

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Description of Object

1. The History of the establishment of the MAN 2 Kudus

The name MAN 2 Kudus for the people of Kudus district and its surroundings is not something foreign. Even for the scope of Central Java, this madrasah is known as the favorite MAN. The Madrasah, which has transferred its function from PGAN Kudus since 1992, has management costs from the government / DIPA and self-help from students' parents through Syahriyah.

The process of establishing this madrasah began with the establishment of SGAI (Islamic Religious Teacher School) on September 1, 1950 specifically for the male class as the Instelling Besluit of the Ministry of Religion of the Republic of Indonesia on August 25, 1950 number 167/A/Cq. Then the name SGAI was changed to PGAP by Decree of the Minister of Religion No. 7 of 1951.

In 1957, the Decree of the Regional VI Religious Education Inspection was issued dated June 12, 1957 with the number: 9/BI/Tgs/1957 regarding permission to open separate girls' classes. Thus in 1957 there were separate male and female classes.

Based on the Decree of the Minister of Religion dated December 31, 1964 number 106/1964, the Kudus PGAN was perfected, from a 4-year PGAN to a 6-year PGAN. Then based on a circular letter from the Directorate General of Islamic Community Guidance, Ministry of Religion dated May 24, 1977 number D III/Ed/80/77 concerning the implementation of curricular programs in PGA 4/6 years, stated that the curricular PGA structure for grades I, II and III uses Madrasah Tsanawiyah curriculum.

Then followed by the Decree of the Minister of Religion dated March 6, 1978 number 19 of 1978 concerning the organizational structure and Work Procedure of Public Religion Teacher Education, the PGAN 6 year Kudus was divided into 2, namely:

For grades I, II and III they become MTs Negeri Kudus. Classes IV, V and VI become Class I, II and III State PGAs. Then on July 1, 1992 PGAN Kudus underwent a function transfer

to become MAN 2 Kudus based on KMA Number 41 of 1992 dated January 27, 1992.

The first location for the madrasah was to borrow the SMPN 1 Kudus building for up to 4 months, then move to Kudus Kulon, namely borrow at the Muhammadiyah Elementary School building and then move again to the west of it, namely the "Ship House" / the former Cigarette Factory Warehouse for Sugar Cane Cloves.

In 1960 PGAN Kudus started trying to own their own land, namely forming a committee chaired by Sukimo AF who was assisted by members of the POMG / BP3 and the result was land in the village of Prambatan Kidul today, covering an area of 3.0488 Ha. The status of the land was Free State land, which at that time was illegally worked on by 12 residents of the Prambatan Kidul village, which were later replaced by the cultivators.

Thus, it is official that PGAN Kudus has its own land. Thus, the one-unit building was started in the 1963/1964 school year, and every year it was always added to what it is today. Although officially PGAN Kudus has owned its own land since 1962, the certification was only completed in early 1982.

At the beginning of PGAN's establishment, this institution aimed to produce quality Islamic religious teachers who could educate students to have noble morals.

However, after changing the function to become a superior MAN, the goal is wider. Namely participating in educating the nation by producing graduates (output) who have strong faith and devotion, noble character and character, broad and deep scientific insights, high nationalism and patriotism, motivation and commitment to achieve achievements, and social sensitivity. and leadership.

Since the transfer of functions from PGAN to MAN from 1992 until now there have been 5 changes of madrasa heads, namely Drs. H. Mukhlis (1992 – 1995), Drs. H. Wahyudi (1995 – 1999), H. Sulaiman Arifin, B.A. (1999 – 2001), Drs. H. Chamdiq ZU, M.Ag. (2001 – 2006), H. AH. RIF AN, M.Ag. (2006 – 2018), Drs. Shofi, M.Ag. (2018 – present).

While the Chairman of BP3, who has now changed its name to the Committee since MAN's establishment, was held by Sudarno (1992 – 1995), dr. H. Kasno (1995 –1999), K.H. Yasin (1999 – 2001), H. Firman Lesmana, S.E. (2001 – 2008), DR. H.

Masyharuddin, M.A. (2008 – 2010) and H. Guntur, S.E. (2010 – present).

2. The identify of the MAN 2 Kudus

Name of the School : Madrasah Aliyah Negeri 2 Kudus
 School Address : Jl. Prambatan Kidul, Kaliwungu,
 Kudus
 NSPN : 20317815
 Level : SMA (Senior High School)
 Type of School : State School
 Regency : Kudus
 Province : Central Java

3. Vision and Mision of MAN 2 Kudus

MAN 2 Kudus conducts its instructional activities in accordance with the institution's goal and mission in order to deliver high-quality education. The following describes MAN 2 Kudus's vision and mission.

VISION:

"The Realization of Students Who Have Islamic Morals, Excellent in Achievement and Skilled in Technology."

