

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

### A. Research Results

#### 1. The Students' Speaking Anxiety Level

Horwitz's Foreign Language Classroom Anxiety Scale (FLCAS) was utilized to collect the data, it was used by the researcher to analyze the first research question which is students' English-speaking anxiety level in English club. The questionnaire comprises of 33 statements, to which out of 40 students in English Club of MAN 2 Kudus provided responses. In addition, the final outcome took the form of an interpretation or descriptive analysis. Hence, the data obtained from the questionnaire would be analyzed descriptively. Therefore, the results data of the of the students' responses to FLCAS items were shown in the table below.

*Table 4.4.1 Questionnaire Results*

Respondent	Questionnaire Number																	Total Score	Level of Anxiety
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	118	Anxious
	3	2	4	4	3	3	5	4	5	3	3	4	4	3	3	4	2		
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3			
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3			
2	2	3	5	2	4	5	5	3	3	4	3	4	4	5	4	3		106	Mildly Anxious
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
	5	4	5	3	1	4	5	4	5	5	2	4	3	2	2	2	2		
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3			
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3			
	3	2	5	2	5	5	4	2	2	3	1	2	2	5	1	4			

3	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 0 3	Mildly Anxious
	3	4	3	2	2	4	4	3	4	3	2	3	3	4	2	3	2			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
3	3	4	3	2	4	4	3	2	3	2	3	2	4	3	4					
4	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 1 1	Anxious
	5	2	4	2	4	3	3	3	2	4	2	3	4	4	2	3	3			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
4	1	4	4	3	5	5	3	4	4	3	5	4	3	3	3					
5	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 2 9	Very Anxious
	5	2	5	5	1	3	5	3	5	5	1	4	5	3	5	5	4			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
3	3	5	4	2	5	4	5	4	4	3	4	4	5	3	5					
6	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 1 8	Anxious
	5	4	5	3	1	3	5	2	5	5	1	4	5	3	1	4	3			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
4	5	5	3	3	5	5	3	1	3	2	3	4	5	3	5					
7	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	9 4	Mildly Anxious
	3	2	4	4	1	3	4	2	4	4	2	3	4	2	3	3	1			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
3	2	4	2	3	4	4	3	2	2	2	3	2	4	2	3					

8	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 0 5	Mildly Anxious
	3	2	4	4	2	4	3	4	4	3	3	4	3	3	3	3	4	3		
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
9	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	9 9	Mildly Anxious
	3	5	2	2	2	5	3	4	5	1	1	1	4	5	4	4	4	4		
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	3	2	2	2	2	3	5	1	2	2	3	2	5	4	3	3				
10	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 3 8	Very Anxious
	4	4	5	4	1	4	5	4	4	4	4	4	4	4	4	5	2			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	4	4	5	4	5	5	4	5	5	5	5	4	4	5	4	4				
11	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 0 1	Mildly Anxious
	4	5	5	4	2	2	2	3	3	3	4	4	1	4	2	1	1			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	3	4	5	4	3	2	4	3	2	3	3	4	4	5	1	1				
12	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 0 5	Mildly Anxious
	4	2	4	4	2	4	4	3	4	4	2	2	4	4	3	2	2			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	4	3	3	3	2	3	3	4	3	3	3	4	4	4	2	3				

1 3	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	9 8	Mildly Anxious
	3	3	4	4	1	2	2	4	3	5	2	4	5	3	4	3	1			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
4	2	5	1	2	3	2	3	2	2	2	2	4	3	4	3	3				
1 4	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	9 2	Mildly Anxious
	3	3	3	2	4	2	2	3	4	3	3	3	3	4	2	3	3			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
3	3	3	2	3	2	3	2	2	3	3	2	3	2	3	3					
1 5	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	8 4	Relaxed
	3	3	2	2	2	4	3	3	3	2	3	2	3	3	2	2	3			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
3	2	3	2	2	2	2	2	2	3	2	3	2	2	4	3					
1 6	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 1 1	Anxious
	5	2	4	2	4	3	3	3	2	4	2	3	4	4	2	3	2			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
4	1	4	4	3	5	5	3	4	4	3	5	4	3	3	4					
1 7	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 0 6	Mildly Anxious
	3	4	5	3	2	5	4	4	3	3	3	2	4	4	2	3	3			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
4	3	5	2	3	4	3	2	2	3	2	3	4	2	4	3					

1 8	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 4 1	Very Anxious
	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5		
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	4	4	4	4	5	5	4	5	5	5	5	5	4	4	5	4	4			
1 9	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	9 6	Mildly Anxious
	3	4	5	2	1	5	2	4	4	3	4	4	3	2	2	2	2	1		
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	3	1	4	2	2	2	4	2	2	3	3	2	4	4	3	4				
2 0	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 1 0	Anxious
	2	2	5	2	3	5	4	5	5	4	3	2	5	5	1	4	2			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	3	4	5	2	3	4	4	2	1	3	3	2	2	5	5	3				
2 1	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 5 0	Very Anxious
	5	4	5	5	4	4	4	4	5	5	4	5	5	4	4	5	4			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	4	5	5	4	4	5	5	4	5	5	4	5	5	5	4	5				
2 2	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 3 9	Very Anxious
	4	5	4	4	4	4	4	4	5	4	4	5	5	4	4	4	4	4		
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	5	4	4	4	4	4	5	4	4	4	4	4	4	5	4	4				

2 3	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 0 4	Mildly Anxious
	4	3	4	4	2	4	3	2	4	4	2	3	3	4	3	4	2			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	3	2	4	3	3	4	2	2	2	3	3	3	4	4	3	4				
2 4	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	9 1	Mildly Anxious
	2	3	4	3	2	3	3	3	4	3	2	2	3	3	4	2	2			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	3	3	4	2	2	3	3	2	2	3	2	3	2	3	3	3				
2 5	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 0 5	Mildly Anxious
	3	4	3	4	1	2	4	2	4	4	3	3	4	4	2	4	1			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	3	4	4	3	2	4	3	4	3	4	3	4	3	3	2	4				
2 6	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 0 9	Mildly Anxious
	3	3	4	4	2	3	3	3	4	4	2	4	3	3	4	4	2			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	3	4	4	3	3	3	5	4	3	3	3	3	3	3	3	4				
2 7	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1 4 8	Very Anxious
	5	5	5	4	4	4	5	4	5	5	4	4	5	5	4	4	4			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	5	4	5	4	4	5	5	5	5	4	4	4	4	5	4	5				

28	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	96	Mildly Anxious
	4	3	5	2	1	2	2	3	5	2	1	2	5	4	2	4	4			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	4	5	5	2	2	4	4	1	1	2	2	2	2	2	2	5				
29	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	109	Anxious
	3	4	4	3	1	4	5	4	4	4	1	5	3	3	4	3	4			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	3	4	4	2	3	4	3	3	2	3	2	4	3	4	3	3				
30	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	99	Mildly Anxious
	2	3	4	2	4	3	3	3	2	4	2	3	4	4	2	3	2			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	4	2	4	2	4	2	4	2	2	2	4	3	4	4	2	4				
31	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	80	Relaxed
	3	5	2	2	1	3	4	1	4	2	1	3	2	3	2	2	1			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	3	1	5	2	2	5	2	2	1	2	2	4	4	3	3	3				
32	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	139	Very Anxious
	5	4	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	4	4	4	4	4	4	4	5	4	4	4	4	5	5	4	5				

