

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Description Of Research Object

1. The history of the establishment of the MA Khoiriyah Waturoyo Margoyoso Pati.

The early history of the establishment of the Khoiriyah madrasa, namely on the initiative of several scholars from the village of Waturoyo and its surroundings, including Kyai Dimiyati, Kyai Abdullah, KH. Hambali, Kyai Hasan Masykur and KH. Muzajjad. Initially, this madrasa was only a majlis ta'lim which was used as a place to gain religious knowledge. At the beginning of its emergence, the learning process was still carried out in mosques, people's homes and so on until on July 5, 1947 the organizers of the founding scholars of madrasas implemented Islamic symbols and the transformation of Islamic education (salaf) then over time these learning activities developed so that they became more coordinated and became an educational institution or madrasa which at that time was named Mathali'ul Falah 2.¹

Over a period of several years, slowly but surely Madrasah Mathali'ul Falah 2 has been able to produce many quality graduates until finally in the early 50s the Madrasa which was originally named Mathali'ul Falah 2 was changed to the name Khoiriyah due to the dualism of the name between Mathali'ul Falah at Kajen.²

At the same time, the division of education levels began to be arranged, starting from the Ibtida'iyah level, Tsanawiyah and in 1971 following the Aliyah level. During this time, this madrasa has confirmed its attitude to always maintain the *salafi tradition* without compromising the cultivation of noble character, character and achievement as stated in the vision of the realization of the Amarta generation, namely the generation that has noble character, character and achievements based on the values of *Ahlusunnah Wal Jama'ah* ³.

2. The identity of the MA Khoiriyah Waturoyo Margoyoso Pati

MA Khoiriyah Waturoyo Margoyoso Pati is located at Jl. Beams of Beard (Jami' Al-Falah Mosque complex) Waturoyo

¹ Documentation Data, profile of MA Khoiriyah, obtained on July 13, 2022

² Documentation Data, profile of MA Khoiriyah, obtained on July 13, 2022

³ Documentation Data, profile of MA Khoiriyah, obtained on July 13, 2022

Margoyoso Pati. With a geographical location that is conducive to the learning process, it is possible for MA Khoiriyah to continue to develop in order to manipulate Islamic values-based learning that is kaffah which always brings mercy to all nature, through education that is truly patterned and controlled massively and integrally. The identity of the institution in more detail is as follows:⁴

- a. Madrasah name : Madrasah Aliyah Khoiriyah
- b. Madrasa Statistics Number :131233180016
- c. Madrasa address : Jami' Mosque complex
:Waturoyo Margoyoso Pati
- d. School Registration Number :60728933
- e. Phone :0813 8586 3601
- f. E-mail : khoiriyah47@gmail.com
- g. Madrasah Status :Private
- h. Foundation Name : Al-Khoiriyah Foundation
:Waturoyo
- i. Year Founded Madrasa : 1947
- j. Acridity Status :B (Grade 84)/2018

3. Vision, Mission and Objectives of MA Khoiriyah Waturoyo Margoyoso Pati

A. Vision

"The Realization of a Generation of Noble Character and Achievement" with the following vision indicators 5:

- 1) The creation of a generation that is devoted to Allah
- 2) The creation of an independent generation
- 3) The realization of a smart generation skilled in charity
- 4) The realization of a generation with good character

The vision reflects the future-oriented aspirations of the madrasa by taking into account the potential of the madrasa, the environment, as well as the competencies and characters that will be possessed by all components of the madrasa, especially students based on the Qur'an and Hadith.

B. Mission

To realize the vision of Madrasah Aliyah Khoiriyah, the following steps are taken ⁶:

⁴ Documentation Data, profile of MA Khoiriyah, obtained on July 13, 2022

⁵ Documentation Data, MA Khoiriyah's vision, obtained on July 13, 2022

⁶ Documentation Data, MA Khoiriyah mission, obtained on July 13, 2022

- 1) Carry out religious orders and be active so as to create a generation of believers, piety and noble character
- 2) Carry out active learning and guidance so that each student develops optimally according to their potential.
- 3) Fostering the spirit of innovative competence to be able to compete with other educational institutions.
- 4) Fostering logical thinking patterns so as to create students who are able to solve problems, and are able to communicate through various media.
- 5) Encourage and help students to recognize their potential, so that they develop more optimally.
- 6) Implement a participatory management system by involving all madrasah residents, the community and madrasa committees.

