

**STUDENTS' ANXIETY IN THE PROCESS
OF LEARNING SPEAKING
(An Analysis at the Fifth Semester Students of Islamic
Banking Study Program UIN Fatmawati Sukarno Bengkulu
Academic Year 2022/2023)**

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana
Pendidikan* (S.Pd) in English Education Study Program



By :

ADE ELPENA
NIM.1811230094

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TADRIS FACULTY
FATMAWATI SOEKARNO STATE ISLAMIC
UNIVERSITY OF BENGKULU
2022/2023**



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

Website: www.iainbengkulu.ac.id

ADVISORS SHEET

Subject : Ade Elpena
SRN : 1811230094

To : The Dean of Tarbiyah and Tadris Faculty
UINFAS Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices,
herewith, as the advisors, we state that the thesis of:

Name : Ade Elpena
SRN : 1811230094
Title : **"STUDENTS' ANXIETY IN THE PROCESS OF LEARNING SPEAKING (An Analysis at the Fifth Semester Students of Islamic Banking Study Program UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023)"**

Has already fulfilled the requirements to be presented before The Board of the Examiners (munaqasyah) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu, 2023

First Advisor,

Second Advisor,

Dr. Svamsul Rizal, M.Pd
NIP. 196901291999031001

Andriadi, M.A
NIP. 198402212019031001

MOTTO

“Ingatlah, hanya dengan mengingat

Allah, hati akan tenang”

(Ar Raad: 128)





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

RATIFICATION
This is to certify the thesis entitled **“STUDENTS’ ANXIETY IN THE
PROCESS OF LEARNING SPEAKING (An Analysis at the Fifth Semester
Students of Islamic Banking Study Program UIN Fatmawati Sukarno
Bengkulu Academic Year 2022/2023)”** by Ade Elpena, NIM: 1811230094.

Has been defended in front of the Thesis Examiner Board of the Faculty of
Tarbiyah and Tadris UINFAS Bengkulu on Tuesday, 29 December 2022, and has
been approved by the board of Thesis Examiners as the requirement for degree of
Sarjana in English Education Program.

Chairman
Dr. Qolbi Khairi, M.Pd.I
NIP.198107202007101003

Secretary
Rossi Delta, M.Pd
NIP.198107272007102004

Examiner 1
Fera Zsrianita, M.Pd
NIP.197902172009122003

Examiner 2
Hanura Febriani, M.Pd
NIP.199002142020122004

Bengkulu, 2023

Approved by the Dean of Islamic and Tadris Faculty,



Dr. Mus Mulyadi, M.Pd
NIP.197005142000031004

DEDICATION

With gratitude and all my love, this thesis dedicated to:

1. Both of my beloved parents, Mr. Kasmawan and Mrs. Lili Sumanti. How can I show you how grateful I am? I wouldn't be able to get to this point without you. My gratitude knows no bounds.
2. My sisters, Aknes, Amellia and Azzahra. Big thanks for your advice and kind attention to motivate me during my education. I am totally proud of having you in my life.
3. My Supervisor I, Dr. Syamsul Rizal, M. Pd and supervisor II, Andriadi, M.A. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
4. All English lecturers and administration staffs of Islamic University of Fatmawati Sukarno Bengkulu, especially in English education Study Program. Thank you for everything you gave to me.
5. To all my cousins who have encouraged me, I also thank you very much.
6. Hidayatun Kasanah, Septi Anderiani, Ines Anjelita and Ermaini, who always gives me more cheerful life.
7. Overseas family, Yoppi Distri Yuni, Dandy Saputra, Desvita Sari, Seni Sartika, Enesri Eratika, Padilla Akbar and Yetti thank you for helping others during this lecture.
8. My beloved almamater UINFAS Bengkulu.
9. Last but not least, I wanna thanks me. I wanna thanks me for believing in me, I wanna thanks me for doing this all hard work, I wanna thanks me for having no days off, I wanna thanks me for never quitting, I wanna thanks me for always being a giver and tryna give more than I receive.

PRONOUNCEMENT

I have been marked below:

Name : Ade Elpena
Place, date of birth : Sumber Makmur, 30 Juni 2000
Faculty : Tarbiyah and Tadris
Study program : Tadris Bahasa Inggris
Nim : 1811230094

I hereby sincerely state that the thesis entitled “**STUDENTS’ ANXIETY IN THE PROCESS OF LEARNING SPEAKING (An Analysis at the Fifth Semester Students of Islamic Banking Study Program UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023)**” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If afterproven that my thesis has discrepancies, I am willing to take the academics sanctions in the form of repealing my thesis and academic degree.

Bengkulu

2023



Ade Elpena
NIM.1811230094

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the One and Only, the Lord of the Universe, the Master the day of Decision, for all benefits and kindness that have enabled the researcher to submit a study proposal titled: “STUDENTS’ ANXIETY IN THE PROCESS OF LEARNING SPEAKING (An Analysis at the Fifth Semester Students of Islamic Banking UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023)”. Peace given unto Prophet Muhammad SAW, as great leader and source of motivation for the revolutionary movement.

The researcher is certain this idea would not have been accomplished without such assistance, encouragement, and thoughts of many people. As a result, the researcher would like to extend her heartfelt gratitude to everyone who assisted, encouraged, and advised her throughout the process of making this proposal. This is for:

1. Prof. Dr. H. Zulkarnain, M.Pd, as the Rector of UIN Fatmawati Sukarno Bengkulu;
2. Dr. Mus Mulyadi, M.Pd, as the Dean of Faculty of Tarbiyah and Tadris UIN Fatmawati Sukarno Bengkulu;
3. Risnawati, M.Pd, as the Head to Tadris Department of UIN Fatmawati Sukarno Bengkulu;
4. Feny Martina, M.Pd, as the Head of Study Program of English Education of UIN Fatmawati Sukarno Bengkulu;
5. Dr. Syamsul Rizal, M.Pd, as the first advisor for his assistance, valuable counsel, and inspiration;
6. Andriadi, M.A, as the second advisor for his patient, advises the researcher.

Bengkulu,

2023

Ade Elpena

NIM.1811230094

ABSTRACT

Ade Elpena, Nim.1811230094 2022. Students' Anxiety in the Process of Learning Speaking (An Analysis at the Fifth Semester Students of Islamic Banking Study Program UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023). Thesis. English Language Study Program, Tadris Department, Tarbiyah and Tadris Faculty, UIN Fatmawati Sukarno Bengkulu.

Supervisor: 1. Dr. Syamsul Rizal, M. Pd 2. Andriadi, M.A.

Keywords : Students' speaking, anxiety, and English

This study aimed to know the types of anxiety and investigate the causes of anxiety at the fifth semester students of Islamic Banking UIN Fatmawati Sukarno Bengkulu in learning speaking. It applied qualitative method. The population of this research was the fifth semester students of Islamic Banking with 29 students as sample. The result showed that there were three kinds of students' anxiety in learning English at Islamic Banking students of UIN Fatmawati Sukarno Bengkulu academic year 2022/2023, namely: state anxiety, where the students feel panic and they could stress when they want to speak in English; trait anxiety, where the students feel nervous when the students could not understand the teacher explanation; and specific-situation anxiety, where the students should do examination about speaking. There were three factors caused the students' anxiety in learning English at Islamic Banking students, namely: communication apprehension, where the students could not speak English because they have weak experience about English and they are not always practice English; test anxiety, where the students feel anxiety because they have to do the test that the teacher give them a short time to do examination; and fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistake.

ABSTRAK

Ade Elpena, Nim.1811230094 2022. Kecemasan Mahasiswa dalam Proses Pembelajaran Berbicara (Analisis pada Mahasiswa Semester V Program Studi Perbankan Syariah UIN Fatmawati Sukarno Bengkulu Tahun Ajaran 2022/2023). Tesis. Program Studi Bahasa Inggris, Jurusan Tadris, Fakultas Tarbiyah dan Tadris, UIN Fatmawati Sukarno Bengkulu.

Pembimbing: 1. Dr. Syamsul Rizal, M. Pd 2. Andriadi, M.A.

Kata kunci : Siswa berbicara, kecemasan, dan bahasa Inggris

Penelitian ini bertujuan untuk mengetahui jenis-jenis kecemasan dan mengetahui penyebab kecemasan pada mahasiswa semester V Perbankan Syariah UIN Fatmawati Sukarno Bengkulu dalam pembelajaran berbicara. Metode yang digunakan adalah metode kualitatif. Populasi dalam penelitian ini adalah mahasiswa semester V Perbankan Syariah dengan jumlah sampel 29 mahasiswa. Hasil penelitian menunjukkan bahwa tiga jenis kecemasan mahasiswa dalam belajar bahasa Inggris pada mahasiswa Perbankan Syariah UIN Fatmawati Sukarno Bengkulu tahun ajaran 2022/2023 adalah kecemasan negara, dimana mahasiswa merasa panik dan mereka bisa stres ketika mereka ingin berbicara dalam bahasa Inggris sifat kecemasan, di mana siswa merasa gugup ketika siswa tidak dapat memahami penjelasan guru dan kecemasan situasi tertentu, di mana siswa harus melakukan pemeriksaan tentang berbicara. Adapun penyebab kecemasan pada mahasiswa Perbankan Syariah dalam berbicara bahasa Inggris, ada tiga faktor penyebab kecemasan mahasiswa dalam belajar bahasa Inggris pada mahasiswa Perbankan Syariah adalah communication apprehension, dimana mahasiswa tidak bisa berkomunikasi. berbicara bahasa Inggris karena mereka memiliki pengalaman yang lemah tentang bahasa Inggris dan mereka tidak selalu berlatih bahasa Inggris, kecemasan ujian yaitumahasiswa merasa cemas karena harus mengerjakan tes yang diberikan guru kepada mereka dari siswa melakukan ujian dan takut akan evaluasi negatif, di mana siswa takut jika guru dan temannya akan tertawa jika siswa melakukan kesalahan.

TABLE OF CONTENT

COVER	i
ADVISOR SHEETS	ii
RATIFICATION	iii
MOTTO	iv
DEDICATION	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENTS	vii
ABSTRACT	viii
ABSTRAK	ix
TABLE OF CONTENT	x
LIST OF TABLE	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. Background of the problems	1
B. Identification of the problems	14
C. Limitation of the Research	15
D. Research Questions	15
E. Objective of the Research	16
F. Significance of the Research.....	16
G. Definitions of key Terms	18
CHAPTER II LITERATURE REVIEW	
A. The Concept of Anxiety	19
B. The Concept of Speaking	29
C. Some Related Previous Study	35
D. Conceptual Framework	39

CHAPTER III METHODOLOGY

A. Research Design.....	41
B. Sources of Data	44
C. Instrument of Research.....	46
D. Data Collecting Technique.....	49
E. Technique of Data Analysis	50
F. Technique of Data Verification.....	52

CHAPTER IV FINDINGS AND DISCUSSION

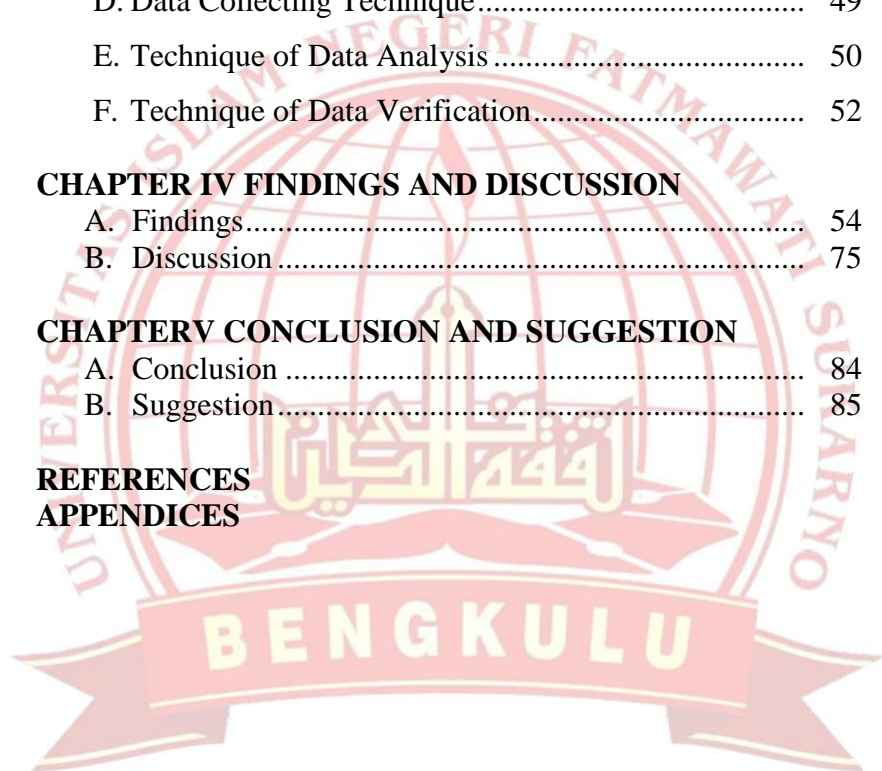
A. Findings.....	54
B. Discussion.....	75

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	84
B. Suggestion.....	85

REFERENCES

APPENDICES



LIST OF TABLE

Table 1. Sample of the Research.....	45
---	-----------



LIST OF FIGURES

Figure 4.1	55
Figure 4.2	68



LIST OF APPENDICES

Appendix 1 Interview Script
Appendix 2 Field Note Grid
Appendix 3 Interview Grid
Appendix 4 Interview Sheet
Appendix 5 Field Note
Appendix 6 Interview Transkrip
Appendix 7 Data Reduction of Field Note
Appendix 8 Data Reduction of Interview
Appendix 9 Reduction Problems
Documentation
SK Pembimbing
Surat Perubahan Judul
SK Seminar Proposal
Pengesahan Seminar
Mohon Izin Penelitian
SK Komprehensif
Surat Selesai Penelitian
Turnitin
SK Munaqosyah
Kartu Bimbingan
Kartu Hadir Seminar

CHAPTER I

INTRODUCTION

A. Background of the Problems

Speaking is one of the basic language skills that learners must be controlled by English and is one of the productive skills that involve us in order production both orally and in writing means many challenges faced by productive skills. Rao (2018:288) says speaking is a productive skill that students must develop to communicate smoothly. Speaking skills are needed to be able to express the ideas that exist to ourselves. The idea is not only conveyed, but it can be clearly digested by the recipient of the information. It is important to be able to speak English as the most commonly accepted language in the world so that it will be very beneficial for those who understand it not only to improve their knowledge and skills, but also to find work more easily. In addition, students will not have the difficulty communicating and interacting with people around the world as they are traveling or continuing studies in other countries.

Through this act in the form of noises produced by the tools, said accompanied by the movements of the body and ekspesi face. Then as a human being requires an interaction against fellow human as a need to meet the needs of his life.

Students must have high self-confidence in producing good speaking. According to Greenacre et al. (2014:3) self-confidence is very necessary for students to take risks and engage in learning activities to work hard to achieve their goals without worrying about results. However, students have low self- confidence when speaking English. Lack of self-confidence can have fatal consequences such as not being able to express what is on his mind. Students need confidence to encourage and motivate them to react appropriately to the challenges and opportunities that come their way. Akbari & Sahibzada(2020:1) found that some students have low self-confidence. Students' self- confidence affects their learning in the areas of student participation, seeking goals, developing interest in lessons, reducing student anxiety, they feel comfortable with their instructors

and classmates and also in sharing their opinions about lessons in class. So without high self-confidence, the child's speaking ability is not good. Confidence is the key to success that gives yourself positive thoughts and is able to speak fluently.

Then, students must not be nervous in producing good speaking. According to Febrikawati (2021:126) feelings of tense and nervous will hinder students' ability to achieve in class. When nervous, students can lose their memory or become to forget what to be delivered. The findings at research by Putera Jaya et al. (2022:105) show that 42% of participants did well and 58% did not do well in the speaking test. The problem was associated with the impact of student speaking problems is one of which is feeling nervous when speaking English. To overcome the nervous, students should prepare well when talking in front of a lot, for example, before a presentation or speech, students prepare the material that will be conveyed first, then take the time for exercise in front of the mirror to be able to

speak more smoothly. So it is clear that when students are nervous in speaking English, it will make the student's speaking not good.

Mastery of vocabulary in English skills is an important part of producing students' speaking skills. It will be better if students have a lot of vocabulary to be able to speak English. As stated by Yudar et al. (2020:15) many students must always memorize new vocabulary, use correct grammar, communicate their ideas clearly and some students cannot think of something abstract if they want to speak, so students not actively participate in speaking. However, most of the students do not have much English vocabulary, so they are hampered in speaking. The research of Khan et al.(2018:415) found that lack of vocabulary is one of the main factors of students' inability to speak English. So, due to lack of vocabulary, students cannot communicate effectively or express all their ideas both orally and in writing. Furthermore, good delivery in speaking by paying attention to pronunciation and how to articulate the purpose

of the word so that listeners can understand the words conveyed. When they cannot improve their vocabulary, then they lose interest in learning.

Pronunciation of words is also one way to improve speaking skills. How to articulate and pronounce words is an important thing to pay attention to, the goal is that listeners can understand the words that we convey. The pronunciation of the word according to Wahyuningsih & Afandi(2020:967) is one of the meaningful factors that contribute to the smooth speech. With the wrong pronunciation of students, then making the student afraid to utter the/English words. However, not a few students whose pronunciations were wrong so that it causes misunderstandings and causes it to be less fluent in speaking English. Research by Putera Jaya et al. (2022:110) based on data collection, speech performance tests, questionnaires, and open questions are used. The findings suggest that more participants do not perform well in the test speak. The problem of speaking is categorized as such a problem related to the cause of student speaking

problems which is related to language as the smooth speaking, grammar, and pronunciation. So it can be concluded that a rapid effect vocabulary in one is success in English because when you will speak English more mainly, namely having to have vocabulary first.

In addition, having no fear of making mistakes in speaking is one of the successes in speaking English. According to Damayanti & Listyani (2020:166) they are most afraid if they are laughed at, ridiculed by others on their performance and fear of making mistakes because they worry about being ridiculed and considered oddly by others and fear of making mistakes is the main problem for students. In reality students a lot fear it will make a mistake in speech. In the study by Shen & Chiu(2019:100) collecting data using interview methods and class observations must be made as an additional approach in future research to check the use of strategies. The results of this study indicate that most of EFL learners are considered psychological factors such as fear of making mistakes, as a key barrier in speaking English. It is

clearly visible fears that a student will make it wrong greatly affect the learning performance. When fear will make the mistake come, students' thinking can narrow around certain scenarios. They were very scared by their friends' reactions about their appearance in class and were fear in making mistakes. Concerns about making mistakes actually remind you are in a challenging situation.

With low self-confidence, nervousness, lack of vocabulary that requires them to think so they do not focus on learning, inappropriate pronunciation makes students hesitate in expressing opinions, and fear of making mistakes makes it difficult for students to produce good language, especially in speaking. Based on the symptoms above, it means that anxiety is a problem in learning English, especially in speaking. This will make students unable to learn and receive lessons optimally and can affect their learning outcomes. In addition, student anxiety can have an impact on learning efficiency and can make them more silent

and do not dare to express their opinions in front of friends or the public.

