SPEAKING ANXIETY IN SECONDARY SCHOOL
(A CASE STUDY IN JUNIOR HIGH SCHOOL)

SKRIPSI

PUTRI SAZHIKIRANI SAHARANI

4517101026

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRANING AND EDUCATION
BOSOWA UNIVERSITY
2022

SPEAKING ANXIETY IN SECONDARY SCHOOL
(A CASE STUDYIN JUNIOR HIGHSCHOOL)

SKRIPSI

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S. Pd) in English Education Study Program

PUTRI SAZHIKIRANISAHARANI
4517101026

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2022

SKRIPSI

SPEAKING ANXIETY IN SECONDARY SCHOOL
(A CASE STUDY IN JUNIOR HIGH SCHOOL)
AT SMPN 24 MAKASSAR

Submitted by
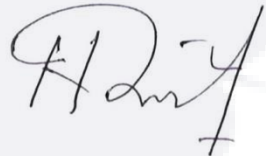
PUTRI SAZHIKIRANI SAHARANI

4517101026

Had been defended in front of Skripsi Examination Committee

August 22th, 2022
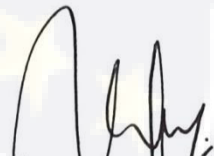
Approved by:

Supervisor I,

Nurfaizah Sahib, S.Pd., M.Pd.
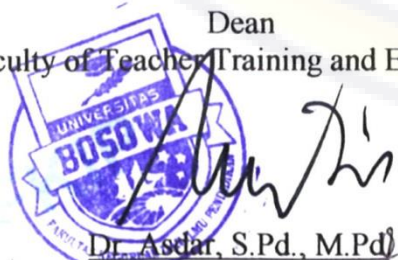NIDN. 0919128201

Supervisor II,

Ulfah Syam, S.S., M.Pd.
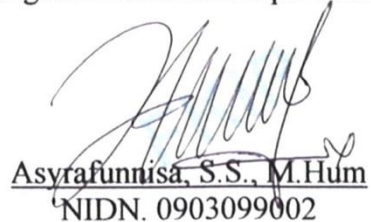NIDN. 0914127804

Under the cognizance of,

Dean
Faculty of Teacher Training and Education,

Dr. Asdar, S.Pd., M.Pd.
NIDN. 0922097001

Head
English Education Department,

Asyrafunnisa, S.S., M.Hum
NIDN. 0903099002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama   : Putri Sazhikirani Saharani

NIM   : 4517101026

Judul   : Speaking Anxiety in Secondary School (A Case Study in Junior High School)

     Menyatakan dengan sebenarnya bahwa Skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian atau seluruhnya.

     Apabila di kemudian hari terbukti bahwa skripsi ini hasil plagiasi, maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan ketentuan yang berlaku.

Makassar, 2022

Yang membuat pernyataan

Putri Sazhikirani Saharani

ABSTRACT

Putri Sazhikirani Saharani 2022. Speaking Anxiety in Secondary School (A Case Study in Junior High School), Thesis for English Education Study Program, Faculty of Teacher Training and Education, University of Bosowa.(Supervised by Nurfaizah Sahib and Ulfah Syam)

The aim of this study was to find out there was a factor that made students' anxiety in speaking English after doing the research in VIII-8 class at SMPN 24Makassar in the 2022/2023 academic year. The approach of this study was qualitative descriptive research with using questionnaire public speaking class anxiety scale. Students' speaking anxiety was filled by used questionnaire to electing the data. The samples of this research were the eighth grade with 27 students. The method of this study used purposive sampling technique to select a sample from the population. The results of data analysis showed that there was a factor that made students' anxiety in speaking. The score obtained from factor of embarrassment was 225. In all factors it showed that the number of embarrassment was the highest. Factor of lack of preparation score was 55. It showed that in all factors the number of lack of preparation was lowest from the all factors. It means that factor embarrassment was the most factors that made students' anxiety in speaking English at eighth grade students at SMPN 24 Makassar.

Keyword: Speaking, Speaking Anxiety, Factor in Speaking

ABSTRAK

Putri Sazhikirani Saharani. *2022. Speaking Anxiety in Secondary School (A Case Study in Junior High School), Skripsi Program Studi Pendidikan Bahasa Inggris,Fakultas Keguruan dan Ilmu Pendidikan,Universitas Bosowa. Dibimbing oleh Nurfaizah Sahib dan Ulfah Syam.*

Penelitian ini dilakukan bertujuan untuk mengetahui apakah ada faktor yangmenyebabkansiswacemasdalamberbicarabahasainggrissetelahmelakukanpenil itian pada siswa kelas VIII-8 di SMPN 24 Makassar Tahun ajaran 2022/2023. Pendekatan yang digunakan pada penelitian ini adalah penelitian deskriptif kualitatif dengan menggunakan kuesioner *public speaking class anxiety scale*. Kecemasan siswa dalam berbicara yang telah mengisi kuisioner untuk mengumpulkan data. Sampel pada penelitian ini adalah kelas delapan sebanyak 27siswa.Random sampling merupakan metode yang digunakan untuk memilih sampel dari populasi.Hasil analisis data menunjukkan bahwa terdapat faktor yang membuat siswa cemas dalam berbicara.Skor dari faktor rasa malu adalah 225.Itu menunjukkan bahwa dalam semua faktor angka dari skor rasa malu adalah yang tertinggi dari semua faktor.Skor dari factor kurangnya persiapan adalah 55. Itu menunjukkan bahwa dalam semua faktor angka dari skor kurangnya persiapan adalah yang terendah dari semua faktor.Itu artinya kurangnya persiapan adalah faktor yang tertinggi yang membuat siswa cemas dalam berbicara dikelas delapan di SMPN 24Makassar.

Kata Kunci : Berbicara, Kecemasan Berbicara, Faktor dalam Berbicara

ACKNOWLEDGEMENT

Praise and gratitude I pray to Allah SWT, for the blessing I was able to complete the preparation of the skripsi entitled "Speaking Anxiety in Secondary School (A Case Study in Junior High School) in Eight Grade at SMP Negeri 24 Makassar."

This thesis is submitted in order to fulfill the requirements for graduation from the thesis course at the Faculty of Teacher Training and Education. There is no denying that it took hard work, persistence, and patience to complete this thesis.

This scientific work would not be finished without the best people around me who support and help me. My deepest thanks go to:

Mr. Prof. Dr. Ir. Batara Surya, S.T., M.Sc. as Rector of the University of Bosowa. Mr. Dr. Asdar., M.Pd, as the dean of the Faculty of Teacher Training and Education. Deputy dean 1 of the Faculty of Teacher Training and Education Ms. A. Vivit Anggreani, S.Pd., M.Pd. Deputy dean of 2 Faculties and Educational Sciences, Mrs. Dr. A. Hamsiah., M.Pd and Head of English Education Study Program Mrs. Asyrafunnisa, S.S., M.Hum.

The writer also would like to give the best gratitude to the first Supervisor Nurfaizah Sahib, S.Pd.I., M.Pd. and the second Supervisor Ulfah Syam, S.S., M.Pd who have spent a lot of time and provided many inputs in the completion of this thesis.

I would like to say thank you to my Examiners. The first examiner Restu January, S.Pd.I., M.Pd, and the second examiner Muliati, S.Pd., M.Hum., M.Ed

who has provided criticism and suggestions in improving this thesis.

Furthermore, the writer would like the deepest thank you to Mr. Laenre, S.Pd., M.H as Principal of SMP Negeri 24 Makassar who has provided the opportunity to conduct research at SMP Negeri 24 Makassar. To the Civil Service Armayanti, S.Pd who has given many criticism, inputs, and guidance during conducting research at SMP Negeri 24 Makassar.

The writer does not forget to give appreciation and gratitude to beloved parents, Hasiah and Alm. Sabahuddin who have always provided prayers and support in every step I have taken up to now.

The writer also would like give the best gratitude to my friends, Tiara, Alifah, Fina, Dilla, Hijriah, Hikmah, Sri, Rina, Nur Putri and also my classmates in English Education Dinda, Nita, Irma, Ilham, Auliah, Patricia, Desi for their support, prayers so that writer can complete this thesis.

I want to say thank you for Infinite, Monsta x, Day 6, their music had been accompanying me while write this thesis, especially for Park Jaehyung as known as eaJ, his existence and the encouraging words from the mindset app help me a lot through the hard times.

Last but not least, I want to say thank you to myself for doing all this hard work, for having no day off, and always believing in me and never quitting.

Furthermore, I realize that this thesis is still far from perfect, due to the limited knowledge that I have. Finally, the writer hopes that this thesis can be useful for fellow students and readers. May Allah always bestow His taufik and guidance to all of us.

TABLE OF CONTENT

LIST OF CHART

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter contains about background of the research, research question, formulation of the research, objective of the research, significance of the research and scope of the research.

A. Background of The Research

English as the foreign language and the second language has an important function in international association. English has become a part of our life because it is used in all aspects. It is very important vehicles to develop our country. Therefore everyone should be able to speak English. Speaking is the main way people to communicate. Speaking as oral communication convey the message in listeners. Communication will occur if the listeners can give respond in the feedback. In addition, English is one of the great skill that have to be have by learners who has wanted to learning more deeply about it. English consist of some important points of, English learners generally have to know all of them namely speaking, writing, reading, listening. Each of them has mainly pointed of view and meaningful way or roll especially. Speaking skills are defined as the skills which allow us to communicate effectively. The situation in School, they are seemed to be afraid to speak and also the problem always faced by the teacher is the way to teach the students to speak (Brown, 2010).

A few researches have conducted speaking anxiety studies in a classroom setting. In a study on anxiety in Iranian universities conducted by Ebrahimi (2013), many students experienced speaking anxiety due to alack of vocabulary,

poor English proficiency in speaking activities. Found out that students struggled with speaking anxiety in front of the class. A study by Subasi (2010) at Anadolu University identified negative appraisals of oral competence and fear of self-evaluation as causes of anxiety. Also, a study by Kayaoglu & Saglamel (2013) was conducted at a state university in north eastern Turkey. Research has shown that some of the causes of fear of speaking are "language difficulties, fear of failure, and competitiveness". However, these studies focus on the university level. Gaps in the existing literature show that the secondary school setting has received little attention. In fact, for many reasons, these students were exposed to English and had speaking anxiety.

