

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Description of Research Object

##### 1. The history of the establishment of the MTs. Asy'ariyyah Tajungsari Tlogowungu Pati.

Madrasah Tsanawiyah Asy'ariyyah Tajungsari Tlogowungu Pati was founded in 1994. This madrasah was founded from the desire of religious leaders, community leaders and villagers to instill Islamic faith through education and learning of religious knowledge and general science in Tajungsari Tlogowungu Pati. The establishment of MTs. Asy'ariyyah Tajungsari is a sincere intention to participate in educating the nation's children in the village of Tajungsari who felt left behind in management 9 years of basic education. Driven by a strong desire society and the role of Alim Ulama' and after seeing the reality is that many children who finish elementary school but are married off by their parents and then do not continue their studies. Therefore, the administrators are trying to establish a secondary level educational institution, namely Madrasah Tsanawiyah.

On June 10, 1994 a village meeting was held which was attended by various parties, which resulted in the decision that the village of Tajungsari really needed MTs. Then on July 10, 1994 .

This madrasah was built on waqf land with an area of 11.799 m<sup>2</sup> with building area of 315 m<sup>2</sup> and a plantation area of 11.422 m<sup>2</sup>. Since its establishment until now, this madrasa is already 9 years old. In its development this continues to experience development both in terms of quantity and quality. In its development, MTs. Asy'ariyyah Tajungsari has made significant progress, this can be seen from the number of students and the output it produces. In its latest development, this madrasah has 160 students. In 2017 MTs Asy'ariyyah Tajungsari has participated in madrasah accreditation with a score "Good (B)" with number 165/BAP-SM/XI/2017 from the school/Madrasah Provincial Accreditation Board.<sup>57</sup>

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<sup>57</sup> Documentation Data, profile of MTs. Asy'ariyyah Tajungsari, obtained on April 12, 2023

## 2. The Identity of the MTs Asy'ariyyah Tajungsari Tlogowungu Pati

MTs Asy'ariyyah Tajungsari Tlogowungu Pati is located at Jl. Tajungsari Semar (Baitul Muttaqin Mosque Complex) Tlogowungu Pati. With a favorable geographic location regarding the learning process, MTs Asy'ariyyah Tajungsari is good enough, representative enough to carry out teaching and learning activities because it is far from the crowds and noise of motorized vehicles. The identity of the institution in more detail is as follows:<sup>58</sup>

1. Name of Madrasah : MTs. Asy'ariyyah
2. NPSN : 20364113
3. Status : Private
4. Decree of Establishment : 01/YA/A.164/I/1995
5. Date of Decree of Establishment : 27 July 1995
6. No. Operatinal Decree :  
Wk/5c/PP.00.6/2778/1995
7. Madrasah Accreditation : B (Grade 86)
8. Accreditation Decree Number : 165/BAP-SM/XI/2017
9. Date of Accreditation Decree : 09/11/2017
10. Madrasah Address : Semar Hamlet,  
Tajungsari Village, Tlogowungu District, Pati Regency  
Central Java (59161)

## 3. Vision, Mission and Objectives of MTs Asy'ariyyah Tajungsari Tlogowungu Pati.

### a. Vision

The vision of MTs. Asy'ariyyah Tajungsari is:<sup>59</sup>

*“The Formation of Superior Human Beings in Faith, Knowledge, Expertise, and Noble Character.”*

”Terbentuknya Insan yang Unggul dalam Keimanan, Keilmuan, Keahlian, dan Akhlak Mulia.”

### a. Mission

The mission of MTs. Asy'ariyyah Tajungsari ara as follows:<sup>60</sup>

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<sup>58</sup> Documentation Data, profile of MTs. Asy'ariyyah Tajungsari, obtained on April 12, 2023

<sup>59</sup> Documentation Data, profile of MTs. Asy'ariyyah Tajungsari, obtained on April 12, 2023

<sup>60</sup> Documentation Data, profile of MTs. Asy'ariyyah Tajungsari, obtained on April 12, 2023

- 1) Improving the quality of madrasah organization and management in fostering a spirit of excellence and competence.
- 2) Improving the quality of teaching and learning process in achieving national standard student competence.
- 3) Improving the quality of competence of teachers and staff in realizing minimum service standards.
- 4) Improving the quantity and quality of educational facilities and infrastructure in supporting the mastery of science and technology.
- 5) Improving the quality of human resources and the quality of student development in realizing faith and piety as well as an attitude of independence.

**b. Goals of Madrasah**

The goals of MTs. Asy'ariyyah Tajungsari is an elaboration of the vision and mission of the madrasah to be more communicative and measurable, as stated below:<sup>61</sup>

- 1) The implementation of student violation assessment numbers (APPS) properly and can suppress student violations and delinquency with a tolerance limit of 2%.
- 2) Establishment of cooperation between madrasah, the community and parents of students in the context of controlling student delinquency violations and increasing interest in learning.
- 3) The creation of religious atmosphere and competitive spirit in the madrasah environment and madrasah members by getting used to praying dzuhur in congregation and reciting the Qur'an at home regularly
- 4) The creation of quality learning activities that lead to increased absorption of the results of daily tests, midterm tests, final semester tests, class promotion tests, national exams, madrasah exams, practical exams and improvement of madrasa rankings.
- 5) Implementation of various self-development activities and ready to compete at the district level as well as up to the national level.
- 6) The creation of conducive and dynamic madrasah social conditions based on harmonious family relationships.

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<sup>61</sup> Documentation Data, profile of MTs. Asy'ariyyah Tajungsari, obtained on April 12, 2023

- 7) The creation of graduates who can be accepted at superior state schools.
- 8) Preparing students to continue their education at a higher level both in general education and Islamic boarding schools.

