sekolah kejuruan Indonesia dan memberikan rekomendasi praktis bagi pendidik untuk meningkatkan keterlibatan dan kinerja siswa di kelas bahasa Inggris.

Kata kunci :Siswa,Kecemasan,berbicara bahasa inggris

CHAPTER I

INTRODUCTION

A. Background of study

In studying English, student must first develop four basic skills. There are: speaking, listening, reading and writing. Emotion are important in the classroom since it has impact on speaking. They influence learners' ability to process information and to accurately understand what they encounter. Brown states that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques.¹ Speaking can train learner's motor activities. Speaking activities give an encouragement to learners to be more courageous in arguing, expressing ideas, thoughts and ideas that they have. Suhartono argued that speaking is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas, and feelings.² However, when speaking at formal times, students are sometimes anxious, have lack of confidence, and have lack mastery of vocabulary. So that they hesitate to express opinions. Students tend to pay conscious attention to what is being said in order to understand it.

The almighty Allah says in holy Qur'an surah Arrahman : 1-4.

الرَّحْمَنُ ۝ عَلَّمَ الْقُرْآنَ ۝ خَلَقَ الْإِنْسَانَ ۝ عَلَّمَهُ الْبَيَانَ ۝

Translation

:

¹ Rebecca L. Oxford, "Anxiety and the Language Learner: New Insights", in Jane Arnold (ed.I) *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), p.60.

² Suhartono, *Pengembangan Keterampilan Berbicara* (Jakarta: Depdikbud, 2005), p. 20.

“The most merciful, who has taught the qur’an, he created man, taught him to speak fluently” (Q.S Ar-Rahman : 1-4).³

This verse explains that anyone can speak to express their opinion because Allah SWT has said based on the surah. It means our speaking skill comes from God Almighty. According to the interpretation of Ahmad Mustafa Al Maraghi, that He has taught men the ability to speak and understand others, which cannot be accomplished except with the presence of the soul and sense.⁴ From the interpretation of the verse it is understood the speaking must be done with the aim that it can be understood properly.

In students of class X pharmacy Department of Pharmacy at SMK Negeri 6 Manado, based on previous interview to the English teacher, it was found the teacher used speaking for learning and much students have an anxiety for speaking in front of their class. And for speaking, they learned about three times per semester and during learning the teacher said he saw some students have difficulties for speaking because they not confident or they scared if they are not fluent to speak.

Based on the background above, the researcher interested for doing research with the title “*students’ anxiety in speaking English at SMK Negeri 6 Manado*” in order to find out more about students’ anxiety in speaking skills when they learn speaking that has prepared by the teacher. In addition, according to Krashen, debilitating anxiety can raise the affective filter and form a „mental block“ that prevents a comprehensible input from being used for language acquisition. Anxious students will have difficulties in following lessons. They may learn less

³ Kementrian Agama Republik Indonesia, Al-qur’an dan Terjemahannya Mushaf Al Hilali, (tangerang selatan : PT Insan Pustaka. 2002).

⁴ Ahmad Musthafa Al- Maraghi. Tafsir Al-Maraghi. Terjemah : Bahrun Abubakar dan hery noer ali. Juz XXVII. (Semarang : Karya Toha Putra, 1989) Hal.185.

and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalate their anxiety.⁵

B. Limitation of study

This study focus on identifying factors that causes students' anxiety in speaking English in English classroom as perceived by students at the students of class X pharmacy Department at SMK Negeri 6 Manado. Moreover, the observation and interview analysis attempts to find out the types of students' anxiety, the sources of students' anxiety, and the solutions and strategies to overcome the anxiety.

C. Research Questions

Based on the description on background, the research questions in this study is:

1. What contributing factors to students' anxiety in speaking English in the classroom?
2. What are the strategies to minimize students' anxiety in speaking English in the classroom?