MISSION

1. Foster appreciation and practice of Islamic values in daily life and familiarize the behavior of akhlakul karimah (5S, honest, discipline, responsibility responsibility, environmental and social care).
 - a. Accustomed to using Islamic values in everyday life.
 - b. Accustomed to good morals (5S).
 - c. Accustomed to character Honest, Discipline, Care for the Environment, and Responsibility.
2. Develop the potential of superior students in science, technology and skills through meaningful, professional and innovative learning.
 - a. Innovative Products
 - b. Robotics
 - c. Fashion
 - d. Computer
 - e. Puskom
3. Realizing favorite madrasah based on research, worldwide, blessed, and great as well dignified.
 - a. Entering Favorite College
 - b. Excellence in Mathematics and Science
 - c. Language and Culture Excellence
 - d. The best UN and UAMBN results

- e. Excellence of Tahfidz and Research Soshum (Social and Law)
- f. Religious Excellence

B. Research Result

There are some data collected from field research. Researchers used three methods of data collection; observation, interview, and documentation. Observations were made at the Darul Adzkiya Islamic Boarding School MAN 2 Kudus on September 3, 2022, September 10, 2022, and September 17, 2022. At the first meeting, the researcher introduced herself to the students and explained the purpose of the Public Speaking observation program. The Public Speaking program is conducted every Saturday morning after the morning prayer from 04.30 to 05.15 in the auditorium or school yard, the day before this program is carried out boarding students will be notified about the topics for the public speaking program the next day. When the public speaking program takes place students are grouped, each group consisting of grades 10, 11, and 12. Then they will discuss the topic that was given yesterday after that there is a coordinator who will call one of the students to come forward and talk about the topic. During the observation process, the researcher took the position of a non-participant audience, who visited, and recorded the participants' activities in the classroom. The interview conducted was a semi-structured interview with a total of 9 students. During the research process, the researcher took some documentation including written documents, sound recordings, and pictures taken as research documentation. Based on the result of observation and interviews with the subjects of the study, the researcher found the student's anxiety in learning English at Darul Adzkiya' Boarding School of MAN 2 Kudus. The data were also taken from the documentation. The researcher presented the finding of the study below:

1. Kinds of Anxiety Experienced by the Students in Learning English

The researcher found that there are three kinds of anxiety experienced by the Students in Learning English, which can be seen below:

a. Trait Anxiety

A person with trait anxiety has the predisposition to feel uncomfortable or worried no matter what situation they are in. According to the students, they feel insecure when

dealing with people who are considered more skilled. As the Ahmad Zaki said:

“Kalau saya berbicara sama orang yang lebih ahli atau orang dari luar”.¹

"When I talk to people that I think more expert or people from another country."

Farhatun also said that:

*“Ketika ngomong di depan orang banyak atau public speaking gitu”*²

“When I talked in front of many people or did a public speaking”.

She also stated that she also felt anxious when attending an interview which required her to answer in English because she was not used to doing it so she suddenly felt anxious.

From the data, it can be concluded that there is some situation that can make them feeling anxiety which included in the type of trait anxiety. The feelings of anxiety came from within themselves because they feel insecure to speak English when they meet someone or people who more expert than them. Furthermore, situations where they are required to speak in front of many people and have to do public speaking make them feel anxious to speak English. So, these situations make them difficult to speak because they are too scared to make some mistakes in front of people. This is included in the type of trait anxiety because insecurity is a trait that exists within them, it will be difficult to change if he does not get rid of that feeling³.

The speaking component that causes Ahmad Zaki to experience speaking anxiety is Fluency, because he says that he feels anxious when dealing with people who are considered more expert than himself. Farhatun Rizqiyah also has similarities with ahmad zaki, she feels anxious when she has to speak in front of a lot of people, based on the speaking component his anxiety is also due to Fluency, she is not fluent when speaking English so she feels anxious.

¹Ahmad Zaki, interviewed by researcher, 26 September 2022, Interviewed 1, transcript

²Farhatun Rizqiyah, interviewed by researcher, 30 October 2022, Interviewed 2, transcript

³Septy Indrianty, 'Students ' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)', *Eltin*, 4.I (2018), 28–39.

b. State Anxiety

The researcher found that students panic when they want to speak English. This type includes those who start to panic when they have to speak English. It came from an interview saying the feeling of panic because they lack English proficiency such as being weak in grammar or cannot memorize the vocabulary. As the Zinaddin Hari Fikri said:

“Setiap saat kalau gak tau vocabnya apa pasti cemas gak tau artinya ini apa itu pasti cemas”.⁴

“Every time I do not know the vocabulary, I always worried because I don’t know what that means.”

This indicate that students got anxious because he could not memorize the vocabulary. When they encounter difficult or new vocabulary and the meaning that they do not know, they started to feel anxious and worried that it made it difficult for them to speak English. The speaking component that causes anxiety felt by Zinaddin Hari Fikri is Vocabulary, he says when he doesn't know what words to say he becomes anxious when speaking english. During the researchers' observations with video recordings from September 3 to September 17 2022 it was also found that many students had problems with vocabulary, this could be seen from their speaking ability where they could not speak English and some of them asked their friends. Rasyiid Nurrahmaan said that:

“Saya sering merasa cemas, terutama takut kalau tata bahasa atau grammarnya salah, misalnya kalau ditanyain guru takut salah”.⁵

“I often feel anxious, especially afraid that the grammar is wrong, for example if asked by the teacher I'm afraid if I'm wrong.”