This research aims to help improve the understanding of student-teachers and English teachers in general about the possible factors behind students peaking anxiety. and improve teaching methods that help students reduce their fear of speaking. You can also develop your approach and practice in teaching speech. Speech can often be viewed as a fear-inducing skill. Based on the above description of the phenomenon of speaking anxiety in students, it is possible that such process learning becomes difficult because anxiety may be divided in the classroom.

According to Oxford (2001), most language studies show a negative relationship between anxiety and achievement. Anxiety affects student performance through worry, self-doubt, and reduced participation. According to Ricardo Schutz (2013), anxious students have difficulty following lessons and speaking. They may not learn much or be able to demonstrate what they have

actually learned. For example, when a teacher asks a student to practice in front of the class. Some children thought that if they made a mistake, their classmates would laugh at them. So they preferred to keep quiet. This condition can make students feel insecure in the class room and affect their ability to speak.

In relation to this, as prospective educators, we must find out what is the cause speaking anxiety in learning especially in speaking English through A Case Study in Junior High School. In this case, the researcher hopes that with the application of speaking anxiety, students' speaking skills can increase. This research is important to do because students' self-confidence needs to be known and redeveloped so that they are more relaxed and relaxed in speaking English.

The problem of anxiety when speaking English is interesting to discuss because it is something we rarely talk about. That's why researchers want to study it. The researcher wants to focus on what are the factors affecting the speaking anxiety by the students' in speaking anxiety at SMPN 24Makassar. For this reason, this study is entitled "Speaking Anxiety in secondary school (A case study in Junior High School).

B. Research Question

Considering the important of research question, the writer identified the problem as follow: What are the factors affecting the speaking anxiety by the eighth grade students of SMPN 24 Makassar?

C. Objective of the Research

In connection with the research question, the objective of the research aimed to know the factors that make students' anxiety in speaking English in

VIII-8 class at SMPN 24Makassar.

D. Significance of the Research

The result of this research will be expected to give some significance both theoretically and practically.

1. Theoretically significance

   a. To be useful information for the English teachers, especially for the English teachers in SMPN 24 Makassar by improving their capabilities in teaching speaking.

   b. To be fruitful information of future researchers who will conduct the same or related research.

2. Practically Significance

   The researcher expects that this researcher will provide new techniques when theresearcherbecomesateacher.Also,it'sthemostimportantthingtoovercomestudents'speaking anxiety.

E. Scope of the Research

Based on the research question, the researcher focused on what are the factors affecting students' anxiety in speaking English in the class. The scope based on some reason and considering this condition, the writer conducted a research at the class VIII - 8 students of SMPN 24 Makassar.

CHAPTER II

REVIEW OF LITERATURE

This chapter concerns theoretical review, previous related findings and conceptual framework.

A. Theoretical Review

This sub-chapter concerns with concepts of with definition of speaking, elements of speaking, basic of speaking, successful speaking activity, the solutions of problems in learning speaking, the anxiety in speaking, types of anxiety, definition of speaking anxiety, speaking anxiety factors.

1. Definition of Speaking

Cameroon(2001:40) states, speaking is the active use of language to express meaning so that speaking is much more demanding than listening to language learners 'language resource and skills .It is because speaking activities require careful and plentiful support of various types, not just support for understanding but also support for production.

According to (Brown 2010) states, the speaking is literally defined as to say things, express though aloud, use the voice. Spoken language and speaking are similar in meaning that how people use the voice loudly that occurs in the time cannot go back and change, and it is produced and processed on line. Speaking skills necessary for effective oral communication must be learn through development process. Another expert stated that speaking is a means of communication for expressing ideas, information and feelings to others. This is the most important way speakers can express

themselves through language.

One of the major in English is speaking comparing with writing, listening and reading. Some learners get problem in productive skills especially in speaking English. It is because, the students must be involved with other, In general, it almost certainly suggests that the speaker has made a definite decision to speak to someone. Someone may be forced to speak, but we can say that he wants or intends to speak. He chooses from his verbal memory and tries to pass it on to others. If the teacher is a native speaker, give the teacher the opportunity to create a new sentence as an alternative. Speaking will be defined as a complex skill that takes place in a communicative situation in order to transmit information from one person to another, which includes linguistic and extra-linguistic knowledge of different origins.

It means we can conclude that speaking is the ability to speak words to express and convey thoughts, thoughts and feelings. Speaking skills in English is difficult to develop if not practiced continuously. Students can practice in class with their classmates, English teachers, and other teachers who can speak English. The goal is to improve speaking skills, increase vocabulary, improve language structure, English sentences and train hearing so that it is easier to catch messages from the interlocutor. However, most students have difficulty in speaking skills, especially when in front of class or in public. Students feel that learning to speak a foreign language (English) is difficult because it is not their own language.

2. Basic of Speaking

According to Brown (2004:141-142) there are five basic types of speaking:

1) Imitativeofspeakingistheabilitytoimitatewords,phrasesandevensentences.

2) Intensive of Speaking goes beyond imitation and includes speaking efforts aimed at practicing the phonological and grammatical aspects of language.

3) Responsive of speaking is a somewhat restricted level of interaction such as very short conversations, standard greetings, small talk, simple comments and requests.

4) Interactive of speaking, sometimes involving multiple exchanges and/or multiple participants. There are two forms of interaction: translational language, aimed at exchanging specific information and interpersonal interaction, aimed at maintaining social relationships.

5) Extensive speaking is oral production, including speeches, oral presentations, and story telling, in which the audience's opportunities for verbal interaction are severely limited (possibly non-verbal responses) or completely are excluded by Each of the categories above can be implemented based on the student's level and ability.

Here's an overview of the purpose of each element: imitation to focus on specific elements of language form, imitation to intensively practice phonological or grammatical aspects of the

language, response to encourage students to speak, and engagement to engage students in conversation. Extensive study and practice of interpersonal functions such as conversational context in the form of interactive oral reports, summaries, or short speech in the form of oral reports, or summaries

3. **Successful of Speaking Activity**

Students learn to speak well when they are able to use the language in daily communication inside and outside of school. Brown (2001) says spoken language is easy to perform, but in some cases It is difficult. In order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

a. Learners Talk a Lot

Teachers should give students enough time to speak in the classroom. Allow students to say as much as possible during the discussion. The more students talk, the more effectively they learn to speak.

b. Participant in Even

Teachers must control everyone in the classroom. Do not allow talkative students to contribute significantly to the discussion. All students have an equal opportunity to speak in the classroom.

c. High Motivation

Teachers should support students to motivate them to learn. A good and interesting topic can motivate students to reach their assignment goals.

d. Language is in Acceptable level

Teachers must know what to teach their students. In other words, the lessons must be acceptable. Be able to express themselves to use language in student to student communication.

In this case the teachers' role is very important in the success and activeness of the rest to speak in the classroom, as a professional teacher must provide equal opportunities in the classroom and not only pay more attention to active students, in fact some students want to speak but lack motivation and attention from the teacher.

4. **The Solutions of Problems in Learning Speaking**

There are several solutions of the problems in students' to learning speaking as follows:

1. Performance Conditions Students

Students perform speaking tasks under a variety of conditions. Achievements are strategies to help students relax, calm down, and focus on speaking English. This allows students to plan, reduce problem pressure, and manage their ideas for speaking English (Tuan and Mai,2015).

2. Affective Factors

Perhaps one of the most important influences on the success or failure of language learning is the emotional aspect of the learner's emotional factors. Although the success of second language learning research over the past decade has led students to learn English

effectively, most of these studies have looked at her three categories. Affective factors increase students' motivation and confidence, and encourage them to speak English properly (Tuan and Mai, 2015).

3. Listening Ability

If the ability to listen is not developed, the ability to speak cannot be developed. Students need to understand what is being said to them in order to have a successful conversation. When one speaks, she responds by listening to the other. In fact, each speaker acts as both a listener and a speaker. Therefore, it is certain that neither the speaker nor the listener can understand it. This meanst hat speaking is closely related to listening (Tuan and Mai, 2015).

4. Topical Knowledge

Current knowledge is defined as the knowledge structure in long-term memory. In other words, it is easier for students to form some sentences when they use their current knowledge than when they do not use their current knowledge. Because the current knowledge is the speaker's relevant knowledge to extend some ideas and make good sentences. As a result, current knowledge influences the formation of good sentences that students say in speaking activities (Tuan and Mai,2015).

5. Feedback

In speaking activities, most students are asked and expected to receive feedback from teachers on their performance. Thanks to

feedback, students understand their mistakes. Therefore, they no longer repeat their mistakes. However, not all voice generation should be treated the same. A teacher's reaction to a student's performance depends on the stage of the lesson, the activity, the type of mistake made, and the specific student making that mistake. As a result, teachers can leverage the purpose of student speaking activities, not just the flow of conversation, whenever problems arise. Constant correction helps students spot mistakes and speak boldly.(Tuan andMai,2015).

6. Teachers Related Factors

    Teacher related factors are those factors of teachers that drive students to learn English during the teaching and learning process. Many teachers with specialized knowledge are responsible for teaching students how to improve their English skills quickly, so teachers can improve their skills. For example, teachers use some tasks to understand the abilities of their students, teachers use some strategies to effectively teach their students, and teachers have problems in the teaching and learning process.(Pal, 2015).

7. Students Related Factors

    Students-related factors are factors that help students help each other with teaching and learning issues. Students fear passive use of English in class because they feel more comfortable speaking English with friends outside of class. Like to work together.(Pal, 2015).

8. Learning Environment

Learning environment-related factors are social factors that influence students' acquisition of English proficiency. In other words, factors related to the learning environment also have direct and indirect effects on student learning. This include engagement with what is being taught, motivation to learn, and a sense of safety. The learning environment influences how adults interact with students and how students interact in other students.

Encouraging students to overcome problems is the first step for teachers. Teacher should force students to speak only English during class. Teachers can punish students whenever they speak their native language. The teacher himself must be able to persuade the student to speak English boldly, even if the grammar is very bad. Say only what the student wants to say. And teachers must convince students that mistakes in learning are normal. In this way, students' confidence in trying to speak English increases. It would be better if the teacher did not correct the student every time they made a mistake, but after the student has finished speaking, the teacher should provide feedback and explain each mistake.

The second solution is for students themselves who can have an English conversation club made up of their classmates. During this time they can exchange and speak in English. In this club they can learn together. Students can correct each other without being shy.