33	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	101	Mildly Anxious
	2	3	2	2	2	3	4	4	4	3	3	4	4	3	4	3	3			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	4	4	4	2	3	4	2	2	2	2	3	3	2	4	3	4				
34	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	82	Relaxed
	3	4	3	2	1	3	3	4	2	4	1	2	2	3	4	1	1			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	3	2	4	1	1	3	1	3	1	2	2	4	2	2	5	3				
35	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	140	Very Anxious
	4	4	5	4	4	4	4	4	4	5	4	4	4	4	5	4	4			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	4	4	5	4	4	4	4	5	4	4	4	4	5	5	4	5				
36	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	83	Relaxed
	3	2	2	2	2	3	3	2	3	4	2	4	2	3	3	3	2			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	2	2	2	3	2	2	3	2	2	2	3	2	3	2	3	4				
37	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	104	Mildly Anxious
	4	4	1	2	2	4	5	4	4	4	4	2	3	4	2	4	3			
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3				
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3				
	4	4	4	2	3	4	3	2	2	2	2	3	4	3	2	4				



38	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	91	Mildly Anxious
	4	2	4	4	2	3	4	3	4	3	2	2	2	4	2	2	2		
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3			
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3			
	3	2	4	2	2	4	3	3	2	2	2	2	2	4	2	3			
39	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	89	Mildly Anxious
	4	2	4	2	1	2	4	2	2	5	1	2	2	2	4	2	2		
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3			
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3			
	2	4	2	2	2	4	2	4	2	2	2	5	2	5	2	4			
40	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	89	Mildly Anxious
	3	3	3	3	5	4	3	4	2	2	2	1	3	2	2	2	2		
	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3			
	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3			
	3	2	3	2	1	3	2	2	2	3	2	2	4	4	4	4			
Very Relaxed																		0	
Relaxed																		4	
Mildly Anxious																		22	
Anxious																		6	
Very Anxious																		8	
Total																		40	

According to the scoring of the speaking anxiety level, there were 8 participants who were very anxious, 6 participants who were anxious, 22 participants who were mildly anxious, 4 participants who were relaxed, and no participant who was very relaxed.

## 2. Factors Contributing English Students' Speaking Anxiety in Speaking Performance

Based on the observation results, types of speaking performance used by the Islamic English club when the research was ongoing were responsive and extensive, where the learning activity took the form of storytelling and a discussion, and then presenting the results in front of the class. However, due to limited time and low students availability, not all groups presented in front of the class. Additionally, responsive type could be seen when tutor used communicative approach, where there were a numerous questions given to the performer students after finishing their speaking performance. It is confirmed by tutor in the interview results that tutor used communicative language approach and students centered.

“Learning method used in this English club is communicative language teaching, with students' centered approach. We more focus on the goals and the execution”<sup>139</sup>

According to the interview, observation, and questionnaire results, the students experienced English speaking anxiety especially when they had to perform speaking in front of other students. They revealed that they felt anxious when designated to do speaking performance. According to the observation results, their signal of anxiety could be seen by some indicators physically and behavior, such as feeling weak or numb, going blank, being terrified of making a communication error, refraining from speaking, and speaking pause.<sup>140</sup> It is supported by interview results, students revealed that they experienced numerous indicators of speaking anxiety, namely nervous, going blank, speaking pause, trembling, heart palpitation, sweating, dry throat, difficulty breathing, and refraining from speaking.

“I am afraid because I am nervous. Suddenly (I) think a lot, whereas I have prepared in advance. But when I was performing my speaking I blanked my mind. I got tremble because I was afraid of making mistake and I did not like being people's attention. Because I was nervous, my heart palpitation was getting high, my hand was

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<sup>139</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

<sup>140</sup> Observation result of teaching and learning process of the Islamic English Club, by researcher, May 13, 2023

sweating, and I was difficult to breath. So I speak fastly to refrain”<sup>141</sup>

It is confirmed by tutor which stated that students’ indicator of English speaking anxiety seen by tutor were including blanked mind, making communication error from grammar and pronunciation, rejected to perform speaking, as well as their voices were so low even did not sound their speaking.

“Their voices were very low and even not audible, they move a lot (when performing speaking), going blank, making communication error from grammar and pronunciation, and they tried to find reason to reject when they were asked to come forward”<sup>142</sup>

In addition, tutor also mentioned students’ nervous when they submitted speaking task individually they would look for a cozy place to practice, when it came to speaking task through video they were actually good. However, when they performed speaking in front of class their voices were low because of nervous, fear of being judged, and unconfident. Their performance between in video and in front of class was different. It explicitly revealed that they were nervous.

“When students submitted speaking task individually, they would find comfort place for practicing their performance. They were actually good if the task was submitted in the form of video. But when they had to perform speaking in front of class, their voices were becoming low because they experienced nervous, low confidence, and were afraid of being judged by others”

Based on the results of observation, it showed that students refrained from speaking performance. It could be seen by most of them were unwilling to show their performance, there was only one group consisted of two students who were willing to come forward without being appointed. When tutor appointed other students to perform, they were reluctant to do so.<sup>143</sup> It is supported by the interview results, the students revealed that they rejected and were angry when the tutor asked them to perform

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<sup>141</sup> ZM, Student, Interview by Researcher, June 2023, Interview Transcript

<sup>142</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

<sup>143</sup> Observation result of teaching and learning process of the Islamic English Club, by researcher, May 13, 2023

speaking in front of class, and tutor also confirmed it in the interview.

“Sometimes I make excuses when I am appointed. I reject it. I was surprised and look so nervous because my hands were shaking. I was not done talking but I had no breath anymore”<sup>144</sup>

Furthermore, going blank and speaking pause also found in observation. When they spoke their words, they blanked so as to be stammering when speaking.<sup>145</sup> As such, observational data is supported by interview results. Although they have prepared their speech, in fact they blanked when they already performed in front of other students. The factor that caused their blank was because they were nervous when they became the point of attention.

According to the data obtained by the researcher, there were some factors that contributed to their speaking anxiety. From the results of questionnaire, factors that caused students' speaking anxiety could be divided into three parts, namely communication apprehension, test anxiety, and negative evaluation. Communication apprehension factor could be seen from number 1, 9, 14, 18, 24, 27, 29, and 32; test anxiety factor could be seen from number 2, 8, 10, 19, 21; and negative evaluation factor could be seen from number 3, 7, 13, 15, 20, 23, 25, 31, and 33.

#### **a. Communication Apprehension**

According to the questionnaire results, communication apprehension was one of the factor contributed to their speaking anxiety in speaking performance. Students were panic when they had to speak in English without preparation (questionnaire number 9), were shy speaking English in front of other students (questionnaire number 24), and were nervous when having communication in English (questionnaire number 27 and 29). It is supported by the interview results which students stated they were nervous and afraid when having communication because they were afraid of Question and Answer after performanc, fear of giving wrong answer, and fear of wrong grammar and

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<sup>144</sup> ZM, Student, Interview by Researcher, June 6, 2023, interview Transcript

<sup>145</sup> Observation result of teaching and learning process of the Islamic English Club, by researcher, May 13, 2023

pronunciation. As a result, their communication apprehension built their anxious when performing speaking.

“I was afraid of having communication and it made me anxious because I did not know what should I say, I did not now after performing my speaking wheter there would be questioning”<sup>146</sup>

They additionally revealed that they were afraid of having communication after doing speaking performance because they experienced fear of using wrong grammar and pronunciation.