#### 4. Organizational Structure of MTs Asy'ariyyah Tajungsari Tlogowungu Pati

An educational institution as an organization requires a organizational structure to group tasks and functions every role. Structure is determined based on ability owned so that it is expected to create an organizational structure that is able to provide a sense of responsibility for each role that is carried out. The following is the organizational structure of MTs. Asy'ariyyah Tajungsari:<sup>62</sup>

**Table 4.1**

The Organizational Structure of MTs. Asy'ariyyah Tajungsari Tlogowungu Pati In Academic Year 2022/2023

No	Name	Position
1	Sarmidi, S.Pd	Kepala Sekolah
2	Mahfudz, S.Pd.I	Komite Sekolah
3	Gianto, SS	Waka Kurikulum
4	Laila N, S.Pd	Waka Kesiswaan
5	Ah. Arwani, S.Pd.I	Waka Humas
6	Suyuthi, S.Pd.I	Waka Sarpras
7	Sukartini, S.Pd.I	Kepala Tata Usaha
8	Ah. Arwani, S.Pd.I	Wali Kelas 7A
9	Purhadi, S.Pd.I	Wali Kelas 7B
10	Bintang S., S.Pd.I	Wali Kelas 8A
11	Mursyid, S.Pd.I	Wali Kelas 8B

<sup>62</sup> Documentation Data, organizational structure of MTs. Asy'ariyyah Tajungsari, obtained on April 12, 2023

No	Name	Position
12	Umdatul U, S.Pd.I	Wali Kelas 9A
13	Sukartini, S.Pd.I	Wali Kelas 9B
14	Tatil Umaeroh, S.Pd	BP / BK

## 5. Conditions of Teachers, Education Personnel and Students

### a. Teachers and Education Staff

The teacher is one of the learning components that has a very important position in supporting the success of the teaching and learning process in an educational institution. The duties and responsibilities of the teacher in learning begin with educator and as supervisors. As for the condition of teachers and education staff at MTs Asy'ariyyah Tajungsari Tlogowungu Pati for the 2022/2023 academic year are as follows:

Table 4.2

The Conditions of Teacher at MTs. Asy'ariyyah Tajungsari  
Tlogowungu Pati  
In Academic Year 2022/2023<sup>63</sup>

No	Nama Lengkap	Ijazah Terakhir	Guru Mapel	Status
1	Siti Aisyiah, S.Pd.I	S.1 PAI	Sejarah Kebudayaan Islam	GTY
2	Ahmad Arwani, S.Pd.I	S.1 PAI	Qur'an Hadis	GTY
3	Bintang Suhartiwi, S.Pd.I	S.1 PAI	Pendidikan Kewarganegaraan	GTY
4	Suyuti, S.Pd.I	S.1 PAI	Ilmu Pengetahuan Alam	GTY
5	Sukartini, S.Pd.I	S.1 PAI	Bahasa Jawa	GTY
6	Sarmidi, S.Pd	S.1 Matematika	Matematika	GTY
7	Mahfud, S.Pd.I	S.1 PAI	Aqidah Akhlak	GTY
8	Sunardi, S.E	S.1 Akuntansi	Penjaskes	GTY
9	Laila Nurkhayati, S.Pd	S.1 Pkn	Ilmu Pengetahuan Sosial	GTY

<sup>63</sup> Documentation Data, profile of MTs. Asy'ariyyah Tajungsari, obtained on April 12, 2023

No	Nama Lengkap	Ijazah Terakhir	Guru Mapel	Status
10	Gianto, S.S	S.1 Sosiologi	Ilmu Pengetahuan Sosial	GTY
11	Ima Mariama, S.Pd.I	S.1 PAI	Fiqih	GTY
12	Siti Asiah, S.Pd.I	S.1 PAI	Sejarah Kebudayaan Islam	GTY
13	Rofai, S.Pd.I	S.1 PAI	Taqrib	GTY
14	Kunarsi, S.Pd	S.1 B. Indonesia	Bahasa Indonesia	GTY
15	Mursyid, S.Pd.I	S.1 PAI	Bahasa Arab	GTY
16	Kristian Aris Setiawan	SMA	Pendidikan Kewarganegaraan	GTY
17	Muh Arif Mustofa, S.Pd.I	S.1 PAI	Prakarya	GTY
18	Purhadi, S.Pd.I	S.1 PAI	Sejarah Kebudayaan Islam	GTY
19	Sukarni, S.Pd.I	S.1 PAI	Bahasa Inggris	GTY
20	Umdatul Umamah, S.Pd.I	S.1 PAI	Ghorib	GTY
21	Sri Rejeki Agustyanti, S.Pd	S.1 Matematika	Matematika	GTY
22	Muhammad Syaifulloh	MA/Ponpes	Nahwu	GTY
23	Sarwi, S.Pd.I	S.1 PAI	Tafsir	GTY
24	Purhadi, S.Pd.I	S.1 PAI	SKI	GTY
25	Suprapti, S.Pd.,M.Si	S.2 Biologi	IPA	GTY

Based on the table above, it can be explained that MTs Asy'ariyyah Tajungsari Tlogowungu Pati for the 2022/2023 academic year has 25 teaching staff all of whom are Foundation Permanent Teachers (GTY).

**b. Students**

The condition of students at MTs Asy'ariyyah Tajungsari Tlogowungu Pati in the 2022/2023 academic year has a total of 162 students. For more details can be seen in the table below:



Table 4.3  
Students Data of MTs. Asy'ariyah Tajungsari Tlogowungu Pati  
In Academic Year 2022/2023<sup>64</sup>

No	Kelas	Laki-laki	Perempuan	Jumlah
1	VII A	30	-	30
2	VII B	-	29	29
3	VIII A	26	-	26
4	VIII B	-	27	27
5	IX A	14	11	25
6	IX B	13	12	25
<b>Jumlah</b>		<b>83</b>	<b>79</b>	<b>162</b>

Based on the table above, it can be seen that students at MTs. Asy'ariyah Tajungsari Tlogowungu Pati for the 2022/2023 academic year consist of 6 classes, namely: class VII A (30 students), VII B (29 students), VIII A (28 students), VIII B (27 Students), IX A (25 students) and IX B (25 students).