Through this activity, English becomes a daily part of the students. I can solve any problem, not to mention speaking fluent English that high school students have. In fact, this problem appears as a student problem, but teachers also play an important role in solving this problem. Given their needs in the world of work, students' difficulties in communicating in English must be resolved as soon as possible. In summary, students are forced to speak only English during class, and Conversation Club solves the difficulties of speaking English.

5. **Definition of Speaking Anxiety**

Anxiety is a mixed feeling of fear and worry about future emotions, with no specific reason for fear (Chaplin (2006)). Anxiety is the feeling of fear or anxiety about something you might face in the future, and you are afraid or anxious for no apparent reason. Durand & Barlow (2006) Anxiety is a future-oriented mood state characterized by fear because of the inability to anticipate and control future events. Anxiety is the feeling of worrying about a future situation.

According to Gardner and Macintyre (ascitedinNimat,2013), speaking anxiety is a fear or communication apprehension occurring hen a learner is expected to perform in the second or foreign language. Foreign language anxiety, or xenophobia, is the feeling of anxiety, worry of tension, and anxiety that an individual experiences when learning or using a second or foreign language. Gardner & MacIntyre defined speaking anxiety as "the feeling of tension and apprehension specifically as sociated with second

language contexts including speaking, listening, and reading".

Speaking anxiety is best defined as the strain that a speaker feels before and/or during a presentation. Sweating palms, trembling voice, difficulty breathing, and even memory loss can also contribute to anxiety disorders. It's a common symptom. It is difficult to predict the symptoms you will experience as an individual. But it's helpful to remember that nearly all speakers experience some degree of speaking anxiety. Even professional speakers can get a little insecure. Some speakers report little or no fear when speaking. Some people admit that they are not good at public speaking.

As a result of all this, anxiety is a threat to the learning process as it can create a sense of insecurity in learners. As a result, discomfort, stress and tension can lead to dissatisfaction with classroom performance. Regarding fear of speaking, some scholars have proposed a definition. Samuelsson(2011)points out that speaking anxiety is the difficulty in presenting ideas within or in front of a group of people. Additionally, provides a more precise definition of language anxiety. She says that it is the fear of verbal communication that is usually expressed through physiological signs. To put the aforementioned definition bluntly, language anxiety refers to barriers to expressing oneself verbally. A higher level of anxiety, shyness also plays a role in arousing the speaking anxiety to students.

6. **Speaking Anxiety Factors**

Factors Contributing to Students' Speaing Anxiety: A Case Study of Secondary School Students Zhiping & Paramasivan, 2013).Agata et al.(2019)

also show that fear of negative assessment can be a factor in students' fear of speaking English. In summary, there are a number of internal factors that can cause a student's fear of speaking, including: Beliefs, fears, shyness, and worries about language learning.

Anxiety is a serious problem for students and can affect their ability to speak. According to Antony (2004) it is necessary to overcome students' anxiety in speaking performance. The students can change the way of think, confront the anxiety-provoke situation, change the way to communicate and improving relationships, medicate, meet new people, copy with rejection, stop trying to be perfect, and meet new people. Ernawati & Fatma (2012) there are two factors influence the students' anxiety that is the internal and external factors.

A. The External Factors

1) Lack of Preparation

Not dedicating enough time to prepare your self is usually a factor that can provoke your speaking anxiety. According to Liu M (23) most students experience anxiety when they are not ready and vice versa. The findings indicated the lack of preparation was also factors that contribute to the students' anxiety. Few admitted that they usually get very anxious when they did not prepare enough for test or speaking practice. One blamed them self for get so much worried because they was studying less.

2) Lack of vocabulary

Khan (2005) points out that many students learning English as a foreign language have difficulty speaking words and phrases. Students know what they are trying to say in the source language, but when they have to switch languages to a target language such as English, they are often confused trying to use the right vocabulary combination. Students will feel nervous and worried because of the large vocabulary they have in the target language, especially when they are involved in academic conversations or formal settings. Through a survey study by LiuM (23) extracted that the learners in his study think that "vocabulary is a big obstacle for their English learning".

3) Classmates

Classmates also play an important role in language learning. However, friends often create anxious situations in which learners feel tense or uncomfortable when speaking. You feel uncomfortable when your students are staring at you. According to Tsiplakides (2009:39), fear of negative peer evaluation was a common factor in language learning. However, classmates are understandably a source of anxiety for students in the learning process.

4) Embarrassment

Embarrassment is one of the factors that contribute to student anxiety when learning a second/foreign language. The above

expert explained that learning to speak a second/foreign language comes with the potential for embarrassment (Kessler, 2010). Therefore, we should pay attention to the embarrassing factor in language learning.

B. The Internal Factors

1) Lack of self confidence

According to Cubukcu (2007:133), anxious students fail to learn foreign languages. In other words, people who are good at language classes have very little fear. This means that lack of self-confidence is one of the key factors to consider as it leads to successful learning.

2) Shyness

Shyness is an emotional thing that many students sometimes struggle with when they have to speak in an English class. suggests that it may become Therefore, it is also very important to pay attention to this aspect so that students can perform well in the classroom (Gabhard,2000:2). Consistent with this, Baldwin (2011:13) found that speaking in front of people who have one of the more common phobia by students makes them shy and blank-headed. , forget what to say or explain what to say. As they say, the in ability to demonstrate speaking ability is al so greatly influenced by a sense of shyness. In other words, shyness plays an important role in students' speaking performance.

3) Motivation

According to the literature, motivation is the key to student learning success (Songsiri, 2007:24). Nunan (1999: 234) emphasizes the importance of paying attention to motivation for learning, as it can influence students' reluctance to speak English. In this sense, motivation is an important factor that determines a learner's to communicate. HerZua (2008) in Juhana (2012:103) further adds that motivation is internal energy. She says that no matter what the learners' motivations are, their interest in learning increases. Student motivation is built, with numerous studies demonstrating that students with strong motivation to succeed are more persistent in learning and achieve better results than students with weak motivation to succeed.

4) Fear of Making Mistakes

Students are afraid to make mistakes because other people or their classmates will laugh at them, so most students avoid talking and sharing their ideas in class. in Liu M .'s research "students often feel frightened at the idea of making mistakes and receiving negative evaluation from the fears ". Jones states (2004) "Classroom is always a problem you find many people watching you and try to correct you, laugh at you, you will be blamed for any mistakes, and you have to be correct because it is a class. 1+1=2,you have to say 2, if not say 2, ofcourse it will be wrong".

B.   **Previous Related Research Findings**

The first research conducted by Maimunah (2015). It focused on cause of the students' anxiety to speaking English in one Senior High School in Jambi. It was aimed to describe the cause of senior high school students' anxiety to speaking English. The research was conducted by using a qualitative research with a case study.

A second previous study is by Cucu Starsyah (2017). The goal of Starsyah's study was to find out whether a negative psychological factor known as anxiety actually affects students' speaking performance, and to find out if there are differences in speaking performance between students with high anxiety levels and those with low anxiety level which of factor is dominant.

The third, Khattak (2011), focused on an investigation into the cause of English language learning anxiety in students. The research purpose is to know about some of the factors that may cause speaking anxiety among the students in AWKUM (Abdul Wali Khan University Mardan, Pakistan). The research was conducted in a design and descriptive qualitative.

The difference between this previous research could be found in terms of sampling techniques and locations. The upcoming research had been conducted in Junior High School and using purposive sampling technique where it the participant will select based on certain criteria.

On the other hand, this previous research conducted in Senior High School and University. The researchers used probability sampling where it

selected the participants randomly without any criteria.

C. Conceptual Framework

```
            ┌─────────────────────────────┐
            │  Students Speaking Ability  │
            └──────────────┬──────────────┘
                           ▼
            ┌─────────────────────────────┐
            │      Speaking Anxiety       │
            └──────────────┬──────────────┘
                  ┌────────┴────────┐
                  ▼                 ▼
         ┌─────────────────┐ ┌─────────────────┐
         │ Internal Factors│ │ External Factors│
         └────────┬────────┘ └────────┬────────┘
                  └────────┬──────────┘
                           ▼
                  ┌──────────────────┐
                  │  Factors affect  │
                  │ Students' Anxiety│
                  │  in Speak English│
                  └──────────────────┘
```
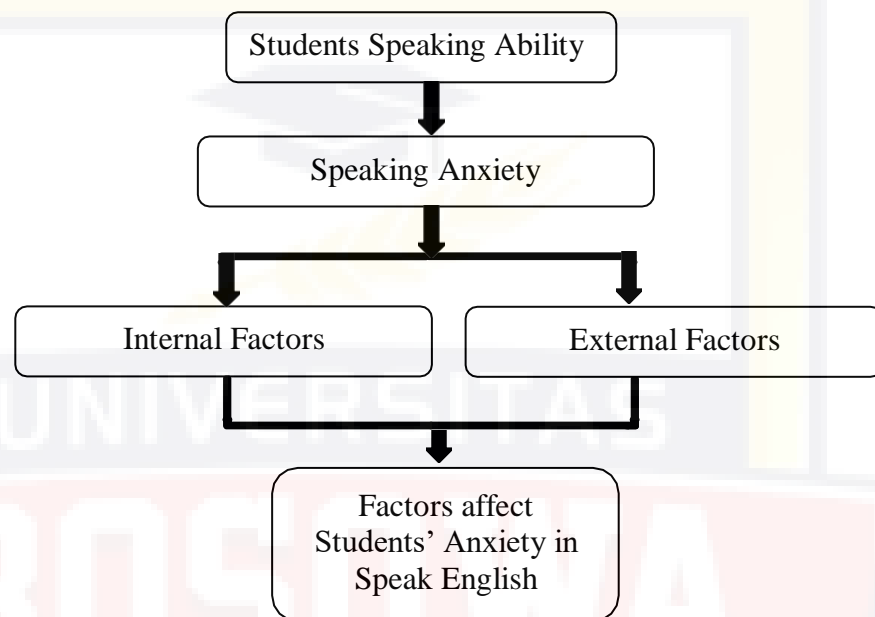
Chart 2.1:ConceptualFramework

The conceptual frame work above guides researcher in conducting this research. Four elements to describe. To collect this data, researchers used descriptive qualitative research to analyze factors that influence students' external and internal factors that affect anxiety in speaking English.

CHAPTER III

METHOD OF THE RESEARCH

This chapter present the descriptive of research design, time and location of the research, population and sample, research instrument, procedure of collecting data and techniques of data analysis.