“If I was asked to speak and answer questions I would be scared and nervus. It turn back that I was lack of grammar, I was afraid because I was not master at vocabulary and pronunciation”.<sup>147</sup>

#### **b. Test Anxiety**

Test anxiety was the second factor caused students' speaking anxiety in their speaking performance based on questionnaire results. Students agreed that they worried related to the consequence if they failed (questionnaire number 10). Similarly, they stated in interview that they had fear of being failed and having bad score. Based on the questionnaire results, it was discovered that test anxiety was the most probable to cause their English-speaking anxiety.

“I was afraid of getting bad score because I have tried, and if I failed I would be disappointed. I was anxious because I felt useless. And then I felt inferior by seeing others' ability”<sup>148</sup>

#### **c. Negative Evaluation**

Another factor that came from the questionnaire results was negative evaluation, which means students were fear of getting negative evaluation, including negative feedback both from tutor and their other friends. Showed on the questionnaire results, students felt ashamed to volunteer answers in class because they worried about others' perception, getting correction and being judged in front of friends. Consequently, their feared failing the test or receiving poor grades triggered their anxious of speaking performance.

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<sup>146</sup> MA, Student, Interview by Researcher, May 2023, Interview Transcript

<sup>147</sup> UI, Student, Interview by Researcher, June 2023, Interview Transcript

<sup>148</sup> OD, Student, Interview by Researcher, June 2023, Interview Transcript



“If I was asked to speak I should prepare first because I was afraid of people’s perception that they would think I was bad. I was afraid of getting negative evaluation because negative is bad, so I was afraid that they would judge me”.<sup>149</sup>

#### d. Students’ Fear

The dominant factor that contributed to their English-speaking anxiety in speaking performance was fear, namely fear of making mistakes, fear of being laughed, fear of communication, as well as fear of negative evaluation. The questionnaire results is supported by interviews which students revealed that they were afraid of having communication, especially when they had to answer question after performing their speaking. They were afraid when they speak, the person they were talking to did not understand what they were trying to express. It made them refrained from speaking and they tended to reject when their tutor asked them to perform speaking in front of peers. Hence, they were afraid because they felt intimidated by the gaze of peers looking at them when performing speaking. Students experienced fear of being laughed since they saw another student who was performing was ridiculed by his/her peers.

“I was afraid of being laughed because I was afraid that something wrong on me. So it made me anxious because I became unconfident. Because I ever saw someone else was getting laughed, I was afraid that when I performed and made mistake, they would do the same thing to me”.<sup>150</sup>

Tutor revealed fear of being laughed triggered students’ English speaking anxiety because they had tried to perform the best they could do but it turned out their efforts were ridiculed and unappreciated.

“Being lauged could make students anxious because they had tried performing as best as they could do but their effort was being laughed and unappreciated”.<sup>151</sup>

#### e. Poor of English Skills

Poor of English skills was also able to make them anxious in English-speaking performance. They stated that

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<sup>149</sup> MR, Student, Interview by Researcher, May 2023, Interview Transcript

<sup>150</sup> MR, Student, Interview by Researcher, May 2023, Interview Transcript

<sup>151</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

they were still lack of vocabulary, lack of grammar, and having bad pronunciation. They did not know what to say if they did not know the vocabularies. A number of interviewees stated that they were familiar with grammar theoretically. However, they were unable to put it into practice when speaking, particularly when they were unprepared. Therefore, they experienced difficulty in arranging sentence regarding grammar used. Consequently, those made them were afraid of getting bad score in test.

“Because there are too many (rules in grammar) so I was confused which one I should use. I knew the theory but I could not apply it. I only knew basic vocabularies, strange vocabularies I felt unfamiliar. And I found difficulty (in pronunciation) because I have seen many people”<sup>152</sup>

It is confirmed by tutor in interview results, which tutor noticed students’ lack of pronunciation, especially when they performed speaking without preparation. Tutor stated that vocabulary’s limitation made their speaking worse because how they arranged sentence if they had no vocabulary. As a result, they would feel anxious because they thought they were not able to speak.

“I noticed some students who were not good in pronunciation. I knew it when they submitted video for competition. I think they felt more difficult in intonation. When they had no preparation and I delivered text, it was difficult for them in pronouncing the words due to unfamiliar vocabularies. Without preparation, they had a hard time arranging sentence because they had no vocabulary. And of course it made them anxious because they thought they could not do it”<sup>153</sup>

Hence, tutor also confirmed that a lot of students experienced issue with grammar, especially in using verbs. Related to vocabulary, tutor stated there were students who experienced it due to the wide range of skills that students possess, a significant number of them lack of vocabulary.

“Quiet a few students were having trouble in grammar especially in using verb, such as when they should use

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<sup>152</sup> MR, Student, Interview by Researcher, May 2023, Interview Transcript

<sup>153</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

verb 1, verb 2, or to be. In vocabulary, of course I noticed. Because students who joined FEC had diverse ability so I there were a lot of students who experienced lack of vocabulary”<sup>154</sup>

In addition, they also stated that they thought that English was scary and having big pressure to learn it. It could be seen from interview result below which revealed by MA.

“In English the pressure is very big. I feel it is very hard to learn English. Sometimes I think, it is really pressure to learn English. Why other people seem to be easy to learn English, and why for me it is really difficult”<sup>155</sup>

Based on the interview, the tutor said that the cause of their poor of English skills and their mindset was because they were less exposed with English contents. The lack of English content made them unfamiliar with English that they felt strange to it. It is line with students’ statement which their friends love to see videos in English, including watching film, Korean dramas with English subtitles, listening to English songs.

“My friends like to speak English in their leasure time which sometimes I do not know the meaning. They like to watch Korean drama using English subtitle, listen to English song”<sup>156</sup>

#### **f. Classroom Environment**

Students additionally expressed to their anxiety and fear were impacted by the quiet classroom throughout their speaking performance. Actually, the learning atmosphere was relax enjoyable. However, when students were pointed to perform speaking in front of class, it caused them anxious due to they became point of attentions of the audiences since the class environment would be quiet and the whole students would like to focus and watch their performance.

“The class situation that triggerred anxious was quiet situation where it made me feel awkward, when all of the audiences pay attention on me, and when I am given correction (in public)”<sup>157</sup>

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<sup>154</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

<sup>155</sup> MA, Student, Interview by Researcher, May 2023, Interview Transcript

<sup>156</sup> NA, Student, Interview by Researcher, May 2023, Interview Transcript

<sup>157</sup> MA, Student, Interview by Researcher, May 2023, Interview Transcript



It is confirmed by tutor that crowded people and quiet atmosphere triggered students' anxious because they would be seen by many people in their speaking performance.

“Too crowded people and too quiet class situation could be a cause of students' English speaking anxiety coupled with lack of vocabulary and being seen by many people when performing speaking”<sup>158</sup>

#### **g. Students' Motivation**

Students also mentioned about their motivation during performing speaking in Islamic English club. Students revealed that they joined in hope this English club could boost their English skills to become more confident when speaking English, master vocabulary and pronunciation, experiences and fun. As a result, the advantages students already gain from joining this English club, such as increased vocabulary, greater pronunciation, forming peer relationships, and creating leisure time for English learning.

“I wanted to boost my English skills. I felt happy because it was insightful in mastering vocabulary and accent, so I knew the right pronunciation. And I could use my free time to study with my friends in FEC”<sup>159</sup>

It is line with the statement of the tutor, which revealed that the background of forming this English club is for facilitating students' hobbies and interest in English, cultivating students' mindset especially in English speaking. Furthermore, the goal of this English club is preparing students to be ready for competition. Hence, the concept is performing speaking in public by facilitating them competition, teamwork in order to enhance students' confidence level.