#### 6. Condition of Educational Facilities and Infrastructure

From the result of a documentation it is known tht the educational facilities and infrastructure owned by MTs. Asy'ariyah Tajungsari Tlogowungu Pati in academic year 2022/2023 detailed as follows:

**Tabel 4.4**

School Data Facilities and Infrastructure of MTs. Asy'ariyah  
Tajungsari  
Tlogowungu Pati in Academic Year 2022/2023<sup>65</sup>

##### a. Space and Building

No	Jenis Ruangan	Jumlah	Kondisi
1	Ruang Kelas	6	Baik
2	Ruang Kantor	1	Baik
3	Ruang Perpustakaan	1	Baik
4	Lab. komputer	1	Baik

<sup>64</sup> Documentation Data, profile of MTs. Asy'ariyyah Tajungsari, obtained on April 12, 2023

<sup>65</sup> Documentation Data, profile of MTs. Asy'ariyyah Tajungsari, obtained on April 12, 2023

## b. Equipment and Inventory Items

No	Barang	Jumlah	Kondisi
1	Kursi	165	Baik
2	Meja	85	Baik
3	Almari	12	Baik
4	Mesin Ketik	1	Baik
5	Komputer	12	Baik
6	Sound System	1	Baik

**B. Research Finding**

The research finding explored and discussed the finding of research. Those were about the factors of speaking anxiety, and strategies to overcome the speaking anxiety faced by the Eighth Grade students of MTs Asy'ariyyah Tajungsari Tlogowungu Pati. Afterwards, this research elaborated the research findings based on the result of observation, interview, and documentation.

**1. The Types of Anxiety in Speaking English of the Eighth Grade at MTs. Asy'ariyyah Tajungsari.**

Based on the results of interviews with the head of MTs. Asy'ariyyah Tajungsari stated that anxiety is a natural thing to happen. Especially in studying foreign languages because they are not liked by many students cause various kinds of anxiety experienced by students, as school principals and also English teachers see various kinds of anxiety and the factors that cause anxiety experienced by each student are different.<sup>66</sup> Research has found that there are three types of anxiety as follows:

**A. State Anxiety**

The researcher found that students feel anxious when they want to speak English. In this context, they become anxious when forced to speak English. Based on the interviews that the researchers conducted, the researchers found several responses from students as follows:

Aletta Anaya Elfaryani said:

*“When I have to be in front of the class to speak English or when my teacher asks me to do something in front of the class like reading or memorizing grammar, I feel nervous and suddenly break out in a cold sweat. I feel*

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<sup>66</sup> Sarmidi, S.Pd., Teacher interview, April 11, 2023, interview 1, transcript.



*embarrassed. I forget everything. I want to say because I can't speak English and I also don't have enough vocabulary so I can't concentrate*"<sup>67</sup>

Nena Firnanda said :

*"When I was asked to show the current topic of study, I feel anxious. I doubted myself because I was worried about speaking English in front of the class."*<sup>68</sup>

Maia Fitriani said:

*"I was anxious and worried about making mistakes when I was asked to speak English in front of the class."*<sup>69</sup>

Muhammad Riza Asaadi said:

*"sometimes having difficulty understanding the teacher when speaking English. When my teacher asks me or my friend to read aloud or answer questions, I was confused and worried."*<sup>70</sup>

Qoyyumus Shoufi Assalam said:

*"That's right, I was very worried because I was very afraid of being laughed at, afraid of being embarrassed in front of the class."*<sup>71</sup>

Irsya Nur Alfiansyah said:

*"I don't know, I'm just worried"*<sup>72</sup>

Based on the explanation above, it becomes anxious when the teacher asks their students to stand in front of the class and do exercises such as reading from textbooks and doing grammar roles. Students feel uneasy because they rarely practice speaking English because English is a difficult language for them. As a result of this situation, the students felt uncomfortable around the teacher during class. Students have a variety problems with their English, vocabulary included, word pronunciation, and

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<sup>67</sup> Aletta Anaya Elfaryani, interview by the author, April 11, 2023, interview 3, transcript.

<sup>68</sup> Nena Firnanda, interview by the author, April 11, 2023, interview 4, transcript.

<sup>69</sup> Maia Fitriani, interview by the author, April 11, 2023, interview 5, transcript.

<sup>70</sup> Muhammad Riza Asaadi, interview by the author, April 11, 2023, interview 6, transcript.

<sup>71</sup> Qoyyumus Shoufi Assalam, interview by the author, April 11, 2023, interview 7, transcript.

<sup>72</sup> Irsya Nur Alfiansyah, interview by the author, April 11, 2023, interview 8, transcript.

grammar rules. All of this earns students are angry about learning English.

Based on the results of interviews with English teachers, it was stated that the ability of each child is different. Students who don't like English will look assertive and tend to feel insecure because they have difficulty speaking English.

## B. Trait anxiety

A person with an anxiety trait has a tendency to feel uncomfortable or worried regardless of their situation. According to the students, the second factor in their fear was when speak English is not clear explanation.

According to interviews, the majority of students get very frustrated when they don't understand a subject. They claim that when they can't understand what the teacher is saying, they start to feel disappointed. Some of them went on to say that they were afraid of not understanding all the input languages, which would increase the probability that they would fail.