C. Madrasah Goals

The purpose of education at MA Khoiriyah in general cannot be separated from the goals of national education, namely by developing the potential of students including 7:

- 1) Produce graduates who master the religious subjects taught.
- 2) Produce graduates who have good morals and are knowledgeable in science and technology.
- 3) Produce graduates who are creative, innovative, competitive and able to adapt to the environment for their survival.
- 4) Produce independent graduates free from dependence.
- 5) Produce graduates who are able to continue on to higher education and are able to enter the world of industry and business.
- 6)

4. Organizational Structure of MA Khoiriyah Waturoyo Margoyoso Pati Academic Year 2021-2022

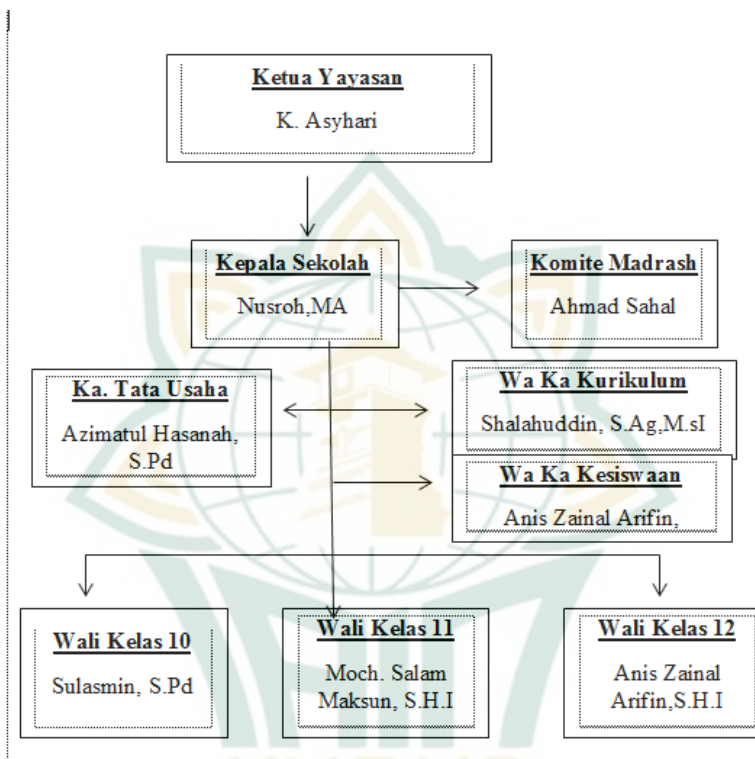
An educational institution as an organization requires an organizational structure to classify the duties and functions of each role. The structure is determined based on the capabilities possessed so that it is hoped that the organizational structure created is able to provide a sense of responsibility for each of the

⁷ Documentation Data, the purpose of MA Khoiriyah, obtained on July 13, 202

roles carried out. The organizational structure at MA Khoiriyah is as follows ⁸:

Figure 4.2

The organizational structure of MA Khoiriyah Waturoyo Margoyoso Pati



5. MA Khoiriyah Waturoyo Margoyoso Pati Curriculum Structure

The curriculum structure of Ma Khoiriyah specializing in Social Studies for the academic year 2021-2022 can be seen in the following table ⁹:

⁸ Documentation Data, organizational structure of MA Khoiriyah, obtained on July 13, 2022

⁹ Documentation Data, MA Khoiriyah curriculum structure, obtained on July 13, 2022