D. Objectives of the study

Departing from the problem mentioned in the statement of problem, this study aims at:

1. Identifying factors that causes of students' anxiety in speaking English on the classroom.
2. Find out the strategies to reduce anxiety for the Students of class X pharmacy at SMK Negeri 6 Manado.

E. The Significance of the Study

The result of this study is intended to broaden the Writers perspective will be reference for the teacher that benefit for knowing students' anxiety is important. It is in order there are effective interaction between students and teachers in English learning classrooms. Practically, this study also provides

⁵ Ricardo Schutz, Stephen Krashen's Theory of Second Language Acquisition, 2013. (<http://www.sk.com.br/sk-krash.html>).

information related to students' anxiety in order to overcome the problems, particularly in the context where the students have to get more exposure to practice oral communication. Professionally, the investigation of anxiety source that arise while learning to communicate in the target language will hopefully broaden the insight into the issue of language anxiety and will help language teachers in making the classroom environment less stressful and he/she should try to create a friendly classroom environment in order to make students feel free to speak the language.

F. Definition of Key terms

1. Anxiety

“A subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (McIntyre & Gardner, 1994: as cited Tanver in 2007:4)

2. English Speaking Skill

In this section, researchers associate the word ability with English is the ability of a person to speak well and correctly and practice it in everyday life.

CHAPTER II

THEORITICAL REVIEW

A. Anxiety

1. The Nature of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry. There are several definitions of anxiety which are found by the writer. According to Carlson and Buskist, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach.”⁶ Furthermore, anxiety arises as a response to a particular situation. Passer and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat.⁷ It means that people are naturally feels anxious when they are threatened. While according to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.⁸

Although anxiety and fear sounds similar, both are actually different. Halgin and Withbourne describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happened.⁹ Furthermore,

⁶ Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior*, (Needham Heights: Viacom Company, 1997), p. 570.

⁷ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 546.

⁸ Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011), p. 401

⁹ Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspective on psychological Disorders*, (New York: McGraw-Hill, 2007), p. 148.

According to Barlow, as cited in Passer and Smith, Anxiety responses consist of emotional component, feeling of tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioral responses avoidance of certain situations.¹⁰ From the definition explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is pattern of responding with anxiety is called trait anxiety. According to Ormrod, “trait anxiety is pattern of responding with anxiety even in nonthreatening situations.”¹¹ Such anxiety is a part of a person’s character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespectively of the situation he/ she is exposed to.

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2. Types of anxiety

Several kinds of anxiety have been described. Two of the most well known is state anxiety and trait anxiety. Anxiety that happen when faced with specific situations is called state anxiety. Most people experienced state anxiety which also known as a normal anxiety. According to Ormrod, “state

¹⁰ Passer and Smith, 2009.

¹¹ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 546.

anxiety is temporary feeling of anxiety elicited by a threatening situation.¹² It is anxiousness or tension at a particular moment in response to some external stimulus. This type of anxiety arises in a particular situation or in stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away. However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is pattern of responding with anxiety is called trait anxiety. According to Ormrod, “trait anxiety is pattern of responding with anxiety even in nonthreatening situations.”¹³ Such anxiety is a part of a person character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespectively of the situation he/ she is exposed to.

Based on the intensity, duration and situations, anxiety can be divided into two types: State anxiety; feeling of apprehension and anxiousness as reaction to particular situation, and trait anxiety; more intense anxiety that depends on one individual regardless of the situation.

B. Anxiety and speaking English

1. Speaking anxiety

There is a certain term for anxiety that is connected to language performance. The term speaking Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown, Foreign language anxiety is “a feeling of intimidation and inadequacy over the

¹² Ormrod, 2011,

¹³ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 546.

prospect of learning a foreign language”¹⁴ In addition, according to Gardner and MacIntyre, as cited in Oxford, “it is fear or apprehension occurring when a learner is expected to perform in the target language.”¹⁵ Furthermore, Horwitz, and Cope, proposed conceptual foundations of foreign language anxiety.

Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.¹⁶ Communication Apprehension is a type of shyness characterized by fear of or anxiety about communication with people. According to McCroskey J.C., as cited in Jason S. Wrench, communication apprehension is “in individuals fear or anxiety associated with either real or anticipated communication with another person or persons.”¹⁷ Communication apprehension plays large role in foreign language anxiety since interpersonal interactions are the major care in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may derive students into a communication apprehension. Communication apprehension exist because students think that they will have difficulty of understanding others in listening and making oneself understood in speaking. Since performance evaluation is frequent in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety. Based on Sarason, as cited in Oxford, test anxiety is “the tendency to become alarmed about the consequences of inadequate performance on a test or other

¹⁴ H. Douglas Brown, *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, Inc., 1991), p. 80.

¹⁵ Rebecca L. Oxford, “Anxiety and the Language Learner: New Insights”, in Jane Arnold (ed.), *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), p. 60.

¹⁶ Elaine K. Horwitz, et. Al., *Foreign Language Anxiety*, *The Modern Language Journal*. Vol. 70, 1986, p. 127.

¹⁷ Jason S. Wrench, et. Al., *What Is Communication Apprehension?*, 2014, (www.2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s06-01-what-iscommunication-apprehen.html)

evaluation.¹⁸ It means this kind of anxiety might have unpleasant experience on their previous tests which makes them fear of failing the upcoming test. These students may also have false belief about foreign language learning. They put unrealistic demand that they should feel that anything than a perfect test is a failure. Another anxiety related to foreign language learning is fear of negative evaluation. Watson and Friend, as cited in Horwitz, defined fear of negative evaluation as “apprehension about others” evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively.”¹⁹

In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only flurt speaker in the class and their peers. However, Horwitz, and Cope also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. 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.”²⁰ Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

2. Impact of speaking anxiety

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students’ speaking effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to

¹⁸ Oxford, 1999, p. 64.

¹⁹ Elaine K. Horwitz, et. Al., Foreign Language Anxiety, *The Modern Language Journal*. Vol. 70, 1986, p. 128.

²⁰ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 54..

perform a task they have to work harder because anxiety makes them worry and distracts their learning process. Anxiety has long been recognized by educators as a potential problem in speaking classroom. Anxious student will have difficulty in their speaking since anxiety affects cognition processing. According to Ormrod, anxiety can interfere with several aspects of cognition in speaking process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned.²¹ In other words, speaking anxiety belongs to debilitating anxiety because it can hinder language learning. Similar to with Ormrod, MacIntyre as cited in Young, also believed that anxiety can affect students' cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety on learning from instruction which consist of three stage: input, processing, and output.²²

Further, anxiety can affect students' cognitive performance at any or all of the three stages means if anxiety disturbs the cognitive work at one stage, then information is not passed along to the next stage. At the input stage, speaking anxiety acts like a filter that perverting some information from getting into the cognitive processing. This is similar to Krashen's well-known concept of the "affective filter". Krashen state that anxiety can raise affective filter and form of a „mental block that prevents a comprehensible input from being used for language acquisition.²³ For example, anxious student may not be able to gather information of the speaking rules and vocabulary because anxiety interfere their ability to process information. During the processing stage, anxiety acts as a distraction. It distracts student in processing information effectively. When they

²¹ Ormrod, 2011, p. 402

²² MacIntyre and Peter D., "Language Anxiety: A Review of the Research for Language Teachers". In Dolly Jesusita Young (ed.), *Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low-Anxiety Classroom Atmosphere*, (Boston: McGraw-Hill, 1999), p. 35.