The anxiety in speaking English about become a common problems for students. They also happened to students of Islamic Banking. To know the real problem, the researcher conducted preliminary research by observation and interviewing students at the fifth semester of Islamic Banking UIN Fatmawati Sukarno Bengkulu who learning conversation 2 on 06 April 2022. From the pre-observation the researcher found several things, Islamic Banking students when learning to speak in class most of them still feel nervous when speaking in front of the class. Then, this Islamic Banking student also still feels nervous when speaking in front of the class, especially when speaking in front of lecturers and in front of his friends during presentations. Furthermore, in learning to speak English, students still have a small vocabulary, thus making it difficult for them to speak English. The lack of mastery of pronunciation is also an anxiety for Islamic Banking students

in learning to speak because when they are afraid of mistakes in pronouncing English, it causes students to find it difficult to build correct sentences because of doubts and the meaning of sentences that are difficult to understand when the pronunciation is wrong. The things mentioned above cause the anxiety of Islamic Banking students in learning to speak English. Next, from the interview respondents are still afraid to speak in public (public speaking), while some respondents said they are not afraid to speak in public. The reason they are afraid to speak in public is due to some student perceptions such as the fear of making public presentations, lack of vocabulary, and fear of pronunciation errors. This anxiety is often experienced by students because they are often faced with assignments to make presentations in class or lead meetings in organizations. Some of the students' statements made the students' speaking skills less than optimal and became the center of attention. If you want to know the interview script, which can be seen in appendix 1.

This research is important to do because it looks at the practical benefits that students of Islamic Banking, lecturers of Islamic Banking, Department/Institution, and for the next researchers can use for the results of this research itself which later be useful as evaluation material for the future, as well as find out what are the causes and types of anxiety experienced by students in speaking English in Islamic Banking.

There have been many researchers conducted research related to speaking problems faced by the students. Previous research from Novitasari (2020:61) discussed about the obstacles owned by students of the Islamic Banking study program FEBI UIN Fatmawati Sukarno Bengkulu. Seeing the barriers to speaking English that students of the Islamic banking study program at FEBI IAIN Bengkulu have for the 2019/2020 academic year. The purpose of this research is to know what real problems students face in learning English speaking. The researcher only focuses on what problems cause speech impediments.

Then the research conducted by Taufana (2020:60) who is focused on knowing the relationship between student anxiety and speaking ability in students. Studying the third semester students of the English Department of IAIN Palangka Raya. It shows that the result of the calculation of r for student anxiety and their speaking test is -0.269 which means there is a relationship between two variables, student anxiety and speaking ability of third semester students of English Department IAIN Palangka Raya.

Next is a research conducted Alvarici (2021:53) this study aims to determine the level of speaking anxiety among the second year students of the English Department at Padang State University who registered in 2017/2018 academic year. This study focuses on the level of speaking anxiety of English students at Padang State University. From the descriptions of several previous researchers, the research that researcher will do in the future is clearly very different from what has been described. Previous research has never examined the anxiety of Islamic Banking students speaking

English, precisely at UIN Fatmawati Sukarno Bengkulu. Clearly, the studies that have been described with the ones that the researcher will carry out, the research that will be focused on student anxiety in learning speaking. That's why this research is important to do.

Novitasari (2020:61) conducted research on obstacles by students of the Islamic Banking study program, focusing on English language barriers for FEBI students at IAIN Bengkulu and could occur because several factors were found, such as fear, desire and anxiety. Study by Taufana (2020:60) focused on knowing the relationship between student anxiety and speaking ability and shows the result of the calculation of r for student anxiety and their speaking test is -0.269 which means there is a relationship between two variables, student anxiety and speaking ability of third semester students of English Department IAIN Palangka Raya. Finally by Alvarici (2021:53) this study aims to determine the level of speaking anxiety and the results of this study focus on the level of speaking anxiety, showing that

most students experience high levels of speaking anxiety (68.85%) from previous studies, the average focus on the level of anxiety, language barriers and relationship student anxiety and speaking ability only. My research is different because researcher want to know what are the anxiety and causes the student to be anxious.

Based on the problem above, researcher is very interested in conducting research entitled Students' Anxiety in the Process of Learning Speaking (An Analysis at the Fifth Semester Students of Islamic Banking UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023). Since anxiety can have a major effect in English foreign language, that is why it is important to know students' anxiety. In addition, the research with the title that has been mentioned above is very suitable for what will be studied by researcher, namely about students anxiety where these Islamic Banking students rarely study English speaking lessons themselves. Therefore, the researcher want to investigate how students'

anxiety in learning speaking and its causes by students in learning speaking.

B. Identification of the Problems

Based on the background above, the identification of problems are:

1. Students often feel that they lose confidence when studying in speaking class, causing students to be unable to convey their thoughts.
2. Speaking is done directly students become nervous so that it makes students forget important things because the brain is more focused on the threat felt by the body.
3. Students still have limited vocabulary so they do not know what to say and when to express themselves.
4. Pronunciation of students who are not right makes students overthinking themselves into negative things.
5. Students often feel so great fear that they can hardly speak English.

C. Limitation of the Research

This research is limited on analyzing Students' Anxiety in the Process of Learning Speaking at the Fifth Semester Students of Islamic Banking UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023. This study focused on student semester V of the Islamic Banking study program in semester V there are five classes, but the researcher only took 20% from each class because the population of this study was more examined the number of 29 research samples. Thus, this study includes things that have been mentioned above.

D. Research Questions

Based on the background above, the problems of this research are:

1. What types anxiety of the fifth semester students of Islamic Banking UIN Fatmawati Sukarno Bengkulu in learning speaking?

2. What causes anxiety for the fifth semester students of Islamic Banking UIN Fatmawati Sukarno Bengkulu in learning speaking?

E. Objective of the Research

According to background an research questions, the goals of this study are:

1. To know the types of anxiety at the fifth semester students of Islamic Banking UIN Fatmawati Sukarno Bengkulu in learning speaking.
2. To investigate the causes of anxiety at the fifth semester students of Islamic Banking UIN Fatmawati Sukarno Bengkulu in learning speaking.

F. Significance of the Research

The result of this research is hoped to useful for:

1. Theoretical Contribution

The final results of this research are expected to be input into practice and the learning process in particular to find out Students' Anxiety in the Process of Learning Speaking (An Analysis at the Fifth Semester Students of

Islamic Banking UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022) and give additional information and knowledge for readers, especially for students and majoring in English.

2. Practical Contribution

Practically, this research is expected to contribute to:

a. For Students of Islamic Banking Study Program

- 1) This study can make the students of Islamic Banking study program realize that they real problems in speaking English skill.
- 2) This study can be a problem solving for the students of the Islamic Banking study program.
- 3) This study is to informed the students that English speaking is not difficult and do not afraid to learn English speaking skill.

b. For Lecturers of Islamic Banking Study Program

The result of this research expected could give contributeto the students of theIslamic banking study program and can give them motivation.

c. For the Department/Institution

Researcher hope that this research can support community service activities then can improve campus reputation for UIN Fatmawati Sukarno Bengkulu.

d. For the next researchers

Researchers hope that this reasearch can provide new knowledge and can develop writing skills for the next researcher.

G. Operational Definition of the Key Terms

In leading the analyst, it is important to figure the meaning of key terms which is planned to evade misunderstanding of the ideas utilized in this exploration, the terms should be defined are as per the following:

1. *Speaking* is the activity of delivering the message from one people to another people by using language.
2. *Anxiety* is felt by students can be described through low self-confidence.

CHAPTER II

LITERATURE REVIEW

A. The Basic Concept of Anxiety

1. Definition of Anxiety

One of the psychological phenomena that has received the most research is anxiety. In general, anxiety manifests in the body as a reaction to a certain scenario. Anxiety is frequently characterized as a sense of threat, dread, tension, or worry. The researcher has discovered a number of definitions for anxiousness. Horwitz (2011:112) claims that anxiety is a feeling of dread or impending doom that is accompanied by certain physiological responses such a quickened heartbeat, sweaty hands, and tightness in the stomach. Additionally, when someone exhibits signs of anxiousness, they generally act out, forget the content more easily, lose courage, and other behaviors that are not normal for them.

In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can

be identified as a feeling of being threatened, apprehension, tension, or worry. There are several definitions of anxiety which are found by the researcher. Basically when someone has got anxiety sign they do not something normally as usual, they will get over action, easier forget the material, loss of courage and etc. It can be inferred from the various theories above that the writer describes the concept of anxiety, which is the expression that someone can do anything under normal circumstances, they are more likely to lose their minds, act irrationally, experience panic, and still many more.

According to the cognitive model of anxiety, one's experience is influenced by one's expectations and interpretations of events rather than by the events themselves. The brain doesnot function by itself. It works in concert with other primordial systems, such as the affective, behavioral, and physiological systems. The likelihood of becoming stranded in an elevator, for instance, is considerably overestimated by someone who

fears them. Changes in autonomic arousal (fight or flight), inhibition of ongoing behavior, and selective scanning of the environment for potential danger sources are some of these reactions. The initial fear is supported by the autonomic arousal, which also makes the heart beat faster. The anxious person reacts inadvertently to novel events and is still primed for defensive action long after the situation has passed.

The two layers of cognitive theory are self-schemas and unfavorable automatic thoughts. Self-schemas are the fundamental assumptions or attitudes that people have about the world and about themselves. People often interpret things in an unsuitable manner because of dysfunctional preconceptions. As a result of this scheme, students have increased their anxiety about all social contacts. There is a possibility of decreased comfort and competence in social situations as well. Negative automatic thoughts function in the same way but refer to certain thoughts and images that arise in certain situations.

For example, a child who is concerned with social evaluation may, during a pause in conversation, have negative automatic thoughts about him or herself.

2. Types of Anxiety

Several kinds of anxiety have been described. Two of the most well-known is state anxiety and trait anxiety. Anxiety that arises when confronted with specific situations is called state anxiety Horwitz (2011:31).

a. State Anxiety

The majority of people had state anxiety, sometimes called typical anxiety. Anxiety is a transient state of anxiety brought on by a dangerous it is a state of anxiety or tension at a specific time in reaction to an outside stimuli. This kind of anxiety is temporary because it only occurs during stressful situations or events. In other words, it is a situational anxious feeling that disappears when threatening situation goes away. With this anxiety will make a person more likely to be afraid of something that causes the anxiety. This

is an innate response to the threat or absence of a person or object that indicates safety can cause cognitive (worried) and somatic (heart palpitations, sweating, shaking, chills) symptoms.

b. Trait Anxiety

However, anxiety can sometimes be more severe and persist longer. Trait anxiety is the name given to this type of anxiety. Horwitz (2011:41) defines trait anxiety as a tendency to react anxiously in situations that are not dangerous. Such worry is ingrained in a person's personality. People with trait anxiety often worry more than the average person and perceive many aspects of their environment as inappropriately threatening. In other words, trait anxiety refers to a person's propensity to feel worried or anxious regardless of the circumstances. When this anxiety comes from within a person, it will be difficult to bring it to a good situation because it is in the person's character. The way to reduce anxiety itself is

to prepare yourself fully when taking a speaking test or speaking in front of the class.

c. Specific-situation anxiety

Specific-situation anxiety describes some anxieties' enduring and complex nature. It is triggered by a certain kind of circumstance or event, such public speaking, tests, or class involvement. An individual's propensity to feel nervous at a given time and place is referred to as situational anxiety. Situation specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context. Thus, language anxiety can be included in situation specific anxiety.

Anxiety can be categorized into two categories according to its degree, duration, and circumstance:

State anxiety includes feelings of fear and trepidation in response to particular circumstances, as well as an anxious disposition and additional, severe anxiety that is dependent on the individual regardless of the circumstance. Researchers will use this theory for the

types of anxiety experienced by Islamic Banking students in learning speaking of UIN Fatmawati Sukarno Bengkulu academic year 2022/2023.

3. The Causes of Anxiety

According to Horwitz (2011:127), three causes of anxiety related performance anxiety are (1) communication fear (CA), (2) test anxiety, (3) fear of negative evaluation.

a. Communication Fear

Which arise from the learner's inability to properly excite mature thoughts or ideas. Fear concern in the form of negative feelings felt by individuals in communicating, both in real communication situations or communication that will be carried out by individuals with other people and many people. Communication apprehension is a subtype of shyness marked by apprehension or fear when speaking to others. The symptoms of communication anxiety include difficulty listening to or learning a spoken

message (receiver anxiety), difficulty speaking in pairs or groups (oral communication anxiety), difficulty speaking in public ("stage fright"), and more.

b. Test Anxiety

When facing certain tests, be it daily tests, or semester exams. For some children, exams are scary things. They are very afraid of not succeeding in doing the test questions. Test anxiety is a psychological condition in which people experience extreme stress and anxiety in testing situations. In situations where pressure is present and good performance is taken into account, people can become so anxious that they can't actually do their best. So test anxiety is a disorder when the level of anxiety is very high in the midst of a situation facing an exam. Exams are not only like school or college entrance exams, but when facing an assessment when working or going to appear.

c. Fear of Negative Evaluation

Arising from chance to make a positive impression on others. Where feelings of fear of being evaluated negatively, staying away from situations related to evaluation, and expectations that others will evaluate negatively are psychological constructs that reflect other people's evaluations, evaluations of negative evaluations by others, and expectations that others will encounter a negative one. This fear of negative evaluation results in several bad effects because it has a large negative affect, it can even become social phobia. Negative affect can be seen from eye contact, body movements and physiological changes of a person. These non-verbal movements are not realized by the person concerned but can interfere with the quality of communication with others. People with FNE do not have the confidence to show their true self so that their self-assessment has a big bias. Based on the description above, it can be concluded that FNE

is a type of social anxiety that can interfere with human life.

4. Anxiety Indicator

According to Taylor, et al (2003) who stated that anxiety is a subjective experience of disturbing mental tension as a general reaction to being unable to deal with problems, conflict or threat. Anxiety can be seen from three aspects of the reaction, including:

a. Physiological aspects

Physiological aspects such as increased pulse and blood pressure, palpitations and irregular breathing, cold sweats, loss of appetite, these aspects can also be grouped into the type of anxiety state anxiety. This anxiety occurs when students are given the opportunity to come to the front of the class but they feel very nervous when speaking in front of the class, memorizing material in a short time, and they feel anxious because of their limited vocabulary.

b. Intellectual aspect

Intellectual aspect such as not being able to concentrate, having difficulty thinking clearly, not being able to solve problems, and decreased awareness of these aspects can also be grouped under trait anxiety. Anxiety that occurs when students are unable to receive lessons because they are unable to concentrate and are told to speak in front of the class without prior preparation.

c. Emotional aspects

Emotional aspects such as easily embarrassed, easily offended, feeling uneasy, worried, and tense. This aspect can also be grouped into specific-situation anxiety where students feel tense when taking exams independently or face-to-face with related lecturers.

B. The Basic Concept of Speaking

1. Definition of Speaking

According to Brown (2004:140) speaking is productive skill that can be directly and empirically

observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. As one of the four language skills; speaking, is the most frequently used in daily activities. Speaking is used to deliver ideas, opinions, arguments or thoughts to other people orally. As oral communication, speaking skill shows how well a speaker in arranging word by word become utterances to express his or her thought and listeners can understand it. Speaking is one of the skills that the students have to master, but the fact that are many students are not interested in learning English, one of the reasons is it is difficult to understand. These include courses that do not emphasize speaking skills, limited teacher English skills, class conditions that are not conducive to speaking activities, exam systems that do not emphasize speaking skills, and limited opportunities for students to practice skills outside of class.

2. Functions of Speaking

Functions of speaking by Brown (2004:141)

including the following:

a. Talk as Interaction

Talk as interaction describes exchanges that have a significant social purpose and refers to what we typically mean by "conversation." People want to be pleasant and create a safe environment for social contact, so when they meet, they greet each other, engage in small conversation, share recent experiences, and so on. The focus is more on the speaker and how they want to present themselves to each other than on the message. Such exchanges can be casual or more formal, depending on the circumstances, and their nature. It can be said that speaking is a social need and the need for interaction between human beings.

b. Talk as Transaction

Talk as a transaction refers to a situation where the focus is on what is said or done. By focusing on the

message conveyed, it makes yourself and others clearly understand what is being said, while not focusing on the participants and how they interact socially with each other. Two distinctions between various speaking as transaction types. In the first type, participants primarily pay attention to what is said or accomplished while the focus is on giving and receiving information (e.g., asking someone for directions).

c. Talk as Performance

Conversation as performance has been dubbed the third category of talk that can be distinguishable and meaningfully identified. Public speaking, or communication in front of an audience, includes speeches, announcements made in public places, and classroom presentations. Talk performed as a monolog as opposed to a dialog sometimes has a recognized structure (such as a speech of welcome) and is more closely related to written language than conversational language. Similar to how it is frequently assessed in

terms of effectiveness or impact on the listener, communication as interaction or transaction is unlikely to take this into account.

3. Factors Affecting of Speaking

Components speaking effectiveness by Brown (2004:120) that there are:

1. Grammatical Competence

Is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. As was previously noted, the students were required to complete 5 tasks as part of the teaching and learning process for this skill. The initial aim is to pronounce English sounds, as well as the alphabets, letters, and numerals.

2. Discourse Competence

In addition to grammatical competence, EFL learners must develop discourse competence, which is concerned with intersentential relationships. In discourse, whether formal or informal, the rules of

cohesion and coherence apply, which aid in holding the communication. The pupils can benefit much from this capability, particularly as it pertains to speaking and writing more fluently. A few of them will instruct English in their classes.

3. Sociolinguistic Competence Together in a Meaningful Way

Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners need to be competent, which entails understanding what is socially and culturally expected of them by speakers of the target language; specifically, they need to grasp the rules and norms guiding the proper timing and implementation of speech acts. Three tasks make up the sociolinguistic competence competency. The three main ones are being able to teach using English as the language of bilingual instruction in the social context of the elementary school level, and producing self-

introductions appropriately. Understanding English language teaching for elementary students includes interesting strategies like singing songs, playing simple film/drama, playing games/playing for fun, etc. based on the socio-cultural context.

C. Some Related Previous Study

Many have conducted research on anxiety of speaking, one of which is Nugroho et al. (2021:65) conducting a study entitled exploring students' speaking anxiety factors in an online EFL classroom that speaking fears include unusual pronunciation, inaccurate grammar, lack of vocabulary, imprecise vocabulary, wrong thinking, limited internet balance, bad internet connection, teacher speaking too fast, improper pronunciation, turning on webcam, cell phone bug, and device error. Furthermore, things that trigger anxiety such as improper pronunciation, rarely practice, and lack of preparation.

The second research is from Fitriah & Muna (2019:72) with the research title foreign language speaking

anxiety: a case study at English department students of IAIN Lhokseumawe and Al Muslim University. The results of this study are that before applying several strategies to overcome speaking foreign language anxiety, foster motivation, and improve students' performance in language, the teacher must obtain information about students' attitudes, background knowledge of students towards one's skills, and their pleasure to engage in speaking activities.