Aletta Anaya Elfaryani said:

*"I have to ask my friends again to make sure what the teacher is explaining in class because I don't always understand what they are saying."*<sup>73</sup>

Nena Firnanda said :

*"Although I am very happy and enjoy learning English, sometimes the teacher is too fast in explaining the material class. Therefore, I hope she doesn't teach too quickly."*<sup>74</sup>

Maia Fitriani said:

*"Sometimes i worries are to much, especially if I can't understand what the teacher is explaining."*<sup>75</sup>

Muhammad Riza Asaadi said:

*"I don't worry to much if I don't listen to the material from the teacher."*<sup>76</sup>

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<sup>73</sup> Aletta Anaya Elfaryani, interview by the author, April 11, 2023, interview 3, transcript.

<sup>74</sup> Nena Firnanda, interview by the author, April 11, 2023, interview 4, transcript.

<sup>75</sup> Maia Fitriani, interview by the author, April 11, 2023, interview 5, transcript.

Qoyyumus Shoufi Assalam said:

*“I let it go, if I don’t know I’ll just give up sis.”*<sup>77</sup>

Irsya Nur Alfiansyah said:

*“If I don’t know the material, I ask my friends”*<sup>78</sup>

From the explanation above, female students have a higher level of anxiety than male students. Male students tend not to pay attention even indifferent if they do not understand the material. Many students expressed dissatisfaction with the explanation or could not understand the topic explained by the teacher. According to the researchers, students asked their classmates about the teacher's explanation because they themselves did not listen to the teacher, so they felt they did not understand it clearly. Some students are even very careless by conversing with friends who are sitting on their desks, scribbling, not even listening to explanations at all. This can make you anxious when the teacher is appointed to show material in front of the class because they don't listen.

### C. Specific-situational Anxiety

When teachers give tests of this kind, students are expected to talk about their experiences or describe other things. As stated by the students:

Aletta Anaya Elfaryani said:

*“In certain situations and times, I experience anxiety. Like during exams, for example, or when you have to go far away in front of the class itself to explain the material.”*<sup>79</sup>

Nena Firnanda said :

*“I lack confidence in responding to all the teacher's instructions. There are times when the teacher assigns us to tell an incident based on personal experience but I*

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<sup>76</sup> Muhammad Riza Asaadi, interview by the author, April 11, 2023, interview 6, transcript.

<sup>77</sup> Qoyyumus Shoufi Assalam, interview by the author, April 11, 2023, interview 7, transcript.

<sup>78</sup> Irsya Nur Alfiansyah, interview by the author, April 11, 2023, interview 8, transcript.

<sup>79</sup> Aletta Anaya Elfaryani, interview by the author, April 11, 2023, interview 3, transcript.

*have difficulty explaining it because of vocabulary that I don't understand.*<sup>80</sup>

Maia Fitriani said:

*“When we took the test, we felt awkward, scared, yes, worry, so sometimes we don't even know what we're going to do to tell us, because that's why our scores are bad, so we have to try again for the exam next week.”*<sup>81</sup>

According to the information above, students experience anxiety because they have to do tests or practice using their own experiences. They must provide an explanation of the subject assigned by the teacher to them. they experience anxiety from their schoolwork, which involves drawing various objects.

Based on the data above, students should speak well in class by the midterm point. They must provide a convincing account of their experience. From the results of the interviews, the three types of anxiety above were caused by students experiencing excessive stress and fear when they wanted to speak English in front of the class. students who exhibit anxiety traits become anxious when they cannot understand the teacher's explanation and special situations anxiety, where students are required to take a speaking test.

## **2. The Factors Causing Anxiety in Speaking English of the Eighth Grade at MTs. Asy'ariyyah Tajungsari.**

### **a. Communication Apprehension**

Communication anxiety is the first problem experienced by students, usually occurs when students speak or do something in public. because when students experience communication fear when presenting a topic in front of the class they have to relax. When students feel relaxed, they will be less fearful in their communication. The thing that most influences student anxiety is self-doubt. This was explained nervousness by the students as follows:

Aletta Anaya Elfarani said:

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<sup>80</sup> Nena Firnanda, interview by the author, April 11, 2023, interview 4, transcript.

<sup>81</sup> Maia Fitriani, interview by the author, April 11, 2023, interview 5, transcript.

*"Yes sis, I feel nervous, embarrassed, nervous and mixed up speak English in front of my friends."*<sup>82</sup>

Nena Firnanda said:

*"I'm nervous sis, because I'm not used to speaking the English Language in public. To be honest because of the trauma too sis."*<sup>83</sup>

Maia Fitriani said:

*"I feel ndredeg sis when I speak English at in front of the class, I was embarrassed because I felt there was more can speak english than me, also i'm not used to it speak English in public."*<sup>84</sup>

Muhammad Reza Asaadi said:

*"I'm shy when I talk in front of the class, sis. The only reason is that I'm afraid to speak in front of the class."*<sup>85</sup>

Qoyyumus Shoufi Assalam said:

*"I feel embarrassed, nervous sis. from there, sis."*<sup>86</sup>

Irsya Nur Alfiansyah said:

*"The problem is I'm like that because a lot of kids are watching I'm sis."*<sup>87</sup>

From the explanation above, self-confidence is necessary when we speak English in public or in front of the class. So that students appear confident when conveying English. If students are confident to speak English in public or in front of the class, they will comfortable and not nervous. This explanation is supported by explanations English teacher:

*"Yes, there must be someone who feels nervous, angry, if they are afraid of me I'm sure there isn't one, I don't know, I see children are more free in my lesson. Free expression"*<sup>88</sup>

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<sup>82</sup> Aletta Anaya Elfaryani, interview by the author, April 11, 2023, interview 3, transcript.