²³ Picardo Schutz, Stephen Krashen's Theory of Second Language Acquisition, 2013, (<http://www.sk.com.br/sk-krash.html>)

are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson. While at the output stage, anxiety can influence the quality of students' speaking performance. Students with anxiety in this stage may not be able to demonstrate what they have learned. Moreover, Oxford described that "anxiety harms learners through worry and self-doubt and also by reducing participation and creating overt avoidance of the language." He also mentioned certain aspects that have negative correlation of anxiety such as: grades in speaking course, proficiency test performance, performance in speaking and writing tasks, self-confidence and self-esteem in language learning.²⁴

C. Strategies for handling speaking anxiety

Preparation: Thoroughly prepare your material. The more familiar you are with what you're going to say, the more confident you'll feel.

Practice: Rehearse your speech multiple times. Practice in front of a mirror, record yourself, or perform in front of friends and family.

Visualization: Visualize yourself giving a successful presentation. Positive imagery can boost your confidence.

Breathing Techniques: Practice deep breathing exercises to calm your nerves. Deep breathing can help reduce anxiety and keep you centered.

Positive Thinking: Replace negative thoughts with positive affirmations. Remind yourself of your strengths and past successes.

Start Small: Begin by speaking in smaller, more comfortable settings before moving on to larger audiences.

Professional Help: If anxiety is severe, consider seeking help from a therapist or joining a public speaking group like Toastmasters.²⁵

²⁴ Oxford, 1999, pp. 60-61.

²⁵ Liu, M. (2018). Public speaking anxiety: The role of short video self-reflection. *Journal of Educational Technology Development and Exchange (JETDE)*, 11(1), 67-77.

D. Previous Study

Many people have investigated the issue of foreign language anxiety from different perspective. Worde in his investigation to the cause of language learning anxiety found that speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices and the teachers themselves as the main causes of learning anxiety.²⁶

Chan and Wu conducted a study of foreign language anxiety of EFL elementary school students in Taipei. By the way of questionnaire, interviews, classrooms observations, and document collection, they found five sources of language anxiety. They were low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and their parents.²⁷

Marwan investigated Indonesian students' foreign language anxiety. He tried to find out the types of anxiety experienced by foreign language learners and the strategies they used to cope with their anxiety. Factors like lack of confidence, lack of preparation and fear of failing the class were the primary causes of their anxiety.²⁸

Tutyandari, C. (2005): This research explores strategies to reduce students' anxiety in speaking English in an Indonesian context. The study highlights the importance of creating a supportive classroom environment and using engaging activities to lower anxiety levels.²⁹

Wijirahayu, S. (2013): This study examines the relationship between students' self-esteem and their anxiety in speaking English in an Indonesian

²⁶ Worde, 2003, p.4

²⁷ D. Y. Chan & G. Wu, A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei Country, *Journal of National Taipei Teachers College*, Vol. 17, No. 2, 2004, p.287.

²⁸ Marwan, 2007.,p.43

²⁹ Tutyandari, C. (2005). Breaking the silence of the students in an English language class. *TEFLIN Journal*, 16(1), 1-13.

university. It finds that higher self-esteem is associated with lower anxiety, suggesting the need for confidence-building measures in language teaching.³⁰

In a similar study, William and Andrade examined anxiety in Japanese EFL classes in order to find out the type of situation that provoked the anxiety and the ability to cope with the anxiety.³¹

Their findings indicated that anxiety was most often associated with the output and processing stages of the learning process. Furthermore, they found the fear of receiving negative evaluation, speaking in front of the class, and random selection; procedure. that the teacher used for calling the students were cited as sources of anxiety. The relationship of the writer finding toward the discourse knowledge of students' anxiety are by coding observation and interviewing the students. The writer knows about the factors can be contributed in speaking anxiety. The writer suggests that the teachers should be aware of speaking anxiety. This study indicates that teachers' awareness of students' anxiety is insufficient. As for the students, they need to get involved to reduce anxiety in the classrooms. Students should respect each other in order to create a friendly environment. So, investigations about certain approaches or methods that can help to reduce anxiety in speaking English are needed.