Table 4.1
Curriculum Structure of MA Khoiriyah Waturoyo
Margoyoso Pati

Kelompok A (wajib)				
1	Pendidikan Agama Islam			
	a.Quran Hadist	2	2	2
	b.Fikih	2	2	2
	c.Akidah Akhlak	2	2	2
	d.SKI	2	2	2
2	Pendidikan Pancasila dan Kewarganegaraan	2	2	2
3	Bahasa Indonesia	4	4	4
4	Bahasa Arab	4	2	4
5	Matematika	4	4	4
6	Sejarah Indonesia	2	2	2
7	Bahasa Inggris	3	3	3
Kelompok B (wajib)				
8	Seni Budaya	2	2	2
9	Penjaskesor	2	2	2
10	Prakarya dan Kewirausahaan	2	2	2
11	Bahasa Jawa	2	2	2
Jumlah jam kelompok A dan B		35	33	33
Kelompok C (peminatan)				
Peminatan Matematika dan Sains				
1	Geografi	3	4	4
2	Sejarah	3	4	4
3	Sosiologi	3	4	4
4	Ekonomi	3	4	4
Mata pelajaran pilihan dan pendalaman				
Pilihan lintas minat dan atau pendalaman minat				
	a.Informatika	2	2	2
	b.Ilmu Hadist	2	1	1
	c.Ilmu Tafsir	2	1	1
Jumlah kelompok C dan lintas minat		18	20	20
JUMLAH JAM TIAP		53	53	53

B. Research Finding

Based on observations and interviews with the principal, English teacher and eight students with study subjects, the researcher discovered that students in MA Khoiriyah Pati's Eleventh Grade were anxious about studying English. Data was also collected based on documents. The following is how the study's findings were presented by the researcher:

1. Different Types of Anxiety Experienced by Students While speaking English in front of the class

Based on the results of interviews from the principal stated that anxiety is a natural thing to happen. Especially in learning a foreign language that is not liked by many students, it will certainly cause various kinds of anxiety experienced by students, as a school principal and also an English teacher she sees a variety of anxiety and the factors that cause anxiety experienced by each student are different. The study discovered that there are three different types of anxiety. It can be seen below, as submitted by students learning English:

a. State Anxiety

When students desire to talk in English, the researcher discovered that they feel anxious. This category includes those who become anxious when forced to speak English. It stemmed from an interview in which I expressed my fear of not being able to communicate in English.

Meilin Nur Diana 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 get nervous. I realized that this was indeed my problem when speaking English, and I usually got anxious, nervous and broke out in a cold sweat. It made me feel ashamed and anxious. I forget everything I want to say everything in my head disappears because I can't speak English and I also don't have enough vocabulary that will break my concentration on the task at hand.”¹⁰

Fida Imania added that

¹⁰ Meilin Nur Diana, interview by the author, July 14, 2022, interview 3, transcript

“ When I am asked to present a topic that is being studied, I feel anxious. I sometimes doubt myself because I worry about speaking English in front of the class.”¹¹

Faizah also added that:

“I was anxious and worried about making mistakes when I was asked to speak in English in front of the class. I'm afraid if I say the wrong meaning. Because the letters are jumbled up and I don't speak according to the pronunciation, I feel like I'm still stuck and can't speak like a native speaker. English is not good yet, and even though I try my best I feel like I often fail.”¹²

According to the data above, students became anxious when the teacher asked them to stand in front of the class and perform exercises such as reading from a text book and performing grammar roles. The students are anxious because they rarely practice speaking English because English is a difficult language for them. As a result of this situation, the students felt uneasy around the teacher during class. As the student said that:

“I can't speak English very well, so I have to memorize everything quickly for fear of being asked to speak in front of the class. If I'm wrong and my friends laugh at me, it can embarrass me later. That's why I chose silence. I'm scared because in class, if someone is asked to come forward to talk, I'm also worried.”¹³

“The teacher often told me and my classmates to speak English in class, but I didn't often get a chance to practice. I sometimes have difficulty understanding the teacher when speaking English. When my teacher asks me or a friend to read aloud or answer a question, I get confused and anxious.”¹⁴

According to the data presented above, the students were terrified when the teacher asked them the questions. The situation in the class while speaking and learning English was passive, according to the researcher's observation using field notes on July 2rd, 2022.¹⁵ The students were always

¹¹ Fida Imania, interview by the author, July 14, 2022, interview 4, transcript

¹² Faizah Khoiriyah, interview by the author, July 14, 2022, interview 5, transcript

¹³ Evi Hermawati, interview by the author, July 14, 2022, interview 6, transcript