A. Research Design

In this research proposal, researcher was used descriptive qualitative research. Qualitative research is research with deepening of understanding a given problem. In qualitative research, the objective is to produce in depth and illustrative research in order to understand the various dimensions of the problem. Sugiyono (2014:1) stated that qualitative method is a research method used to examine natural object conditions as opposed to experiments where the researcher is a key instrument, data collection techniques are carried out triangulated (combined), data analysis is inductive, and qualitative research results are more pressing rather than generalizing.

Qualitative research is defined as a market research method that focuses on acquiring data through open-ended questions. The data are generally non numerical. The qualitative approach was chosen because this research aims to know the factors that cause students' speaking anxiety by the eighth graders students at SMPN24 Makassar.

B. Time and Location of the Research

This research was carried at SMPN 24 Makassar, academic year 2022/2023. The researcher was conduct in one week for the research.

C.   Population and Sample of the Research

1.   Population

The population of this research was the eighth grade students of SMPN 24 Makassar in academic year 2022/2023consisting of168 students.

2.   Sample

In this research, the sample was taken by using Purposive Sampling Technique as the class that was observed. The sample that has been selected one class which consists of 27 students.

D.   Research Instrument

Research instruments are the tools researchers use to collect data to facilitate research and to get better results in their analyses. In this study, researchers used questionnaires as a tool to collect data. A questionnaire was used to find factors that cause language anxiety in students. The questionnaire has25 statements and students must honestly answer how they felt about the statement.

The researchers used questionnaires because they were not involved in the educational process in learning. This questionnaire was adapted from the final version of PSCAS (Public Speaking Class Anxiety Scale) by Yaikhong & Usaha in 2012. Public Speaking Class Anxiety Scale itself contains 13 statements aimed at identifying the causes of anxiety in students when speaking English. Researchers observed students' anxiety during speaking classes, collected data and analyzed it using questionnaires. Means of data collection for this study were:

Table3.1PSCASquestionnaire

NO	INDICATOR	FACTOR	ITEM	JUMLAH
1.	Lack of self confidence	Internal	1	1
2.	Shyness	Internal	19,23	2
3	Motivation	Internal	14,18	2
4.	Fear of making mistakes	Internal	5	1
5.	Lack of vocabulary	External	24,25	2
6.	Friends/classmates	External	8	1
7.	Embarrassment	External	2,13,17	3
8.	Lack of preparation	External	3	1
				13

(Jhonson&Yaikhong&Usaha,2012)

The indicators of this study are the internal and external factors that cause anxiety when students speak English.

E. Procedure of Collecting Data

Before the students started answering the questionnaire, the researcher explained how to answer the questionnaire and gave them 15 minutes to complete the questionnaire. After collecting the data, researchers classified and analyzed the student data.

F. Technique of Data Analysis

Analysis of the data helps the writer explain or present the findings of this study. Therefore, this section represents the investigator's method of analyzing the data in this study. In collecting the data, researchers analyzed student anxiety

factors using a questionnaire in which respondents were asked to write and answer a series of questions. The questionnaire used anxiety level questionnaires from speaking students that the researchers created with reference to aspects of public anxiety in the form of questionnaires.

According to Furchan (2007), a closed her questionnaire means that alternative answers have already been given and that research participants select only the alternative answer that best suits them and their experience. increase. The questionnaire consisted of positive and negative statements. Favorable questions describe the student's fear of appropriate remarks or public speaking. Adverse remarks are remarks that do not match or explain the student's fears of public speaking.

The scale used in this study is the Likert scale. A Likert scale used to measure the attitudes, opinions, and perceptions of an individual or group of individuals toward a social phenomenon. Likert scale from very positive to very negative (sugiono, 2013). Instrument studies use a Likert scale in the form of a checklist ($\sqrt{}$). Checklists are provided in the available columns and statements correspond to alternate subject status. Response usage is strongly agree (SA), agree (A), neutral (N), disagree (D),and strongly disagree (SD).

The total score based on the response category:

Likert Scale and Scoring

Table 3.2

Items	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Score$= n1 + n2 + n3 + \cdots + n20$

Where:$n1, n2, n3, etc$, means score number 1, score number 2, scores

number 3, and so on until score number 30.

(JhonsoninYaikhong&Usaha,2012)

CHAPTER IV

FINDINGS AND DISCUSSION

After collecting all the data, the researcher received some results. This chapter consisted of findings and discussion. The results of the study presented the results of a student survey on the factors affecting students' speaking anxiety. Discussion of the study is a further explanation of the results. Data were collected from grade VIII - 8 at SMPN 24Makassar.

A. Findings

As mentioned above, there are one research questions that guide this study. What the factors affect students' speaking anxiety. Below are descriptions of the findings associated with research question.

a. Internal Factors

b. External factors

Researchers conducted a questionnaire and analyzed using the final version of the PSCAS questionnaire adopted by Yaikhong & Usahain 2012 to identify factors that contribute to student anxiety when speaking English: lack of preparation, lack of vocabulary, classmate, embarrassment, lack of self-confidence, shyness, motivation, fear of making mistakes.

Table 4.1

Internal Factors Affect Students' Speaking Anxiety

No	Indicator	Score
1	Lack of self confidence	85
2	Shyness	154
3	Motivation	135
4	Fear of making mistakes	76

Based on Table 4.1, this research found that there are four internal factors that influence students' anxiety when speaking English. Lack of self confidence, shyness, motivation, and fear of making mistakes, with a self-confidence the results score was 85. shyness score was 154. Motivation score was 135. Fear of making a mistakes core was 76. Based on Table 4.1 above, shyness was

higher than any of the internal factor that affecting students' speaking anxiety.
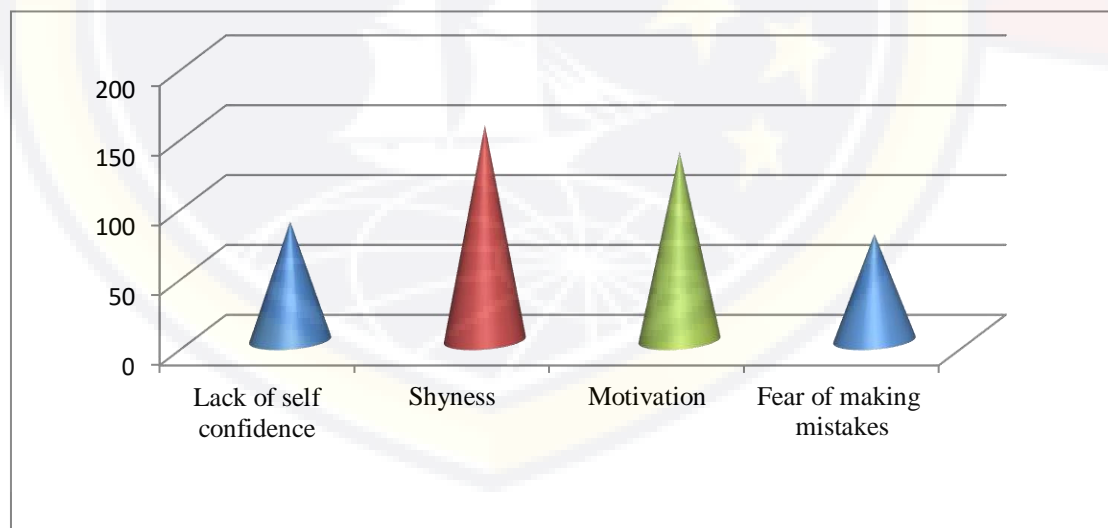

Figure 4.1

Internal Factors Affecting Students' Speaking Anxiety

Based on Figure 4.1 above, finds that there are four internal factors that influence a student's anxiety when speaking English. The difference in numbers turns out to be an internal factor in students' fear when speaking English. The number of shyness students was higher than all internal factors that make students anxiety to speak English. Motivation scores were highest for lack of confidence and fear of making mistakes was the lowest.

Table4.2

External Factors Affect Students' Speaking Anxiety

No	Indicator	Score
1	Lack of vocabulary	85
2	Embarrassment	225
3	Classmates	89
4	Lack of Preparation	55

Based on Table 4.2, four external factors that influence students' anxiety in speaking English such as: lack of vocabulary, embarrassment, classmates, lack of preparation, lack of vocabulary scored 85,ands embarrassment scored 225. The survey revealed that factor classmate scored 89. Score for lack of preparation was 55.Based on Table4.2 above, embarrassment was higher than external factors influencing students' speaking nxiety.
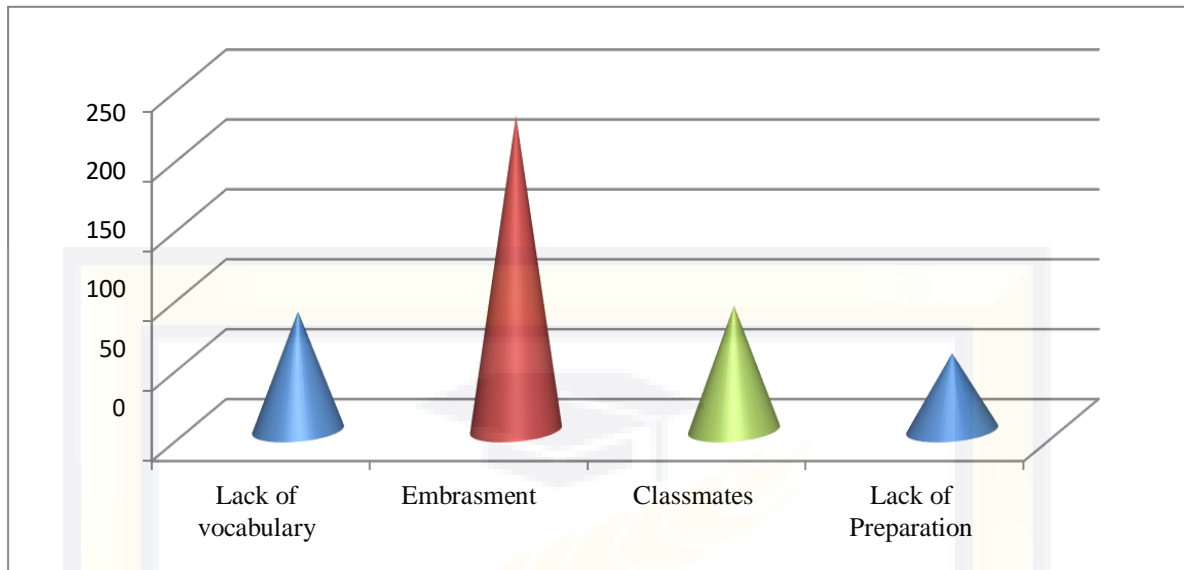
Figure 4.2

The External Factors that Affect Students' Speaking Anxiety

Based on Figure 4.2 above, we can see that there are four external factors that influence students' anxiety when speaking English. The number of students embarrassment was higher than all other factors of student anxiety in speaking English. The number of classmates was higher than the lack of vocabulary, and the number of lack of preparation was the lowest.