“The background is to facilitate students who have interest and hobby in English, build their mindset to be ready for competition, so we often perform in front of class and more focus on speaking”<sup>160</sup>

Since it is an extracurricular English club – not intra class – activities brought by tutor were more fun and casual. Tutor stated that this English club was indeed fun with

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<sup>158</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

<sup>159</sup> ZM, Student, Interview by Researcher, June 2023, Interview Transcript

<sup>160</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

unpredictable activities, unlike the formal classes at school. Unfortunately, they had not found motivation in themselves.

“Students felt this English club is really fun with unpredictable activities, which unlike formal class. But they found no motivation from themselves”<sup>161</sup>

It is supported by the students in the interview results, they revealed that the learning concept of this English club was entertaining, enjoyable, meaningful, and unique by implementing games, quizzes, and cases in the learning process. In addition, the learning activities prompted more to speaking such as discussion and retelling, presentation, storytelling, dubbing, role-play, voice over.

“We were given video, tried to comprehend the content, and then retold the story. We more focused on speaking practice by recording audio, speaking performance like dubbin, having discussion and presentation”.<sup>162</sup>

It is line with tutor’s statement in interview result, which tutor revealed the activities in learning process included retelling story, small groups, dubbing which focused on vocal expressions. If they needed preparation and long time, they would like to do by making video or voice note. However, it could not fully motivate students because the primary purpose was speaking, whereas they were afraid when being designated to speaking. In addition, they stated that all activities in speaking performance triggered their English speaking anxiety, especially in front of people which attracted attention because they would feel intimidated.

“FEC had more speaking assignment, so it made me nervous especially perform in front of class. That is why I was afraid of being elected due to all speaking performance activities triggerred my anxious”<sup>163</sup>

#### **h. Students’ Insecurity**

Another factor that contributed to Islamic English club students was related to their insecurity about English ability especially in speaking. Their lack of English skills made them feel that their speaking ability was still low as opposed to others. As a result, they were unconfident if they

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<sup>161</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

<sup>162</sup> MA, Student, Interview by researcher, May 2023, Interview Transcript

<sup>163</sup> MR, Student, Interview by Researcher, May 2023, Interview Transcript

had to perform speaking especially in front of many people in class.

“I feel that other students are better at English than I am, if I come forward (to perform speaking) I’m afraid my pronunciation will be wrong, so I was not confident when I had to speak English”<sup>164</sup>

### 3. Strategies to Overcome Students’ Speaking Anxiety in Speaking Performance

#### a. Overcoming Students’ English Anxiety through Religious Approach

The majority of the students who were interviewed employed the same strategies to overcome their speaking anxiety. Some students also revealed that before they performed, they prayed to Allah by reciting *Basmallah*. They also expressed that when they got blank, they would say *Istighfar* to overcome their blank and get their focus back. It also could help them to feel calm. Those could help them to reduce their speaking anxiety for a while although when they finally got to the front of the class they started to feel anxious again.

“I read *Bismillah* and *Istighfar* before performance. It could help me getting calmness although it did not last long”<sup>165</sup>

The researcher found that some interviewee had a particular prayer to ease their anxiety. OD revealed that she would read *QS. Al-Insyirah*<sup>166</sup>, ZM would like to read *QS. Al- Fatihah* and *Dzikir*<sup>167</sup>, and MA stated that she got particular prayer from her boarding.<sup>168</sup>

This English club referred to as Islamic English Club based on its background under the auspice of Islamic school. Associated with this, the learning process engaged in Islamic values in English club of MAN 2 Kudus and focused on speaking skills, both in behavior and in the content of its learning. Tutor stated that English is not exclusively about American culture. However, we must also consider how to overcome Islamic values when studying English in hopes to facilitate the spread of Islam around the globe. Islamic values

<sup>164</sup> NA, Student, Interview by researcher, May 2023, Interview Transcript

<sup>165</sup> NA, Student, Interview by Researcher, May 2023, Interview Transcript

<sup>166</sup> OD, Student, Interview by Researcher, June 2023, Interview Transcript

<sup>167</sup> ZM, Student, Interview by Researcher, June 2023, Interview Transcript

<sup>168</sup> MA, Student, Interview by Researcher, May 2023, Interview Transcript

which related to behavior could be seen from greeting, starting learning with *Basmallah*, ending learning with *Alhamdulillah*, as well as the implementation of Islamic behavior exemplified by Prophet Muhammad such as maintaining cleanliness and polite etiquette. In addition, Islamic values in learning process could be seen as the above explanation, namely integrating English with Islamic values, such as the implementation of Quran and Hadist relating their personal lives connected to the verse of Quran; ensuring that they do the right thing and be strengthened by a quote from Quran; discussing the stories of prophet and good charities based on religious values in English namely helping, cooperating, tolerating, and honest; *Ramadhan* culture all over the world; and more interpersonal how they behave and work together to get a job done. Those things distinguished it from English club in general.

“The name of this English club is Fun English Club. However, this English club is under the auspice of Islamic high school so the activities should be integrated into Islamic values. English is not only about American culture, but it is also how we integrate Islamic culture in learning English, with hope we can spread Islam to the world with English. Doing so would make it easier for us to discuss something more specific, such as Ramadhan all over the world, human’s good deeds by providing text included religious values such as helping, cooperating, tolerance, and honest, discuss about prophet and verse in Quran which was connected to their daily life”.<sup>169</sup>

#### **b. Preparation before Speaking Performance**

Preparation was necessary as strategy in helping them to lessen their anxious when speaking performance. To prepare themselves, they wrote a speech outline consisted of points they would convey in their speaking performance as well as a brief notes and comprehend the material they would deliver, and read the material frequently. Having an outline helped them to recall material when they blanked in the middle of their performance. In addition, they revealed that they practice speaking performance as a strategy dealing with

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<sup>169</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

their speaking anxiety. The exercise could take the shape of pair-practice or self-practice. They practiced their speech before performing in front of class by numerous exercises with their friends or parents pretending to be performing for the friends of the English club, self-talk at home to lessen their nervousness as well as record the practice.

“I prepare to arrange the sentence first, and then I practice to speak at home in my bedroom both alone and with my father, I pretend as if many people (watch me)”<sup>170</sup>

**c. Accustoming Students with English to Think Critically and Analytically**

The tutor mentioned that one reason why students could experience anxiety in English was because they have not been exposed to as much as English. The English have less of an impact to them. As a result, students should be able to become more comfortable speaking in English. Watching movies or films with English subtitles could be a strategy that could be used. This could help students become accustomed to hearing to English so that it would not sound strange to them.