Some students also said that:

“Cemasnya sih karena enggak terlalu bisa karena ngerasa skill kurang, cemasnya pas waktu

⁴Zinaddin Hari Fikri, interviewed by researcher, 26 September 2022, Interviewed 9, transcript

⁵Rasyiid Nurrahmaan, interviewed by researcher, 26 September 2022, Interviewed 4, transcript

speakingnya takut kalau ada strukturnya yang salah atau pengucapannya".⁶

"My anxiety come because I can't really speak English because I feel my English skill is lack, I'm worried when speaking English, I'm afraid if there is a wrong structure or wrong pronunciation."

"Takut kalo kita salah ngomongnya, waktu di tengah tengah kita bicara terus tidak tau bahasa inggrisnya apa nanti kita lanjutannya gimana, kalo susunan bahasa yang kita omongin itu salah".⁷

"Afraid that we will say the wrong word, when we are talking and in the middle of speak we don't know what English is, how will we continue it later, if the language structure we are talking about is wrong".

"Kadang bingung untuk mengurutkan grammarnya. Sama cemas karena kita tau apa yang kita ingin bicarakan tapi tidak tahu bahasa inggrisnya".⁸

"Sometimes we get confused about how to do the grammar, we know what we want to say but we don't know the English words."

From the statement above it is found that there are many reasons that cause students' anxiety in speaking English, based on the speaking component they mentioned grammar and pronunciation which made them anxious when they were going to speak English because they were afraid that there would be mistakes, Nurin Safinatun Najah also mention about "Vocabulary" she feels anxious when she does not know a word in English. When students are asked by the teacher to use English, they felt afraid to make some mistakes in structure and pronunciation and felt uncomfortable so they are nervous when they went to speak English. Then it also caused by their lack of ability in English. In addition, because English is not the language used for daily communication, it makes students rarely practice their speaking skills, which contributes to their

⁶Nova LinaPutri Adelia, interviewed by researcher, 26 September 2022, interviewed 1, transcript.

⁷Nurin Safinatun Najah, interviewed by researcher 26 September, Interviewed 7, transcript.

⁸Viona Deva Qaulika interviewed by researcher, 26 September 2022, Interviewed 8, transcript.

nervousness. Because of this, when the teacher was in the classroom, the students felt uneasy. As the students said:

“Waktu ditanyain guru pakai bahasa inggris jadi nervous gugup gitu”.⁹

“When the teacher asked me using English makes me nervous.”

Nurin Safinatun Najah also has the same feeling as her, she said:

“Kalo sama temen biasa si enggak, tapi kalo ditanyain sama guru aku bakal cemas”.¹⁰

"When I'm with my friends, I'm not worried, but if I'm asked by the teacher, I'll be worried."

From the data above it can be concluded that when they talk to their peers, they will not feel nervous. However, when asked by the teacher, they feel more nervous and anxious because they are afraid they will make mistakes in pronunciation and sometimes they feel the teacher is scary or made the class atmosphere less comfortable as said by the students:

“Gak suka bahasa inggris karena bikin suasana jadi menegangkan, biasanya pak gurunya terlalu memprioritaskan yang bisa terus suka nunjuk-nunjuk gitu, kadang menjelaskannya kurang bikin paham”.¹¹

"I don't like English because it makes the atmosphere tense, usually the teacher prioritizes students who are experts, keeps pointing like that, sometimes explaining things doesn't make them understand."

From the data above she was afraid because she felt uncomfortable with the teacher's way of teaching because it made the atmosphere in the class tense, that's what made her nervous and anxious when learning English she felt uncomfortable with the teacher's way of teaching because the teacher liked to point at one of the students to come to the front, besides that she felt that the teacher always prioritized students who already understood the material.

⁹Viona Deva Qaulika interviewed by researcher, 26 September 2022, Interviewed 8, transcript.

¹⁰Nurin Safinatun Najah, interviewed by researcher 26 September, Interviewed 7, transcript.

¹¹Nova Lina Putri Adelia, interviewed by researcher, 26 September 2022, interviewed 1, transcript.

Those make she feels nervous because she could not understand the material. Nurin Safinatun Najah also said:

“Sebenarnya tertarik buat mempelajari, karena aku tau kalo bisa tuh bakal seru. Cuma karena di sekolah ngga pernah nemuin guru yang cocok yang sesuai itu jadinya malah tiap ketemu gurunya tuh bakal takut”.¹²

“Actually, I'm interested in learning English, because I know that if I can, it will be fun. It's just because at school I never found a suitable teacher, so every time I met the teacher, I would be scared.”

From the data above it can be known that the student actually felt interested in learning english but because she felt uncomfortable with her teacher finally made her anxious when learning English. There were also students who felt anxious when they were asked to speak English suddenly, they felt shocked and nervous at that time because they felt that they had not been prepared for it. As Farhatun Rizqiyah said:

“Aku kan pernah ikut wawancara bahasa inggris, kaya buat suatu event nah itu aku wawancara inggris dikit kan Indonesia awalnya tiba-tiba disuruh jawab pakai bahasa inggris, nah itu aku karena kurang terbiasa ngomong bahasa inggris banyak jadi nervous takut kalau salah ngomongnya”.¹³

"I've participated in an English interview for an event, so I interviewed in English because at first I used Indonesian, suddenly I was asked to answer in English, so that's me, because I'm not used to speaking English a lot, so I was nervous, afraid if I said the wrong word".