B. Discussion

This research was conducted as part of a questionnaire. To clarify the discussion, the study would like to describe the results of the analyzed data as follows : internal factor and external factor. In the discussion and analysis of identified studies to develop the questionnaire by used the final version of PSCAS questionnaire adopted by Yaikhong & Usaha (2012).

A. The Internal Factors Affecting Students' Anxiety in Speaking English

It was previously stated that there were internal and external factors influencing the students' anxiety in speaking English, namely : lack of self-confidence, shyness. The total indicators in internal factors in the questionnaire

were 4 items consists 6 statements.

1) Shyness

Shyness is one of the factors affecting student anxiety that focuses on internal factors. The questionnaire had two items related to shyness. Based on the date analyzed by Yaikhong & Usaha using the final version of his PSCAS questionnaire, which adopted in2012, shyness, with a score of 154 being much stronger in the internal factor, and shyness being higher than all factors. This means that the most factor affecting students' anxiety when speaking English was embarrassment.

Based on Baldwin (2011) one of the more common phobias encountered by students he has is feeling shy when speaking in front of people, going blank or not knowing what to say. It explains that it will cause you to forget what you are doing. As mentioned by Baldwin, her inability to demonstrate her speaking ability is also greatly influenced by her sense of shyness.

2) Motivation

Motivation is one of the factors that influence student anxiety, focusing on internal factors. Also on the questionnaire had two motivational items. Based on Yaikhong & Usaha's analysis date of the final version of PSCAS questionnaire, which he took in 2012,score of motivation was 135. Significantly stronger than internal factors, and the number of motivations was the second highest. This means that motivation is one of the most factor affecting students' anxiety in speaking English.

According to Zua (2008), Juhana (2012) further adds that motivation is internal energy. No matter what the learner's motivation is, their interest in learning will increase. Numerous studies have shown that students with strong motivation to succeed are more persistent in learning and achieve better results than students with weak motivation to succeed, demonstrating that student motivation is built.

3) Lack of Confidence

Lack of self confidence is some of the factors that influence student anxiety, focusing on internal factors. In the questionnaire, there was a motivation point. Based on the analysis date of the final version of the PSCAS questionnaire adopted by Yaikhong &Usaha in 2012, motivation was the weakest internal factor, with a score of 85 for speaking anxiety among students whose vocabulary deficiencies impacted their English. means that it is the lowest in internal factor affecting students' speaking anxiety.

According to Cubukcu, 2007, anxious students fail to learn foreign languages. In other words, people who are good at language classes have very little fear. This means that lack ofself-confidence is one of the key factors to considerasitleads to successful learning.

4) Fear of Making Mistakes

Fear of making a mistake is some of the factors affecting student anxiety that focus on internal factors. In the questionnaire, there was a one item point. Based on Yaikhong & Usaha's 2012 analysis date of the final

version of PSCAS questionnaire, we found fear of making mistakes to be a weak internal factor. A score of 76 means that fear of making mistakes being second lowest in internal factor that affected students' anxiety in speaking English.

According to Robby (2010), fear of making mistakes is becoming one of the main factors that discourage students from using English in the classroom. Regarding the fear of making mistakes, Aftat (2008) adds that this fear is related to correction and negative appraisal problems.

B. The External Factors Affecting Students' Anxiety in Speaking English

It was previously stated that there were four external factors influencing the students' anxiety in speaking English, namely: lackof vocabulary, embarrassment, classmates, lack of preparation. The total items in the questionnaire were 4 items consists 7 statements.

1) Embarrassment

Embarrassment is one of the factors that influence student anxiety, and the focus on external factors. There were 3 statement in questionnaire. Based on the data analyzed of the final version of the PSCAS questionnaire adopted by Yaikhong &Usaha in 2012, embarrassment was a strong external factor, with a score of 225 it means embarrassment is the strong external factor that influences students' anxiety in speaking English.

(Kessler 2010), embarrassment is one of the greatest factors contributing to student anxiety when learning a second/foreign language. The above expert explained that learning a second/foreign language comes

with the potential for embarrassment. Therefore, we should pay attention to the embarrassing factor in language learning.

2) Classmates

Classmates are some of the factors that influence student anxiety that focus on external factors. There was one item in the questionnaire. Based on the date analyzed of the final version of the PSCAS questionnaire adopted by Yaikhong & Usaha in2012, classmates was the second highest external factor with a score of 89 affecting students anxiety in speaking. It turned out to be a powerful external factor that makes students'anxiety in speak English.

According to Tsiplakides (2009), fear of negative evaluation was a common factor that emerged in language learning. But understandably, classmates area contributing factor to student anxiety in learning process.

3) Lack of Vocabulary

Lack of vocabulary are some of the factors affecting student anxiety that focus on external factors. The questionnaire had 2 items statement. Based on Yaikhong & Usaha's analysis data of the final version of thePSCAS questionnaire, which took in 2012, Lack of vocabulary was the weakest external factor with 85 score. It turns out that means external factors was the lowest affecting students anxiety in speaking English (Tanveer, 2007). However, given the limited vocabulary, nights interfere with the process of language learning. Therefore, limited vocabulary should be mentioned as one of the factors contributing to anxiety.

4) Lack of Preparation

Lack of Preparation is one part of factors that influencing students' anxiety that focused on from external factors. In the questionnaire, there were one item of the lack of vocabulary. Based on the date analyzed used a final version PSCAS questionnaire adopted from Yaikhong & Usaha in 2012, saw that lack of preparation become a weakest from external factor that affecting students' anxiety in speaking with 55 score, it means that lack of vocabulary was the second lowest in external factors.

Liu, (2007) also mentions "preparation" in their top list of ways to overcome fear. Therefore, it is clear that lack of preparation is one of the problems that contribute to student anxiety when speaking in English.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two parts. The first presents some conclusions based on the data analysis and findings of the previous chapter. The second part contains some suggestions based on the results and conclusions of this research.

A. Conclusion

Based on the effects of the analysis, there are two factors influencing students` anxiety in speaking English that was internal and external factors, in internal factor there have been 4indicators which include lack of self-confidence, shyness, motivation, fear of making mistakes and with inside the external factor additionally there have been also 4 indicators influencing students' anxiety in speaking English which include lack of vocabulary, embarrassment, classmates, lack of preparation.

According to the date analyzed used a questionnaire followed Yaikhong & Usaha in2012. Factor embarrassment becoming the highest score from all indicators with 225 score. Influencing students' anxiety in speaking English factor embarrassment that has the highest inof all indicators. It means that embarrassment is the strong indicator that affect students' anxiety in speaking English. The other hand lack of preparation is the weakest indicator that affect students' anxiety in speaking English. it means that lack of preparation become the much less and the low indicator then all indicators that affected students' anxiety in speaking English on the eighth grade in SMPN 24 Makassar.

B. Suggestion

To know the existence of anxiety in speaking English, we need to carefully examained the factors that influence anxiety. There are many factors that greatly affect anxious English learners, but one of the biggest is shyness. Embarrassment is an emotional state that is accompanied by moderate to severe discomfort. For teachers, in order to overcome anxiety about speaking skills, teachers must be aware of all the fears that their students are experiencing.

For Teachers play an important role in facilitating learning, especially in English classes, by creating a positive atmosphere in the classroom, creating a positive atmosphere, reducing anxiety, and making students feel happy and anxiety free.

The second is for students who fear they need to relax a little more in class. Students also do not laugh at each other when their friends make mistakes, but they Support and motivate and never give up on learning.

And finally, for more researchers, researchers hope that future researchers will do better research on language anxiety in students and develop their research in other skills such as reading, writing, and listening.

BIBLIOGRAPHY

Arung, Fernandes. (2016). *Improving the Students' Speaking Skill through Debate Technique*. Journal of English Education.

Basic,L. (2011). *Speaking anxiety: An obstacle to a second language learning*. HögskolanIGävle.

Bashir, M., Azeem, M. & Dogar, A. H. (2011). *Factor Effecting Students' English Speaking Skills*. British Journal of Arts and Social Sciences.

Brain, C. (2002). *Advanced psychology: Applications, issues and perspectives*. Cheltenham, United Kingdom: Nelson Thornes.

Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addision Wesly Longman, Inc.

Brown, H. Douglas. 2010. *Principle of Language Learning and Teaching*. London: Longman. Cameron, L. (2001). *Teaching Language to Young Learner*. New York: Cambridge University Press.

Christie, L.S. & Listyani. (2018). *Teachers' Strategies to Improve Students' Self-Confidence in Speaking.*Register Journal, 11(2), 139-153. Retrieved from: https://www.academia.edu/37893732/TeachersStrategietoImproveStudents Self Confidence in Speaking.

Cucu Sutarsyah. (2017) .*An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance.* IJELTAL (Indonesia Journal of English Language Technique and Applied Linguistics 1(2).

Cubukcu, F. (2007). *Foreign Language Anxiety* .Iranian Journal of Language Studies, 134,Vol. 1(2).

Duran,V.M & Barlow, D. H. (2006) . *Intisari Psikologi Abnormal*. Yokyakarta: PustakaPelajar.

Ebrahimi, H. R. R (2013) .*Anxiety as A Deterring Element in Learning English for Oral Communication Among EFL students*. International Journal of Language Learning and Applied Linguistics World (IJLLALW), 4(3),179-196.

Efi Litaria, Cucu Sutarsyah, Muhammad Sukirlan. (2018). *Analysis of Students'*

Anxiety in Speakingof Grade VIII Junior High School. Diaspora: SosiobumanioraVol. 1 No.1.

Eka Ardina Pratiwi. (2020). *An An alysis of Speaking Anxiety. A Descriptive Study at The Third Semester of English Department Studentsin Muhammadiyah University of Makassar.*

Ellis,R. (2008). *The study of second language acquisition (2nded.)* .Oxford: Oxford University Press.