¹⁴ A.Yusron, interview by the author, July 14, 2022, interview 7, transcript

¹⁵ Observation sheet data by the author, July 13, 2022, trascript.

silent and appeared perplexed by the material that the teacher explained to them. The students have a variety of issues with their English, including vocabulary, word pronunciation, and grammar rules.¹⁶ All of this makes students nervous about learning English. As the student said:

“ I do not master much English vocabulary, so I only have a limited English vocabulary, because I find it difficult to memorize it. Sometimes if I have to memorize something, it really takes effort and patience so I don't forget the words.”¹⁷

“If the teacher gives me instructions in English, I can quite understand it. I try to learn the vocabulary so it can help me speak English more easily. To reduce my fear, I regularly practice speaking English, and my teacher pays attention to me.”¹⁸

“One of the problems that prevent me from speaking when I appear in front of the class is my limited vocabulary. Forgetting a sentence can cause me to forget everything I had planned to say. It made me uncomfortable speaking in front of the class and very awkward. Lack of vocabulary makes me feel less secure in learning English. I'm still too lazy to remember many words.”¹⁹

The data above indicates that the pupils' difficulties with their vocabularies prevent them from understanding English more readily. The researcher observed students on July 13, 2022, and discovered that many of them struggle with their vocabularies. This is evident in their speaking, as they struggle to use English and must look up words in the dictionary.²⁰

Based on the results of interviews with English teachers, confirmed that students had difficulty speaking English. The teacher said that every child's ability is different. Students who don't like English will look nervous and tend to be insecure because they have difficulty speaking English.²¹

b. Trait Anxiety

¹⁶ Observation sheet data by the author, July 13, 2022, transcript.

¹⁷ A. Fathur R, interview by the author, July 14, 2022, interview 8, transcript

¹⁸ A. Rizqi, interview by the author, July 14, 2022, interview 9, transcript

¹⁹ M. Fahad Haqiqi, interview by the author, July 14, 2022, interview 10, transcript

²⁰ Observation sheet data by the author, July 13, 2022, transcript.

²¹ Dedy Syarif H, interview by the author, July 13, 2022, interview 2, transcript

A person with trait anxiety has a predisposition to feel uncomfortable or worried no matter what situation they are in. According to the pupils, a second factor in their fear when speaking English is unclear explanation. According to the interview, the majority of students become really frustrated when they do not understand a subject. They claimed that when they could not understand what the teacher stated, they began to feel nervous. Some of them went on to say that they are afraid of not understanding all the language input, which would increase the likelihood that they will fail.

“I have to ask my friends again to confirm what the teacher has explained in class because I don't always understand what they are saying.”²²

“Although I really enjoy and enjoy learning English, sometimes the teacher explains the material too quickly in class. Therefore, I hope he doesn't teach too soon. Also, my friends don't laugh at me when I speak English, so when the teacher asks me about the material he gives me, I often can't give an accurate answer.”²³

Many expressed dissatisfaction that the students were unable to comprehend the topic despite receiving clear explanations from the teacher. According to the researcher's field note observations on July 13, 2022, the kids continued to ask their classmates about the teacher's explanation because they could clearly grasp it. A few even shown recklessness by conversing with friends who were sitting close to them or drawing something, perhaps to calm their anxiety.²⁴ A. Fathur R. agreed with the student when he claimed that:

When I have to read stories to my classmates in front of the class and occasionally explain the material we are studying in English, I get nervous. I had studied that day, therefore I was nervous to speak in front of the class. As a result, anxiety sometimes leads to less than ideal results.²⁵

According to the statistics above, students reported feeling anxious because they were asked to present the subject they had learned today to the class and explain it.

²² Meilin Nur Diana, interview by the author, July 14, 2022, interview 3, transcript

²³ Fida Imania, interview by the author, July 14, 2022, interview 4, transcript

²⁴ Observation sheet data by the author, July 13, 2022, transcript.

²⁵ A. Rizqi, interview by the author, July 14, 2022, interview 9, transcript

This made them anxious because they did not fully comprehend the material.