<sup>83</sup> Nena Firnanda, interview by the author, April 11, 2023, interview 4, transcript.

<sup>84</sup> Maia Fitriani, interview by the author, April 11, 2023, interview 5, transcript.

<sup>85</sup> Muhammad Riza Asaadi, interview by the author, April 11, 2023, interview 6, transcript.

<sup>86</sup> Qoyyumus Shoufi Assalam, interview by the author, April 11, 2023, interview 7, transcript.

<sup>87</sup> Irsya Nur Alfiansyah, interview by the author, April 11, 2023, interview 8, transcript.

<sup>88</sup> Sukarni, S.Pd., Teacher interview, April 11, 2023, interview 2, transcript.



Based on the interviews and observations above, it can be concluded that one of the factors of speaking anxiety faced by class VIII students of MTs Asy'ariyyah Tajungsari has communication apprehension. Some students looked nervous and embarrassed when they had to come forward so that it disturbed their concentration and made them confused about how to deliver the material.

#### b. Test Anxiety

Test anxiety is specific type of performance anxiety generated by the fear of failure. One of the key elements of negative motivation according to experts is test anxiety. It is described as an unpleasant feeling or emotional state that is experienced in formal testing or other evaluative contexts and which has concurrent physiological and behavioral features. Based on the results of interviews with gteachers, data showed that they looked anxious when their speaking skills evaluation tests were held in front of the class. When it is announced that there will be a test next week they tend to protest and look like they are not ready to be evaluated.<sup>89</sup> As the students said below:

*"I am afraid when there is a practice exam speaking in front of the class and i'm afraid my grades will be bad if I can't do it."*<sup>90</sup>

*"I get nervous when there are tests or exams, so it's ridiculous to be afraid of being scolded by the teacher if we can't present it well."*<sup>91</sup>

*"We are worried that we will not be able to master the material given by the teacher."*<sup>92</sup>

*"The English speaking tests is somethingscary, so I often see my friends worry, so I worry too."*<sup>93</sup>

*"My biggest problem in class is that I make so many mistakes that I'm afraid to show my true potential."*<sup>94</sup>

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<sup>89</sup> Sukarni, S.Pd., Teacher interview, April 11, 2023, interview 2, transcript.

<sup>90</sup> Aletta Anaya Elfaryani, interview by the author, April 11, 2023, interview 3, transcript.

<sup>91</sup> Nena Firnanda, interview by the author, April 11, 2023, interview 4, transcript.

<sup>92</sup> Maia Fitriani, interview by the author, April 11, 2023, interview 5, transcript.

<sup>93</sup> Muhammad Riza Asaadi, interview by the author, April 11, 2023, interview 6, transcript.



*“i’m afraid my friends will make fun of me and talk about things like”you not smart.”<sup>95</sup>*

According to the data above, students experience anxiety because almost every student has anxiety which prevents them from feeling confident enough to speak in front of the class. Therefore, students must learn words and the sentences they will use when speaking in front of the class.

### c. Fear of Negative Evaluation

The fear of negative evaluation that is usually felt by students. When researchers interview students one by one, several students said that they were afraid to speak. They feel that there is someone who speaks English better than them. It means they are afraid of negative evaluation from teachers or classmates.

Aletta Anaya Elfaryani said:

*“I was nervous because I felt someone could speak more English language than me. I’m also not used to talking English in public, so, I’m afraid if there are more friends smarter english than me, mocking me because my english is bad.”<sup>96</sup>*

Nena Firnanda Said:

*“Because I’m afraid of being laughed at by my classmates and other people who are good at English are afraid to say this is wrong. Especially if being judged by the teacher, I was even more afraid, afraid of getting a bad grade.”<sup>97</sup>*

Maia Fitriani said:

*“Yes sis, I’m shy, sometimes I’m not confident, sis, I’m afraid can’t, so later if I can’t I’ll be laughed at. If you get*

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<sup>94</sup> Qoyumus Shoufi Assalam, interview by the author, April 11, 2023, interview 7, transcript.

<sup>95</sup> Irsya Nur Alfiansyah, interview by the author, April 11, 2023, interview 8, transcript.

<sup>96</sup> Aletta Anaya Elfaryani, interview by the author, April 11, 2023, interview 3, transcript.

<sup>97</sup> Nena Firnanda, interview by the author, April 11, 2023, interview 4, transcript.

*laughed at, you laugh too, in the end, everything you want to say disappears.*"<sup>98</sup>

Based on the interviews and observations above, it can be interpreted that students will be embarrassed and happy if their classmates tell them when they are speaking in front of the class. They stated when the teacher asked them to speak in front of the class. They are afraid of getting bad grades. They will have low self-confidence. They also feel that there is someone who speaks better than them, so they are afraid of being evaluated negatively by the audience including the teacher. Therefore, evaluation of negative feelings becomes one of the students' problems in speaking English in front of the class.

## **1. The Strategies to Overcome Anxiety in of the Eighth Grade at MTs. Asy'ariyyah Tajungsari Speaking English**

Every problem has a strategy to overcome it, especially in speaking anxiety. Some people who know public speaking strategies sometimes experience problems when they want to speak or express something in the public sphere, especially students who are still beginners learning to speak in public. Researchers found several strategies used by students and teachers to overcome these problems.

### **a. Preparation**

Preparation is one strategy to overcome the problem of speaking anxiety. Preparation is the first step that must be done. This is a simple way that can be done by students before they move forward. This makes it easier for students to show what they want to convey to their classmates. Students explain that preparation is a strategy to overcome speaking anxiety, the explanation will be explained below:

Aletta Anaya Elfaryani said:

*"Well, study first sis, so you don't jump to conclusions when you move forward and don't get angry. The point is to prepare what we want to show."*<sup>99</sup>

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<sup>98</sup> Maia Fitriani, interview by the author, April 11, 2023, interview 5, transcript

<sup>99</sup> Aletta Anaya Elfaryani, interview by the author, April 11, 2023, interview 3, transcript.