“Generally they did not use to be exposed with English, such as listening to English songs or watching English video, because a good pronunciation is from listening”.<sup>171</sup>

In order to address that, tutor made an effort to give the students English content that was evident from the learning materials utilized in the learning process. This helped the students become accustomed to the language while also teaching them how to think critically and analytically. The tutor supplied resources so that the students may use the learning activities to analyze and criticize the problem. Some of the activities that the Islamic English club engaged in are also related to Islamic values; for example, a video on Islamic Values in Family Issues is discussed. They should examine the Islamic perspective in why we should honor our parents.<sup>172</sup> The Advantages of Reciting the Holy Quran

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<sup>170</sup> ZM, Student, Interview by Researcher, June 2023, Interview Transcript

<sup>171</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

<sup>172</sup> Observation result of teaching and learning process of the Islamic English Club, by researcher, May 13, 2023



Chapters was another topic. They had to evaluate a passage from the Quran and make connection between it and their own experiences.<sup>173</sup> Solving problem together mindfulness, discussing Islamic theme trained their critical and analytical thinking. The following list contains some enjoyable educational topics with a survival story theme that aim to develop students' critical and analytical thinking abilities.<sup>174</sup>

*Table 5.4.3 Survival Story: Fun Learning Activities to Enhance Students' Critical and Analytical Thinking*

Survival Story	
1	Ten individuals with ten strengths and weakness – including their age and employment profiles – are present. In the event that our planet is destroyed and we must relocate, students must consider and select five individuals who will most beneficial in sustaining human civilization.
2	On an island, you are stranded. It is just you and three things. <ol style="list-style-type: none"> <li>a. How do plan to escape death?</li> <li>b. In the event of a rainstorm, which would you rather use?</li> <li>c. How long can a person survive without drinking?</li> <li>d. What insects could we consume if we assumed there was no food?</li> </ol>

Due to exposing students with English and overcoming students' low confidence, fear of public speaking, and nervousness, tutor attempt to frequently engage in activities such as listening and more activities involving speaking as well as get used students to perform in front of class as a cultivating enterprise speaking in public. For instance, students did not get attendance absences if they did not submit speaking task as they would be encouraged to speak and would not be penalized for missing class.

“To expose students with English is by doing activities related to English frequently, such as how far they comprehend about listening. Speaking could be done by providing more activities involved speaking, for example they would not get absence if they did not submit

<sup>173</sup> Observation result of teaching and learning process of the Islamic English Club, by researcher, May 20, 2023

<sup>174</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

speaking task, so they had encouragement to practice English because they must think first”<sup>175</sup>

#### d. **General Correction**

Tutor also provided general correction when students made mistakes in their speaking performance to overcome students’ fear of getting negative evaluation. By giving them general correction, the students would not feel intimidated because the correction is done in the end of the learning process so that they would not perceive humiliated. In this regard, most of the time tutor did correction in part of intonation and pronunciation.

“When the mistake was related to the content, I gave correction and review in general to public. If the correction was related to the pronunciation, I repeated the wrong pronunciation and gave them choices like “which one is the correct pronunciation?”, so I did not say it is wrong, but it is more like “do you mean this?”. We still need to be careful in giving correction because it could cause them blank”<sup>176</sup>.

#### e. **Relaxation and Motivation**

Students also needed strategy as a way to calm down themselves when anxious attacked them in their performance. To calm themselves, they did a relaxation such as deep breathing. It was done when they did mistakes so that to get their focus back, they implemented deep breathing.

“I recite istighfar and took a deep breath, and then I repeated the wrong expression. If I presented I often stopped and repeated”<sup>177</sup>.

It is also necessary to build motivation for enhancing students’ speaking performance due to students’ low self-esteem which caused their speaking anxiety. The tutor approached students by providing them with motivation. Not in a direct and concise manner such as “you have to be diligent, you have to master grammar’ was the tutor’s method of motivating the students. In the other hand, the tutor was more likely sharing tutor’s experiences through storytelling near the end of the lesson to encourage students to participate in the competition. The tutor gave them the implication that

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<sup>175</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

<sup>176</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript

<sup>177</sup> ZM, Student, Interview by Researcher, June 2023, Interview Transcript

making mistakes was normal while learning to speak English. To further help students feel confident that English is not a monster in their memory, the tutor also provided resources and enjoyable, memorable, and meaningful learning activities. Therefore, students were motivated and thrilled to compete in order to improve their speaking abilities and practice mentality.

“I prefer to express motivation by doing storytelling about my experience in the middle of students’ activity in doing assignment or in the end of class to support them to join competition. I then provide interesting, meaningful, and memorable materials or activities. So that English in their mindset is not as formal as in the intra class”<sup>178</sup>

## **B. Discussion**

This research aimed to determine Islamic English club students’ speaking anxiety level, factors, and strategies to lessen English-speaking anxiety in speaking performance. In this part, the researcher analyzed the data obtained which was divided into several sub-topics according to research problems.

### **1. The Students’ Speaking Anxiety Level**

This research found that most of the students in Islamic English club of MAN 2 Kudus experienced speaking anxiety from mildly anxious to very anxious level, while the students with low anxiety level that they were relaxed when performing speaking were in the minority. Varying level were the result of the variety of students’ abilities in speaking. It was discovered that most of the students of Islamic English club were anxious when they performed speaking, which could be seen that 8 students were in very anxious level, 6 students were in anxious level, 22 students were in mildly anxious level, 4 students were in relaxed level, and there was no students were in very relaxed level. It indicated that students of Islamic English club experienced English speaking anxiety in speaking performance. Based on the statement conducted by Indriyanti, there are several indicators could be used to determine the level of speaking anxiety. Mild anxiety could be seen if the students experienced trembling lips, elevated heart rate, blood pressure, and wrinkle face. Moderate anxiety was determined if they experienced

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<sup>178</sup> NA, Tutor, Interview by Researcher, June 2023, Interview Transcript



uneasy sensation, sensitivity, unconsciousness changes in sound, perspiration, headaches, and back pain. Severe anxiety could be seen by having agitation, confusion, poor eye contact, withdrawal, denial, and trembling.<sup>179</sup>

According to the statement above, it was similar with the present research results, that there were several indicators of speaking anxiety experienced by students of Islamic English club both physically and behavior which contributed to their English speaking anxiety level, including nervous, sweating, going blank, forgetting the prepared utterance, being unable to express what they know, being terrified of making a communication error, speaking pause, and refraining from speaking. Those are line with the research conducted by Suleimenova, stated that squirming, fidgeting, messing with hair or clothing, nervously touching items, stuttering or stammering, and completely exhibiting anxious behavior are just a few physical behaviors and symptoms that anxiety could disclose. Unexplained discomfort or tension in any part of the body are examples of consequences.<sup>180</sup>

## 2. **Factors Contributing English Students' Speaking Anxiety in Speaking Performance**

The results showed that there were numerous factors contributed to their English-speaking anxiety that would be divided into internal factor and external factor. Internal factor could be seen from the personal factor, while external factor could be divided into social factor and linguistic factor. Each factor would be discussed in this part below.

### a. **Internal Factor**

The internal factor found in this research could also called as personal factor since it came from within themselves. Most of the students stated that they experienced fear, including fear of making mistakes, fear of being laughed, fear of getting negative evaluation, fear of being judged, fear of communication, as well as fear of public speaking. Fear was the main factor that caused their anxiety in speaking English. In addition, they also revealed that they were not confident. It happened because of their low self-esteem. They had insecurity related to their English skills

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<sup>179</sup> Indriyanti, "An Analysis of Students' Speaking Anxiety in Speaking English at Tenth Grade Students of MAS Radhatul Akmal."

<sup>180</sup> Suleimenova, "Speaking Anxiety in a Foreign Language Classroom in Kazakhstan."

especially in speaking. Thus, their insecurity made them unconfident to perform their speaking because they thought that their English capability was still low. In addition, students' mindset also contributed to their English-speaking anxiety. Students' mindset that English was scary, just as a monster is about to pounce on them.