I sometimes feel anxious because I am still learning English, even though my teacher tells me to improve my English. I pay a lot of attention to it but only nervous when I have to speak in front of the class because I'm still shy with my friends.²⁶

The teacher also stated that they would look anxious when they did not understand the material given. They seem difficult to understand what is explained to be practiced in front of the class. they always ask to be explained again the orders given.²⁷

c. Specific- Situation Anxiety

When the teacher assigns an exam of this kind, the students are expected to speak about their experiences or describe other things. As the student stated:

“In certain situations and times, I experience anxiety. Like during an exam, for example, or when you have to go to the front of the class on your own to explain the material. As a result, I was not very confident in responding to all the teacher's instructions. There are times when the teacher assigns us to tell an incident based on our experience, so it is very difficult for us to explain because our vocabulary is very limited.”²⁸

According to the information above, students suffer anxiety because they must take a test or practice using their own experiences. They must provide an explanation of the subject the teacher assigned to them. They experience anxiousness as a result of their schoolwork, which involves describing various objects. As the student explained:

“While taking the test, we feel awkward, scared, yes, worried, so sometimes we don't even know what we're going to tell us, because that's why our scores are bad, so we have to try again for the exam next week”.²⁹

According to the aforementioned data, students should talk well in class at the halfway point of the semester. They should provide engaging explanations of their experiences.

²⁶ A. Rizqi, interview by the author, July 14, 2022, interview 9, transcript

²⁷ Dedy Syarif H, interview by the author, July 13, 2022, interview 2, transcript

²⁸ AYusron, interview by the author, July 14, 2022, interview 7, transcript

²⁹ Evi Hermawati, interview by the author, July 14, 2022, interview 6, transcript

The teacher also explained, they will look anxious when they go on their own speaking test in front of the class but if they are in a group they look calmer.³⁰

According to the explanations given above, there are three types of state anxiety, where pupils experience stress and fear when they desire to talk in English. Students who exhibit trait anxiety become anxious when they cannot understand the teacher's explanation and specific-situation anxiety, where students are required to take a speaking test.

2. The factor of speaking anxiety in front of the class

The research findings that the researcher discovered in field a were given in this section.

a. Communication Apprehension

When studying a foreign language, communication anxiety results from the personal knowing that one will almost surely have trouble understanding others and making themselves known; as a result, many talkative students remain silent in front of the class. According to the students:

“I have difficulty understanding the material explained by the teacher because I take a long time to understand the subject matter, especially for English lessons, so I choose to be silent more often when I have to speak in front of the class, because I do not understand what the teacher is explaining, plus given instructions delivered I do not understand the material described and ordered”³¹

“My ability is still very little to understand English, especially my vocabulary and grammar are still very chaotic, because my background was not English from the beginning, I came from Pondok Salafia because I studied books more often than English, here I entered Madrasah Aliyah. which prioritizes religion. So for English lessons I am not very good at it and not too interested especially in speaking English especially in front of the class.”³²

From the results above that the students struggled to comprehend the topic of speaking English. They struggle with their vocabulary and grammar when speaking, and they hardly ever practice speaking English.

³⁰ Dedy Syarif H, interview by the author, July 13, 2022, interview 2, transcript

³¹ Meilin Nur Diana, interview by the author, July 14, 2022, interview 3, transcript

³² Faizah Khoiriyah, interview by the author, July 14, 2022, interview 5, transcript

“ Even though I don't like speaking English, I always try and practice English a bit. It is difficult for me to understand the material explained by the teacher, and sometimes my friends explain it but it is difficult to understand. Because I'm really bad at speaking, speaking classes make me more anxious. When I came forward in front of the class for the speaking test at that time. I find it difficult to speak in front of other people because I often feel anxious and forgetful. When I speak well in class, I worry that I am using the wrong words. I find it difficult to speak English. I'm worried about making a mistake.”³³

faizah also added that.