Farhatun Rizqiyah also felt uncomfortable with the way her teacher taught, she said:

“Jujur kurang suka, karena metodenya itu kaya buat yang udah paham aja. Kita kaya dipaksa buat semuanya jadi satu kan padahal pemahaman setiap anak kan beda beda. Jadi, guruku yang tahun ini tuh

¹²Nurin Safinatun Najah, interviewed by researcher 26 September, Interviewed 7, transcript.

¹³Farhatun Rizqiyah, interviewed by researcher, 26 September 2022, Interviewed 2, transcript.

kayak berharap setiap anak tuh sama tingkat pemahamannya."¹⁴

"Honestly, I don't like it, because the method seems to be only for those who already understand it. We are like being forced to make everything into one, right, even though the understanding of each student is different. So, my teacher this year seems to hope that every student has the same level of understanding."

From the statements above, we can conclude that many students are uncomfortable with how the teacher teaches in class which makes the learning atmosphere unpleasant and stressful for them. This can affect their level of self-confidence so that a growing sense of anxiety in learning. Sometimes, the student feels forced to understand like the other students, they feel the teacher expects all students to have the same level of understanding, and she was not comfortable with that kind of teaching method.

c. Specific Situation Anxiety

This type is when the students should have the assignment of examination, public speaking, or class participation. As the student Delta Ardhika Adnina said:

*"Kalau ngomong di depan orang banyak rasa cemasnya tu meningkat di depan orang banyak yang kita gak kenal".*¹⁵

"When I talk in front of many people, my anxiety increases because I don't know people in front of many people."

Farhan Alam Mahmud added that:

*"Cemasnya sih kalo di depan banyak orang karna ya mikirin wah mungkin nanti dikira gak bisa bahasa inggris atau gimana, kalau sama orang baru si aman aman saja".*¹⁶

"I'm worried about being in front of a lot of people because I'm afraid it will be thought that I can't speak English or what, it's okay with new people."

¹⁴ Farhatun Rizqiyah, interviewed by researcher, 26 September 2022, Interviewed 2, transcript

¹⁵ Delta Ardhika Adnina, interviewed by researcher, 26 September 2022, Interviewed 6, transcript

¹⁶ Farhan Alam Mahmud, interviewed by researcher, 26 September 2022, Interviewed 5, transcript.

The data above showed that the student feels nervous when they are asked to speak in front of a lot of people that they do not know and feel insecure about their abilities. They felt anxious when they were in front of a lot of people because they think about other people's responses to their English ability especially their speaking ability. Both of Delta Ardhika Adnina and Farhan Alam Mahmud feel anxious when they are going to speak in English because one of the components of speaking is Fluency, they say that they feel anxious when they have to speak in front of many people this is because they are not fluent when speaking English.

According to the explanations above, there are three different types of anxiety: State anxiety, where students experience panic and stress when they want to speak; English trait anxiety; where students experience anxiety when they cannot understand the teacher's explanation; and specific-situation anxiety, where students are required to take a speaking exam.

2. The Factors Caused the Students' Anxiety in Speaking English

This part presented the research findings researcher found in the field.

a. Communication Apprehension

Communication Apprehension in foreign language learning stems from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood. That's why many people who talk a lot are silent in class. As students said:

"Sama orang baru karena gak kenal jadi susah ngomongnya apa lagi pakai bahasa inggris".¹⁷

"When I'm with new people because I don't know them so it's hard to talk, especially using English."

Ahmad Zaki also stated that:

"Karena takut salah dan khawatirnya ada miss komunikasi"¹⁸

¹⁷Zinaddin Hari Fikri interviewed by researcher, 26 September 2022, Interviewed 9, transcript.

¹⁸ Ahmad Zaki, interviewed by researcher, 30 October 2022, Interviewed 3, transcript.

“Because I’m afraid for making mistakes and anxious if there is any miscommunication”. Nurin Safinatun Najah also added that,

*“Takut kalo kita salah ngomongnya, waktu di tengah tengah kita bicara terus tidak tau bahasa inggrisnya apa nanti kita lanjutannya gimana, kalo susunan bahasa yang kita omongin itu salah”*¹⁹

“Afraid that we will say the wrong word, when we are talking and in the middle of speak we don't know what English is, how will we continue it later, if the language structure we are talking about is wrong”.

The finding showed that students get communication apprehension which makes them feel pressured and uncomfortable when speaking, causing anxiety when speaking English. And from the statements of the students above it was found that they felt pressured and anxious when talking to people they did not know and were afraid if these people thought that they could not speak well and there will be miscommunication. Besides that, they are afraid that in the middle of a conversation, they don't know how to pronounce it in English, how to continue the conversation, and what if their pronunciation is wrong. These things are the factors that cause the students’ communication apprehension. This problem arises from within themselves. This makes them found difficulty in speaking, especially in speaking English.

b. Test Anxiety

Test anxiety refers to a type of performance anxiety that results from the fear of failure²⁰. Test anxiety is believed to be one of the most important aspects of negative motivation. It is described as “an unpleasant sensation or emotional state that is experienced in formal testing or other evaluative contexts and that has concomitant physiological and behavioral characteristics.”²¹ as students put it:

¹⁹ Nurin Safinatun Najah, interviewed by researcher, 13 November 2022, Interviewed 7, transcript.