Elise W.M Hopman & Maryellen C. MacDonald. How Can You Get Better at Learning Foreign Languange?.Book Frontiers for Young Minds. https://www.researchgate.net/publication/341088579._How_Can_You_G et_Better_at_Learning_a_Foreign_Languange

Gay, L. Mills, J & Airasian, P. (2006) *Educational Research Compotencies for analysis and Application*. New Jersey: Pearson.

Gokhan Ozturk. (2012). *Foreign Language Speaking Anxiety and Learner Motivation: A Case Study at A Turkish State University*. English Language Teaching.

Guion, Diehl & McDonald. (2011). *Conducting an in depth Interview.* EDIS2011(8)DOI:10.32473/edis-fy393-2011

Harmer. (2014). *The Practice of English Language Teaching*. England: Pearson Education Limited.

Horitz E. K, Horwitz M. B, & Cope J. (1986). *Foreign Language Classroom Anxiety.* The Modern Language Journal,70(2), 125-132.

Imam Wahyudi Anton, Wisasongko, Dewiant Khazanah. (2015), *Speaking Anxiety : Factors Contributing to the Anxiety in Speaking Class of the first year Students of the English Department Faculty of Letters in Jember University.*

Isnaini, N. (2018). *An Analysis of Students' Speaking Anxiety Students of English Foreign Language (EFL) at the Fifth Semester English Department.*A Thesis. Lampung: UIN Raden Intan.

Jones J.F. 2004. *A Cultural Context for Language Anxiety*. EA (English Australia) Journal,Vol.21(2), pp. 30-39.

Kayaoğlu, M. N, and Sağlamel, H. (2013). *Students' perceptions of language anxiety in speaking classes*. Journal of History Culture and Art Research, 2(2),142-160.

K. Pouna. (2018).*Teaching Speaking in Preethy Educational Journal & Correspondent*. S. Preethy Collageof Education. Sivangangai.

Kent, L.(2000). *Public Speaking anxiety.*Tennessee: University of Tennessee.

Kessler, G. (2010). *Fluency and anxiety in self access speaking tasks. The influence of environment*. Retrieved from http//dx.doi.org accessed on June10, 2015.

Khattak ZI. (2011) *An investigation into the causes of English language learning anxiety in students at AWKUM*. Procedia Social and Behavioral Sciences;15:1600-1604.

Khan. (2005). Languange in India. Available at:www.languangeindia.com

Leila Mohtasham, Maryam Farnia. (2017). *English Speaking Anxiety: A Study of The Effect of Gender in Iran EFL Univerty Students' Perceptions*. International Journal of Research inEnglish Education.

Liu, M. (2007). *Anxiety in Oral English Classroom: A Case Studyin China.* Indonesian Journal of English Language Teaching. (1),199-17. Retrieved from:http://ojs.atmajaya.ac.id/index.php/ijelt/article/view/132/89

MacIntyre, P. D., & Gardner,R. C. (1994). *The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language*. Language Learning, 44(2),283–305.

Mayangta, T. (2013). *Students' Speaking Anxiety in EFL Classroom*. Universitas Pendidikan Indonesia. http://repository.upi.edu/3369

Madsa,Taksuriyah. (2012). *Motivating Students' Speaking Skill Through Simulationin English for Specific Purposes*. An International Journal.1st Mae Fang Luang University International Conference.

Maimunah. (2015). *EFL Speaing Anxiety among Senior High School Students and Policy Recommendations*. Journal of Educational and Learning.Vol. 9(3)pp. 217-225.

Maria Eva Damayantil, Listyani. (2020). *An Analysis of Students' Speaking*

Anxiety in Academic Speaking Class.

Measwara Moorthy & Fataneh Zarinpoush. (2006). *Interviewing for Research.* Canada Volunteerism Initiative.

McCroseyJ. (2001). *An Introduction to rhetorical communiation.* Boston, MA: Allyn & Bacon.

Mohammad Shaukat Anshari. (2015). *Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study.* International Journal of Educational Investigation.

Nasiri, A., & Pourhossein Gilakjani, A. (2016). *A Review of EFL Learners' Speaking Skill and the Strategies for Improvement.* Modern Journal of Language Teaching Methods(MJLTM).

Nimat, N. (2013). *An Investigation of English Language Anxiety–Experiences of Undergraduate Students in Bangladesh* (Order No. 11363016) [Master Thesis, BRACUniversity]. Brac UInstitutional Repository.

Oxford, R. (2001). *Languange Learning Style and Strategies: Teaching English as a Secondor Foreign Languange.* (M. Celce-Murcia,Ed.) New York: Heinle.

Pouna. (2018). *Teaching Speakingin Preethy Educational Journal & Correspondent.* S. Preethy Collageof Education Sivangangai

Ricardo Schutz. (2013). *Stephen Krasshen's Theory of Second Language Acquisition.* http:///www.sk.com/br/sk-krash.html

Robby S. (2010). *Conquer Your Fear of Making Mistakes when Speaking English.* (Online) Available :(http:englishharmony.com/conquer-fear-of-making-mistakes-when-speaking-english/.March15, 2011)

Samuelsson, O. (2011). Dare to Speak, Retrieved from www.mahse/Ar-Learners

Subasi, G. (2010). *What are the main sources of Turkish EFL students anxiety in oral practice?*.Turkish OnlineJournal of QualitativeInquiry,1(2),29-49.

Sugiyono. (2014). Metode *Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif ,dan R&D.* Bandung: Alfabeta.

Sulfiani. (2020). *An Analusison The English Speaking Anxiety of The Third*

Semester Students of English Department in Muhammadiyah University of Makassar.

Tanveer, Muhammad. (2007). *Investigation of the Factors that Cause Language Anxiety For ESL/EFL Learners in Learning Speaking Skills and the Influence it Casts on Communication in the Target Language.* Doctoral Dissertation, University of Glasgow.2007.

Tsilapkides, I. (2009). *Helping Students Overcame Foreign Language Speaking Anxiety in the English Classroom.* Theoretical Issues and Practical Recommendation TESOLQuarterlyVol.2, No.4, 41-42.

Tuan, N.H., & Mai, T.N. (2015).*Factor Affecting Students' Speaking Performance at LE Than High School.* Asian Journal of Educational ResearchVol.3 No.2, 2015.

Woodrow, L. (2006). *Anxiety and speaking English as a second language.*

Wulandari Santoso, David D. Perrodin. (2021). *Factor Contributing to Students' Speaking Anxiety: A CaseStudy at Students' Junior High School.* Angl ophile Journal.

Wulandari, R. (2021). *Improving Students' Speaking Ability Through Communicative Language Games at SMPN 1 Prabanan Grade VIII A in The Academic Year of 2013/2014.*(Online), http://eprints.uny.ac.id/19820/ accessed on 2021, July 2.

Yaikhong, Kriangkrai and Siriluck Usaha. (2012). *"A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability".* Canadian Center of Science and Education 5, no. 12 (2012).http://files.eric.ed.gov/fulltext/EJ1080110.pdf

Ziash Suleimenova. (2012). *Speaking Anxiety in a Foreign Language Classroom* in Kazakhstan.

Zua, Li. (2008). *Exploring the Affective Factors Influencing Teaching of Spoken English.*[Online].Available:http://okarticle.com/html/Thesis/20080104/26. html (February 19, 2011).

APPENDIX

APPENDIX 1: SURAT IZIN PENELITIAN

PEMERINTAH KOTA MAKASSAR
BADAN KESATUAN BANGSA DAN POLITIK
Jalan Ahmad Yani No 2 Makassar 90111
Telp +62411 – 3615867 Fax +62411 – 3615867
Email : *Kesbang@makassar.go.id* Home page : *http.www.makassar.go.id*

Makassar, 20 Juli 2022

K e p a d a
Yth. KEPALA DINAS PENDIDIKAN
KOTA MAKASSAR

Di –

MAKASSAR

SURAT IZIN PENELITIAN
Nomor : 070/ 1664 -II/BKBP/VII/2022

Dasar	:	1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.
		2. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintahan Daerah.
		3. Peraturan Daerah Kota Makassar Nomor 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kota Makassar (Lembaran Daerah Kota Makassar Tahun 2016 Nomor 8).
Memperhatikan	:	Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan nomor **5616/S.01/PTSP/2022** Tanggal 19 Juli 2022 perihal Izin Penelitian.

Setelah membaca maksud dan tujuan penelitian yang tercantum dalam proposal penelitian, maka pada prinsipnya Kami menyetujui dan memberikan Izin Penelitian kepada :

Nama	:	**PUTRI SAZHIKIRANI SAHARANI**
NIM / Jurusan	:	**4517101026 / Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa (S1) / Univ. Bosowa**
Tanggal pelaksanaan	:	**20 Juli s/d 20 Agustus 2022**
Jenis Penelitian	:	Skripsi
Alamat	:	Jl. Urip Sumoharjo Km. 04, Makassar
Judul	:	**"SPEAKING ANXIETY IN SECONDARY SCHOOL (A CASE STUDY IN JUNIOR HIGH SCHOOL)"**

Demikian Surat Izin Penelitian ini diberikan agar digunakan sebagaimana mestinya dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota melalui Kepala Badan Kesatuan Bangsa dan Politik Kota Makassar Melalui *Email Bidanghublabakesbangpolmks@gmail.com.*

a.n. WALIKOTA MAKASSAR
KEPALA BADAN KESBANGPOL.
u.b.
SEKERTARIS,

DR. HARI, S.IP., S.H., M.H., M.Si
Pangkat : Pembina Tingkat I/IV.b
NIP : 19730607 199311 1 001

Tembusan :
1. Walikota Makassar di Makassar (*sebagai laporan*);
2. Kepala Badan Kesatuan Bangsa dan Politik Prov. Sul – Sel. di Makassar;
3. Kepala Badan Kesatuan Bangsa dan Politik Kota Makassar (*sebagai laporan*);
4. Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prov. Sul Sel di Makassar;
5. Dekan FKIP Univ. Bosowa Makassar di Makassar;
6. *Mahasiswa yang bersangkutan*;
7. Arsip.