Rajitha also similarly revealed that internal factor affected to speaking anxiety could be seen by stage fear, lack of confidence, and shyness factor. Stage fear is the primary cause of anxiety in performance. An individual experiences it when they are required to speak or perform in front of class or in a crowd. In addition, anxiety happens when students feel pressured to make impression on the audience but is unsure of their own capability. In other word, they feel unconfident related to their speaking ability. Hence, another significant anxiety internal factors that affected students whenever they are required to utilize the target language is shyness, where students mentioned feeling shy to speak or communicate with others.<sup>181</sup>

#### **b. External Factor**

In contrast to the internal factor, external factor came from outside of the students' self. It is divided into two, namely social factor and linguistic factor. The following are the explanation for each factors.

##### 1) Social factor

Social factor were affected by the people around the students, whether from other students, tutor, or the social environment associated with the learning process. The social factor behind speaking anxiety in students born of other students was related to attitude. Other students tended to laugh at students' speaking performance if they made mistake. Whether intentionally or not, for purpose of joking or not, it could trigger other students who saw them laughing at their friends' faults because students who saw would think that they would be ridiculed if they made mistakes when performing speaking in front of class. When they saw other students who were performing being laughed at, it triggered their fear because they were afraid that when it was their turn to

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<sup>181</sup> Rajitha and Alamelu, "A Study of Factors Affecting and Causing Speaking Anxiety."

perform they would be laughed at for the mistakes they made. Consequently, they would be less confident, embarrassed, inferior, and even traumatized and reluctant to try to perform speaking anymore.

Most of the students who experienced speaking anxiety also revealed the situation that made them anxious was when all of the audiences saw them when they were performing their speaking. The environment of tense class made them seem threatened because all eyes would be focused on them. The quiet environment of class when they were performing speaking kept the audiences' eyes on them so that they would become point of attention.

## 2) Linguistic factor

Linguistic factor which found in this research that caused students' English-speaking anxiety were related to grammar, vocabulary, and pronunciation. Pronunciation triggered their anxious in performing speaking due to unfamiliar vocabularies, phonetics, and accent. Theoretically, some students had already understood related to grammar, namely when they should use simple present, simple past, as well as the use of verb. However in other hand, practically they found difficulty in the implementation of grammar when they performed speaking. They confused what tense and what irregular verb should they use and it made them difficult to arrange sentence especially in speaking. In addition, lack of vocabulary built their anxious in performing speaking since they did not know what word they should speak as well as its meaning. Consequently, it caused their speaking pause. Hence, it effected to their fluency, especially when they performed speaking without preparation. Tutor confirmed the same statement, which the average students' fluency was on slow speed, especially when impromptu.

External factor contributed to speaking anxiety related to linguistic factor also revealed by Rajitha and Alamelu, which is called as language factor, including grammar factor and pronunciation factor. Grammar plays a significant factor since the participants stated fear of grammatical error. Additionally, pronunciation has an important role while speaking since it is necessary to

pronounce and understand the correct words, and the students found difficulty in pronouncing the correct word. Consequently, it built their speaking anxiety.<sup>182</sup>

This finding is in line with the earlier study's finding reporting by Wahyuningsih and Afandi, which stated that speaking has been significantly influenced by vocabulary and grammar. Vocabulary problems emerge as the primary cause of students' inability to precisely express their ideas in English. Moreover, they think that their inability to speak English fluently is hampered by their problem of vocabulary. As a result, the students' English speaking tends to be more passive. In addition, grammar mastery could be essential for improving students' speaking fluency. The majority of students struggle to explain themselves using proper grammar. Before making statements, they should identify an appropriate grammar pattern in order to ensure that the grammar is correct. Consequently, less knowledge of grammar could end up being the primary barrier preventing students from speaking English.<sup>183</sup>

Some factors of students' speaking anxiety are interrelated. Students experienced lacks of grammar, vocabulary, and pronunciation. When they did not know the vocabulary, they did not know what to say. Their limitation in grammar made them did not know what verbs or tenses to use. They also revealed that they were afraid of being mispronounce especially for unfamiliar vocabularies. As a result, they were confused when they performed speaking, including blanked their mind. When they blanked, they experienced speaking pause because they became forgetting the prepared outline. Their lack of English skills especially in speaking also scared them of getting bad grade (test anxiety). Their limitation in English skills also made them afraid of having communication because they did not know how to answer when their friends or tutor gave questions after their speaking performance. Consequently, they experienced nervousness. It is supported by the research conducted by Suleimenova. Students' nervousness throughout the performing

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<sup>182</sup> Rajitha and Alamelu.

<sup>183</sup> Sri Wahyuningsih and Muhamad Afandi, "Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia," *European Journal of Educational Research* 9, no. 3 (2020): 967–77, <https://doi.org/10.12973/EU-JER.9.3.967>.

stage could affect their speaking correctness and fluency. Students may not be able to acquire new words, phrases, and even grammar. When they were anxious since worry served as a distraction. This concern could manifest as anxiety over upcoming communications or as the simple fear of misunderstanding.<sup>184</sup>

Those things which explained above made them afraid of making mistakes. When they made mistakes, they were afraid that other students would laugh at them and give negative comment. In addition, their lack of English skills made students insecure about their abilities. Their insecurity made them unconfident when they performed speaking in front of other students. This made them unable to think positively. In other words, they overthink what would happen and messed up their minds. As a result, they lost sight of what they had prepared in advance. Thus, their self-distrust made them nervous.

Furthermore, if they performed in front of the class, they would become centered of eyes so as to make them sweat on forehead and hand. Even with preparation, people's eyes also blanked their mind, making it difficult for them to speak what they wanted to say. It made them fear of public speaking. As described above, being point of attention made them threatened which was related to how they controlled their nervous in public. Because they were nervous, they wanted to put an end to their speaking performance quickly. This fear of public speaking is supported by interview data where tutor stated that when students performed their speaking through uploading video, they tended to be more relaxed than if they had to perform in front of their friends directly in class. They could be more confident because no one saw their speaking performance.

### **3. Strategies to Overcome Students' English Speaking Anxiety in Speaking Performance**

Due to most of the students of Islamic English club were experiencing speaking anxiety in their speaking performance, it was necessary to find the strategies to reduce students' English-speaking anxiety so that their speaking performance would become better. In this research, it was found various strategies that could be used to overcome students' speaking anxiety which would be grouped into religious strategies, memory strategies,

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<sup>184</sup> Suleimenova, "Speaking Anxiety in a Foreign Language Classroom in Kazakhstan."



cognitive strategies, metacognitive strategies, affective strategies, and social strategies.

#### a. Religious Strategies

The first was religious strategy. In this case, religious strategy was related to effort to address students' speaking anxiety by using a religious approach. Students revealed to reduce their speaking anxiety, they recited *Basmallah* before performing their speaking. They stated that it could help them to control their nervous and gave them calmness. When their anxious came in the middle of their performance, they recited *Dzikir* such as *Istighfar* to help them get their focus back. By remembering Allah, they asked for His help. In addition, some of the interviewees also implemented reciting particular Surat and prayer, namely Al-Fatihah and Al-Insyirah. The prayer was obtained from the book by Imam Muhyidin Abi Zakaria Yahya bin Syaraf An-Nawawi and Dar Ihya' Al-Kutub Al-Arabiyah entitled Al-Adzkar, which could be seen below.<sup>185</sup>

اللَّهُمَّ لَا سَهْلَ إِلَّا مَا جَعَلْتَهُ سَهْلًا وَأَنْتَ تَجْعَلُ الْحَزْنَ إِذَا شِئْتَ سَهْلًا  
 “O Allah, there shall be no ease except what You ease, and when You will, the land is hard and hill You make flat”

This finding is supported by a research done by Ghoziyah and Nurjannah, stated that plead with Allah (*dzikrullah*) continually created psychological conditions in the realm of consciousness that bring inspiration to God's Most Merciful. Knowing that Allah is always with us had an effect on our actions. *Dzikrullah* would be calm and quiet with a sentence of peace.<sup>186</sup> Stated variously, religious strategy could aid students in regaining their composure and concentration. As a result, it could assist them in feeling less anxious when performing speaking.