²⁰ Indrianty, 'Students ' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)', p. 34.

²¹ Feryal Cubukcu, Foreign language Anxiety, 2007. Cited in Indrianty, 'Students ' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)', p. 36.

“Cemasnya sih karena nggak terlalu bisa karena ngerasa skill kurang, cemasnya pas waktu speakingnya takut kalau ada strukturnya yang salah atau pengucapannya”.²²

“I’m worried because I feel I can’t and then I feel that my skills are lacking, I’m worried when I’m speak I’m afraid that there’s a wrong structure or pronunciation.”

“Saya sering cemas, terutama takut kalau tata bahasa atau grammarnya salah, misalnya kalau ditanyain guru takut kalau salah”.²³

"I'm often worried, especially afraid that the grammar is wrong, for example, if asked by the teacher, I'm afraid if I'm wrong."

“Takut kalo kita salah ngomongnya, waktu di tengah tengah kita bicara terus tidak tau bahasa inggrisnya apa nanti kita lanjutannya gimana, kalo susunan bahasa yang kita omongin itu salah”.²⁴

"Afraid if we say the wrong word when we are in the middle of a conversation then we don't know what English word, how we will continue the conversation if the language structure we are talking about is wrong."

Many students feel anxious when they are going to speak in English because they are afraid that they will make mistakes in grammar or pronunciation. In addition, sometimes students also feel that they cannot speak and their speaking skills are lacking. And sometimes they also feel anxiety in the middle of a conversation with the fear of not understanding how to pronounce it in English, this makes them afraid to make mistakes when speaking. According to Horwitz, test anxiety is a sort of performance anxiety that results from a fear of failing.²⁵ In learning a foreign

²² Nova Lina Putri Adelia, interviewed by researcher, 26 September 2022, Interviewed 1, transcript.

²³Rasyiid Nurrahmaan, interviewed by researcher, 26 September 2022, Interviewed 4, transcript

²⁴Nurin Safinatun Najah, interviewed by researcher 26 September, Interviewed 7, transcript

²⁵Elaine Horwitz, Michael Horwitz, and J. Cope, 'Foreign Language Classroom Anxiety. The Modern Language', *The Modern Language Journal*, 70.2 (1986), 125–32, p. 76.

language, a learner may experience test anxiety that prevent his or her performance

Delta Ardhika Adnina also have similar feeling like others, she said:

*“Soalnya kalau mahamin doang kaya orang ngomong kita mahamin gampang tapi kalau kita yang ngomong bingung sendiri kaya “apa ya apa ya gitu”, padahal kita tau misalnya kata bahasa inggrisnya buku itu ‘book’ tapi kalau kita ngomong bahasa inggrisnya book apa, cemas dulu terus lupa terus habis itu makin cemas gugup”.*²⁶

“The problem is that if you just understand how people talk, it's easy for us to understand, but if we're the ones who talk, we're confused like “what is that?”, even though we know, for example, the English word for a book is 'book', but when we speak English, what book is it, we're immediately worried. keep forgetting and running out, it's getting more and more nervous.

Based on the data above, it tells that the student got her anxiety because she is difficult to speak, she said that to understand what other person saying is easy but when she is about to speak English, she is confused and suddenly forgets the right words for example For example, students actually know these words/sentences in English, but when they want to say them, they feel anxious then unconsciously they will forget these words/sentences, and when that happens their anxiety will increase. They know the English word of “buku” but when she feels anxiously she can forget the English word of “buku” is book. Viona Deva Qaulika also said:

*“kadang bingung untuk mengurutkan grammarnya. Sama cemas karena kita tau apa yang kita ingin bicarakan tapi tidak tahu bahasa inggrisnya.”*²⁷

"Sometimes we get confused about how to do the grammar, we know what we want to say but we don't know the English words."

²⁶Delta Ardhika Adnina, interviewed by researcher, 26 September 2022, Interviewed 6, transcript

²⁷Viona Deva Qaulika interviewed by researcher, 26 September 2022, Interviewed 8, transcript

From the data above the students feel anxious because they could not say the right word in English, so they were afraid that they have to do the test. Actually, it is good for the students because the teacher could know the students' skills in speaking, but the students are not ready to follow the test.

"takut kalau salah karena kalau salah kalau ada mis komunikasi".²⁸

"I was afraid that I would be wrong because I was afraid that if I was wrong, there would be a miss communication."

From the data above, it tells that the student feels anxious because she was worried that if she said the wrong word there would be a miss communication

"Aku kan pernah ikut wawancara bahasa inggris, kaya buat suatu event nah itu aku wawancara inggris dikit kan Indonesia awalnya tiba-tiba disuruh jawab pakai bahasa inggris, nah itu aku karena kurang terbiasa ngomong bahasa inggris banyak jadi nervous takut kalau salah ngomongnya".²⁹

"I've participated in an English interview for an event, so I interviewed in English because at first, I used Indonesian, suddenly I was asked to answer in English, because I'm not used to speaking English a lot, so I was nervous, afraid if I said the wrong word."