The third is the research from Putri & Marlina (2019:78) whose research title is an analysis of students' speaking anxiety faced by the EFL freshman students at the English Department of Padang State University. The fourth semester English Education Study Program students at Padang State University were discovered to have a moderate level of speaking anxiety. The dread of speaking tests is the most common sort of speaking anxiety among the three categories, which also include communication fear, test speaking fear, and fear of criticism from peers and lecturers. However, research reveals that all sorts of speaking anxiety

are in relationships after conducting in-depth interviews with participants about their speaking fear. The reason for experiencing anxiety is because students feel afraid about the consequences of failing the speaking test.

The fourth research is by Suciati (2020:57) with the title of speaking anxiety research in EFL classroom: categories and factors. There are two results, it has been determined. It was discovered that the distinct characteristics, conditions, and scenarios of anxiety were the categories of speaking anxiety in the EFL classroom or professional speaking context. Speaking anxiety is influenced by cognitive, emotional, and performance aspects. The familiarity with the subject, the genre, the interlocutor, and processing requests are cognitive elements.

The fifth research is from Najiha & Sailun (2021:70) with the research title an analysis of students' speaking anxiety in English classroom at SMAN 2 Siak Hulu. The findings in this study were from the results of the questionnaire showing that many students were at the

“Slightly Anxious” level and there were no students at the “Very Relaxed” level. There were 6 (18%) students who experienced the “Very Anxious” level, 11 (32%) students at the “Anxious” level, 13 (38%) students at the “Slightly Anxious” level, and 4 (12%) students at the “Relaxed” level. Then the interview results showed that students said they were not confident when they spoke English.

The similarities from all of the previous studies with my research is the research talked about the difficulties that faced by the EFL students or students from English major and non-English major in learn about English speaking skill. Differences between my research with the previous studies when the previous study using questionnaire to collect the data but in my research using observation checklist and interview to collect the data. Then, the place of research that is clearly different from previous research.

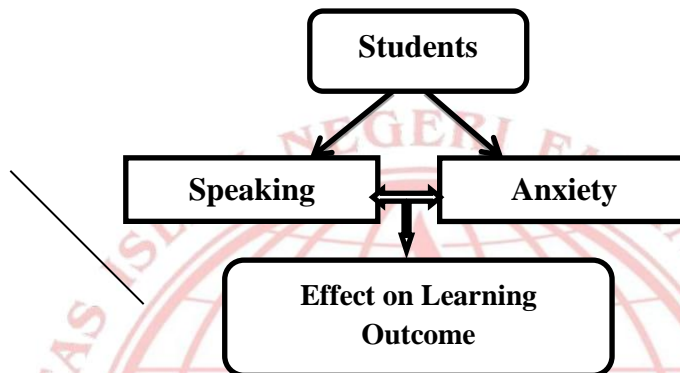
Based on the explanation above, this research needs to be done because it is to study and deepen knowledge and be able to develop it. Researcher will research entitled

students' anxiety in the process of learning speaking (an analysis at the fifth semester students of Islamic Banking UIN Fatmawati Sukarno Bengkulu academic year 2022/2023).

D. Conceptual Framework

The framework of conceptual is part of the research that describes the flow of the researcher's mind, in providing explanations to others, why he has assumptions as stated in the hypothesis. Framework is a conceptual model of how theory relates to various factors that have been defined as important problems. So, this framework is a synthesis of the relationships between variables compiled from various theories that have been described.

The illustration of possible factors causing language anxiety of students in classroom is described below:



Based on the conceptual framework, it can be clarified that students in learning English, especially speaking, will certainly cause their own anxiety due to several causes such as lack of student confidence, students' feelings of nervousness, lack of vocabulary, fear of wrong pronunciation and fear of making a mistake. With the factors that cause anxiety that have mentioned will certainly affect to efficiency and cleanliness of student learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research use qualitative method. The goal of this study is to represent the phenomenon of knowledge received through observational situations, hence it is descriptive. Researchers can describe naturally and objectively based on their observations.

According to Salim & Syahrur (2012:42) qualitative research is a type of research that produces findings that cannot be obtained using statistical procedures or other means of measurement. This research is generally used for research on people's life, history, behavior, organizational functionalization, social activities, and others.

Qualitative research methods according to Sugiyono(2015:9) are research methods based on the philosophy of postpositivism, use as material to examine the condition of natural objects where the researcher is the key instrument then the data collection technique is carry out by

triangulation (combined), namely inductive/qualitative data analysis that emphasize the results of research on the meaning of generalization. This method emphasizes more on the process, namely seeing the relationship between the variables in the object under study which is more interactive / mutually influencing so that it is not known which independent and dependent variables.

According to Semiawan (2010:52) qualitative research is a method, namely researchers must have prior information about the availability of theories that will become a reference for explaining problems and be able to formulate new theories on facts found in certain contexts to create new theories. Emphasis on natural environment, inductive, flexible, direct experience, process, whole, active participation of participants and meaning.

According to Creswell (2013:44) qualitative research begins with assumptions and uses. The theoretical framework of the study of research problems addresses the meanings that individuals or groups perceive to derive from social

problems. Qualitative researchers use a qualitative approach for investigation, collecting data to be studied both the object and the place studied, as well as inductive and deductive data analysis and setting themes.

It can be concluded that the method of qualitative research tends to use analysis. Process and meaning will highlight in qualitative research. The theoretical basis is used as a guide so that the research focus is in accordance with the facts in the field, the method in which a researcher is used to collect data, then analyze the data critically and conclude based on the facts at the time the research took place. In addition, seen from name, this study also aims to provide an overview of a society or a particular group of people or a description of a society or a particular group of people or a description of the symptoms or a relationship between two or more symptoms.

A qualitative method is a complete synopsis of the explicit events experienced by people or the educational body of people. In this study, researchers will find, identify,

analyze and describe the results of students' anxiety in the learning proses of speaking English (an analysis at the fifth semester students Islamic Banking UIN Fatmawati Sukarno Bengkulu academic year 2022/2023).

This method used to: *first* to know anxiety the fifth semester students of Islamic Banking UIN Fatmawati Sukarno Bengkulu in learning speaking and *second* to investigate the causes anxiety for the fifth semester students of Islamic Banking UIN Fatmawati Sukarno Bengkulu in learning speaking.

B. Sources of Data

This study carried out in FEBI UIN Fatmawati Sukarno Bengkulu, with fifth semester students Islamic Banking serving as research subjects. The students research subjects in this study because they are learning about Conversation 2, so the researcher assumes that they are very suitable for the research to be studied, namely the anxiety that students feel when learning speaking English. Related to respondents, according to Arikunto (2010:41) if the number

of respondents are less than 100, it is preferable for the researcher to sample the entire people. Meanwhile, if the population has more than 100 respondents, the researcher select a sample of 10-15% to 20% to 25% of the entire population. The researcher used 20% of the total population in this study, because the researcher assumes that the entire sample will be sufficient to represent or generalize the population to achieve the objectives of this study.

Table 3.1. Sample of the research

Class	Total Students	Sample
Class A	33	7
Class B	34	7
Class C	32	6
Class D	32	6
Class E	16	3
Total	151	29

The researcher apply random sampling technique in determining the sample. Students will be chosen through a simple random sampling to participate in this study. Gay et al. (2012:123) define simple random sampling as the process of choosing a sample in which every member of the specified population has an equal and independent chance of being

chosen as a sample. In other words, simple random sampling is a method of collecting data that involves choosing an object from an existing population; in this study, the sample consists of 29 students. From the students of Islamic Banking Fifth semester, data obtained regarding the types of students' anxiety when speaking English and the causes of students' English speaking anxiety.

Therefore, the researcher is interest in conducting a study entitled Students' Anxiety in the Process of Learning Speaking (An Analysis at the Fifth Semester Students Islamic Banking UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023).

C. Instrument of Research

This research uses three kinds of instrument to collect the data. They are observations, interviews, and documentation. It can be seen in the explanations below:

1. Observation

Researchers is used this technique to observe Student Anxiety in Speaking English in Semester V

Islamic Banking Students at UIN Fatmawati Sukarno Bengkulu.

According to Rizal (2013:242) observation is a data collection technique that has specific characteristics when compared to other techniques. The researcher collected data using observational field notes while participating in the teaching and learning process in the English speaking class. By using the field notes the author will get data in the form of events that occur during the process of learning speaking English for Islamic Banking students. Field notes format in this study can be seen in appendix 2.

2. Interview

Interviews according to Sugiyono (2015:137) that interviews are used as a data collection technique if researchers want to conduct a preliminary study to find problems that must be researched, and also if the researcher wants to know things from respondents who are more deep. Researchers conducted interview techniques with the aim of digging in-depth information from

respondents regarding character card games as character education learning model for parents. The interview is also used to answer the formulation of the study, related to the objectives of the of students' anxiety in the learning proses of speaking english (an analysis at the fifth semester students Islamic Banking UIN Fatmawati Sukarno Bengkulu). The interview instrument is a guide for researchers in interviewing research subjects to explore as much as possible about the what, why, and how of the problems given by the researchers. This guide is an outline of the questions that will be given to research subjects. Interviews were conducted outside of class hours in order not to interfere with teaching and learning activities in the classroom. Researchers have made a grid in conducting interviews, which is contained in Appendix 3, then to see interview instrument that conducted by researcher namely in Appendix 4.

3. Documentation

According to Sugiyono (2015:143) stated that the document is a log of events that have passed, document study is a complement use observation and interview methods from qualitative research. So that In this study, the researcher try to collect the documents will obtain in the field. Documentation will be use to obtain data from all procedures to verify data. In this research, we can obtain documentation from observation checklists, interviews, and photographs. Documentation data is to support valid data from primary instruments.

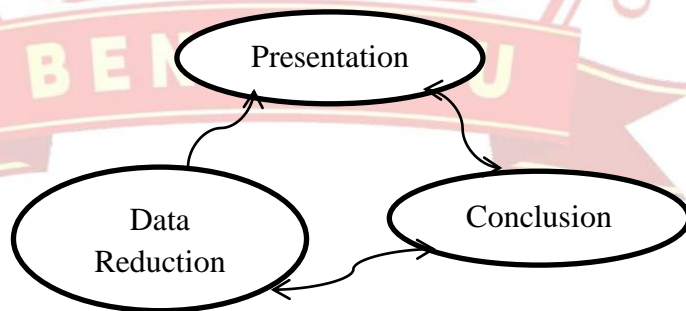
D. Data Collecting Technique

In collecting data, the researcher will carry out several series of activities such as the following. *First*, the researcher came to the class and observe the students in learning speaking. *Second*, after observing students learning speaking, the researcher conducte interviews with students base on the instruments that the researchers had prepared. *Third*, during the learning process as a researcher also tekes

note what was found in the classroom, then during the learning process the researcher also took some documentation in the form of photo.

E. Technique of Data Analysis

Descriptive analysis is the method used in this study's data analysis. The researcher gathers, organizes, and displays the data using this method. The qualitative method is a type of research that excludes all mathematical and statistical techniques. The methodology for data analysis used in the aforementioned system following based on Rizal (2020:67):



1. Data Reduction

During the field notes process, the data acquisition becomes much and complex, so the data needs to be

reduced. Data reduction means summarizing, choosing points, focusing students' anxiety in the process of learning to speaking English (analysis of fifth semester students of Islamic Banking at UIN Fatmawati Sukarno Bengkulu), to find the answer that is why researchers reduce the overall data collected and get data that is more suitable for research analyzed.

2. Presentation

Data is compiled and managed so that it can be understood and data presentation is used to draw conclusions and take action. In this study, the presentation of the data is descriptive. Descriptive means to describe students' anxiety in the process of learning to speak English (analysis of the fifth semester students of Islamic Banking at UIN Fatmawati Sukarno Bengkulu) in a narrative manner. Researchers collected information from teacher and students about students' anxiety in the process of learning to speaking English (analysis of fifth semester

students of Islamic Banking at UIN Fatmawati Sukarno Bengkulu).

3. Conclusion

This conclusion needs to be verified. Verification is some program to check the accuracy of the researcher and to get accurate data. Researchers looking for supporting information, then data reduction, data presentation, and finally drawing conclusions. After reducing and presenting the data, the last step the researcher made conclusions about students' anxiety in the process of learning to speaking English (analysis of the fifth semester students of Islamic Banking at UIN Fatmawati Sukarno Bengkulu).

F. Technique of Data Verification

Data or information from one party must be checked the truth by obtaining the data from other sources, for example from second, third and third parties so on by using the method vary. Researchers collect data using a list of observations support by interview guidelines and researchers

also use documentation. Triangulation is a technique use to check the validity of the data or in other words known as "trustworthiness" by using something other than the data to examine and compare the data collect. This means that data triangulation is a technique use to compare and re-examine different time and equipment in qualitative research that can get answers through observations, interviews or documents.

Triangulation can be done by:

1. Comparing the data from observations with the results of interviews.
2. Comparing what students say in public with what they say in private.
3. Comparing students' opinions in public with the observations of researchers.
4. Comparing the results of interviews with data documents related to the object of research.
5. Comparing the observation and documentation data for the fifth semester students of Islamic Banking at UIN Fatmawati Sukarno Bengkulu.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Result

1. Types of Students Anxiety in Learning Speaking

The study is focus in this area is on the types of students' anxiety in speaking class. In this research which was made the research has taken data through observation in the form of field notes and interviews. So, research has found types anxiety students face during English speaking lessons. Observations and interviews with students were carried out to obtain data on factors that contribute to students' anxiety in speaking. Researchers found three types of factors that cause students to be anxious in learning to speak English, they are state anxiety, trait anxiety and sfecific-situationn anxiety.

For more details see the figure following:

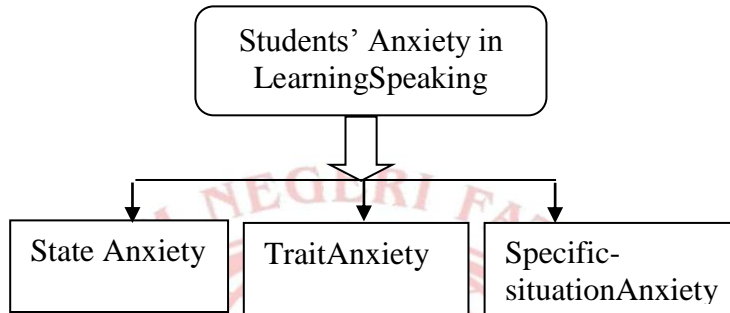


Figure 4.1

Types of Students' Anxiety

a. State Anxiety

The researcher found that the students feel panic when they want to speak in English. This type is including they started to panic when have to speak English. It came from the interview that says my feeling that cannot speak English is panic. As the

interview respondent said that:

I sometimes get nervous when I have to stand in front of the class or when my teacher gives me a chance to do something like read or do grammar. I know it is my problem and I usually feel nervous and sweat on my body. It really made me embarrassed and panicked. Since I could not translate into English and lacked vocabulary I lost

everything on my mind, I could not stay focused on the track (Respondent 5)

In this case, some of the answers to questions regarding the fifth semester Islamic Banking student interview, some of them felt anxious and nervous when the lecturer asked to come to the front of the class and they felt nervous, afraid and anxious when taking an English speaking exam which was done orally. With the fear of being asked by the lecturer to come to the front of the class, students are afraid of being made fun of by their classmates and afraid of being laughed at when they make a mistake. Thus, when students feel insecure about themselves, it will have an impact on student learning outcomes. So that when they come to the front of the class and are asked to explain something or are asked to come to the front of the class, it will make the student anxious, nervous, and afraid of making mistakes and afraid of being laughed at by classmates.

The anxiety comes because of the students are seldom to practice speaking English, because they their English is difficult language. Form this situation the students felt uncomfortable with the teacher when teaching in the class. As the studentsaid that:

I was afraid if I was asked to come to the front of the class, so I had to memorize it in a short time, because I did not really understand speaking, I was afraid that I would be wrong and my friends would laugh at me later. So I prefer to stay silent in class, if asked who wants to come forward I just keep quiet, so I'm afraid (Respondent 11)

In this case, the students were afraid when asked by the lecturer to come to the front of the class, while it was clear that there was little time to study. Therefore, it was clear that the students were afraid of making mistakes and remained silent in front of the class. They also find it difficult to understand the lessons from the lecturers because for Islamic banking students speaking English-based lessons are difficult to reach. The Islamic Banking students' anxiety arises because students rarely practice speaking English, because English for

them is a difficult language. In this situation, students feel uncomfortable with the teacher when teaching in class.

From the data above it can be known that the students felt afraid when the teacher asked them the questions. Based on the researcher observation by using field note on Monday 26th September 2022, the situation in the class while learning English was passive. The students always silent and looked confuse about the material that the teacher explained to them. The students have may problems with their English such as vocabularies, pronunciation the words and also the grammars rules. All of these make the students felt nervous in learning English. As the student also said that:

I do not have that much vocabulary for now. Limited vocabulary is one of the inhibiting factors in speaking when appearing in front of the class, forgetting the meaning of a word can make me forget everything I want to say. It was very embarrassing and made me nervous to be in front of the class. Lack of vocabulary makes me not

confident in learning English. I am also still lazy to remember a lot of vocabulary (Respondent 16)

In this case, it is clear that the ownership of the English vocabulary of the fifth semester Islamic Banking students is still small based on the results of interviews that have been conducted. This vocabulary limitation is an inhibiting factor in learning to speak English itself because with the lack of vocabulary ownership, students cannot express their thoughts. Sometimes all this makes students feel nervous in learning English. With minimal vocabulary, it will make it difficult for students to express their thoughts and make them not confident in class and will be more silent because they don't know what to say.

From the data above it tells the students could not understand English easier, because of they have problem with their vocabularies. During the researcher's observation with videos recording on September 22th 2022, it also found that many students have problems in vocabularies, it can be seen from

their speaking where they could not speak English and they have to see the note what the vocabularies.

So, state anxiety from the explanation above, it is clear that the occurrence of state anxiety for Islamic Banking students in semester V in speaking English is that they panic at the beginning of learning, then the trigger is also because they do not practice English so they are not used to it and coupled with vocabulary that is still This lack triggers state anxiety in Islamic Banking students.

b. Trait Anxiety

Trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed. According to the students, unclear explanation may also contribute to their anxiety in speaking English. The interview indicated that most of the students get so bothered when they do not understand a lesson. They told that they started to feel uneasy when they do not understand what teacher said.

Some of them added that they fear they would not understand all the language input which simply increased the probability of their failure. From the interview answer can see that :

I really like learning English, but when teaching in class sometimes the teacher explains too fast. So I hope he does not teach so soon. And also my friends do not laugh too much when I speak English, so when the teacher asks me about the material given from him, usually I can not answer correctly. I have difficulty and get confused when asked to do English assignments if I do not understand (Respondent 18)

In this case, the fifth semester Islamic Banking students feel less confident and afraid of being wrong when speaking English, they sometimes feel they do not understand the learning in class based on what the lecturers say in class such as the lecturer explaining too quickly so that the students do not understand the material, so they had to ask friends again to make sure what the lecturer explained. With students who find it difficult to explain lessons from lecturers, these students are hampered in the learning process. And of

course they feel afraid when asked suddenly by the lecturer who teaches in the class.