#### b. Memorization Strategies

The second strategy was related to memorization. It could be reviewing speech outline. They claimed that reading and reviewing their notes before performing speaking could help them to control their anxious. They read the content of

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<sup>185</sup> Muhyidin Abi Zakaria Yahya and Dar Ihya' Al-Kutub Al-Arabiyah, *Al Adzkar*, ed. Zaid Husein Alhamid, First Edit (Darul Ihya' Indonesia, 1994).

<sup>186</sup> Ghoziyah and Nurjannah, “Overcoming Anxiety Disorders Using an Islamic Psychological Approach.”

the speech outline while waiting for their turn to perform so they would be able to comprehend the topic and be able to remember the main aspects of it. By often reading and reviewing, memorizing and repeating the material they had prepared, they would more and more understand what they would express. As a result, it could help them to lessen blank. It is corroborated by research conducted by Widhayanti, which explained some students stated they would read their prepared notes right before going on stage to overcome their stage fright. They went over material or the outline while they waited for their turn to perform. They employed this strategy in a variety of ways, including re-reading the outline, making an effort to recall it, and comprehending the material would be covered.<sup>187</sup>

### c. Cognitive Strategies

Some points that fall under the category of cognitive strategies were practicing, thinking critically and analytically. Cognitive strategies are strategy for training the human brain to learn, recall, retain, and/or comprehend a particular topic.<sup>188</sup> It is established that practice, critical and analytical thinking belong to the same group as cognitive strategies since practice aims to strengthen recollection, while critical and analytical thinking serve to expand knowledge. It was demonstrated by the students that they employed practice in a natural environment and practice their prepared outline with sounds. They practiced outside the learning hours with their close friends or even their parents at home. If they had no partner, they would practice it alone and pretended as if they were performing in front of the class and being seen by many people. Although it would feel different when faced and seen directly by many people, they could familiarize themselves with the pronunciation of each word they would convey. By repeatedly practicing, the students might learn how to enunciate each words in their outline. As a result, it would solve their linguistic factor especially in improving their pronunciation. According to Widhayanti's research, students

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<sup>187</sup> Widhayanti, "English Department Students' Learning Strategies to Overcome Speaking Anxiety."

<sup>188</sup> Bayu Afkar Milanrianto, Dira Permana, and Sri Ariani, "Cognitive and Social Strategies to Deal With Anxiety in Speaking: Typical Strategies and Application," *Journal of Languages and Language Teaching* 11, no. 3 (2023): 502, <https://doi.org/10.33394/jollt.v11i3.8441>.

also used noise and practiced in natural setting as practicing strategy. A few students explained that they would record their rehearsals and rehearse in front of the mirror beforehand. Throughout the interview, they made it clear that they would be practicing in secret while they waited to take the performance.<sup>189</sup>

Milanrianto et. al found similar outcomes when referring to practice as a strategy – a concept they dubbed “rehearsal strategy”. They claimed that the students employed a practice before the speech, using the time to read the prepared text from the speaking materials multiple times. Pursuing a confident speaking style free from anxiety was the aim. Hence, the students practiced speaking in front of their peers, a practice they referred to as a cooperation strategy, usually right before the speaking performance. This practice session helped students become accustomed to performing in front of audiences, which helped them unintentionally manage their speaking anxiety.<sup>190</sup> Additionally, the current research discovered supplementary strategy adopted by the tutor, which tutor stated an extreme way to overcome students’ fear by getting students used to performing. Tutor stated that to overcome fear is to fight it, not to avoid it. Thus, they would get used to people’s gaze. By getting used to it, they would learn to control their anxious.

Accordingly, students could improve their speaking abilities by applying critical and analytical thinking. It is also carried out as a supplemental strategy used by the tutor. The tutor made learning enjoyable by providing enjoyable activities that helped students develop positive thought. In addition to being enjoyable, the educational exercises helped students develop their critical and analytical thinking skills. In order to address the students’ lack of vocabulary, the tutor displayed them English texts to read, which would help them acquire new vocabularies. Once they had studied the text, they would be able to ascertain the meaning of the vocabulary. To practice their newly acquired vocabulary, they then told it in front of the class. As a result, because they

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<sup>189</sup> Widhayanti, “English Department Students’ Learning Strategies to Overcome Speaking Anxiety.”

<sup>190</sup> Milanrianto, Permana, and Ariani, “Cognitive and Social Strategies to Deal With Anxiety in Speaking: Typical Strategies and Application.”



have retained their vocabulary, they were able to communicate what they intended to speak.

**d. Metacognitive Strategies**

Organizing, planning and evaluating were part of metacognitive strategies. It has been discovered that students wrote an outline, a summary, a brief note, and a speech organizing before giving a speaking performance. Students who participated in the interview stated that they would find it more challenging to speak spontaneously without any plan. They therefore required a few days before performance. They could be helped to organize the material for their speech by writing a brief note or an outline. By using this strategy, they could have an overview of what points they would deliver in their speaking performance. When they blanked, they could look back at their notes. They revealed that it helped them to lessen their nervous. Comparable findings were reported in Sari's study, which revealed that several students acknowledged that carrying a brief note helps them feel less nervous when speaking English classroom. They conduct it by writing or using their hands to indicate what needs to be spoken. After that, they read their note in silence. They review it repeatedly to make sure they remember it before putting it into practice in front of class.<sup>191</sup> According to a study by Widhayanti, students have been seen to organize an outline, a brief note, a speech structure, and a speech summary before starting a speaking assignment. It was also mentioned that a few days earlier, the students has begun getting the materials ready.<sup>192</sup> Nonetheless, during their speaking performance, students from the Islamic English club in this research are not allowed to continuously read their note.

In accordance with the students' fear of negative evaluation, the strategy done by the tutor was to give general evaluation or could be called as public correction. By giving general evaluation, the students would not be intimidated.

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<sup>191</sup> Darmaina Sari, "Students' Strategies in Reducing Speaking Anxiety," in *Proceedings of the 1st English Education International Conference (EEIC) in Conjunction with the 2nd Reciprocal Graduate Research Symposium (RGRS) of the Consortium of Asia-Pacific Education Universities (CAPEU) between Sultan Idris Education University A*, vol. 12 (Banda Aceh, 2016), 125–30.

<sup>192</sup> Widhayanti, "English Department Students' Learning Strategies to Overcome Speaking Anxiety."

The tutor wrote students' faults when they were performing. After all the students have done, the tutor provided general correction. The way tutor gave general evaluation was not by saying they were wrong, but the tutor stimulated students by giving them question so that the students could think which pronounce was more accurate. Only then did the tutor explain the more precise pronunciation and how to pronounce it. Since their errors are clarified explicitly (indirect), this strategy could be more effective in reducing their fear of making mistakes.