APPENDIX 2: INSTRUMENT QUESTIONNAIRE

NO	QUESTIONS	SCORE				
		SD	D	N	A	SA
1.	I never feel quite sure of myself while I am speaking English. *(Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa Inggris)*					
2.	I trembled when I found out that I would be calledto speak English. *(Saya gemetar ketika mengetahui bahwa saya akan dipanggil untuk berbicara Bahasa Inggris)*					
3.	I started to panic when I had to speak English without any preparation. *(Saya mulai panic ketika saya harus berbicara Bahasa Inggris tanpa persiapan terlebih dahulu)*					
4.	In speaking class,I can get verynervous.I forget the things I know. *(Di kelas berbicara saya bisa jadi sangat gugup, saya lupa hal yang saya tahu)*					
5.	In speaking class, Iam anxious to speak English because I don'tknow good and correct word order in sentence structure. *(Dikelas berbicara saya cemas untuk berbicara Bahasa Inggris karena saya takut kurang mengetahui susunan kata yang baik danbenar dalam susunan kalimat)*					
6.	I feel very self-conscious while speaking English in front of other students.*(Saya merasa sangat sadar diri saa tberbicara Bahasa Inggris di depan siswa lain)*					
7.	I get nervous and confused when I am speaking English. *(Saya gugup dan bingung ketika saya berbicara bahasa Inggris.)*					
8.	Iam afraid that other students will laugh at me while Iam speaking English. *(Saya khawatir siswa lain akan menertawakan saya saat saya berbicara bahasa Inggris)*					
9.	I haveno fear of speaking English.*(Saya tidak takut berbahasa Inggris.)*					
10.	I can feel my heart pounding when Iam going to be called on. *(Saya dapa tmerasakan hati saya berdebar ketika saya akan dipanggil)*					

11.	I feel relaxed while speak ingEnglish. *(Saya merasa santai saat berbicara bahasa Inggris)*					
12.	I feel relaxed while speaking English. *(Saya merasa santai saat berbicara bahasa Inggris)*					
13.	It embarrasses me to volunteer to go out first to speak English. *(Ini memalukan saya untuk menjadi sukarelawan untuk maju terlebih dahulu untuk berbicara bahasa Inggris).*					
14.	I face the prospect of speaking English with confidence. *(Saya menghadapi prospek berbicara bahasa Inggris dengan percaya diri)*					
15.	I enjoy the experience of speaking English. *(Saya menikmati pengalaman berbicara bahasa Inggris)*					
16.	The more speaking testsI have,the more confused I get. *(Semakin banyak tes berbicara yang sayamiliki, semakin membingungkan saya)*					
17.	Certain parts of my body feel very tense and rigid while speaking English. *(Bagian-bagian tertentu dari tubuh saya terasa sangat tegang dan kaku ketika berbicara bahasa Inggris)*					
18.	I feel anxious while waiting to speak English. *(Saya merasa cemas ketika menunggu untuk berbicara bahasa Inggris)*					
19.	I want to speak less because I feel shy while speaking English. *(Saya ingin berbicara lebih sedikit karena saya merasa malu ketika berbicara bahasa Inggris)*					
20.	I dislike using my voice and body expressively while speaking English. *(Saya tidak suka menggunakan suara dan tubuh saya secara ekspresif saat berbicara bahasa Inggris)*					
21.	I have trouble to coordinate my movements while speaking English *(Saya mengalami kesulitan untuk mengoordinasikan gerakan saya saat berbicara bahasa Inggris)*					
22.	I find it hard to look the audience in my eyes whiles peaking English. (*Saya merasa sulit untuk melih at penonton saat berbicara bahasa Inggris)*					
23.	Even if Iam verywell-prepared I feelanxious about speaking English. *(Bahkan jika saya sudah*					

	mempersiapkan diri dengan baik, saya merasa cemas untuk berbicara bahasa Inggris)					
24.	I do not have a lot of vocabulary. *(Saya tidak memiliki banyak kosa kata.)*					
25.	I am lazy to memorize new vocabulary and rarely use it. *(Saya malas menghafal kosakata baru dan jarang menggunakannya)*					

(Jhonson in Yaikhong & Usaha, 2012)

APPENDIX 3: STUDENTS' ANSWER

Name   : Alif Andika Amir

Class   : VIII - 8

NO	QUESTIONS	SCORE				
		SD	D	N	A	SA
1.	I never feel quite sure of myself while I am speaking English. *(Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa Inggris)*					✓
2.	I trembled when I found out that I would be calledto speak English. *(Saya gemetar ketika mengetahui bahwa saya akan dipanggil untuk berbicara Bahasa Inggris)*			✓		
3.	I started to panic when I had to speak English without any preparation. *(Saya mulai panic ketika saya harus berbicara Bahasa Inggris tanpa persiapan terlebih dahulu)*					✓
4.	In speaking class,I can get verynervous.I forget the things I know. *(Di kelas berbicara saya bisa jadi sangat gugup, saya lupa hal yang saya tahu)*					✓
5.	In speaking class, Iam anxious to speak English because I don'tknow good and correct word order in sentence structure. *(Dikelas berbicara saya cemas untuk berbicara Bahasa Inggris karena saya takut kurang mengetahui susunan kata yang baik danbenar dalam susunan kalimat)*		✓			
6.	I feel very self-conscious while speaking English in front of other students.*(Saya merasa sangat sadar diri saa tberbicara Bahasa Inggris di depan siswa lain)*			✓		
7.	I get nervous and confused when I am speaking English. *(Saya gugup dan bingung ketika saya berbicara bahasa Inggris.)*		✓			

No.	Statement					
8.	Iam afraid that other students will laugh at me while Iam speaking English. *(Saya khawatir siswa lain akan menertawakan saya saat saya berbicara bahasa Inggris)*			✓		
9.	I haveno fear of speaking English.*(Saya tidak takut berbahasa Inggris.)*					✓
10.	I can feel my heart pounding when Iam going to be called on. *(Saya dapa tmerasakan hati saya berdebar ketika saya akan dipanggil)*					✓
11.	I feel relaxed while speak ingEnglish. *(Saya merasa santai saat berbicara bahasa Inggris)*					✓
12.	I feel relaxed while speaking English. *(Saya merasa santai saat berbicara bahasa Inggris)*			✓		
13.	It embarrasses me to volunteer to go out first to speak English. *(Ini memalukan saya untuk menjadi sukarelawan untuk maju terlebih dahulu untuk berbicara bahasa Inggris).*			✓		
14.	I face the prospect of speaking English with confidence. *(Saya menghadapi prospek berbicara bahasa Inggris dengan percaya diri)*		✓			
15.	I enjoy the experience of speaking English. *(Saya menikmati pengalaman berbicara bahasa Inggris)*					✓
16.	The more speaking testsI have,the more confused I get. *(Semakin banyak tes berbicara yang sayamiliki, semakin membingungkan saya)*					✓
17.	Certain parts of my body feel very tense and rigid while speaking English. *(Bagian-bagian tertentu dari tubuh saya terasa sangat tegang dan kaku ketika berbicara bahasa Inggris)*					✓
18.	I feel anxious while waiting to speak English. *(Saya merasa cemas ketika menunggu untuk berbicara bahasa Inggris)*		✓			
19.	I want to speak less because I feel shy while speaking English. *(Saya ingin berbicara lebih sedikit karena saya merasa malu ketika*			✓		

	berbicara bahasa Inggris)				
20.	I dislike using my voice and body expressively while speaking English. *(Saya tidak suka menggunakan suara dan tubuh saya secara ekspresif saat berbicara bahasa Inggris)*				✓	
21.	I have trouble to coordinate my movements while speaking English *(Saya mengalami kesulitan untuk mengoordinasikan gerakan saya saat berbicara bahasa Inggris)*				✓	
22.	I find it hard to look the audience in my eyes whiles peaking English. (*Saya merasa sulit untuk melih at penonton saat berbicara bahasa Inggris)*			✓		
23.	Even if Iam verywell-prepared I feelanxious about speaking English. *(Bahkan jika saya sudah mempersiapkan diri dengan baik, saya merasa cemas untuk berbicara bahasa Inggris)*			✓		
24.	I do not have a lot of vocabulary. *(Saya tidak memiliki banyak kosa kata.)*				✓	
25.	I am lazy to memorize new vocabulary and rarely use it. *(Saya malas menghafal kosakata baru dan jarang menggunakannya)*		✓			

APPENDIX 3: STUDENTS' ANSWER

Name   : Andi Rezky BauZaldi

Class   : VIII – 8

NO	QUESTIONS	SCORE				
		SD	D	N	A	SA
1.	I never feel quite sure of myself while I am speaking English. *(Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa Inggris)*		✓			
2.	I trembled when I found out that I would be calledto speak English. *(Saya gemetar ketika mengetahui bahwa saya akan dipanggil untuk berbicara Bahasa Inggris)*		✓			
3.	I started to panic when I had to speak English without any preparation. *(Saya mulai panic ketika saya harus berbicara Bahasa Inggris tanpa persiapan terlebih dahulu)*		✓			
4.	In speaking class,I can get verynervous.I forget the things I know. *(Di kelas berbicara saya bisa jadi sangat gugup, saya lupa hal yang saya tahu)*		✓			
5.	In speaking class, Iam anxious to speak English because I don'tknow good and correct word order in sentence structure. *(Dikelas berbicara saya cemas untuk berbicara Bahasa Inggris karena saya takut kurang mengetahui susunan kata yang baik danbenar dalam susunan kalimat)*		✓			
6.	I feel very self-conscious while speaking English in front of other students.*(Saya merasa sangat sadar diri saa tberbicara Bahasa Inggris di depan siswa lain)*		✓			
7.	I get nervous and confused when I am speaking English. *(Saya gugup dan bingung ketika saya berbicara bahasa Inggris.)*		✓	✓		