Many complained that the students could not understand the materials because they could get clear explanation from the teacher. Based on the researcher's observation by using field note on Monday, 26 September 2022 the students still asked to their friends about the teacher's explanation, it cause they could understand the teacher's explanation clearly. A few even showed carelessness by chatting with their friends next to them or drawing something maybe to reduce their anxiousness. As the students also said that:

I feel anxious when asked to come to the front of the class, there I have to read stories to my friends, after that sometimes I am asked to explain in English about the material we learned that day, so when I come forward in front of the class I feel anxious so that sometimes the results are not optimal because of anxiety earlier (Respondent 18)

Based on the results of interviews with Islamic Banking students in semester V, it was found that students were worried, afraid to be asked by the

lecturer who was teaching suddenly to speak English or read English texts because they felt their English was not good. The difficulties faced by these Islamic banking students became known to feel nervous because they were asked to come to the front of the class and explain the material learned today, this made students feel nervous because they could not understand the material well. In addition, the student stated that:

Yes, I used to feel nervous when I did not have any preparation and was told to come to the front of the class. Sometimes I feel nervous because I am still in the process of learning English, the lecturers continue to encourage me to be able to speak English well. I really like it and I only feel anxious when I have to be in front of the class, I'm still shy to speak in front of my friends (Respondent 20)

In this case, based on the results of interviews that students like English speaking lessons but they feel anxious when they have to be in front of the class and they are still shy to speak in front of their friends. Lecturers continue to encourage them to be able to

speak English well. Can conclude that almost all students have anxiety when asked by the teaching lecturer to come to the front of the class because they do not have adequate English speaking skills.

From the data above it tells the student felt anxious because they seldom to practice speaking English. They are afraid to come in front of the class and they felt anxious because the teacher ask them to explain the material in front of the class.

So, trait anxiety from the explanation above, it is clear that the occurrence of state anxiety for Islamic Banking students in semester V in speaking English is that they are not confident when speaking English, then what triggers them is also because they are afraid of being wrong and do not understand the material and coupled with not being used to it. speaking in front of that triggers the occurrence of trait anxiety in Islamic banking students.

c. Specific-situation anxiety

This type when the students should have the assignment of examination from the teacher to speak about their experiences or describe about things. As the student say:

I worry about it at certain times. During exams and when you have to work independently about explaining something or someone else. So I am not so confident to answer all the directions from the teacher. There was a time when the teacher gave us an assignment to tell something, which was clearly based on our experience, so there we were very limited in explaining because we did not have a lot of vocabulary, because we still memorized a little bit now (Respondent 22)

Islamic Banking students during exams and work independently about explaining something or someone else they become excessively anxious. So they are not so confident to answer all the directions from the teacher. Students do not have a lot of vocabulary, because they still memorize a little bit now. From the data above, students must have good speaking skills in the middle of the semester, they must explain about their experiences and have interesting explanations.

From the data above the students feel anxiety because they have to do examination or they have practice to do by their own experience. They have to explain the topic that the teacher gave it to them. They also fell anxiety because they have homework about describing the things. From the data above the students should have good speaking performance when they have mid semester, they have to explain about the experiences and it should interesting explanations. Based on the explanations above it can be known that there are three kinds of State Anxiety, where the students feel panic and they could stress when they want to speak in English Trait Anxiety, where the students feel nervous when the students could not understand the teacher explanation and Specific-situation anxiety, where the students should do examination about speaking.

So, specific-situation anxiety from the explanation above, it is clear that the occurrence of

specific-situation anxiety for the fifth semester Islamic Banking students in speaking English, namely when speaking English or taking exams independently, triggers specific-situation anxiety in Islamic Banking students.

2. The Causes of Anxiety Faced by the Students

This part of the study focuses on what causes contribute to students' anxiety in speaking performance. In an Impossible Situation, which was made the research has taken data through observation in the form of field notes and interviews. So, research has found factors of student anxiety and what anxiety students face during English speaking lessons. Observations and interviews with students were carried out to obtain data on factors that contribute to students' anxiety in speaking. Researchers found three types of factors that cause students to be anxious in learning to speak English, including communication apprehension, test anxiety and fear negative evaluation.

For more details see the figure below:

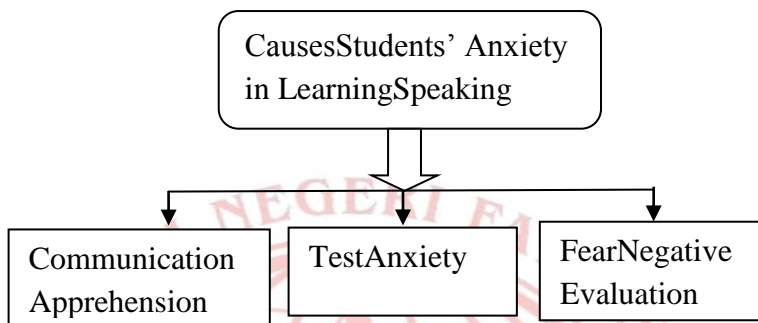


Figure 4.2

Causes of Students' Anxiety

a. Communication Apprehension

Communication apprehension in foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood; that is why many talkative people are silent in the class.

As the students said:

I am the type of person who finds it difficult to understand the material explained by the lecturer, sometimes my friends who explain it are quite difficult to understand, indeed I don't like to learn English, but I keep trying to learn English by liking and practicing the language a little English. Talking class is a scare class for me, because I am too bad at speaking, I panic more quickly. At that

time, when I appeared for the speaking test. I often feel panicky and forgetful in front of other people, that is why I rarely speak English. In my class, when I excel at speaking, I fear the wrong language. Makes me nervous to produce words in English. I am afraid of making mistakes (Respondent 3)

In this case, the fifth semester Islamic Banking students find it difficult to show their abilities, they feel nervous, doubtful, worried. The researcher found that the students' anxiety element concerned several problems. When they don't understand lectures, they start to feel uncomfortable with learning. The data above show that students feel difficult to understand because they are weak in English. They are seldom to practice English in their activities. They feel shy when they practice speaking English in front of the class and friends. Is it clear from the data above it can be known that the students did not understand well the subject about speaking English. They have problem in their speaking such as vocabularies, grammar and also they seldom to practice speaking English.

I am the type of person who finds it difficult to understand the material explained by the lecturer, sometimes my friends who explain it are quite difficult to understand, indeed I don't like to learn English, but I keep trying to learn English by liking and practicing the language a little English. Talking class is a scare class for me, because I am too bad at speaking, I panic more quickly. At that time, when I appeared for the speaking test. I often feel panicky and forgetful in front of other people, that is why I rarely speak English. In my class, when I excel at speaking, I fear the wrong language. Makes me nervous to produce words in English. I am afraid of making mistakes (Respondent 3)

The data above show that students feel difficult to understand because they are weak in English. They are seldom to practice English in their activities. They feel shy when they practice speaking English in front of the class and friends. To see the full interview transcrip can see in appendix 6.

So, communication apprehension from the explanation above, it is clear that communicaton apprehension is caused because Islamic Banking students find it difficult to understand the explanation of the material explained by the lecturer and the next is

because they do not like English lessons so that communication apprehension occurs.

b. Test Anxiety

Test anxiety refers to a type of performance anxiety resulted from a fear of failure. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as “unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations As the student said:

Yes sis, because of the lack of preparation, it will be afraid. If there is a test to evaluate our grades, we become anxious, so it is not frivolous, I am afraid to get angry with the lecturer, if we can not explain well. In addition, we are also talked if we cannot master the material that has been taught by lecturers (respondents 5)

In this case, based on the results of interviews that students like English speaking lessons but they feel anxious when they have to be in front of the class and they are still shy to speak in front of their friends.

Lecturers continue to encourage them to be able to speak English well. Almost all students have anxiety when asked by the teaching lecturer to come to the front of the class because they do not have adequate English speaking skills.

According to the data above the students fell anxiety because almost the students feels anxiety, it make the students could not be confidence to speak in front of the class. So the students must memorize the word and also the sentences that they are going to present in front of the class.

My English pronunciation is not so good sis. The pronunciation is one of the factors that makes me insecure to speak English. Difficulty when I was asked to come to the front of the class, actually I was afraid if my friends laughed at me. Then I was afraid to make mistakes too. The mistake that I am afraid of happens is a mistake in speaking, how to say. Likewise with me. It is a shame to be laughed at by friends if I make a mistake in saying words (Respondent 9)

From the data above the student feel afraid because they could not say the right word in English, so they afraid if they have to do the test. Actually it is

good for the students because the teacher could know the students skills in speaking, but for the students they are not ready yes to follow the test. To see the full interview transcript can see in appendix 6.

So, test anxiety from the explanation above, it is clear that test anxiety is caused because these Islamic Banking students are less prepared when the exam will be carried out, then what triggers also test anxiety is that students' English pronunciation is still not good because this pronunciation is one of the factors for someone to become confident in speaking English. Because of this, there is an anxiety test for students.

c. Fear of Negative Evaluation

In case of foreign language learner, the fear occurs in a situation where students have to speak in front of familiar audience or examiner. Students concern about opinion from important people such as teachers, friends, or parents. This can be clearly seen in a statement below

If in front of the class is not too often but I've ever. Sometimes I feel ashamed or afraid to make mistakes, I'm afraid if I make a mistake, I will get a bad grade, I am also afraid that my friends will laugh at me. When I try to speak in front of the class I feel nervous, sometimes I forget what sentence I want to say. I was ashamed when I forgot the material in my mind while the other friends saw me. That is because I laugh with my friend and they will also say to me about, "You are very arrogant when speaking English, even though you speak very badly and there are still many mistakes (Respondent 11)

Fear of poor evaluation of the results of learning English students often occur and the lack of confidence makes everything chaotic during the exam. Sometimes they feel ashamed or afraid to make mistakes, afraid if their make mistakes will get bad grades and fear friends will laugh at each other. Based on the data above the students feel anxiety because they have to speak in front of the class and they did not prepare well enough to speak about he topic.

Based on the explanations above it can be concluded that there are three factors caused the students' anxiety in learning English, such as

communication apprehension, where the students could not speak English because they have weak experience about English and they are not always practice English, test anxiety, where the students feel anxiety because they have to do the test that the teacher give to them of the students do examination and fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistake.

So, the fear of negative evaluation from the explanation above is clear that the fear of negative evaluation is because these Islamic Banking students are less prepared when going to the front of the class or exams and are afraid of a bad evaluation of student learning outcomes because of this, so there is a fear of negative evaluation of the student.

B. Discussions

This part presents the discussion of the research findings. There were two research questions proposed in this study. This research focused on the students' anxiety in

learning English at the fifth semester Islamic Banking students of UIN Fatmawati Sukarno Bengkulu academic year 2022/2023. In this case, the students' anxiety in learning English at the fifth semester Islamic Banking students of UIN Fatmawati Sukarno Bengkulu considered that factors.

In the research that researchers have done, researchers found several things about the anxiety of Islamic Banking students in English speaking lessons, namely the types of student anxiety and the causes of the anxiety. The types of anxiety experienced by Islamic banking students are state anxiety, trait anxiety and specific-situation anxiety. State anxiety can occur during certain situations, for example when going to do an exam, job interview and so on. Trait anxiety is basic anxiety that comes from individuals, for example, anxiety because they are afraid to be asked and asked by the lecturer to come to the front of the class but students are anxious because they do not understand the material. Then this type of anxiety, specific-situation anxiety, can occur only in certain situations, for example during

exams. Then the causes of anxiety for Islamic Banking students in speaking English lessons are communication apprehension, test anxiety and fear of negative evaluation.

There were three kinds of students' anxiety in learning English at the fifth semester Islamic Banking students of UIN Fatmawati Sukarno Bengkulu based on Horwitz (2011:31) theory, they are State Anxiety that most of the students have problems with their speaking skill which can be seen when they speak such as nervous, stress and also confidence, this result where the students feel panic and they could stress when they want to speak in English Trait Anxiety, where the students feel nervous when the students could not understand the teacher explanation and Specific-situation anxiety, where the students should do examination about speaking.

There were three factors caused the students' anxiety in learning English at the fifth semester Islamic Banking students of UIN Fatmawati Sukarno Bengkulu based on Horwitz (2011:127) theory, they are communication

apprehension, where the students could not speak English because they have weak experience about English and they are not always practice English, test anxiety, where the students feel anxiety because they have to do the test that the teacher give to them of the students do examination and fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistake.

There have been many researchers who have investigated anxiety, such as the research conducted by Putri Indriyanti entitled An Analysis Students' Speaking Anxiety in Speaking English at Tenth Grade MAS Raudhatul Akmal, the results of which showed that there were 11 students (61%) who experienced mildly anxious level. Then, 6 students (34%) have relaxed level and only one student (5%) from 17 students in anxious level. Many students experienced anxiety in the EFL classroom and it affects them negatively. Therefore, it is important for the English teacher to be aware of anxiety among their students. The difference

with the research I did was that I focused on what types of Islamic Banking students experienced in the fifth semester of UIN Fatmawati Sukarno Bengkulu and the causes, while the research by Indriyanti (2021:71) found that the presentation of student anxiety or the level of student anxiety at Tenth Grade MAS Radhatul Akmal was.

The next research conducted by Alvarici (2021:80) with the title of research on anxiety factors of the first grade students in English speaking classroom. This previous research and the research that I researched have something in common, namely examining each other about the anxiety faced by students in speaking English. This research concludes several anxiety factors faced by the first grade students in English speaking classroom at SMP Al-Qur'an Al-Zamriyah Islamic Boarding School in 2019/2020 academic year. The anxiety factors consist of eight factors. The result were (1) lack of preparation, (2) afraid of being wrong, (3) doubtness, (4) afraid to speak to the front of the class, (5) shyness, (6) not mastering the materials, (7) afraid

of being scolded, and (8) nervousness is different from the research that the researchers did, namely that it was found that there were several factors causing anxiety in Islamic banking students, namely communication apprehension, test anxiety, and fear of negative evaluation. So, communication apprehension from the explanation above, it is clear that communication apprehension is caused because Islamic Banking students find it difficult to understand the explanation of the material explained by the lecturer and the next is because they do not like English lessons so that communication apprehension occurs. Next is test anxiety is caused because these Islamic Banking students are less prepared when the exam will be carried out, then what triggers also test anxiety is that students' English pronunciation is still not good because this pronunciation is one of the factors for someone to become confident in speaking English. Finally, fear of negative evaluation is because these Islamic Banking students are less prepared when going to the front of the class or exams and are afraid

of a bad evaluation of student learning outcomes because of this, so there is a fear of negative evaluation of the students.

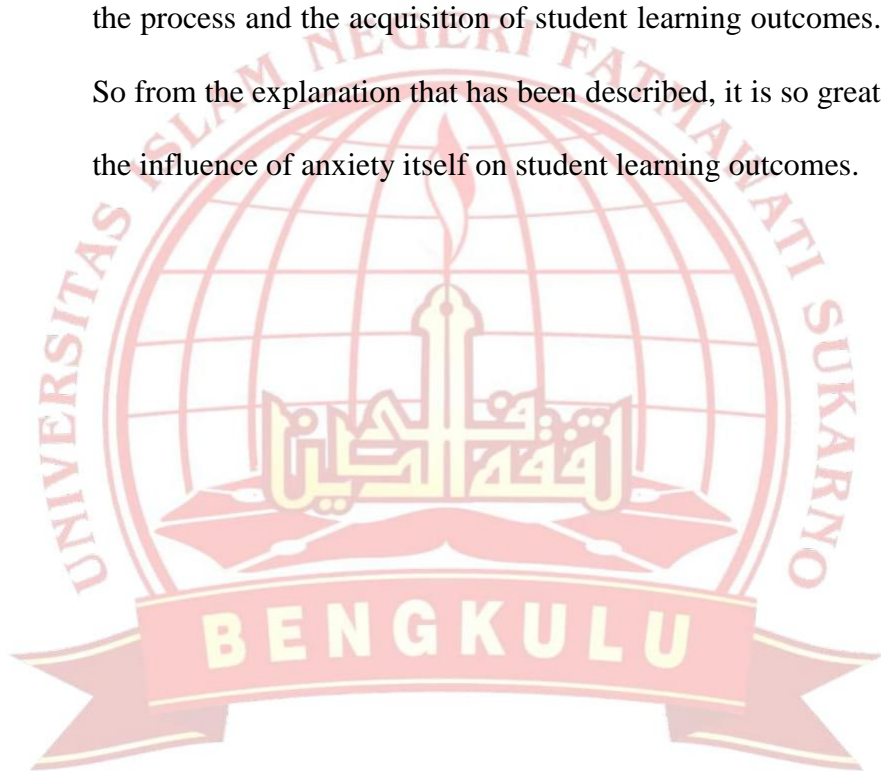
Finally, the research conducted by Pratiwi (2020:55), entitled an analysis of students speaking anxiety. The similarity between the research I did and the previous research was analyzing the anxiety experienced by students in speaking English. The results of the study by Eka Ardina Pratiwi showed that there were four students who still felt anxious when speaking English in the class and there were six factors of students speaking anxiety, they were: over self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal and low self-efficacy. Based on the result of the questionnaire, the researcher found the dominant factor of students speaking anxiety. The dominant factor that makes the students feel anxious in Speaking was “over sensitivity toward threat,” the students difficult to speak up in English language in front of the class because they felt afraid to make a mistake, felt shy when they want to speak English , felt

nervous, less confident because of laughed by the teacher and other students so that before being called by the teacher students felt anxious. Meanwhile, the research that I have done shows that I found factors that cause students' English speaking anxiety, namely communication apprehension, test anxiety and fear of negative evaluation.

With this research, it is hoped that students will be more active in learning English, especially in speaking. This research is a benchmark for lecturers who teach so that problems are not found as found by researchers about explaining material too quickly so that students find it difficult to understand the material. In order not to find obstacles for students in learning to speak English, students need to prepare themselves even more because when anxiety attacks students, it will cause harm to the students.

Some students cannot speak English because of the anxiety they feel. The anxiety experienced by the Islamic Banking students was partly due to lack of confidence, nervousness, lack of English vocabulary, poor pronunciation,

and fear of making mistakes when speaking English. This is an obstacle for students in speaking English which causes students' English to be not good. With this anxiety, it affects the process and the acquisition of student learning outcomes. So from the explanation that has been described, it is so great the influence of anxiety itself on student learning outcomes.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing the research, it can be concluded that three kinds of students' anxiety in learning English at the Islamic Banking students of UIN Fatmawati Sukarno Bengkulu academic year 2022/2023 were state anxiety, where the students feel panic and they could stress when they want to speak in English trait anxiety, where the students feel nervous when the students could not understand the teacher explanation and specific-situation anxiety, where the students should do examination about speaking.