³⁰ Wijirahayu, S. (2013). The correlation between self-esteem and speaking anxiety among EFL students in Indonesia. *Journal of English Education*, 1(2), 84-92

³¹ Kenneth E. Williams and Melvin R. Andrade, Foreign Language Learning Anxiety in Japanses EFL University Classes: Causes, Coping and Locus of Control, *Electronic Journal of Foreign Language Teaching*, Vol. 5, No. 2, 2008, p. 186.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Research Design

Qualitative descriptive research is research that seeks to describe a symptom, an event that has occurred in the present where the researcher tries to photograph the event to then be described in the form of data or sentences that can give meaning.³² So, in this study, the author tries to find the reality of the events under study so as to make it easier for researchers to obtain objective data in order to determine *students' anxiety in speaking English at SMK Negeri 6 Manado*

B. Times and Research Location

This research was carried out at students of class X pharmacy at SMK Negeri 6 Manado in a period of a month July 2024.

C. Research Subjects and Objects

1. Subject

The research subject is a place for the inherent variable. The research subject is the place where the data for the research variables are obtained. The object in this study were 5 students of class X pharmacy at SMK Negeri 6 Manado.

2. Object

The object of research is the problem under study. The object of research is the attribute of a person, object, or activity that has a certain variation determined by the researcher to be studied and then drawn conclusions. The objects in this study were students and researchers using a purposive sampling technique with the students from the total number of class X students of the Pharmacy Department at SMK Negeri 6 Manado.

³² Arif Furchan, *Pengantar Penelitian Dalam Pendidikan* (Yogyakarta: Pustaka Pelajar, 2007), p. 447.

D. Data Collections Techniques

Data collection technique is a way of collecting data needed to answer the research problem formulation. Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, the researcher will not get data that meets the data standards set.

To obtain the data and information needed in this study, several methods were used, including:

1. Interview

Interviews are used as a data collection technique about human life if researchers want to find problems that must be investigated. Interviews can be conducted in a structured or unstructured manner, and can be conducted face-to-face or by telephone. This study involving students' speaking skills. However, participants are limited to students in class X pharmacy Department of Pharmacy at SMK Negeri 6 Manado

2. Documentation

Documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and etc. Documents in a broad sense include photographs, tapes, videos, disks, artifacts, and monuments. If the information or data to be analyzed is in the form of a document, the implementation of data collection is called a documentation technique. This research uses documentation study to obtain all data related to informants which includes teaching and learning activities. Then the researcher uses notes, books, and others, which have a close relationship with the source under study.

E. Research Instruments

This part explains the instruments that research used to collect data. In this research, the researcher using An interview for teachers and students.

F. Data Analysis Techniques and the Validity of Data

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion and verification.

After the data collection has been completed, the next important step is to analyze it. Data analysis is an important stage in the process of completing a qualitative research because in analyzing the data the researcher searches for and systematically compiles the data obtained in the field with in-depth interviews, field notes, and other materials, making it easier to understand. According to Bogdan and Biklen, data analysis is an effort made by working with data, organizing data, sorting it into manageable units. Then discover what was important and what was learned and decide what to tell others.³³

Then the data that has been obtained from the research will be analyzed according to the steps of Milles and Huberman which includes 3 stages, namely data reduction, data display, and drawing conclusions.³⁴ The following will explain one by one the analysis process:

1. Data Reduction namely the researcher's efforts to reduce data, namely summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the reduced data will make it easier for researchers to collect further data.
2. Data display namely this step the researcher presents the data that has been reduced into the form of a brief description, charts, relationships between categories and the like. The most frequently used to present data in qualitative research is narrative text.

³³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, 36th ed. (Bandung: PT Remaja Rosadakarya, 2017), p. 248.

³⁴ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 337.

3. Conclusion Drawing and Verification. The initial conclusions put forward are still temporary, and will change if new strong evidence is found at the next stage of data collection. However, if it turns out that the conclusion at the beginning is supported by strong evidence that is valid and consistent when the researcher conducts the next stage of data collection, then this conclusion is a credible one.³⁵

³⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2011), p. 247.