From the data above, it can be concluded that they got their anxiety because they were afraid that there would be a mistake in the structure or grammar when they want to speak English.

c. **Fear of Negative Evaluation**

In the case of foreign language learners, fear occurs in situations where students have to speak in front of a familiar audience or examiner. Students pay attention to the opinions of important people such as teachers, friends, or parents. This can be seen in the statement below:

"Di depan banyak orang karna ya mikirin wah mungkin nanti dikira gak bisa bahasa inggris atau

²⁸Ahmad Zaki, interviewed by researcher, 26 September 2022, Interviewed 3, transcript

²⁹Farhatun Rizqiyah, interviewed by researcher, 26 September 2022, Interviewed 1, transcript

gimana, kalau sama orang baru si aman aman saja”.³⁰

"I'm worried about being in front of a lot of people because I'm afraid it will be thought that I can't speak English or what, it's okay with new people."

Delta Ardhika Adnina also said:

“Kalau ngomong di depan orang banyak rasa cemasnya tu meningkat di depan orang banyak yang kita gak kenal”.³¹

"When talking in front of many people, the anxiety increases in front of many people we don't know."

So from the statement above it can be understood that other people's thoughts or judgments about how they look when asked to speak in front of many people are one of the triggers for students' anxiety in speaking English. they are afraid if the assessment is not in accordance with what they expected. He says that "how if others think that I cannot speak English" he is worried that other people think he cannot speak English. Furthermore, the students feel anxiety because they have to speak in front of people she do not know and she did not prepare well enough to speak about the topic

3. How Students Overcome Their Anxiety

This part explains how students reduce their anxiety, how each student has a different way to reduce their anxiety when speaking in English. Nurin Safinatun Najah said:

“Biasanya mempersiapkan kalimatnya udah disusun sebelumnya, Jadi, mau ditunjuk atau enggak aku udah berusaha nyiapin kalimatnya”.³²

"I usually prepare the sentence you have prepared beforehand whether you want to be appointed or not, the important thing is that you have prepared it."

From the data above she tries to prepare the sentences she will use and study them to overcome anxiety when they will speak later. Almost same with her, some students also increase

³⁰Farhan Alam Mahmud, interviewed by researcher, 26 September 2022, Interviewed 5, transcript.

³¹Delta Ardhika Adnina, interviewed by researcher, 26 September 2022, Interviewed 6, transcript.

³²Nurin Safinatun Najah, interviewed by researcher 26 September, Interviewed 7, transcript

their practice to overcome their anxiety by studying it more and more as Farhatun Rizkiyah said:

*"Latihan lebih sering lagi sih, karena aku lemah di grammar jadi lebih ke grammar biar lebih baik lagi".*³³

"Practice more often anyway, because I'm weak in grammar so I prioritize grammar so that it's even better."

Zinaddin Hari Fikri and Rasyid Nurrahmaan also said:

*"Mempersiapkan dulu si sama latihan lebih lagi biar lebih percaya diri".*³⁴

"Prepare the material first and practice more so I can be more confident."

*"Mungkin lebih belajar ke strukturnya latihan lagi karena aku lemah di struktur grammar gitu sih".*³⁵

"Maybe I'd better study the structure and practice more because I'm weak at grammar or structures like that."

From the data above it could be seen that some students increase their practice to overcome anxiety when they will speak English, by increasing practice and studying what they do not understand. By doing this, they will feel more prepared and confident so they can reduce their speaking anxiety. Unlike them, Farhan Alam Mahmud has other ways to reduce his anxiety.

*"Kalau aku selalu inget pokoknya yang penting ngomong dulu, kalau salah gak papa udah wajar namanya siswa juga masih belajar nanti bisa dikoreksi".*³⁶

"I always remember the main thing, the important thing is to say it first, if it's wrong, it's okay, it's natural that students are also still learning, later they can be corrected."

He relieved his anxiety by convincing himself that he was a student still learning, so it was okay to make mistakes. Nova Lina Putri Adelia also said:

*"dari awal pastinya ada persiapan, pokoknya dicoba aja dulu jawab, soal salah atau benar nanti belakangan".*³⁷

³³Farhatun Rizkiyah, interviewed by researcher, 26 September 2022, Interviewed 2, transcript

³⁴Zinaddin Hari Fikri interviewed by researcher, 26 September 2022, Interviewed 9, transcript

³⁵Rasyid Nurrahmaan, interviewed by researcher, 26 September 2022, Interviewed 4, transcript.

³⁶Farhan Alam Mahmud, interviewed by researcher, 26 September 2022, Interviewed 5, transcript.

³⁷Nova Lina Putri Adelia, interviewed by researcher, 26 September 2022, Interviewed 1, transcript.

"from the beginning, there must be preparation, the main thing is we have to try it first and answer, whether it is wrong or right don't think about it first."

She said to reduce her anxiety by preparing the material to be used or convincing herself by thinking just try it first do not think about later. Viona Deva Qaulika added:

*"Biasanya bilang 'sorry sir I don't know what you say' sama ditenangin sendiri gitu sih biar ga nervous".*³⁸

"I usually say 'sorry sir I don't know what you're saying' and calm myself down so I don't get nervous."