There were three factors caused the students' anxiety in learning English at the Islamic Banking students of UIN Fatmawati Sukarno Bengkulu academic year 2022/2023 were communication apprehension, where the students could not speak English because they have weak experience about English and they are not always practice English, test anxiety, where the students feel anxiety because they have to

do the test that the teacher give to them of the students do examination and fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistake.

B. Suggestion

In connection with the results of the study which showed that there was students' anxiety in the process of learning speaking (an analysis of the students Islamic Banking Study Program UIN Fatmawati Sukarno Bengkulu). There are several things that researchers can suggest, especially to schools, teachers, students, and further researchers.

The researcher hopes that students as the ones who suffer anxiety here should be able to analyze their own lack in speaking performance. By realizing the problem they have, students can find the way to deal with it. They can ask for feedback from their teachers and friends about their speaking performance. The feedback is important to help students to analyze their own performance.

Then, the researcher also hopes that the teachers should be able to understand students' characteristics to analyze their problem related to anxiety before finding the way to reduce it. Different characteristic of students needs different treatment to deal with. Teachers should give the opportunities to the students to tell the difficulties they have as well. In addition, teachers have a responsibility to build convenient classroom environment for students to speak comfortably with less pressure to reduce the anxiety.

Furthermore, the researcher hopes that in the study is expected to be used as a consideration for other researchers to conduct further research about anxiety on students' speaking performance in the English classroom. In the next research, there should be some methods to cope with it.

Various strategies need to be discovered to improve students' speaking performance. It is important to figure out how to conduct appropriate interaction between classroom participants. To support the effort of reducing anxiety, building suitable classroom environment is also essential.

REFERENCES

- Akbari, O., & Sahibzada, J. (2020). Students' Self-Confidence and Its Impacts on Their Learning Process. *American International Journal of Social Science Research*, 5(1).
- Alvarici, Y. (2021). *Anxiety Factors of the First Grade Students in English Speaking Classroom*. State Institute for Islamic Studies (IAIN).
- Arikunto. (2018). Buku Metodologi Penelitian. In *Universitas Negeri Malang (UM Press)*. Universitas Negeri Malang(UM PRESS).
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. USA: Pearson Education.
- Creswell, J. W. (2013). *Qualitative Inquiry Research Design*. USA: SAGE Publications.
- Damayanti, M. E., & Listyani, L. (2020). *An Analysis of Students' Anxiety in Academic Speaking Class*. 4(2).
- Fitriah, & Muna, H. (2019). Foreign Language Speaking Anxiety: A Case Study at English Foreign Language Speaking Anxiety. *Jurnal Ilmiah DIDAKTIKA*, 19(2).
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational Research Competences for Analysis and Applications*. USA: Pearson Education.
- Greenacre, L., Tung, N. M., & Chapman, T. (2014). Self confidence, and the ability to influence. *Academy of Marketing Studies Journal*, 18(2).

Horwitz, E.K. & Dolly, J. Young. (2011). *Language Anxiety: from Theory and*

Research to Classroom Implications. New Jersey: Prentice-Hall Inc

Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2).

Ikhsaniyah, N. (2022). *An Analysis of Students' Speaking Anxiety: Possible Causes and Coping Strategies*. Thesis. Jakarta: Syarif Hidayatullah State Islamic University of Jakarta.

Indriyanti, P. (2021). *An Analysis of Students' Speaking Anxiety in Speaking English at Tenth Grade Students of Mas Radhatul Akmal*. State Islamic University of North Sumatera Medan.

Jaya, H., P, Petrus, I & Pitaloka, N.L. (2022). Speaking Performance and Problems Faced by English Major Students at a University in South Sumatera. *J. Indonesian EFL*. 8(1)

Khan, R. M. I., Radzuan, N. R. M., Shahbaz, M., Ibrahim, A. H., & Mustafa, G. (2018). The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners. *Arab World English Journal*, 9(1).

Najiha, & Sailun, B. (2021). An Analysis of Students' Speaking Anxiety in English Classroom at SMAN 2 Siak Hulu. *Lectura: Jurnal Pendidikan*, 12(2).

Novitasari, N. (2020). *The English Speaking Barriers Possessed By Students of the Islamic Banking Study Program FEBI IAIN Bengkulu*. State Institute for Islamic Studies (IAIN) Bengkulu.

- Nugroho, I., Miftakh, F., & Wahyuna, Y. T. (2021). Exploring Students' Speaking Anxiety Factors in an Online EFL Classroom Iman. *Jurnal Pendidikan Bahasa*, 8(2).
- Pratiwi, E. A. (2020). *An Analysis of Students Speaking Anxiety (A Descriptive Study at the Third Semester of English Department Students in Muhammadiyah University of Makassar)*. Thesis. Makassar Muhammadiyah University.
- Pratiwi, E., A. (2018). *An Analysis of Students Speaking Anxiety (A Descriptive Study at the Third Semeste of English Department Students in Muhammadiyah University of Makasar)*. Thesis. Makasar: Faculty of Teachers Training and Education.
- Priatna, T. (2017). *Prosedur Penelitian Pendidikan*. Bandung: Cv Instan Mandiri
- Putera Jaya, H., Petrus, I., & Lingga Pitaloka, N. (2022). Speaking Performance and Problems Faced by English Major Students at a University in South Sumatra. *South Sumatera. Indonesian EFL Journal*, 8(1).
- Putri, N. M., & Marlina, L. (2019). An analysis of students' speaking anxiety faced by the EFL freshman students at English department of Universitas Negeri Padang. *Journal of English Language Teaching*, 8(4).
- Raco, J.R. (2010). *Metode Penelitian Kualitatif Jenis, Karakteristik, danKeunggulannya*. Jakarta: Gramedia Wirasaranna Indonesia
- Rao, P. S. (2018). Developing Speaking Skills in ESL or EFL Settings. *International Journal of English Language, Literature and Translation Studies*, 5(2).
- Rizal, S. (2013). *Analisis Kebutuhan Bahan Ajar Bahasa Inggris IAIN Bengkulu Melalui Studemts' Need Analysis*. 2(2).

- Rizal, S., & Maryam, M. (2020). Survey Study of ESP Learning Needs at the Islamic Religious Education Study Program of Tarbiyah Faculty of IAIN Bengkulu. *Ta'dib: Jurnal Pendidikan Islam*, 25(2).
- Salim, & Syahrums. (2012). *Metodologi Penelitian Kualitatif Konsep dan Aplikasi dalam Ilmu Sosial, Keagamaan dan Pendidikan*. Bandung: Citapustaka Medi.
- Semiawan, C. R. (2010). Metode Penelitian Kualitatif jenis, karakter, dan keunggulannya. In *PT Gramedia Widiasarana*. Jakarta: PT Grasindo.
- Shen, M., & Chiu, T. (2019). EFL Learners' English Speaking Difficulties and Strategy Use. *Education and Linguistics Research*, 5(2).
- Sidiq, U. & Choiri, M.M. (2019). *Metode Penelitian Kualitatif di Bidang Pendidikan*. Ponorogo: CV Nata Karya
- Suciati. (2020). Speaking Anxiety in Efl Classroom: Categories and Factors. *Edulingua: Jurnal Linguistiks Terapan Dan Pendidikan Bahasa Inggris*, 7(1).
- Sugiyono. (2015). *Metode Penelitian Kualitatif, Kuantitatif, dan R & D*. Bandung :Alfabeta.
- Taufana, M. R. (2020). *Correlation Between Students' Anxiety and Speaking Ability at English Department IAIN Palangka Raya*. State Islamic Institute of Palangka Raya.
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3).
- Yudar, R. S., Aditomo, D. T., & Silalahi, N. S. (2020). Movie as a Helper for Students' Pronunciation in Speaking Skill Class. *Elsya : Journal of English Language Studies*, 2(1).

The logo of Universitas Islam Negeri Fatmawati Sukarno Bengkulu is centered in the background. It features a globe with a lit candle in the center, set within a circular frame. The text 'UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO' is written in a semi-circle above the globe, and 'BENGKULU' is written on a banner below it. The entire logo is rendered in a light red color.

APPENDICES

SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Ade Elpena
Nim : 1811230094
Program : Tadris Bahasa Inggris
Judul Skripsi : STUDENTS' ANXIETY IN THE PROCESS OF LEARNING
SPEAKING (An Analysis at the Fifth Semester Students of Islamic Banking Study Program UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023)

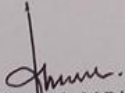
Telah melakukan verifikasi plagiasi melalui program <https://www.turnitin.com/>
Skripsi ini memiliki indikasi plagiat sebesar 19% dan dinyatakan dapat diterima.

Demikian surat pernyataan ini dibuat dengan sebenar benarnya, dan untuk dipergunakan sebagaimana semestinya, apabila terdapat kekeliruan dengan verifikasi ini maka akan dilakukan peninjauan ulang kembali.

Bengkulu, 2022

Mengetahui
Ketua Tim Verifikasi,

Yang Menyatakan,


Dr. Edi Anyah, M.Pd
NIP. 197007011999031002



Ade Elpena
NIM. 1811230094

Appendix 1

Interview Script

Question :

Bagaimana perasaan anda saat belajar Bahasa Inggris terutama dalam Berbicara, apakah anda mempunyaiketakutan tersendiri saat belajar berbicara Bahasa Inggris dikelas?

Answers :

S(A) : Tidak, karena bahasa Inggris itu sebenarnya bahasa yang mudah buat dipelajari apalagi kalau guru/pengajar kita seru, tapi ya tinggal kitanya niat atau tidak belajar bahasa Inggris.

S(TA): Kalau saya tidak takut, tetapi sedikit kosa kata yg dimengerti jadinya tidak tahu mau berbicara apa.

S(VP): Kalau saya tidak merasa takut, tapi sedikit kosakata yang diingat.

S(I) : Sebenarnya sih nggak takut kak, cuma agak ragu kalo pronunciation itu kurang tepat.

S(KS): Kalau saya secara pribadi itu sih takut, karena takut salah dalam pengucapan kosa kata nya atau lebih tepatnya kurang tepat dalam pengucapan.

Question 2 :

Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasa seperti kurang percaya diri dan nervous?

Answers :

S(A): Sedikit merasa kurang percaya diri dan gugup ketika belajar berbicara Bahasa Inggris

S(TA): Iya seringkali saya merasa nervous dan kurang percaya diri ketika belajar berbicara Bahasa Inggris

S(VA): Iya apalagi berbicara didepan kelas terus salah omong

S(I) : Nervous itu mungkin ada sedikit ya kak dan juga pada waktu-waktu tertentu misal saat uts atau uas yang ujiannya itu speaking

S(KS): Nervous itu ada sedikit dan juga pada waktu tertentu misal saat ujian yang speakingnya secara langsung

Appendix 2
Observation Format (Field Note)

Day :
Date :
Time :
Place :

Notes:



Appendix 3

INTERVIEW GRID

Table4. Interview Grid

No	Indicator	Sub Indicator	Number Items	Total Items
1.	Students English speaking anxiety	Types of anxiety speaking English fifth semester Islamic Banking students	1, 2, 3, 4, 5	5
		Causes of anxiety speaking English fifth semester Islamic Banking students	6, 7, 8, 9, 10	5
Total			10	10

(Sources: Ikhsaniyah, 2015)



Appendix 4

Interview Sheet

Interview

Inteview guidelines:

During the intrview, the researcher dide the following:

- a. Convey the interview format in this study
- b. Introduce yourself before doing the interview
- c. Give questions and record answers from students
- d. Provide information and record information during the interview process

Questions:

1. Bagaimanakah perasaan anda saat berbicara Bahasa Inggris di depan kelas/banyak orang?
2. Pernahkah anda merasa gugup saat berbicara Bahasa Inggris di depan banyak orang?
3. Bagaimana dengan kepemilikan kosakata Bahasa Inggris anda dalam belajar berbicara Bahasa Inggris?
4. Menurut anda bagaimana pengucapan Bahasa Inggris anda apakah sudah bagus?
5. Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasakan takut dalam membuat kesalahan?
6. Pernahkah anda merasa cemas ketika melakukan ujian berbicara Bahasa Inggris?
7. Apakah anda sering berbicara Bahasa Inggris didepan kelas?
8. Apakah anda sering mempunyai kekhawatiran tersendiri saat di kelas berbicara Bahasa Inggris?
9. Apakah ada terlintas dalam pikiran anda tentang evaluasi yang buruk dari hasil belajar berbicara Bahasa Inggris anda?
10. Bagaimana kesiapan anda saat akan ada ujian berbicara Bahasa Inggris?

Appendix 5

Field Note

Day : Monday
Date : 26 September 2022
Time : 07.30-09.10 a.m WIB
Place : Perbankan Syariah Classroom

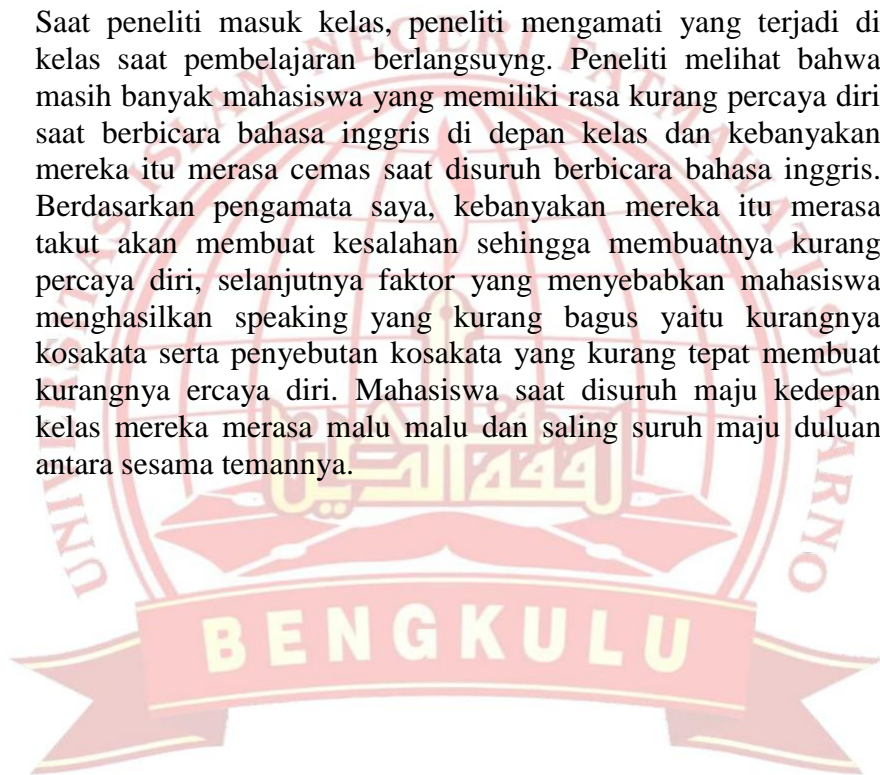
Notes:

Peneliti meminta izin kepada dosen yang mengajar Conversation 2 di FEBI UIN Fatmawati Sukarno Bengkulu tepatnya di Prodi Perbankan Syariah. Saat peneliti masuk kelas, peneliti mengamati proses pembelajaran yang terjadi di kelas saat pembelajaran berlangsung. Peneliti melihat bahwa masih banyak mahasiswa yang memiliki rasa kurang percaya diri saat berbicara bahasa inggris di depan kelas dan kebanyakan mereka itu merasa cemas saat disuruh berbicara bahasa inggris. Berdasarkan pengamatan saya, kebanyakan mereka itu merasa takut akan membuat kesalahan sehingga membuatnya kurang percaya diri, selanjutnya faktor yang menyebabkan mahasiswa menghasilkan speaking yang kurang bagus yaitu kurangnya kosakata serta penyebutan kosakata yang kurang tepat membuat kurangnya ercaya diri. Mahasiswa saat disuruh maju kedepan kelas mereka merasa malu dan saling suruh maju duluan antara sesama temannya.

Day : Monday
Date : 03 October 2022
Time : 07.30-09.10 a.m WIB
Place : Perbankan Syariah Classroom

Notes:

Saat peneliti masuk kelas, peneliti mengamati yang terjadi di kelas saat pembelajaran berlangsung. Peneliti melihat bahwa masih banyak mahasiswa yang memiliki rasa kurang percaya diri saat berbicara bahasa Inggris di depan kelas dan kebanyakan mereka itu merasa cemas saat disuruh berbicara bahasa Inggris. Berdasarkan pengamatan saya, kebanyakan mereka itu merasa takut akan membuat kesalahan sehingga membuatnya kurang percaya diri, selanjutnya faktor yang menyebabkan mahasiswa menghasilkan speaking yang kurang bagus yaitu kurangnya kosakata serta penyebutan kosakata yang kurang tepat membuat kurangnya percaya diri. Mahasiswa saat disuruh maju kedepan kelas mereka merasa malu malu dan saling suruh maju duluan antara sesama temannya.



Appendix 6

Interview Transcript Islamic Banking Students Fifth Semester

Keterangan	S	: Subject
	1-15	: Urutan wawancara
	L	: Laki-laki
	P	: Perempuan
	R	: Researcher

Narasumber 1 (P)

R : Bagaimanakah perasaan anda saat berbicara Bahasa Inggris di depan kelas/banyak orang?

S (YA): Saya merasa sulit untuk mengerti apa yang disampaikan dosen pada saat di kelas karena memang saya agak lambat kalau untuk belajar, apalagi untuk belajar bahasa Inggris, jadi saya terkadang itu lebih memilih diam, soalnya saya tidak paham apa yang disampaikan oleh dosen, ditambah lagi terkadang tugas yang diberikan itu memang tidak samasekali saya pahami apa yang disuruh kerjakan.

R : Pernahkah anda merasa gugup saat berbicara Bahasa Inggris di depan banyak orang?

S (YA): Saya merasa gugup ketika akan melakukan presentasi da ujian secara lisan

R : Bagaimana dengan kepemilikan kosakata Bahasa Inggris anda dalam belajar berbicara Bahasa Inggris?

S (YA): Menurut saya, saya belum memiliki begitu banyak kosakata

R : Menurut anda bagaimana pengucapan Bahasa Inggris anda apakah sudah bagus?

S (YA): Menurut saya pengucapan bahasa Inggris saya belum begitu bagus dan perlu belajar lebih banyak lagi

R : Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasakan takut dalam membuat kesalahan?)

S (YA): Iya apalagi ketika ditunju secara tiba-tiba dengan dosen untuk berbicara di depan kelas

R : Pernahkah anda merasa cemas ketika melakukan ujian berbicara Bahasa Inggris?

S (YA): Tentu saja saya merasa cemas ketika ujian berbicara bahasa Inggris

R : Apakah anda sering berbicara Bahasa Inggris didepan kelas?

S (YA): Jarang sih kak

R : Apakah anda sering mempunyai kekhawatiran tersendiri saat di kelas berbicara Bahasa Inggris?

S (YA): Iya saya sering merasa khawatir saat di kelas berbicara ini kak

R : Apakah ada terlintas dalam pikiran anda tentang evaluasi yang buruk dari hasil belajar berbicara Bahasa Inggris anda?