Nena Firnanda said:

*"Yes, everything must be prepared, sis. It's like learning to speak English because I can't speak English, I'm not used to it"*<sup>100</sup>

Maia Fitriani said:

*"I usually pray first sis, read bismillah so that it is made easier and not excessive when going in front of the class."*<sup>101</sup>

Muhammad Riza Asaadi said:

*"Prepare mentally sis so that you are confident sis. Study so that later when the presentation goes smoothly."*<sup>102</sup>

Qoyyumus Shoufi Assalam said:

*"Well, maybe I should study more. I hope so I have to study again sis, so I can perform well in the next class, but I don't like English anymore, so I don't want to study."*<sup>103</sup>

Irsya Nur Alfiansyah said:

*"The solution is to study a lot and not be ashamed to speak English, Sis."*<sup>104</sup>

Based on the interviews, it is evident that preparation (study) is very important for students. Most students apply the preparation to reduce anxiety. Dissolved material is also important for students so that students have material to convey it. Apart from that it is very important, so that students are able to speak fluently, not shy, do not like to speak English in front of the class. It can be concluded that preparation and mastering the material to be delivered is really mandatory to make students confident in delivering the material. Students must also master the content and main

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<sup>100</sup> Nena Firnanda, interview by the author, April 11, 2023, interview 4, transcript.

<sup>101</sup> Maia Fitriani, interview by the author, April 11, 2023, interview 5, transcript.

<sup>102</sup> Muhammad Riza Asaadi, interview by the author, April 11, 2023, interview 6, transcript.

<sup>103</sup> Qoyyumus Shoufi Assalam, interview by the author, April 11, 2023, interview 7, transcript.

<sup>104</sup> Irsya Nur Alfiansyah, interview by the author, April 11, 2023, interview 8, transcript.

points of what they want to present. If students master the content and main points, they will convey it smoothly.

**b. Relaxation**

Relaxation is one way to eliminate and overcome the problem of speaking anxiety. This is a simple way that students can do to get rid of feelings of anxiety. With a feeling of mental relaxation students will be comfortable when presenting the material they want to convey. The explanation of relaxation is explained by the students below:

Aletta Anaya Elfaryani said:

*"Yes sis, just relax when in front, say something too You have to relax so you don't get nervous, Sis."*<sup>105</sup>

Nena Firnanda said:

*"Well, I don't think that friends exist, Sis. Just relax, relax, pull breathe in and out first to calm down, keep smiling."*<sup>106</sup>

Maia Fitriani said:

*"Calm down, sis. Just relax as you move forward, as you enter the front should also be relaxed, sis. You can't be nervous."*<sup>107</sup>

Muhammad Riza Asaadi said:

*"Yes sis. Must be relaxed if in front. Must enjoy relax when speaking english. Must be confident when speak English."*<sup>108</sup>

Based on interviews with students, it turns out that relaxation to implemented by students and is an effective way to reduce students' speaking anxiety. Students say that relaxation is one way to reduce anxiety in speaking so that they can enjoy the material presented.

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<sup>105</sup> Aletta Anaya Elfaryani, *interview by the author*, April 11, 2023, interview 3, transcript.

<sup>106</sup> Nena Firnanda, *interview by the author*, April 11, 2023, interview 4, transcript.

<sup>107</sup> Maia Fitriani, *interview by the author*, April 11, 2023, interview 5, transcript.

<sup>108</sup> Muhammad Riza Asaadi, *interview by the author*, April 11, 2023, interview 6, transcript.

### c. Approaching

Approaching is a way or strategy of MTs Asy'ariyyah Tajungsari English Teacher to overcome students' speaking anxiety. This was explained by the teacher when he became an observer interviewed eighth grade English teachers to tackle speaking. Explanation below:

*"I prefer a personal approach. Because they have a complex problem. Because of our clock dealing with children one by one we can know their attitude. The character of person A is like this, and we can facing it like this, and managing the class like this. So, I take the average one, oh it turns out that this class or this kid is more open."*<sup>109</sup>

The teacher also added:

*"I also usually create class conditions that are as interesting as possible, usually I fill them with games so that children don't feel pressured from me, I also make the assignments that I give interesting and even I also use the media as my teaching tool, such as YouTube, quizizz, media images, etc. Why did I do that because I want my students not to feel anxious when they learn English in my class. So that makes it easier for them to learn."*<sup>110</sup>

The statement above is reinforced by observation. the researcher found the teacher approached the students after giving an explanation about the material. The teacher seemed to move around and came to the students' seats and gave some advice and words to motivate them. Like "come on, cheer up, anyone ask?" as well as getting closer to students to strengthen them.

Based on the interviews conveyed by the teacher, it means that the teacher approaches students by confronting them one by one so that the teacher knows the character of students. Providing learning comfort to students so that they feel calm and do not have to worry and fear learning English in class. It can be concluded that the approach is one of the teacher's ways to reduce students' speaking anxiety. It's really

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<sup>109</sup> Sukarni, S.Pd., *Teacher interview*, April 11, 2023, interview 1, transcript.

<sup>110</sup> Sukarni, S.Pd., *Teacher interview*, April 11, 2023, interview 1, transcript.



effective approach for teachers to make students enjoy and understand the material during presentations.

### C. Discussion

This section contains a discussion of research results. In the study that the research carried out, the researcher made three research questions posed. Anxiety in class VIII MTs Asy'ariyyah Tajungsari is the topic of this research. According to the results of research, observation, and the interviews showed that students feelings of anxiety when speaking English in class VIII of MTs Asy'ariyyah Tajungsari varied widely, this was expressed by the head of madrasah and English teacher at MTs Asy'ariyyah Tajungsari.