She said the way he used to deal with his anxiety was to calm herself down and say to her teacher "I'm sorry sir I don't understand what you say" because she felt anxious when his teacher asked her in front of the class. There are also students who feel anxious when talking to people who are more experts so that they feel nervous, and the way they overcome this anxiety is by getting to know the person so that they feel more comfortable and not felt nervous anymore, as Ahmad Zaki said:

*"Kalau sama orang baru atau orang yang lebih ahli, ya kenalan mengakrabkan diri nanti lama lama enjoy sendiri".*³⁹

"If I'm with someone new or someone who is more expert, then make acquaintances to familiarize yourself later, enjoy yourself for a long time."

Delta Ardhika Adnina has a different way of reducing her anxiety, she said:

*"Kalau di public speaking aku nguranginnya aku berdua sama temenku yang pinter bahasa inggris, jadi kalau aku gak bisa aku noleh ke dia biar dibantuin".*⁴⁰

"When it comes to public speaking, I reduce it by working with friends who are good at English, so if I can't, I turn to him, so he can help me."

From the data above it could be concluded that to reduce her anxiety by asking a friend who better in speaking English and they try to get used to and better recognize someone who is more

³⁸Viona Deva Qaulika, interviewed by researcher, 26 September 2022, Interviewed 8, transcript

³⁹Ahmad Zaki, interviewed by researcher, 26 September 2022, Interviewed 3, transcript

⁴⁰Delta Ardhika Adnina, interviewed by researcher, 26s September 2022, Interviewed 6, transcript

proficient in English. This way is more helpful for them to reduce their anxiety in speaking English.

According to the explanation above it can be seen that each student has a different way to reduce anxiety and increase their confidence when they are going to speak English such as learning more, or instilling the thought that just keep trying and do not be afraid if you make a mistake or asking for help to people that more proficient in English and try to be more braved in speaking English.

C. Discussion

This section presents a discussion of the research results. There are three research questions posed in this study. This study focused on students' anxiety in learning English in the eleventh grade. In this case, the student's anxiety in learning English in the eleventh grade considers these factors. From the research results, students' anxiety in learning English in the eleventh grade is very diverse.

1. Kinds of Anxiety Experienced by the Students in Learning English

a. Trait Anxiety

Trait anxiety is the probability of a person becoming anxious in any situation⁴¹. Type of anxiety that is ingrained in a person's personality and has become a trait, students who have this type of anxiety tend to find it difficult to learn languages⁴². Furthermore, students who have high trait anxiety will be anxious in any situation, but particular situations will provoke individual anxiety⁴³. The finding showed that two out of nine students had trait anxiety. the student admitted to feeling nervous or insecure when he met people who more expert than him. In addition, the feeling of anxious also come from where the student participated in an interview that required her to answer in English. She also

⁴¹ Maria Eva Damayanti and Listyani Listyani, 'An Analysis of Students' Speaking Anxiety in Academic Speaking Class', *ELTR Journal*, 4.2 (2020), 152–70 <https://doi.org/10.37147/eltr.v4i2.70>

⁴²Septy Indrianty. Students' Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung). (*ENLTIN: Journal of English Language Teaching in Indonesia*, vol.4 no. 1, 2016), 30.

⁴³ Spielberger, C, D. (1983). Anxiety. New York : Academic Press cited in Damayanti and Listyani, ' An Analysis of Students' Speaking Anxiety in Academic Speaking Class', p. 155 .

feeling anxious when she asked to speak in front of many people, especially speaking in English. This showed that the student has a very negative attitude towards speaking in front of other people, regardless of what is assigned to her. These situations make them difficult to speak because they are too scared to make some mistakes. Thus, Indrianty stated that it is important to properly treat students who have trait anxiety in order to prevent negative outcomes⁴⁴. The student may begin to experience panic attacks and try to avoid the subject if trait anxiety is not handled. Nonetheless, it's important to pay attention to the aspects that influence learning. This statement is supported by Horwitz that believed that the anxiety related to learning a certain language might have an effect on student's performance. So, it is crucial for teacher to create a fun and interesting learning atmosphere for students so that they feel more comfortable in the process of mastering a foreign language.

b. State Anxiety

This anxiety is triggered by fear at a certain time as a reaction to a certain event, this type of anxiety is a mixture of trait anxiety and specific situation anxiety, but this anxiety is temporary⁴⁵. The majority of students struggle with speaking, as seen by their uneasiness, stress, and lack of confidence when they speak. The findings indicate that when students want to speak English, they experience anxiety and stress. The nine students that were interviewed all reported having some form of anxiousness. Based on the students' statement, it can be found that they felt anxious when they are in particular situation which makes them feel anxious and uncomfortable to speak and this is in line with the statement of MacIntyre et al., this type of anxiety is categorized as temporary anxiety and caused by certain situations such as particular important tests⁴⁶. And based on the finding, they felt anxiety when they asked by the teacher

⁴⁴ Indrianty. *Students' Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung)*, p. 34.

⁴⁵Septy Indrianty. *Students' Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung)*. (*ENLTIN: Journal of English Language Teaching in Indonesia*, vol.4 no. 1, 2016), p. 30.