51

No.	Statement					
8.	Iam afraid that other students will laugh at me while Iam speaking English. *(Saya khawatir siswa lain akan menertawakan saya saat saya berbicara bahasa Inggris)*	✓				
9.	I haveno fear of speaking English.*(Saya tidak takut berbahasa Inggris.)*		✓			
10.	I can feel my heart pounding when Iam going to be called on. *(Saya dapa tmerasakan hati saya berdebar ketika saya akan dipanggil)*			✓		
11.	I feel relaxed while speak ingEnglish. *(Saya merasa santai saat berbicara bahasa Inggris)*		✓			
12.	I feel relaxed while speaking English. *(Saya merasa santai saat berbicara bahasa Inggris)*	✓				
13.	It embarrasses me to volunteer to go out first to speak English. *(Ini memalukan saya untuk menjadi sukarelawan untuk maju terlebih dahulu untuk berbicara bahasa Inggris).*	✓				
14.	I face the prospect of speaking English with confidence. *(Saya menghadapi prospek berbicara bahasa Inggris dengan percaya diri)*			✓		
15.	I enjoy the experience of speaking English. *(Saya menikmati pengalaman berbicara bahasa Inggris)*	✓				
16.	The more speaking testsI have,the more confused I get. *(Semakin banyak tes berbicara yang sayamiliki, semakin membingungkan saya)*			✓		
17.	Certain parts of my body feel very tense and rigid while speaking English. *(Bagian-bagian tertentu dari tubuh saya terasa sangat tegang dan kaku ketika berbicara bahasa Inggris)*			✓		
18.	I feel anxious while waiting to speak English. *(Saya merasa cemas ketika menunggu untuk berbicara bahasa Inggris)*	✓				
19.	I want to speak less because I feel shy while speaking English. *(Saya ingin berbicara lebih sedikit karena saya merasa malu ketika berbicara bahasa Inggris)*					
20.	I dislike using my voice and body expressively while speaking English. *(Saya tidak suka*			✓		

No.	Statement					
	menggunakan suara dan tubuh saya secara ekspresif saat berbicara bahasa Inggris)					
21.	I have trouble to coordinate my movements while speaking English *(Saya mengalami kesulitan untuk mengoordinasikan gerakan saya saat berbicara bahasa Inggris)*				✓	
22.	I find it hard to look the audience in my eyes whiles peaking English. (*Saya merasa sulit untuk melih at penonton saat berbicara bahasa Inggris)*	✓				
23.	Even if Iam verywell-prepared I feelanxious about speaking English. *(Bahkan jika saya sudah mempersiapkan diri dengan baik, saya merasa cemas untuk berbicara bahasa Inggris)*	✓				
24.	I do not have a lot of vocabulary. *(Saya tidak memiliki banyak kosa kata.)*				✓	
25.	I am lazy to memorize new vocabulary and rarely use it. *(Saya malas menghafal kosakata baru dan jarang menggunakannya)*		✓			

53

APPENDIX 3: STUDENTS' ANSWER

Name   : Andi SafiraPermatasari
Class   : VIII – 8

NO	QUESTIONS	SCORE				
		SD	D	N	A	SA
1.	I never feel quite sure of myself while I am speaking English. *(Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa Inggris)*	✓				
2.	I trembled when I found out that I would be calledto speak English. *(Saya gemetar ketika mengetahui bahwa saya akan dipanggil untuk berbicara Bahasa Inggris)*		✓			
3.	I started to panic when I had to speak English without any preparation. *(Saya mulai panic ketika saya harus berbicara Bahasa Inggris tanpa persiapan terlebih dahulu)*	✓				
4.	In speaking class,I can get verynervous.I forget the things I know. *(Di kelas berbicara saya bisa jadi sangat gugup, saya lupa hal yang saya tahu)*		✓			
5.	In speaking class, Iam anxious to speak English because I don'tknow good and correct word order in sentence structure. *(Dikelas berbicara saya cemas untuk berbicara Bahasa Inggris karena saya takut kurang mengetahui susunan kata yang baik danbenar dalam susunan kalimat)*	✓				
6.	I feel very self-conscious while speaking English in front of other students.*(Saya merasa sangat sadar diri saa tberbicara Bahasa Inggris di depan siswa lain)*		✓			
7.	I get nervous and confused when I am speaking English. *(Saya gugup dan bingung ketika saya berbicara bahasa Inggris.)*	✓				
8.	Iam afraid that other students will laugh at me	✓				

		✓				
	while Iam speaking English. *(Saya khawatir siswa lain akan menertawakan saya saat saya berbicara bahasa Inggris)*	✓				
9.	I haveno fear of speaking English.*(Saya tidak takut berbahasa Inggris.)*	✓				
10.	I can feel my heart pounding when Iam going to be called on. *(Saya dapa tmerasakan hati saya berdebar ketika saya akan dipanggil)*	✓				
11.	I feel relaxed while speak ingEnglish. *(Saya merasa santai saat berbicara bahasa Inggris)*		✓			
12.	I feel relaxed while speaking English. *(Saya merasa santai saat berbicara bahasa Inggris)*	✓				
13.	It embarrasses me to volunteer to go out first to speak English. *(Ini memalukan saya untuk menjadi sukarelawan untuk maju terlebih dahulu untuk berbicara bahasa Inggris).*			✓		
14.	I face the prospect of speaking English with confidence. *(Saya menghadapi prospek berbicara bahasa Inggris dengan percaya diri)*	✓				
15.	I enjoy the experience of speaking English. *(Saya menikmati pengalaman berbicara bahasa Inggris)*		✓			
16.	The more speaking testsI have,the more confused I get. *(Semakin banyak tes berbicara yang sayamiliki, semakin membingungkan saya)*	✓				
17.	Certain parts of my body feel very tense and rigid while speaking English. *(Bagian-bagian tertentu dari tubuh saya terasa sangat tegang dan kaku ketika berbicara bahasa Inggris)*	✓				
18.	I feel anxious while waiting to speak English. *(Saya merasa cemas ketika menunggu untuk berbicara bahasa Inggris)*	✓				
19.	I want to speak less because I feel shy while speaking English. *(Saya ingin berbicara lebih sedikit karena saya merasa malu ketika berbicara bahasa Inggris)*	✓				
20.	I dislike using my voice and body expressively while speaking English. *(Saya tidak suka*	✓				

	menggunakan suara dan tubuh saya secara ekspresif saat berbicara bahasa Inggris)					
21.	I have trouble to coordinate my movements while speaking English *(Saya mengalami kesulitan untuk mengoordinasikan gerakan saya saat berbicara bahasa Inggris)*	✓				
22.	I find it hard to look the audience in my eyes whiles peaking English. (*Saya merasa sulit untuk melih at penonton saat berbicara bahasa Inggris)*					✓
23.	Even if Iam verywell-prepared I feelanxious about speaking English. *(Bahkan jika saya sudah mempersiapkan diri dengan baik, saya merasa cemas untuk berbicara bahasa Inggris)*	✓				
24.	I do not have a lot of vocabulary. *(Saya tidak memiliki banyak kosa kata.)*	✓				
25.	I am lazy to memorize new vocabulary and rarely use it. *(Saya malas menghafal kosakata baru dan jarang menggunakannya)*					✓

APPENDIX 4: SCORE OF STUDENTS' ANSWER *"INTERNAL FACTORS"*

Internal Factors						
Respondent	**IN 1**	**IN 2**		**IN 3**		**IN 4**
	Item 1	**Item 19**	**Item 23**	**Item 14**	**Item 18**	**Item 9**
AA	5	5	1	4	1	5
AR	3	4	3	3	3	4
AS	5	2	5	2	2	3
DA	5	2	3	3	3	4
FH	2	1	2	3	2	3
KH	3	5	3	2	3	3
MK	2	3	3	4	1	1
MA	3	5	2	2	1	3
MK	5	1	4	4	1	2
MH	5	2	4	3	3	5
MH	5	1	3	3	2	2
MN	3	3	4	3	2	3
MF	2	5	3	4	4	4
NA	5	2	5	3	2	3
NA	5	4	4	3	3	1
NF	5	2	2	5	2	3
NS	2	3	2	2	2	2
RA	2	1	1	5	1	3
RA	2	5	4	3	4	5
R	5	1	3	3	4	3
SP	1	5	2	3	4	3
SZ	2	2	2	5	2	3
SA	4	3	3	3	2	5
SF	1	1	1	3	1	3
ZA	4	3	2	3	3	4
Jumlah						
	85	154		135		76

NB :   IN1:LackofSelf-Confidence
IN2:Shyness
IN3:Motivation
IN4:Fearof MakingMistakes

APPENDIX 5: SCORE OF STUDENTS ASNWER *"EXTERNAL FACTORS"*

Responden	IN 1		IN 2			IN 3	IN 4
	Item 24	Item 25	Item 2	Item 13	Item 17	Item 8	Item 3
AA	2	5	4	4	4	1	2
AR	2	1	2	3	4	3	2
AS	3	3	2	2	3	2	1
DA	4	4	2	3	3	3	2
FH	3	2	4	3	2	2	4
KH	4	3	4	2	3	3	2
MK	4	2	4	4	4	1	5
MA	1	5	2	2	4	1	4
MK	2	3	1	4	3	1	1
MH	2	5	2	3	3	3	4
MH	2	2	2	3	1	2	2
MN	3	3	2	3	3	2	2
MF	4	4	5	4	2	4	4
NA	2	5	1	3	5	2	1
NA	3	4	2	3	4	3	2
NF	4	4	3	5	4	2	1
NS	5	5	4	2	3	2	3
RA	3	3	1	5	1	1	1
RA	3	5	2	2	4	4	2
R	4	4	2	2	4	4	2
SP	3	2	2	3	2	4	1
SZ	2	5	2	5	4	2	2
SA	4	3	2	2	2	2	2
SF	1	5	2	3	1	1	1
ZA	4	4	4	4	4	3	2
Jumlah							
	85		225			89	55

NB : IN1:LackofSelf-Confidence
IN2:Embarrassment
IN3:Classmates
IN4:Lack of Preparation

APPENDIX 6: DOCUMENTATION

Picture 1.
The students were attending the class while were filling the questionnaire.

Picture 2.
The researcher were attendance list the students who had filling the questionnaire.

Picture 3.
The researcher explained how to filling the questionnaire.

Picture 4.
The researcher where check the students while filling the questionnaire.

BIOGRAPHY

Putri Sazhikirani Saharani born in Mappedeceng, South Sulawesi,onSeptember21st1999, from themarriage of her parents, Sabahuddin and Hasiah. She has two siblings from her step - father. She started her elementary school at SDN.123 Inpres Takalar Kotain 2005. After graduating in 2011, she continued her school at SMP Negeri 24 Makassar and finished in2014. Then, she continued her school at SMA Negeri 14 Makassar and graduated in 2017. After that, she decided to continue her studies at the English Education Study Program, Faculty of Teacher Training and Education, Bosowa University Makassar, undergraduate program. She was active in organization involves Bem Fkip Unibos, Himapbing Unibos. She was active as a committee for English Camp activities since 2019 to 2021. And graduation in 2022.