#### 1. Types of Anxiety Faced by Grade VIII Students of MTs Asy'ariyyah Tajungsari Tlogowungu Pati.

Based on the research that the researchers did, the anxiety that was feared would hinder the learning of English in class VIII MTs Asy'ariyyah Tajungsari included State Anxiety, Trait Anxiety, and Specific-situational Anxiety. These concerns include:

##### a. State Anxiety

Most students have problems with their speaking skills, it can be seen when they speak, they are nervous, stress, and lack of self-confidence. The research results show students feel panic and stress when they want to speak English. State Anxiety is a feeling of coming from a dangerous situation, and it is also an anxiety state that will occur within a certain time, and place. For example, state anxiety occurs when a student's name is called by the teacher to appear in front of the class. So, when students express anxiety they can take a breath, get rid of the fear of making mistakes, think positively in the future class. They have to be confident and brave the situation.

From the result above Six students interviewed experienced in this condition. This was also supported by the results of teacher interviews which stated the truth of this matter.

##### b. Trait Anxiety

In this type of anxiety, students feel anxious when students cannot understand the teacher's explanation. The results of the study showed that of the six students interviewed, three students did not feel anxious and three other students said they felt anxious when they did not



understand the material presented by the teacher. they also feel anxious when they have to explain the material in front of the class. Also conveyed by the teacher that students look anxious when working on it. Trait anxiety experienced by students is caused by negative emotions that come from personality or individuals, such as worry, fear, and fear. If students are anxious, they can often do exercises and preparations at home, and eliminate the fear of making mistakes in front of the class. Sometimes, some students are not facing the audience.

Based on the results of the interviews and the theory above, students who experience anxiety are based on their own personality. This is due to their emotional nature and excessive worry so they feel afraid of making mistakes in front of the class, afraid of not understanding the explanation given by the teacher.

#### **b. Specific-situational Anxiety**

Students express their anxiety when they are must take a speaking test in front of the class by telling or telling their personal experiences in front of the class. The teacher also stated that students looked anxious when there was a speaking test in front of the class.

According to Horwitz Specific-situational Anxiety is similar to stage fright that occurs due to certain situations and experiences prefer to learn by seeing information, they pay attention to their teacher and write down the information they get from their teacher in their book. When situational anxiety students can take the form of practice, preparation, positive thinking, and then eliminating fear made a mistake.

From the result, three students experienced specific-situational anxiety because of the situation they were facing, namely during the exam.

Reflecting on the discussions above, conclude that Septy Indrianty said that students with **Trait Anxiety** need to be treated properly to avoid worse effects. If Trait Anxiety remains untreated, students may begin to develop panic attacks and try to avoid the subject. However, paying attention to learning factors must be considered. this is supported by the opinion Horwitz believes that anxiety about speaking a certain language can affect student achievement. this matter six students interviewed experienced in this condition. This was also supported by the results of teacher

interviews which stated the truth of this matter. Then how to deal with students with **State Anxiety**, namely the teacher can consciously create a communal and friendly atmosphere. Then, Learners feel more comfortable in pair work and personalized activities, but these are relative concepts; some activities considered comfortable by some are also considered as stressful. In addition, the fear of losing face and making mistakes is very common among students who think that others may laugh at them and ridicule their language proficiency. Students who experience Specific-situational Anxiety prefer to learn by seeing information, they pay attention to their teacher and write down the information they get from their teacher in the books. Student can be in the form of training, preparation, positive thinking, and fear of making mistakes.<sup>111</sup>

## 2. **The Factors of Speaking Anxiety Faced by Eighth Grade Students of MTs Asy'ariyyah Tajungsari**

The factors of speaking anxiety faced by class VIII students Asy'ariyyah MTs are as follows:

### a. **Communication Apprehension**

The students who had communication apprehension had many causes. The students are not confident when presenting topics in front of the class, students must be confident when appearing in front of the class, so they will be comfortable and not nervous. They are also not used to speak in front of the class, some of them feel that there are some students who speak better than them, some of them feel the atmosphere is uncomfortable and some students are afraid while delivering in front of the class. The communication fear factor fits in with Horwitz's theory, he states that communication fear is a type of shyness characterized by fear or anxiety towards other people.<sup>112</sup> This means that students can feel anxious because it causes the student's character to be a student. Communication apprehension is the

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<sup>111</sup> Septy Indrianty, "Students' Anxiety in Speaking English ( a Case Study in One Hotel and Tourism College in Bandung )," *Eltin* 4, no. I (2016): 33–34.

<sup>112</sup> Septy Indrianty, "Students' Anxiety in Speaking English ( a Case Study in One Hotel and Tourism College in Bandung )," *Eltin* 4, no. I (2016): 31.

feeling of fear, embarrassment or anxiety displayed by people in public during communication.

b. **Test Anxiety**

The students feel anxious because they have the understanding that they are anxious because they have to complete the test given to them. of results learn there are statements that show that they are afraid because they can not speak English very well when there is a speaking test. The teacher also stated that students seemed unprepared when the evaluation was to be held.

c. **Fear of Negative Evaluation**

The students feel scared and nervous When they are watched, laughed at and evaluated by their friends and teachers. It means they fear that if they will be evaluated negatively. Some students are afraid if there is someone who speaks better than their. They feel scared and uncomfortable when getting assessed by the teacher in speaking. They are afraid of getting bad grades. he means that students are afraid of being negative with students who are better than them and also afraid of getting bad grades from the teacher. The factor of negative evaluation corresponds to Horwitz's theory, he expressed that fear of negative evaluation is an extension of the second component of foreign language anxiety because it is not limited to exam situations; more precisely, it can occur in any social evaluation situation, such as an interview for a job or speak in a foreign language class.<sup>113</sup> means the fear of negativity evaluation is a particular situation that may arise in students' foreign language anxiety.