**e. Affective Strategies**

Another strategy was related to affective strategy. With this strategy, some activities such as encouraging oneself, assessing emotions are considered. Students demonstrated a variety of relaxation, including deep breathing and setting optimistic mindset. Students who participated in interviews stated that they lacked motivation to learn English, particularly speaking. Finding their motive is therefore essential if they are to be willing to speak without feeling pressured. In this circumstance, the tutor's role is crucial in encouraging students' motivation. Afiqah et al. stated a competent educator is one who expresses concern and encouragement for their students' educational process. Students would require a help of their teachers, and when they are compassionate and caring toward them, it would definitely increase their desire to learn and reduce their speaking anxiety.<sup>193</sup> According to this research, the tutor motivated the students by telling stories and offering enjoyable learning as mentioned above.

As a strategy to build their self-motivation, they attempted to set positive affirmation to themselves. They advised themselves to unwind, to keep things in positive perspective. It could be a strategy for helping students to overcome their negative thinking. Furthermore, students were in dire need of motivation in order to a positive mindset. It is therefore intended that the tutor would inspire the students to think positively. Positivity may built better individual's

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<sup>193</sup> Nurshamira Afiqah et al., "Speaking Anxiety and Strategies Used by ESL Learners to Overcome in Their Classroom: A Case Study in Management and Science University (MSU) Shah Alam, Malaysia," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 4 (2021): 785–94, <https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/index>.

feelings regarding their speaking abilities and boost their self-esteem. Similarly, Sari conducted a strategy students employ to reduce their speaking anxiety is optimistic as well as having a positive mindset on their upcoming speaking performance. In response to their friends' laughed, they too decide to smile. This suggests that they are willing to take a chance and keep trying to talk even in the face of friends' laughter.<sup>194</sup> According to Mahdalena & Moslem's linear findings, positive thinking is the third strategy used in their research to try and refocus students' attention from stressful situations to positive and optimistic thinking. Students who are anxious in speaking could find comfort in visualizing oneself excelling, trying to enjoy the tension, and having faith that everything would turn out just right. Every students needs to have an optimistic mindset in order to comprehend that mistakes are unavoidable when learning a language. It is important to realize that making mistakes is part of learning a language and that success does not lack competence.<sup>195</sup> Additionally, it is also done by the tutor which genuinely understands that using incorrect grammar when conversing thoughts is acceptable and not a huge concern as long as the students' English speaking is comprehensible.

Students were also doing relaxation to help them cope with their emotions when anxiousness occurred during their speaking performance. Deep breathing could help them to get back their focus after having blank because forgetting the prepared utterance which caused by nervousness and afraid of people's attention. This is consistent with a study by Mahdalena & Muslem that found deep breathing, praying, and consuming water to be affective relaxing strategies. They stated students would feel more at ease and relaxed if they tried to calm down using this strategy. Students could benefit from using this breathing strategy when they felt nervous in class. For practice, students could sit quietly in the chair, take a deep breath, hold it for four or five seconds, then slowly release it. By using this strategy, they would be able to convert negative energy into positive energy.<sup>196</sup>

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<sup>194</sup> Sari, "Students' Strategies in Reducing Speaking Anxiety."

<sup>195</sup> Mahdalena and Asnawi Muslem, "An Analysis on Factors That Influence Students' Anxiety in Speaking English," *Research in English and Education (READ)* 6, no. 1 (2021): 5–8.

<sup>196</sup> Mahdalena and Muslem.

#### f. Social Strategies

The last strategy they used to reduce students' speaking anxiety in speaking performance was social strategy. To solve students' anxious, tutor had a strategy as intercommunication strategy, which created group presentation and allowed students to work with their peers. Some students required assistance from their friends. By doing group performance, they would not feel alone and helped them to control their fear and nervous. They revealed that they would be more calmness when the speaking performance done by grouping because they could ask their partners if they found difficulty in expressing their thoughts in the middle of their performance. Widhayanti also revealed a similar finding, stating that students rehearsed with their peers when it came to a group presentation requirement. Some students required assistance from their friends. One student reported that she asked her friends for help when she suddenly lost her train of thought during a group presentation.<sup>197</sup>

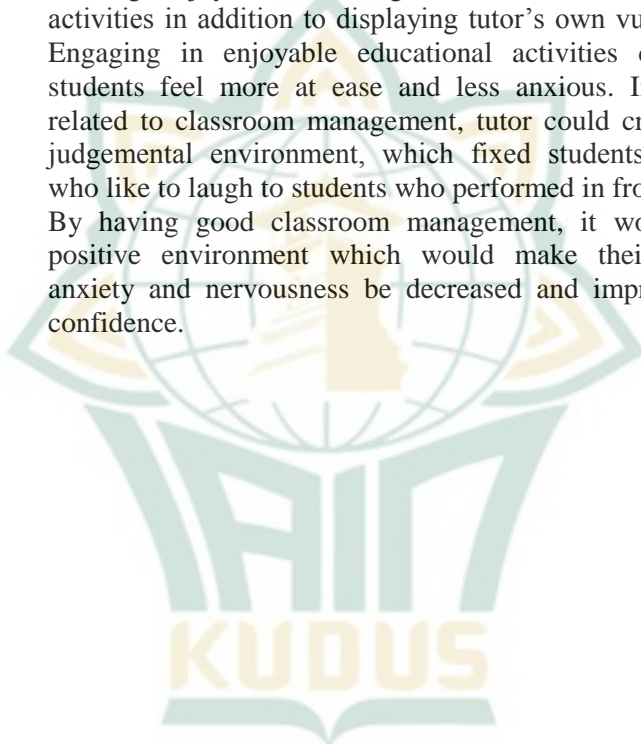
Classroom environment also impacted to the students. The majority of the students who participated in the interview expressed their fear of being laugh of when they saw other's students were laughed as well as when they made mistakes during their speaking performance. Because of their nervousness in a peaceful environment, they were therefore terrified when other students gave them serious looks to be a center of attention. To put it another way, they felt anxious when they had to hold someone's attention. When they could not control their anxiousness, it would turn into anxiety. Similarly, Sari provides support for this idea, stating that students should avoid looking directly at their teachers or peers when speaking in English in order to reduce speaking anxiety. Some students would rather talk while hiding their faces with their hands. They would act as though no one else is around when they speak in English in class.<sup>198</sup> Thus, creating a relaxed learning environment where students would feel free to express themselves more without feeling rushed or intimidated is essential to creating a supportive

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<sup>197</sup> Widhayanti, "English Department Students' Learning Strategies to Overcome Speaking Anxiety."

<sup>198</sup> Sari, "Students' Strategies in Reducing Speaking Anxiety."

classroom environment. It is line with research by Afiqah et al., which found that in a classroom setting that is encouraging and free from criticism or intimidation, students' speaking anxiety may be reduced. As a result, the classroom setting could be utilized as a strategy, offering students two ways of communication by giving them room and opportunity in smaller class sizes.<sup>199</sup> The tutor attempted to cross the line from making a degree out of awkwardness by offering enjoyable, meaningful, and memorable learning activities in addition to displaying tutor's own vulnerability. Engaging in enjoyable educational activities could help students feel more at ease and less anxious. In addition, related to classroom management, tutor could create a non judgemental environment, which fixed students' behavior who like to laugh to students who performed in front of class. By having good classroom management, it would create positive environment which would make their level of anxiety and nervousness be decreased and improved their confidence.



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<sup>199</sup> Afiqah et al., "Speaking Anxiety and Strategies Used by ESL Learners to Overcome in Their Classroom: A Case Study in Management and Science University (MSU) Shah Alam, Malaysia."