⁴⁶ Peter D. Macintyre and R. C. Gardner, 'Investigating Language Class Anxiety Using the Focused Essay Technique', *The Modern Language Journal*, 75.3 (1991), 296–304 <<https://doi.org/10.1111/j.1540-4781.1991.tb05358.x>>.

to come forward or appointed to answer questions using English. This makes students feel anxious and afraid that they would make mistakes in speaking English such as mistakes in pronunciation and word structure or grammar usage. Besides that, they feel that their English skills are still lacking especially in memorizing vocabulary and did not know how to meaning it, so that it can make them nervous and uncomfortable in speaking.

Actually, there are many students that interested in learning English and are aware of the importance of learning English for their future, but based on the findings some students also mentioned that they felt uncomfortable with teacher's way of teaching because it made unpleasant atmosphere in the classroom such as pointing students to come forward, asking them to answer questions, and sometimes they felt that the teacher always prioritized students who already understood the material and sometimes the teacher expects and assumes that one student with another student has the same ability even though not at all. Those make them feel nervous and anxious because they could not understand the material well.

c. Specific Situation Anxiety

Specific Situation Anxiety is described as an individual's tendency to become anxious at certain times and situations, this typically happens when a student is required to take a speaking test, and nervousness develops⁴⁷. This type of anxiety could occur repeatedly in particular situation⁴⁸. By sharing their personal experiences in front of their friends, two students who had to take a speaking test in front of their friends acknowledged their anxieties. The teacher also mentioned that during speaking tests in front of their friends, students appeared apprehensive. In addition, when students are asked to come forward, they feel anxious and afraid they will make mistakes and are afraid of people's judgment of them, especially their ability to speak English.

⁴⁷Septy Indrianty. Students' Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung). (*ENLTIN: Journal of English Language Teaching in Indonesia*, vol.4 no. 1, 2016), 30.

⁴⁸ Mahdalena and Asnawi Muslem, 'An Analysis on Factors That Influence Students' Anxiety in Speaking English', *Research in English and Education (READ)*, 6 (2021), 9–22, p. 13.

2. The Factors Caused the Students' Anxiety in Speaking English

In this research, the researcher found that there are three factors that contribute to students' anxiety about learning English in the Darul Adzkiya Islamic Boarding School MAN 2 Kudus, those are:

a. Communication Apprehension

Communication apprehension is a kind of shyness characterized by anxiety and apprehension of communicating with others⁴⁹. This factor occurs where students cannot speak English because they have little experience with the language and do not always practice it, shows some students stated that they find it difficult to understand because their English ability is weak. The students get communication apprehension which makes them feel pressured and uncomfortable when speaking, causing anxiety when speaking English. Another factor that makes them afraid to speak is the fear that other people will not be able to properly understand what they are saying, and causing miscommunication. Besides that, they are afraid that in the middle of a conversation, they do not know how to pronounce it in English, how to continue the conversation, and what if their pronunciation is wrong. These things are the factors that cause the students' communication apprehension. This problem arises from within themselves. This makes them found difficulty in speaking, especially in speaking English.

b. Test Anxiety

The test anxiety is when students are anxious because they have to complete the test given to them. From the results of the study, there were statements that showed that they were afraid because they could not speak English properly when there was a speaking test. This in line with the Horwitz. Explanation that this type of anxiety is caused by a fear of failure⁵⁰. Many of them feel anxious and afraid of their ability to speak English. They think that their skills

⁴⁹ Elaine Horwitz, Michael Horwitz, and J. Cope, 'Foreign Language Classroom Anxiety. The Modern Language', *The Modern Language Journal*, 70.2 (1986), 125–32, p. 128.

⁵⁰ Horwitz, Horwitz, and Cope, 'Foreign Language Classroom Anxiety', p. 126.

are not good enough, especially in grammar, pronunciation, and still lack of speaking skills. The teacher also stated that the students looked unprepared when the evaluation was going to be held.

c. Fear of Negative Evaluation

Fear of getting a negative evaluation is an extension of the second aspect of language anxiety because it can happen in any social or evaluative context, including speaking in front of a foreign language class or at a job interview⁵¹. Fear of Negative Evaluation occurs when students are afraid that the teacher and their friends will laugh if students fail the exam. Based on the results of the research students feel afraid if they make mistakes in front of the class and the theme laughs or mocks them students are also afraid if they get bad grades from the teacher when speaking in front of the class. In addition, students feel pressured and anxious when talking to people they do not know before and are afraid of people's responses because they cannot speak well. So, it can concluded that what people thoughts and saying about how their performance when they were asked by teacher and should talked in front of many people who they did not familiar before would triggered students' anxiety in speaking English.

3. How Students Overcome Their Anxiety

Anxiety is a crucial problem for language learners because it will become an obstacle for students to learn languages, especially in speaking skills. To overcome this problem, some students have different ways to reduce their anxiety, such as preparing the material to be used, learning more about the material they are not good at, or asking their friends. If they feel difficulty, they feel anxious when they have to talk to people, they do not know, they will try to get to know the person that makes them feel anxious to make it more comfortable. They also get advice from their teacher to reduce their anxiety, such as pretending not to see the audience so they won't be nervous or practicing more often to get used to it.

⁵¹ Horwitz, Horwitz, and Cope, ' Foreign Language Classroom Anxiety ', p. 127.