“I often make some mistakes when practicing English. Sometimes I make mistakes. It's not often asked to come to the front of the class during lessons, but if later the teacher asks me to come and talk, I'm sure my heart will beat faster and then my hands will get cold. I feel more relaxed and think I can talk better than when I was just practicing talking to my friend in a chair. That's a factor when I try to practice; I'm so scared when I practice the language in front of my teacher.”³⁴

“ The teacher also said that they were worried because they were not confident, they had little vocabulary mastery, it was difficult to string the sentences they said and they were afraid of getting bad grades when they came to the front of the class.”³⁵

According to the data above, students believe they are hard to understand because their English is weak. They hardly use the English in their daily activities. When students practice speaking English in front of the class and friends, they feel shyness.

b. Test Anxiety

Test anxiety is a specific sort of performance anxiety brought on by a fear of failing. One of the key elements of negative motivation, according to experts, is test anxiety.

³³ A.Yusron, interview by the author, July 14, 2022, interview 7, transcript

³⁴ Faizah Khoiriyah, interview by the author, July 14, 2022, interview 5, transcript

³⁵ Dedy Syarif H, interview by the author, July 13, 2022, interview 2, transcript

It is described as a "unpleasant feeling or emotional state that is experienced in formal testing or other evaluative contexts and that has physiological and behavioral concomitants. Based on the results of the teacher interviews, the data showed that they looked anxious when an evaluation test of their speaking skills was held in front of the class. when it is announced that there will be a test next week they tend to protest and look not ready to be evaluated."³⁶

"As the student stated:

"I am afraid when there is a speaking practice exam in front of the class, and afraid that my grades will be bad if I can't."³⁷

"We get anxious when there is a test or exam, so it's ridiculous to be afraid of being scolded by the teacher if we can't present well. In addition, we are worried that we will not be able to master the material given by the teacher."³⁸

Fahad added that:

"The English speaking test is something scary, so I often see my friends who are worried, so I am also worried because I am worried, especially if there is such a test."³⁹

"My biggest problem in class is that I make so many mistakes that I'm afraid to show my true potential. I'm afraid my friends will make fun of me and talk things like "you're not smart". I'm afraid they'll make fun of me, so when I'm worried I'm doing something inadvertently moving or lowering my voice it makes my fault no, look and I continue what I'm saying."⁴⁰

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

"One of the reasons I don't feel confident when I speak English is because of my pronunciation. When I was told to come to the front of the class, I was afraid my classmates

³⁶ Dedy Syarif H, interview by the author, July 13, 2022, interview 2, transcript

³⁷ Faizah Khoiriyah, interview by the author, July 14, 2022, interview 5, transcript

³⁸ A. Rizqi, interview by the author, July 14, 2022, interview 9, transcript

³⁹ M. Fahad Haqiqi, interview by the author, July 14, 2022, interview 10, transcript

⁴⁰ A.Fathur R, interview by the author, July 14, 2022, interview 8, transcript

would laugh at me. I was also afraid of making mistakes then. The mistake I'm afraid of is my mistake when speaking, in my pronunciation. I feel the same. Embarrassed to be laughed at by friends if you mispronounce the words.”⁴¹

According to the information above, the student is worried because they cannot speak the correct word in English, hence they are afraid of taking the test. Actually, it is helpful for the students because the teacher can learn about their speaking abilities, but the students are not prepared to take the test.

c. **Fear of Negative Evaluation**

In the case of foreign language learners, the fear arises when they are required to speak in front of the class a familiar audience or examiner. Students are concerned about the opinions of influential people such as teachers, friends, and parents. This is clearly demonstrated in the following student statement.

“When I'm asked to come forward, I sometimes want to finish quickly, but I often forget what English words I want to say. When I try to remember it I find it even more difficult to say. so it makes me feel bad for standing in front of the class. I couldn't overcome my fear of self-confidence; The more I try to remember, the worse my mental strength gets.”⁴²

“I am sometimes shy and afraid of making mistakes; I'm afraid that if I make a mistake, I'll get a low score; and I'm also afraid my friends will make fun of me. I forgot what sentence I was trying to say when I spoke in front of the class. I'm embarrassed if I forget the material that I have memorized in front of my friends. It's because my friends laugh at me, and they say things to me like, "You're so arrogant when you speak English, even though you make a lot of mistakes and speak nonsense.”⁴³

The teacher also explained that:

“They are afraid that I will give a bad grade when they make a mistake when they come to the front of the class and