S (YA): Pasti ada terlintas di pikiran saya akan hasil belajar yang tidak memuaskan karena kurangnya persiapan dari diri sendiri

R : Bagaimana kesiapan anda saat akan ada ujian berbicara Bahasa Inggris?

S (YA): Saya jarang mempersiapkan diri ketika akan ujian bahasa Inggris

Narasumber 2 (L)

R : Bagaimanakah perasaan anda saat berbicara Bahasa Inggris di depan kelas/banyak orang?

S (KS) : Saya masih memiliki kemampuan yang terbatas untuk mengerti bahasa Inggris apalagi penguasaan bahasa Inggris terutama di speakingnya saya masih sangat lemah, mungkin karena jarang berlatih berbicara bahasa Inggris menjadi salah satu penyebab kesulitan saya untuk mengerti pelajaran yang berlangsung

R : Pernahkah anda merasa gugup saat berbicara Bahasa Inggris di depan banyak orang?

S (KS) : Pada saat kita melakukan presentasi mata pelajaran pada saat berdiri di depan orang banyak

R : Bagaimana dengan kepemilikan kosakata Bahasa Inggris anda dalam belajar berbicara Bahasa Inggris?

S (KS) : Untuk saat ini saya masih belum banyak memiliki kosakata Bahasa Inggris yang dikuasai

R : Menurut anda bagaimana pengucapan Bahasa Inggris anda apakah sudah bagus?)

S (KS) : Menurut saya sendiri belum kak

R : Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasakan takut dalam membuat kesalahan?)

S (KS) : Sebetulnya ngga takut sih, karena balik lagi ke awal penguasaan dalam pengucapan pada saat kita melakukan publik speaking jadi masih ketakutan pada kesalahan dalam pengucapan

R : Pernahkah anda merasa cemas ketika melakukan ujian berbicara Bahasa Inggris?

S (KS) : Iya, karena saya merasa sangat gugup apalagi ketika ujian yang dilakukan secara lisan

R : Apakah anda sering berbicara Bahasa Inggris didepan kelas?

S (KS) : Saya tidak begitu sering tampil di depan kelas

R : anda sering mempunyai kekhawatiran tersendiri saat di kelas berbicara Bahasa Inggris?

S (KS) : Iya saya sering merasa khawatir saat pembelajaran Bahasa Inggris berlangsung

R : Apakah ada terlintas dalam pikiran anda tentang evaluasi yang buruk dari hasil belajar berbicara Bahasa Inggris anda?

S (KS) : Iya, karena saya kurang persiapan terhadap pembelajaran yang dilakukan

R : Bagaimana kesiapan anda saat akan ada ujian berbicara Bahasa Inggris?)

S (KS) : Iya kadang-kadang saya mempersiapkan diri untuk ujian Bahasa Inggris

Narasumber 3 (L)

R : Bagaimanakah perasaan anda saat berbicara Bahasa Inggris di depan kelas/banyak orang?

S (VP) : Saya merasa ketika berbicara bahasa Inggris yaitu bermasalah pada percaya diri, saya merasa kurang percaya diri karena kemampuan Bahasa Inggris yang belum memadai

R : Pernahkah anda merasa gugup saat berbicara Bahasa Inggris di depan banyak orang?

S (VP) : Saya adalah tipe orang yang susah memahami materi yang dijelaskan oleh dosen, kadang juga teman saya yang menjelaskan itu cukup sulit untuk memahaminya, memang saya kurang suka untuk belajar bahasa Inggris, tapi saya terus mencoba untuk bisa bahasa Inggris dengan sedikit-sedikit menyukai dan praktek bahasa Inggris. Kelas berbicara adalah kelas menakut-nakuti bagi saya, karena saya terlalu buruk dalam berbicara, saya lebih cepat panik. Saat itu, ketika saya tampil untuk tes berbicara. Saya sering merasa panik dan lupa di depan orang lain, hal itu menyebabkan saya jarang berbicara bahasa Inggris. Di kelas saya, ketika saya berprestasi berbicara, saya takut salah bahasa. Membuat saya gugup untuk menghasilkan kata-kata dalam bahasa Inggris. Saya merasa takut membuat kesalahan

R : Bagaimana dengan kepemilikan kosakata Bahasa Inggris anda dalam belajar berbicara Bahasa Inggris?

S (VP) : Saya rasa saya belum memiliki cukup kosakata Bahasa Inggris karena masih banyak kosakata yang belum saya tau dan belum saya kuasai

R : Menurut anda bagaimana pengucapan Bahasa Inggris anda apakah sudah bagus?

S (VP) : Menurut saya pengucapan Bahasa Inggris saya belum bagus masih banyak kesalahan

R : Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasakan takut dalam membuat kesalahan?

S (VP) : Untuk dalam proses belajar bahasa Inggris saya tidak takut untuk membuat kesalahan karena atas kesalahan tersebut saya dapat melakukan evaluasi dimana letak kesalahannya

R : Pernahkah anda merasa cemas ketika melakukan ujian berbicara Bahasa Inggris?

S (VP) : Kalau untuk merasa cemas itu pasti saya merasskan tapi harus di minilisir ketakutan tersebut secara perlahan

R : Apakah anda sering berbicara Bahasa Inggris didepan kelas?

S (VP) : Untuk tampil di depan umum belum tapi untuk tampil di depan kelas ada sesekali

R : Apakah anda sering mempunyai kekhawatiran tersendiri saat di kelas berbicara Bahasa Inggris?

S (VP) : Kalau untuk merasa khawatir tidak karena pasti terdapat kesalahan yang dapat di evaluasi

R : Apakah ada terlintas dalam pikiran anda tentang evaluasi yang buruk dari hasil belajar berbicara Bahasa Inggris anda?

S (VP) : Untuk evaluasi tersebut tidak karena dari evaluasi itu saya bisa tau letak kesalahan saya dan bisa diperbaiki lagi kedepannya

R : Bagaimana kesiapan anda saat akan ada ujian berbicara Bahasa Inggris?

S (VP) : Pasti saya mempersiapkan diri pada saat akan ada ujian pertama pastinya menguasai materi dan mempersiapkan kepercayaan diri

Narasumber 4 (P)

R : Bagaimanakah perasaan anda saat berbicara Bahasa Inggris di depan kelas/banyak orang?

S (MSA) : Saya merasa takut salah dan gugup ketika berbicara bahasa Inggris karena kurang menguasai kosakata juga soalnya

R : Pernahkah anda merasa gugup saat berbicara Bahasa Inggris di depan banyak orang?

S (MSA) : Tentunya iya kak apalagi pada saat pengambilan nilai dan presentasi

R : Bagaimana dengan kepemilikan kosakata Bahasa Inggris anda dalam belajar berbicara Bahasa Inggris?

S (MSA) : Eeee kurang sih kak

R : Menurut anda bagaimana pengucapan Bahasa Inggris anda apakah sudah bagus?

S (MSA) : Kurang juga sih kak, kurang menguasai pronounciation dan kurang belajar juga

R : Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasakan takut dalam membuat kesalahan?

S (MSA): Terkadang saya melakukan kesalahan. Memang tidak sering diminta untuk datang ke depan kelas pada pembelajaran berlangsung, tetapi ketika dosen meminta saya untuk datang dan berbicara, saya meyakini jantung saya akan berdebar lebih kencang dan kemudian tangan saya menjadi dingin. Berbeda ketika saya hanya berlatih berbicara dengan teman saya di kursi kami, saya merasa lebih rileks dan saya pikir saya bisa berbicara lebih baik.

R : Pernahkah anda merasa cemas ketika melakukan ujian berbicara Bahasa Inggris?

S (MSA): Ya kalo cemas pasti yang namanya belajar apapun harus dilalui

R : Apakah anda sering berbicara Bahasa Inggris didepan kelas?

S (MSA): Jarang sih kak, paling pada saat diskusi dan presentasi

R : Apakah anda sering mempunyai kekhawatiran tersendiri saat di kelas berbicara Bahasa Inggris?

S (MSA): Enggak kak

R : Apakah ada terlintas dalam pikiran anda tentang evaluasi yang buruk dari hasil belajar berbicara Bahasa Inggris anda?

S (MSA): Takut kak, soalnya kurang persiapan dalam belajar

R : Bagaimana kesiapan anda saat akan ada ujian berbicara Bahasa Inggris?

S (MSA): Pasti karena sebelum melakukan ujian pasti sudah dibilang sama dosennya jadi harus dipersiapkan dengan baik

Narasumber 5 (P)

R : Bagaimanakah perasaan anda saat berbicara Bahasa Inggris di depan kelas/banyak orang?)

S (EY): Saya terkadang merasa gugup ketika harus berdiri di depan kelas atau ketika guru saya memberi kesempatan kepada saya untuk melakukan sesuatu seperti membaca atau mengerjakan tata bahasa. Saya tahu itu masalah saya dan saya biasanya merasa gugup dan berkeringat di tubuh

saya. Sungguh itu membuatku malu dan panik. Karena saya tidak bisa menerjemahkan ke dalam bahasa Inggris dan kekurangan kosakata saya kehilangan semua yang ada di pikiran saya, saya tidak bisa tetap fokus pada jalur.

R : Pernahkah anda merasa gugup saat berbicara Bahasa Inggris di depan banyak orang?

S (EY): Saya merasa gugup ketika sedang melakukan presentasi, publik speaking dan ujian

R : Bagaimana dengan kepemilikan kosakata Bahasa Inggris anda dalam belajar berbicara Bahasa Inggris?

S (EY): Masih kurang kak

R : Menurut anda bagaimana pengucapan Bahasa Inggris anda apakah sudah bagus?

S (EY): Menurut saya sendiri masih kurang bagus kak

R : Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasakan takut dalam membuat kesalahan?

S (EY): Tidak, karena kan masih dalam proses belajar

R : Pernahkah anda merasa cemas ketika melakukan ujian berbicara Bahasa Inggris?

S (EY): Cemas pasti ada kak

R : Apakah anda sering berbicara Bahasa Inggris didepan kelas?

S (EY): Saya masih kurang sering tampil di depan kelas

R : Apakah anda sering mempunyai kekhawatiran tersendiri saat di kelas berbicara Bahasa Inggris?

S (EY): Saya merasa khawatir kak, karena takut salah

R : Apakah ada terlintas dalam pikiran anda tentang evaluasi yang buruk dari hasil belajar berbicara Bahasa Inggris anda?

S (EY): Iya kak, karena kurangnya persiapan jadinya takut. Kalau ada tes untuk mengevaluasi nilai kami, kami jadi cemas, jadi gak karuan rasanya takut kena marah sama dosennya, kalau kami tidak bisa menjelaskan dengan baik. Selain itu juga kami takut kalau tidak bisa menguasai materi yang telah diajarkan oleh dosen

R : Bagaimana kesiapan anda saat akan ada ujian berbicara Bahasa Inggris?

S (EY) : Kadang-kadang kak

Narasumber 6 (P)

R : Bagaimanakah perasaan anda saat berbicara Bahasa Inggris di depan kelas/banyak orang?

S (SA) : Saya kurang merasa percaya diri kak, karena kurang menguasai kosakata bahasa Inggris itu sendiri

R : Pernahkah anda merasa gugup saat berbicara Bahasa Inggris di depan banyak orang?

S (SA) : Tentu saja kak saya merasa gugup terutama pada saat mengambil nilai, saat presentasi, apalagi yang dilakukan secara lisan bersama dosennya.

R : Bagaimana dengan kepemilikan kosakata Bahasa Inggris anda dalam belajar berbicara Bahasa Inggris?

S (SA) : Penguasaan kosakata saya masih kurang kak

R : Menurut anda bagaimana pengucapan Bahasa Inggris anda apakah sudah bagus?

S (SA) : Kurang kak, saya kurang menguasai pronunciation karena kurang belajar juga.

R : Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasakan takut dalam membuat kesalahan?

S (SA) : Saya tidak merasa takut dalam membuat kesalahan, karena lagi dalam proses belajar jadi ya ngga takut kak.

R : Pernahkah anda merasa cemas ketika melakukan ujian berbicara Bahasa Inggris?

S (SA) : Pasti saya merasa cemas, tapi namanya juga belajar apapun harus dilalui. Tes berbicara bahasa inggris itu hal yang menakutkan, jadi saya terkadang lihat teman pada cemas, jadi saya juga ikut cemas soalnya yang pintar saja cemas apalagi saya jadi saya takut kalau ada ujian gitu

R : Apakah anda sering berbicara Bahasa Inggris didepan kelas?

S (SA) : Jarang sih kak paling cuman kalau lagi diskusi dan presentasi di dalam kelas.

R : Apakah anda sering mempunyai kekhawatiran tersendiri saat di kelas berbicara Bahasa Inggris?

S (SA) : Saya tidak merasa khawatir saat berbicara bahasa Inggris di depan kelas.

R : Apakah ada terlintas dalam pikiran anda tentang evaluasi yang buruk dari hasil belajar berbicara Bahasa Inggris anda?

S (SA) : iya kak soalnya saya juga sering tidak belajar kak.

R : Bagaimana kesiapan anda saat akan ada ujian berbicara Bahasa Inggris?)

S (SA) : Tentu dong kak, karena sebelum-sebelumnya sudah dibilangin sama dosen yang mengajar kak jadi harus dipersiapkan dengan baik.

Narasumber 7 (P)

R : Bagaimanakah perasaan anda saat berbicara Bahasa Inggris di depan kelas/banyak orang?)

S (APS): saya merasa tidak percaya diri ketika berbicara bahasa Inggris di dalam kelas karena kurangnya penguasaan bahasa Inggris saya kak.

R : Pernahkah anda merasa gugup saat berbicara Bahasa Inggris di depan banyak orang?)

S (APS): Problem terbesar di kelas adalah melakukan banyak kesalahan yang membuat saya takut untuk menunjukkan kemampuan saya semaksimal mungkin. Saya khawatir teman-teman saya menertawakan saya dan mereka akan mengatakan sesuatu seperti saya tidak pintar. Saya takut jika mereka akan mengolok-olok saya. ketika saya merasa gugup, saya biasanya melakukan gerakan yang tidak disengaja atau menurunkan suara saya. Itu membuat kesalahan saya tidak terlihat, saya merasa lebih baik untuk melanjutkan pembicaraan saya

R : Bagaimana dengan kepemilikan kosakata Bahasa Inggris anda dalam belajar berbicara Bahasa Inggris?

S (APS): Kosakata bahasa Inggris yang saya miliki masih sedikit

R : Menurut anda bagaimana pengucapan Bahasa Inggris anda apakah sudah bagus?

S (APS): Menurut saya pengucapan bahasa Inggris saya masih belum bagus karena msih banyak kesalahan dalam pengucapan bahasa Inggris saya kak.

R : Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasakan takut dalam membuat kesalahan?

S (APS): Tidak merasa takut, karena ya kan masih dalam proses belajar jadi melakukan kesalahan itu hal yang wajar.

R : Pernahkah anda merasa cemas ketika melakukan ujian berbicara Bahasa Inggris?

S (APS): Persaan cemas itu pasti ada cuman harus diminimalisir agar tidak membuat hasil belajar menjadi tidak bagus. Saya kalau cemas itu saat disuruh kedepan dan menyampaikan materi yang sedang dipelajari. Kadang saya juga cemas kalau ada latihan berbicara bahasa Inggris ke depan kelas, jadi saya kurang percaya diri

R : Apakah anda sering berbicara Bahasa Inggris didepan kelas?

S (APS): Jarang kak

R : Apakah anda sering mempunyai kekhawatiran tersendiri saat di kelas berbicara Bahasa Inggris?

S (APS): Iya kak saya khawatir saat dalam kelas berbicara ini karena saya belum menguasai bahasa Inggris ini.

R : Apakah ada terlintas dalam pikiran anda tentang evaluasi yang buruk dari hasil belajar berbicara Bahasa Inggris anda?

S (APS): Iya takut kak, karena kurangnya penguasaan bahasa Inggris tadi jadinya saya merasa takut dengan hasil yang kurang memuaskan.

R : Bagaimana kesiapan anda saat akan ada ujian berbicara Bahasa Inggris?

S (APS): Tidak kak, karena saya sering bermalas-malasan juga kak.

Narasumber 8 (L)

R : Bagaimanakah perasaan anda saat berbicara Bahasa Inggris di depan kelas/banyak orang?

S (ZW): Saya ketika berbicara di depan kelas saya merasa sedikit percaya diri, namun juga agak sedikit gugup ketika berbicara bahasa Inggris

R : Pernahkah anda merasa gugup saat berbicara Bahasa Inggris di depan banyak orang?

S (ZW): Saat ujian yang dilakukan secara lisan, presentasi di dalam kelas saya merasa gugup

- R : Bagaimana dengan kepemilikan kosakata Bahasa Inggris anda dalam belajar berbicara Bahasa Inggris?
- S (ZW): saya belum memiliki kosakata bahasa Inggris yang begitu banyak
- R : Menurut anda bagaimana pengucapan Bahasa Inggris anda apakah sudah bagus?
- S (ZW): Pengucapan bahasa Inggris saya menurut saya sendiri itu sudah lumayan bagus karena saya sering berlatih bahasa Inggris
- R : Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasakan takut dalam membuat kesalahan?
- S (ZW): Iya kak, pastinya merasa ketakutan saat berbicara di depan kelas apalagi takut salah bicara dan dilihat oleh dosen serta teman-teman di kelas
- R : Pernahkah anda merasa cemas ketika melakukan ujian berbicara Bahasa Inggris?
- S (ZW): Cemas itu pasti ada ya kak biasanya itu ketika permulaan akan practice berbicara bahasa Inggris itu sendiri
- R : Apakah anda sering berbicara Bahasa Inggris didepan kelas?
- S (ZW): Tidak begitu sering kak bisa dibilang juga jarang tampil di depan kelas/umum
- R : Apakah anda sering mempunyai kekhawatiran tersendiri saat di kelas berbicara Bahasa Inggris?
- S (ZW): Iya kak lumayan sering merasa khawatir saat belajar berbicara bahasa Inggris ini
- R : Apakah ada terlintas dalam pikiran anda tentang evaluasi yang buruk dari hasil belajar berbicara Bahasa Inggris anda?
- N8 R : Iya karena takutnya hasil dari belajar saya tidak sesuai dengan yang saya harapkan
- R : Bagaimana kesiapan anda saat akan ada ujian berbicara Bahasa Inggris?)
- N8 R : Kadang-kadang mempersiapkan dan kadang-kadang juga tidak mempersiapkannya kak.

Narasumber 9 (L)

R : Bagaimanakah perasaan anda saat berbicara Bahasa Inggris di depan kelas/banyak orang?

S (EH) : Saya seringkali kurang merasa percaya diri dengan apa yang akan saya bicarakan ketika belajar bahasa Inggris saya juga merasa gugup saat akan di suruh practice bahasa Inggris.

R : Pernahkah anda merasa gugup saat berbicara Bahasa Inggris di depan banyak orang?

S (EH) : Saya sering merasa gugup saat ditanya secara tiba-tiba oleh dosennya dan saya tidak bisa menjawab pertanyaannya.