Reflecting on the findings above, Septy Indrianty state that students' fear of **Communication Apprehension**, or in other words the pressure of speaking in public has created uncontrollable anxiety in the body and the inability to speak clearly which then has an impact on students. Several students keep trying in speaking English despite their limited skills

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<sup>113</sup> Indrianty.

and occasional mistakes, but others do everything possible to avoid speaking English. Students are influenced by two main things when they have to face exam situations. The above cases are in line with **Test Anxiety** being found to have a detrimental effect on students' abilities and self-confidence. Even though the effect is temporary, it still makes students afraid when facing exams situations in any school subjects. Anxiety is intrinsic to language learning and it is associated significantly higher than other classroom anxiety (mathematics, research methodology, etc). General findings about sources of anxiety Students' experiences reveal that most students tend to be nervous in speaking English. they are afraid of **Fear of Negative Evaluation**. As the data from the observation revealed, students speaking English in class looked anxious and there were three types of anxiety. The three types of anxiety have the same effect on students. But they have differences in terms of initial factors or driving factors. In short, language anxiety occurs in learning one of the productive skills of English and it causes a self-defeating effect on learning motivation and students' participation level.<sup>114</sup>

### 3. The strategies to overcome the speaking anxiety faced by Eighth Grade Students of MTs Asy'ariyyah Tajungsari

#### a. Preparation

Preparation is the right strategy for students who experience speaking anxiety, in preparation, efforts for themselves by improving English speaking skills, students try to practice with their friends what will be presented in front of the class. As David Shinji Kando and Yan Ying-Ling said to the students effort to control themselves by improving learning strategies for example trying to get a good summary at school, taking notes, trying to practice what will be presented in front of the class, making a list of

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<sup>114</sup> Indrianty.

what needs to be presented in front of the class.<sup>115</sup> with that, students try to be more independent and control themselves by increasing learning.

**b. Relaxation**

With relaxation, students can reduce feelings of anxiety. Before students make presentations, students relax in front of the class, and start presenting. The students took a deep breath and tried to calm down. This relaxation strategy to overcome students' speaking anxiety is also in accordance with the basis of David Shinji's Kando and Yan Ying-Ling theory, they stated that the aim of this strategy was to reduce somatic anxiety symptoms. If students relax their bodies in doing presentations in front of the class, such as: taking deep breaths to make them feel calm and more relaxed so that more and more anxiety is lost in students. Then sit comfortably and straight in the classroom chair, before class starts or during class, just take a deep breath slowly, inhale, hold it that's four or five seconds then exhale.<sup>116</sup> This strategy is important for students before making a presentation. because if students are not relaxed, the material that has been prepared will be lost and easily get nervous.

**c. Approaching**

There are several solutions from the teacher to overcome student anxiety, among others, namely anxiety is something that It occurs spontaneously in every individual so it is impossible to prevent it. To reduce anxiety, teachers provide support and motivation so that students are confident and unnecessary afraid if they make mistakes while speaking.

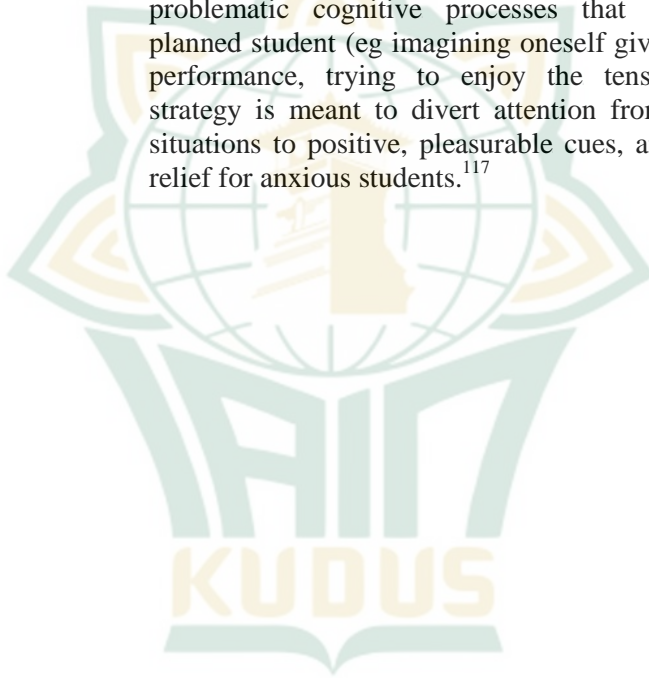
Reflecting on the discussions above, david shinji Kando and Yang Ying Ling state that the strategy that must be used to overcome anxiety is

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<sup>115</sup> David Shinji Kondo and Yang Ying-Ling, "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan," *ELT Journal* , Vol. 58, No. 3 (2004): 262,

<sup>116</sup> Kondo and Ying-Ling.

**Preparation**, referring to efforts to control study time to get good study notes. The use of this strategy is expected to increase students' subjectively assessed mastery of subject matter, and thereby reduce anxiety in the future by improving teaching and learning strategies related to language classes. The second category, **Relaxation**, involves tactics aimed at reducing somatic anxiety symptoms. A common item is to take a deep breath and try to calm down. the third strategy is **Approaching** thinking is characterized by its palliative function of suppressing problematic cognitive processes that worry the planned student (eg imagining oneself giving a great performance, trying to enjoy the tension). This strategy is meant to divert attention from stressful situations to positive, pleasurable cues, and provide relief for anxious students.<sup>117</sup>



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<sup>117</sup> Kondo and Ying-Ling.