⁴¹ A.Yusron, interview by the author, July 14, 2022, interview 7, transcript

⁴² Evi Hermawati, interview by the author, July 14, 2022, interview 1, transcript

⁴³ Meilin Nur Diana, interview by the author, July 14, 2022, interview 1, transcript

their nervousness and anxiety increases when a friend laughs when they come forward.”⁴⁴

According to the data presented above, students are anxious since they must speak in front of the class and did not adequately prepare to speak about the issue. Based on the explanations above, it can be concluded that three factors caused the students' anxiety in learning English, such as communication apprehension, where the students could not speak English because they have limited experience with English and do not always practice English, test anxiety, where the students feel anxious because they have to do the test that the teacher assigns to them, and fear of negative evaluation, where students are terrified that the teacher and their classmates will laugh if they make a mistake.

C. Discussion

This section contains a discussion of research results. In this study, two research questions were asked. Anxiety in class XI MA Khoiriyah Pati became the topic of this research. In this scenario, class XI MA Khoiriyah Pati examines these elements when learning English. According to the results of the study, observations and interviews showed that students' feelings of anxiety when speaking English in class XI MA Khoiriyah Pati were very diverse. This has also been stated by the head of the Madrasah MA Khoiriyah and the English teacher at MA Khoiriyah.

There are three types of students who are concerned about learning English in class XI SMA. The anxiety they have is:

1. State Anxiety, most students have problems with their speaking skills, which can be seen when they speak, such as nervousness, stress, and lack of confidence. The results of the study show students feel panic and stress when they want to speak English. The eight students interviewed they are experienced the type of anxiety. It was also supported by the results of teacher interviews which stated that.
2. Trait anxiety, where students feel anxious when students can't understand the teacher's explanation. The results showed that from eight students interviewed there were four students who stated that they felt anxious when they did not understand the material presented by the teacher then they would feel anxious when they had to explain the material in front of the class. The teacher also stated that students looked anxious when they had

⁴⁴ Dedy Syarif H, interview by the author, July 13, 2022, interview 1, transcript

difficulty understanding the material given to be practiced in front of the class. and they always ask to be explained

3. Specific situation anxiety occurs when a student is required to take a speaking test. two students expressed anxiety when they had to take a speaking test in front of the class by 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.

Three factors that contribute to students' anxiety about learning English in class X MA Khoiriyah Pati., they are:

1. Communication apprehension, where students can't speak English because they have little experience with the language and don't always practice it, this is shown from 3 student statements that they find it difficult to understand because their English is weak. The teacher also explained that they were afraid because they were not confident, did not master a lot of vocabulary and found it difficult to assemble sentences.
2. Test anxiety, where students are anxious because they have to complete the test given to them. from the results of the study there were statements that showed that they were afraid because they could not speak English properly when there was a speaking test. The teacher also stated that the students looked unprepared when the evaluation was going to be held.
3. Fear of negative evaluation, where students are afraid that the teacher and their friends will laugh if students fail the exam. based on the results of the research students feel afraid if they make mistakes in front of the class and the theme laughs or mocks them and students are also afraid if they get bad grades from the teacher when speaking in front of the class.

There are several solutions from the teacher to overcome student anxiety, among others, namely, anxiety is something that occurs spontaneously in each individual so it cannot be prevented. To reduce anxiety, the teacher provides support and motivation so that students are confident and do not need to be afraid if they make mistakes when speaking. practice before moving forward, and make small notes for difficult sentences. But all of these things are not entirely able to overcome anxiety. Anxiety must be overcome from within yourself.⁴⁵

The teacher advises students to always be confident when they come to the front of the class even though they are wrong,

⁴⁵ Nusroh, interview by the author, July 4, 2022, interview 1, transcrip

but I always convince students to speak English as best they can. Because if I just stay silent, I won't know how far the development of English is. I told them to make small notes for difficult words, suggesting that they practice first at home or talk to one of their classmates before advancing. I also suggest turning your eyes to look straight ahead and not looking at your friends⁴⁶



⁴⁶ Dedy Syarif H, interview by the author, July 13, 2022, interview 1, transcript