R : Bagaimana dengan kepemilikan kosakata Bahasa Inggris anda dalam belajar berbicara Bahasa Inggris?

S (EH) : Untuk penguasaan kosakata saya, bagi saya kosakata saya masih sedikit sehingga menjadi penghambat saya dalam berbicara bahasa Inggris

R : Menurut anda bagaimana pengucapan Bahasa Inggris anda apakah sudah bagus?

S (EH) : Pengucapan bahasa Inggris saya belum begitu bagus kak. Pengucapannya merupakan salah satu faktor yang membuat saya tidak percaya diri berbicara bahasa Inggris. Kesulitan ketika saya diminta untuk datang ke depan kelas, sebenarnya saya takut jika teman-teman menertawakan saya. Kemudian saya takut membuat kesalahan juga. Kesalahan yang saya takutkan terjadi adalah kesalahan dalam berbicara, cara mengucapkan. Begitu pula dengan saya. Sayang sekali ditertawakan oleh teman-teman jika saya membuat kesalahan dalam mengucapkan kata-kata

R : Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasakan takut dalam membuat kesalahan?

S (EH) : Iya saya merasa takut akan membuat kesalahan

R : Pernahkah anda merasa cemas ketika melakukan ujian berbicara Bahasa Inggris?

N9 R : Saya merasa sedikit cemas ketika akan ada ujian bahasa Inggris.

- R : Apakah anda sering berbicara Bahasa Inggris didepan kelas?
- N9 R : Saya sudah lumayan begitu sering tampil di depan kelas
- R : Apakah anda sering mempunyai kekhawatiran tersendiri saat di kelas berbicara Bahasa Inggris?
- N9 R : Saya juga sering merasakan kekhawatiran saat berbicara bahasa Inggris ini
- R : Apakah ada terlintas dalam pikiran anda tentang evaluasi yang buruk dari hasil belajar berbicara Bahasa Inggris anda?
- N9 R : Iya saya merasa takut hasil yang tidak memuaskan atas diri saya
- R : Bagaimana kesiapan anda saat akan ada ujian berbicara Bahasa Inggris?)
- N9 R : Iya saya selalu mempersiapkan diri ketika akan ada ujian
- Narasumber 10 (P)**
- R : Bagaimanakah perasaan anda saat berbicara Bahasa Inggris di depan kelas/banyak orang?
- S (N) : Saya merasa belum percaya diri kecuali saya memang benar-benar sudah mempersiapkan diri dengan baik
- R : Pernahkah anda merasa gugup saat berbicara Bahasa Inggris di depan banyak orang?
- S (N) : Ketika saya diminta untuk berbicara bahasa Inggris di depan kelas, saya merasa gugup dan takut melakukan kesalahan. Jenis kesalahan yang takut saya buat, itu adalah cara berbicara
- R : Bagaimana dengan kepemilikan kosakata Bahasa Inggris anda dalam belajar berbicara Bahasa Inggris?
- S (N) : Menurut saya, saya sudah memiliki kosakata yang lumayan dan bisa berbicara dengan kosakata yang saya miliki
- R : Menurut anda bagaimana pengucapan Bahasa Inggris anda apakah sudah bagus?
- S (N) : Menurut saya sendiri pengucapan bahasa Inggris saya belum terlalu bagus dan perlu banyak latihan lagi.
- R : Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasakan takut dalam membuat kesalahan?

- S (N) : Saya merasa agak takut karena perbedaan pengucapan nanti akan berubah arti juga jadi itulah saya merasa takut akan membuat kesalahan pengucapan saat belajar berbicara bahasa Inggris.
- R : Pernahkah anda merasa cemas ketika melakukan ujian berbicara Bahasa Inggris?
- S (N) : Iya kak saya agak sering merasakan cemas saat berbicara bahasa Inggris
- R : Apakah anda sering berbicara Bahasa Inggris didepan kelas?
- S (N) : Saya tidak begitu sering tampil di depan kelas karena kurang percaya diri. Saya jarang tampil di depan kelas dan kesulitan yang saya hadapi ketika diminta untuk tampil ke depan, terkadang saya ingin menyelesaikannya dengan cepat tetapi sebaliknya saya lupa kata-kata bahasa Inggris untuk apa yang ingin saya ucapkan. Ketika saya mencoba untuk mengingat saya menjadi gugup dan merasa lebih sulit. Itu membuatku malu dan gugup karena berdiri di depan kelas. Saya tidak bisa mengatasi rasa takut saya untuk percaya diri, ketika saya mencoba lebih dan lebih, itu akan membuat mental saya turun lebih cepat.
- R : Apakah anda sering mempunyai kekhawatiran tersendiri saat di kelas berbicara Bahasa Inggris?
- S (N) : Khawatir pasti merasakan ya kak, tapi harus bisa meminimalisir agar tidak menjadi khawatir yang berlebihan
- R : Apakah ada terlintas dalam pikiran anda tentang evaluasi yang buruk dari hasil belajar berbicara Bahasa Inggris anda?
- S (N) : Iya karena kurangnya persiapan jadi takut akan hasil yang tidak memuaskan
- R : Bagaimana kesiapan anda saat akan ada ujian berbicara Bahasa Inggris?
- S (N) : Kadang-kadang saya mempersiapkan diri ketika akan ada ujian dan terkadang juga saya tidak mempersiapkan apapun.

ppendix 7

Reduction of Observation (Field Note)

Day : Monday
Date : 26 September 2022
Time : 07.30-09.10 a.m WIB
Place : Perbankan Syariah Classroom

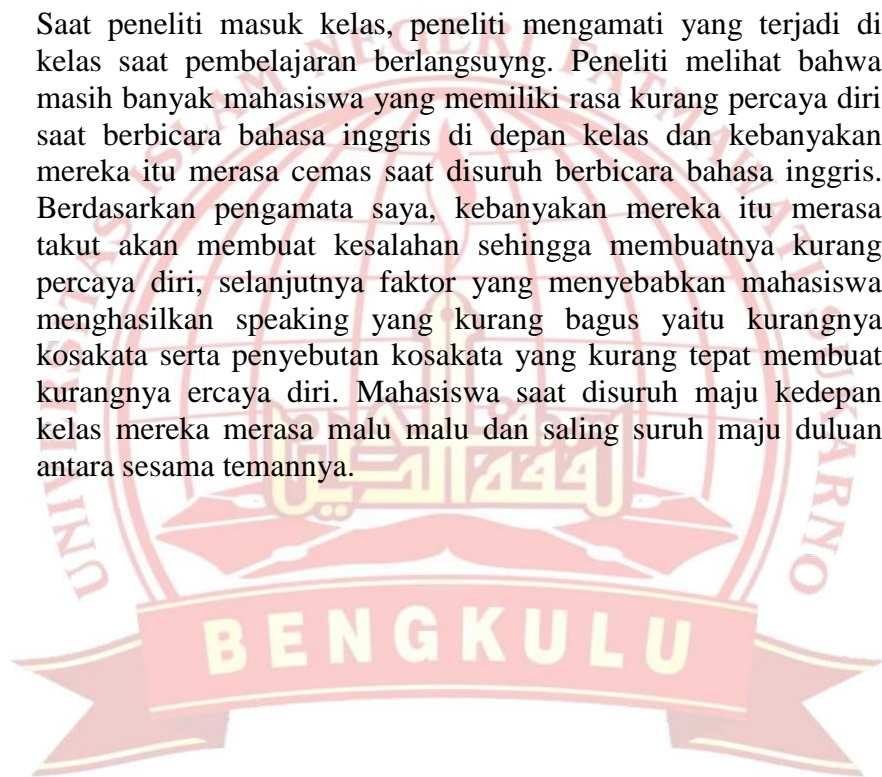
Notes:

Peneliti meminta izin kepada dosen yang mengajar Conversation 2 di FEBI UIN Fatmawati Sukarno Bengkulu tepatnya di Prodi Perbankan Syariah. Saat peneliti masuk kelas, peneliti mengamati proses pembelajaran yang terjadi di kelas saat pembelajaran berlangsung. Peneliti melihat bahwa masih banyak mahasiswa yang memiliki rasa kurang percaya diri saat berbicara bahasa inggris di depan kelas dan kebanyakan mereka itu merasa cemas saat disuruh berbicara bahasa inggris. Berdasarkan pengamatan saya, kebanyakan mereka itu merasa takut akan membuat kesalahan sehingga membuatnya kurang percaya diri, selanjutnya faktor yang menyebabkan mahasiswa menghasilkan speaking yang kurang bagus yaitu kurangnya kosakata serta penyebutan kosakata yang kurang tepat membuat kurangnya ercaya diri. Mahasiswa saat disuruh maju kedepan kelas mereka merasa malu dan saling suruh maju duluan antara sesama temannya.

Day : Monday
Date : 03 October 2022
Time : 07.30-09.10 a.m WIB
Place : Perbankan Syariah Classroom

Notes:

Saat peneliti masuk kelas, peneliti mengamati yang terjadi di kelas saat pembelajaran berlangsung. Peneliti melihat bahwa masih banyak mahasiswa yang memiliki rasa kurang percaya diri saat berbicara bahasa Inggris di depan kelas dan kebanyakan mereka itu merasa cemas saat disuruh berbicara bahasa Inggris. Berdasarkan pengamatan saya, kebanyakan mereka itu merasa takut akan membuat kesalahan sehingga membuatnya kurang percaya diri, selanjutnya faktor yang menyebabkan mahasiswa menghasilkan speaking yang kurang bagus yaitu kurangnya kosakata serta penyebutan kosakata yang kurang tepat membuat kurangnya percaya diri. Mahasiswa saat disuruh maju kedepan kelas mereka merasa malu malu dan saling suruh maju duluan antara sesama temannya.



Appendix 8

Reduction of Interview

No	Questions	Answers	Conclusion
1.	Bagaimana perasaan anda saat berbicara Bahasa Inggris di depan kelas?	<ol style="list-style-type: none"> 1. Saya merasa sulit untuk mengerti apa yang disampaikan dosen pada saat di kelas karena memang saya agak lambat kalau untuk belajar, apalagi untuk belajar bahasa Inggris, jadi saya terkadang itu lebih memilih diam, soalnya saya tidak paham apa yang disampaikan oleh dosen, ditambah lagi terkadang tugas yang diberikan itu memang tidak samasekali saya pahami apa yang disuruh kerjakan. 2. Saya masih milih memiliki kemampuan yang terbatas untuk mengerti bahasa Inggris apalagi penguasaan bahasa Inggris terutama di speakingnya saya masih sangat lemah, mungkin karena jarang berlatih berbicara bahasa Inggris menjadai salah satu penyebab kesulitan saya untuk mengerti pelajaran yang berlangsung 3. Saya merasa ketika berbicara bahasa Inggris yaitu bermasalah pada percaya diri, saya merasa kurang percaya diri karena kemampuan Bahasa Inggris yang belum memadai 4. Saya merasa takut salah dan gugup ketika berbicara bahasa Inggris karena kurang menguasai kosakata juga soalnya 5. Saya terkadang merasa gugup ketika harus berdiri di depan kelas atau ketika guru saya memberi kesempatan kepada saya untuk melakukan sesuatu seperti membaca atau mengerjakan tata bahasa. Saya tahu itu masalah saya dan saya biasanya merasa gugup dan berkeringat di tubuh saya. Sungguh 	<p>Berdasarkan hasil wawancara tersebut ditemukan data bahwa mahasiswa hampir merasakan tidak percaya diri saat berbicara bahasa Inggris, merasa kesulitan memahami penjelasan dari dosen dan merasa takut salah karena penguasaan kosakata yang masih kurang sehingga menjadikan mahasiswa takut berbahasa Inggris.</p>

		<p>itu membuatku malu dan panik. Karena saya tidak bisa menerjemahkan ke dalam bahasa Inggris dan kekurangan kosakata saya kehilangan semua yang ada di pikiran saya, saya tidak bisa tetap fokus pada jalur.</p> <p>6. Saya kurang merasa percaya diri kak, karena kurang menguasai kosakata bahasa Inggris itu sendiri</p> <p>7. saya merasa tidak percaya diri ketika berbicara bahasa Inggris di dalam kelas karena kurangnya penguasaan bahasa Inggris saya kak.</p> <p>8. Saya ketika berbicara di depan kelas saya merasa sedikit percaya diri, namun juga agak sedikit gugup ketika berbicara bahasa Inggris</p> <p>9. Saya seringkali kurang merasa percaya diri dengan apa yang akan saya bicarakan ketika belajar bahasa Inggris saya juga merasa gugup saat akan di suruh practice bahasa Inggris.</p> <p>10. Saya merasa belum percaya diri kecuali saya memang benar-benar sudah mempersiapkan diri dengan baik</p>	
2.	<p>Pernahkah anda merasa gugup saat berbicara Bahasa Inggris di depan banyak orang?</p>	<p>1. Saya merasa gugup ketika akan melakukan presentasi dan ujian secara lisan</p> <p>2. Pada saat kita melakukan presentasi mata pelajaran pada saat berdiri di depan orang banyak</p> <p>3. S (VP): Saya adalah tipe orang yang susah memahami materi yang dijelaskan oleh dosen, kadang juga teman saya yang menjelaskan itu cukup sulit untuk memahaminya, memang saya kurang</p>	<p>Mahasiswa hampir semuanya merasa gugup ketika berbicara bahasa Inggris di depan kelas terutama saat ujian yang dilakukan</p>

		<p>suka untuk belajar bahasa Inggris, tapi saya terus mencoba untuk bisa bahasa Inggris dengan sedikit-sedikit menyukai dan praktek bahasa Inggris. Kelas berbicara adalah kelas menakut-nakuti bagi saya, karena saya terlalu buruk dalam berbicara, saya lebih cepat panik. Saat itu, ketika saya tampil untuk tes berbicara. Saya sering merasa panik dan lupa di depan orang lain, hal itu menyebabkan saya jarang berbicara bahasa Inggris. Di kelas saya, ketika saya berprestasi berbicara, saya takut salah bahasa. Membuat saya gugup untuk menghasilkan kata-kata dalam bahasa Inggris. Saya merasa takut membuat kesalahan</p> <ol style="list-style-type: none"> 4. Tentunya iya kak apalagi pada saat pengambilan nilai dan presentasi 5. Saya merasa gugup ketika sedang melakukan presentasi, publik speaking dan ujian 6. Tentu saja kak saya merasa gugup terutama pada saat mengambil nilai, saat presentasi, apalagi yang dilakukan secara lisan bersama dosennya. 7. S (APS): Problem terbesar di kelas adalah melakukan banyak kesalahan yang membuat saya takut untuk menunjukkan kemampuan saya semaksimal mungkin. Saya khawatir teman-teman saya menertawakan saya dan mereka akan mengatakan sesuatu seperti saya tidak pintar. Saya takut jika mereka akan mengolok-olok saya. ketika saya merasa gugup, saya biasanya melakukan gerakan yang tidak disengaja atau menurunkan suara saya. Itu membuat kesalahan saya tidak terlihat, 	<p>secara lisan, presentasi dan pengambilan nilai</p>
--	--	---	---

		<p>saya merasa lebih baik untuk melanjutkan pembicaraan saya</p> <p>8. Saat ujian yang dilakukan secara lisan, presentasi di dalam kelas saya merasa gugup</p> <p>9. Saya sering merasa gugup saat ditanya secara tiba-tiba oleh dosennya dan saya tidak bisa menjawab pertanyaannya</p> <p>10. S (N): Ketika saya diminta untuk berbicara bahasa Inggris di depan kelas, saya merasa gugup dan takut melakukan kesalahan. Jenis kesalahan yang takut saya buat, itu adalah cara berbicara</p>	
3.	<p>Bagaimana dengan kepemilikan kosakata Bahasa Inggris anda dalam belajar berbicara Bahasa Inggris?</p>	<p>1. Menurut saya, saya belum memiliki begitu banyak kosakata</p> <p>2. Untuk saat ini saya masih belum banyak memiliki kosakata Bahasa Inggris yang dikuasai</p> <p>3. Saya rasa saya belum memiliki cukup kosakata Bahasa Inggris karena masih banyak kosakata yang belum saya tau dan belum saya kuasai</p> <p>4. Eeee kurang sih kak</p> <p>5. Masih kurang kak</p> <p>6. Penguasaan kosakata saya masih kurang kak</p> <p>7. Kosakata bahasa Inggris yang saya miliki masih sedikit</p> <p>8. saya belum memiliki kosakata bahasa Inggris yang begitu banyak</p> <p>9. Untuk penguasaan kosakata saya, bagi saya kosakata saya masih sedikit sehingga menjadi penghambat saya dalam berbicara bahasa Inggris</p> <p>10. S (YW): Menurut saya untuk saat ini penguasaan kosakata bahasa Inggris saya masih kurang. Saya kesulitan di bagian dikosakata bahasa Inggris saya, jadi</p>	<p>Dari hasil wawancara ini, mahasiswa masih memiliki kosakata bahasa Inggris yang sedikit sehingga mereka kesulitan mau berbicara apa.</p>

		kosakata bahasa Inggris yang saya miliki masih minim, sehingga tidak bisa dihafal dengan baik. Kadang saya harus menghafalnya itu butuh ketenangan dan waktu pengulangan saya lupa kosakatanya lagi.	
4.	Menurut anda bagaimana pengucapan Bahasa Inggris anda apakah sudah bagus?)	<ol style="list-style-type: none"> 1. Menurut saya pengucapan bahasa Inggris saya belum begitu bagus dan perlu belajar lebih banyak lagi 2. Menurut saya sendiri belum kak 3. Menurut saya pengucapan Bahasa Inggris saya belum bagus masih banyak kesalahan 4. Kurang juga sih kak, kurang menguasai pronunciation dan kurang belajar juga 5. Menurut saya sendiri masih kurang bagus kak 6. Kurang kak, saya kurang menguasai pronunciation karena kurang belajar juga. 7. Menurut saya pengucapan bahasa Inggris saya masih belum bagus karena masih banyak kesalahan dalam pengucapan bahasa Inggris saya kak 8. Pengucapan bahasa Inggris saya menurut saya sendiri itu sudah lumayan bagus karena saya sering berlatih bahasa Inggris 9. S (EH): Pengucapan bahasa Inggris saya belum begitu bagus kak. Pengucapannya merupakan salah satu faktor yang membuat saya tidak percaya diri berbicara bahasa Inggris. Kesulitan ketika saya diminta untuk datang ke depan kelas, sebenarnya saya takut jika teman-teman menertawakan saya. Kemudian saya 	Pengucapan bahasa Inggris mahasiswa Perbankan Syariah semester V ini masih belum begitu bagus berdasarkan hasil wawancara, karena dengan pengucapan yang kurang tepat akan membuat arti yang berbeda atas apa yang dibicarakan mahasiswa.

		<p>takut membuat kesalahan juga. Kesalahan yang saya takutkan terjadi adalah kesalahan dalam berbicara, cara mengucapkan. Begitu pula dengan saya. Sayang sekali ditertawakan oleh teman-teman jika saya membuat kesalahan dalam mengucapkan kata-kata</p> <p>10. Menurut saya sendiri pengucapan bahasa Inggris saya belum terlalu bagus dan perlu banyak latihan lagi.</p>	
5.	<p>Bagaimana perasaan anda ketika belajar berbicara Bahasa Inggris, apakah anda merasakan takut dalam membuat kesalahan?)</p>	<p>1. Iya apalagi ketika ditunju secara tiba-tiba dengan dosen untuk berbicara di depan kelas</p> <p>2. Sebetulnya ngga takut sih, karena balik lagi ke awal penguasaan dalam pengucapan pada saat kita melakukan publik speaking jadi masih ketakutan pada kesalahan dalam pengucapan</p> <p>3. Untuk dalam proses belajar bahasa Inggris saya tidak takut untuk membuat kesalahan karena atas kesalahan tersebut saya dapat melakukan evaluasi dimana letak kesalahannya</p> <p>4. S (MSA): Terkadang saya melakukan kesalahan. Memang tidak sering diminta untuk datang ke depan kelas pada pembelajaran berlangsung, tetapi ketika dosen meminta saya untuk datang dan berbicara, saya meyakini jantung saya akan berdebar lebih kencang dan kemudian tangan saya menjadi dingin. Berbeda ketika saya hanya berlatih berbicara dengan teman saya di kursi kami, saya merasa lebih rileks dan saya pikir saya bisa berbicara lebih baik.</p> <p>5. Tidak, karena kan masih dalam proses belajar</p>	<p>Mahasiswa Perbankan Syariah semester V merasa takut membuat kesalahan dan takut ditertawakan oleh teman kelas ketika belajar bahasa Inggris</p>

		<ol style="list-style-type: none"> 6. Saya tidak merasa takut dalam membuat kesalahan, karena lagi dalam proses belajar jadi ya ngga takut kak 7. Tidak merasa takut, karena ya kan masih dalam proses belajar jadi melakukan kesalahan itu hal yang wajar. 8. Iya kak, pastinya merasa ketakutan saat berbicara di depan kelas apalagi takut salah bicara dan dilihat oleh dosen serta teman-teman di kelas 9. Iya saya merasa takut akan membuat kesalahan 10. Saya merasa agak takut karena perbedaan pengucapan nanti akan berubah arti juga jadi itulah saya merasa takut akan membuat kesalahan pengucapan saat belajar berbicara bahasa Inggris. 	
6.	Pernahkah anda merasa cemas ketika melakukan ujian berbicara Bahasa Inggris?	<ol style="list-style-type: none"> 1. Tentu saja saya merasa cemas ketika ujian berbicara bahasa Inggris 2. Iya, karena saya merasa sangat gugup apalagi ketika ujian yang dilakukan secara lisan 3. Kalau untuk merasa cemas itu pasti saya merasskan tapi harus di minilisir ketakutan tersebut secara perlahan 4. Ya kalo cemas pasti yang namanya belajar apapun harus dilalui 5. Cemas pasti ada kak 6. S (SA): Pasti saya merasa cemas, tapi namanya juga belajar apapun harus dilalui. Tes berbicara bahasa inggris itu hal yang menakutkan, jadi saya terkadang lihat teman pada cemas, jadi saya juga ikut cemas soalnya yang pintar saja cemas apalagi saya jadi saya takut 	Ketika akan ada ujian berbicara bahasa Inggris mahasiswa Perbankan Syariah semester V ini merasa cemas.

		<p>kalau ada ujian gituuu</p> <p>7. S (APS): Persaan cemas itu pasti ada cuman harus diminimalisir agar tidak membuat hasil belajar menjadi tidak bagus. Saya kalau cemas itu saat disuruh kedepan dan menyampaikan materi yang sedang dipelajari. Kadang saya juga cemas kalau ada latihan berbicara bahasa Inggris ke depan kelas, jadi saya kurang percaya diri</p> <p>8. Cemas itu pasti ada ya kak biasanya itu ketika permulaan akan practice berbicara bahasa Inggris itu sendiri</p> <p>9. Saya merasa sedikit cemas ketika akan ada ujian bahasa Inggris</p> <p>10. Iya kak saya agak sering merasakan cemas saat berbicara bahasa Inggris</p>	
7.	Apakah anda sering berbicara Bahasa Inggris didepan kelas?)	<p>1. Jarang sih kak</p> <p>2. Saya tidak begitu sering tampil di depan kelas</p> <p>3. Untuk tampil di depan umum belum tapi untuk tampil di depan kelas ada sesekali</p> <p>4. Jarang sih kak, paling pada saat diskusi dan presentasi</p> <p>5. Saya masih kurang sering tampil di depan kelas</p> <p>6. Jarang sih kak paling cuman kalau lagi diskusi dan presentasi di dalam kelas.</p> <p>7. Jarang kak</p> <p>8. Tidak begitu sering kak bisa dibilang juga jarang tampil di depan kelas/umum</p> <p>9. Saya sudah lumayan begitu sering tampil di depan kelas</p> <p>10. S (N): Saya tidak begitu sering tampil di depan kelas karena kurang percaya diri. Saya jarang tampil di depan kelas dan</p>	Berdasarkan hasil wawancara dengan mahasiswa Perbankan Syariah, mereka masih jarang tampil berbahasa Inggris di kelas.

		<p>kesulitan yang saya hadapi ketika diminta untuk tampil ke depan, terkadang saya ingin menyelesaikannya dengan cepat tetapi sebaliknya saya lupa kata-kata bahasa Inggris untuk apa yang ingin saya ucapkan. Ketika saya mencoba untuk mengingat saya menjadi gugup dan merasa lebih sulit. Itu membuatku malu dan gugup karena berdiri di depan kelas. Saya tidak bisa mengatasi rasa takut saya untuk percaya diri, ketika saya mencoba lebih dan lebih, itu akan membuat mental saya turun lebih cepat.</p>	
8.	<p>Apakah anda sering mempunyai kekhawatiran tersendiri saat di kelas berbicara Bahasa Inggris?</p>	<ol style="list-style-type: none"> 1. Iya saya sering merasa khawatir saat di kelas berbicara ini kak 2. Iya saya sering merasa khawatir saat pembelajaran Bahasa Inggris berlangsung 3. S (VP): Kalau untuk merasa khawatir tidak karena pasti terdapat kesalahan yang dapat di evaluasi 4. Enggak kak 5. Saya merasa khawatir kak, karena takut salah 6. Saya tidak merasa khawatir saat berbicara bahasa Inggris di depan kelas. 7. Iya kak saya khawatir saat dalam kelas berbicara ini karena saya belum menguasai bahasa Inggris ini. 8. Iya kak lumayan sering merasa khawatir saat belajar berbicara bahasa Inggris ini 9. Saya juga sering merasakan kekhawatiran saat berbicara bahasa Inggris ini 10. S (N): Khawatir pasti merasakan ya kak, tapi harus bisa meminimalisir agar tidak 	<p>Mahasiswa merasakann kekhawatiran tersendiri ketika belajar berbicara bahasa Inggris karena belum begitu menguasai bahasa Inggris.</p>

		menjadi khawatir yang berlebihan	
9.	Apakah ada terlintas dalam pikiran anda tentang evaluasi yang buruk dari hasil belajar berbicara Bahasa Inggris anda?)	<ol style="list-style-type: none"> 1. Pasti ada terlintas di pikiran saya akan hasil belajar yang tidak memuaskan karena kurangnya persiapan dari diri sendiri 2. Iya, karena saya kurang persiapan terhadap pembelajaran yang dilakukan 3. Untuk evaluasi tersebut tidak karena dari evaluasi itu saya bisa tau letak kesalahan saya dan bisa diperbaiki lagi kedepannya 4. Takut kak, soalnya kurang persiapan dalam belajar 5. S (EY): Iya kak, karena kurangnya persiapan jadinya takut. Kalau ada tes untuk mengevaluasi nilai kami, kami jadi cemas, jadi gak karuan rasanya takut kena marah sama dosennya, kalau kami tidak bisa menjelaskan dengan baik. Selain itu juga kami takut kalau tidak bisa menguasai materi yang telah diajarkan oleh dosen 6. iya kak soalnya saya juga sering tidak belajar kak. 7. Iya takut kak, karena kurangnya penguasaan bahasa Inggris tadi jadinya saya merasa takut dengan hasil yang kurang memuaskan 8. Iya karena takutnya hasil dari belajar saya tidak sesuai dengan yang saya harapkan 9. Iya saya merasa takut hasil yang tidak memuaskan atas diri saya 10. Iya karena kurangnya persiapan jadi takut akan hasil yang tidak memuaskan 	Evaluasi yang buruk juga ditakuti oleh mahasiswa Perbankan Syariah karena kurangnya persiapan saat akan ada ujian berbicara bahasa Inggris.
10	Bagaimana kesiapan	<ol style="list-style-type: none"> 1. Saya jarang mempersiapkan diri ketika akan ujian bahasa Inggris 	Kurangnya persiapan

	<p>anda saat akan ada ujian berbicara Bahasa Inggris?</p>	<ol style="list-style-type: none"> 2. Iya kadang-kadang saya mempersiapkan diri untuk ujian Bahasa Inggris 3. Pasti saya mempersiapkan diri pada saat akan ada ujian pertama pastinya menguasai materi dan mempersiapkan kepercayaan diri 4. Pasti karena sebelum melakukan ujian pasti sudah dibilang sama dosennya jadi harus dipersiapkan dengan baik 5. Kadang-kadang kak 6. Tentu dong kak, karena sebelum-sebelumnya sudah dibilangin sama dosen yang mengajar kak jadi harus dipersiapkan dengan baik. 7. Tidak kak, karena saya sering bermalas-malasan juga kak. 8. Kadang-kadang mempersiapkan dan kadang-kadang juga tidak mempersiapkannya kak. 9. Iya saya selalu mempersiapkan diri ketika akan ada ujian 10. Kadang-kadang saya mempersiapkan diri ketika akan ada ujian dan terkadang juga saya tidak mempersiapkan apapun. 	<p>diri ketika akan ada ujian berbicara bahasa Inggris dan hanya sedikit mahasiswa yang mempersiapkan diri ketika akan ada ujian berbicara bahasa Inggris.</p>
--	---	--	--

Appendix 9

Reduction of Problem

Case number : 1

Indicator : State Anxiety

Sub-Indicator : Nervous, anxious and uncomfortable with the situation while studying

Case : The feelings of Islamic Banking students that arise when speaking English in front of the class / many people

Respondent	Ideal	Not ideal	Explanation
1	√		<i>Saya merasa gugup ketika akan melakukan presentasi dan ujian secara lisan (Responden 1)</i>
2	√		<i>Tentu saja kak saya merasa gugup terutama pada saat mengambil nilai, saat presentasi, apalagi yang dilakukan secara lisan bersama dosennya (Responden 6)</i>
3	√		<i>Persaan cemas itu pasti ada cuman harus diminimalisir agar tidak membuat hasil belajar menjadi tidak bagus. Saya kalau cemas itu saat disuruh kedepan dan menyampaikan materi yang sedang dipelajari. Kadang saya juga cemas kalau ada latihan berbicara bahasa Inggris ke depan kelas, jadi saya kurang percaya diri (Responden 7)</i>
4	√		<i>Cemas itu pasti ada ya kak biasanya itu ketika permulaan akan practice berbicara bahasa Inggris itu sendiri (Responden 8)</i>
5	√		<i>Saya sering merasa gugup saat ditanya secara tiba-tiba oleh dosennya dan saya tidak bisa menjawab</i>

			<i>pertanyaannya (Responden 9)</i>
6	√		<i>Ketika saya diminta untuk berbicara bahasa Inggris di depan kelas, saya merasa gugup dan takut melakukan kesalahan. Jenis kesalahan yang takut saya buat, itu adalah cara berbicara (Responden 10)</i>
7	√		<i>Pada saat kita melakukan presentasi mata pelajaran pada saat berdiri di depan orang banyak pasti saya merasa cemas, tetapi saya berusaha untuk tidak gugup atau bisa dibilang meminimalisirnya dengan cara menggerak-gerakkan kaki (Responden 12)</i>
<p><i>Discussion:</i> In this case, some of the answers to questions regarding the fifth semester Islamic Banking student interview, some of them felt anxious and nervous when the lecturer asked to come to the front of the class and they felt nervous, afraid and anxious when taking an English speaking exam which was done orally. With the fear of being asked by the lecturer to come to the front of the class, students are afraid of being made fun of by their classmates and afraid of being laughed at when they make a mistake. Thus, when students feel insecure about themselves, it will have an impact on student learning outcomes.</p> <p><i>Conclusion:</i> When they come to the front of the class and are asked to explain something or are asked to come to the front of the class, it will make the student anxious, nervous, and afraid of making mistakes and afraid of being laughed at by classmates.</p>			

Case number : 2

Indicator : State Anxiety

Sub-Indicator : Feeling scared and heart pounding

Case : Islamic Banking students are afraid of being suddenly appointed by the lecturer who teaches and being asked to come to the front of the class

Respondent	Ideal	Not ideal	Explanation
1	√		<i>Saya takut kalau disuruh ke depan kelas, jadi saya harus menghafal dalam waktu singkat, karena saya tidak mengerti betul tentang speaking, takut nanti salah dan ditertawakan teman bisa malu nanti saya. Jadi saya lebih memilih diam saja di kelas, kalau ditanya siapa yang mau maju saya diam saja, jadi takut (Responden 11)</i>
2	√		<i>Saat di kelas guru ketap kali meminta kami untuk berbicara bahasa Inggris terhadap kami, tetapi karena saya jarang praktik berbicara bahasa Inggris. Terkadang saya bingung untuk memahami guru bahasa Inggris saya. Saya merasa bingung dan takut ketika guru saya meminta saya atau teman saya untuk membaca atau menjawab pertanyaan (Responden 13)</i>
3	√		<i>Yang saya rasakan ketika belajar berbicara bahasa Inggris ini sendiri, saya merasa takut ketika di suruh kedepan kelas oleh dosen dan diminta untuk berbicara di depan kelas menggunakan bahasa Inggris baik itu hafalan atau ditunjuk secara langsung (Responden 16)</i>
4	√		<i>Ketika dosen meminta saya untuk datang dan berbicara, saya meyakini jantung saya akan berdebar lebih kencang dan kemudian tangan saya menjadi dingin berbeda ketika saya hanya berlatih</i>

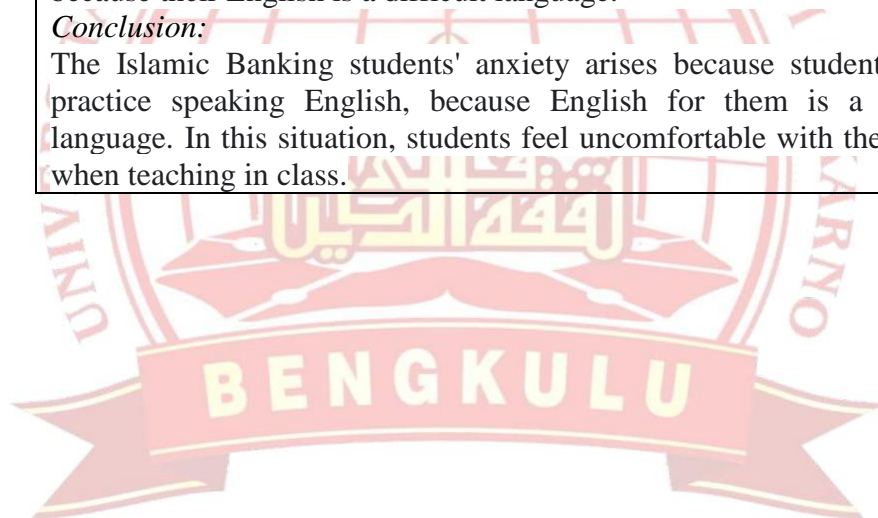
			<i>berbicara dengan teman saya di kursi kami, saya merasa lebih rileks dan saya pikir saya bisa berbicara lebih baik (Responden 29)</i>
--	--	--	---

Discussion:

In this case, the students were afraid when asked by the lecturer to come to the front of the class, while it was clear that there was little time to study. Therefore, it was clear that the students were afraid of making mistakes and remained silent in front of the class. They also find it difficult to understand the lessons from the lecturers because for Islamic banking students speaking English-based lessons are difficult to reach. The anxiety arises because students rarely practice speaking English, because their English is a difficult language.

Conclusion:

The Islamic Banking students' anxiety arises because students rarely practice speaking English, because English for them is a difficult language. In this situation, students feel uncomfortable with the teacher when teaching in class.



Case number : 3

Indicator : State Anxiety

Sub-Indicator : Lack of vocabulary possession and pronunciation comprehension

Case : Possession of vocabulary and how to pronounce English for Islamic Banking students in semester V

Respondent	Ideal	Not ideal	Explanation
1	√		<i>Menurut saya untuk saat ini penguasaan kosakata bahasa Inggris saya masih kurang. Saya kesulitan di bagian dikosakata bahasa Inggris saya, jadi kosakata bahasa Inggris yang saya miliki masih minim, sehingga tidak bisa dihafal dengan baik. Kadang saya harus megnhafalnya itu butuh ketenangan dan waktu pengulangan saya lupa kosakatanya lagi (Responden 14)</i>
2	√		<i>Saya dalam memahami materi bahasa Inggris yang diberikan, saya masih menghafal kosakata untuk memudahkan saya dalam berbahasa Inggris. Untuk mengurangi rasa cemas saya sering berlatih berbicara bahasa Inggris dan guru saya peduli pada saya (Responden 15)</i>

3	√		<i>Saya belum memiliki kosakata yang begitu banyak untuk sekarang ini. Keterbatasan kosakata menjadi salah satu faktor penghambat dalam berbicara saat tampil di depan kelas, melupakan arti sebuah kata dapat membuat saya melupakan semua hal yang ingin saya katakan. Itu sangat memalukan dan membuat saya gugup berada di depan kelas. Kosakata yang kurang membuat saya tidak percaya diri dalam belajar bahasa Inggris. Saya juga masih malas mengingat banyak kosakata (Responden 16)</i>
4	√		<i>Menurut saya kosakata yang saya miliki masih agak belum banyak sehingga menjadikan hambatan bagi saya dalam berbicara bahasa Inggris (Responden 17)</i>
5	√		<i>Saya rasa kosakata yang saya miliki masih sedikit sehingga sa kesulitan mau bicara apa (Responden 18)</i>
6	√		<i>Saya kesulitan berbicara bahasa Inggris juga disebabkan oleh kosakata yang masih sedikit, jadi kosakata yang saya miliki belum seberapa menurut saya (Responden 19)</i>

Discussion:

In this case, it is clear that the ownership of the English vocabulary of the fifth semester Islamic Banking students is still small based on the results of interviews that have been conducted. This vocabulary limitation is an inhibiting factor in learning to speak English itself because with the lack of vocabulary ownership, students cannot express their thoughts. Sometimes all this makes students feel nervous in learning English.

Conclusion:

With minimal vocabulary, it will make it difficult for students to express their thoughts and make them not confident in class and will be more silent because they don't know what to say.

Case number : 4

Indicator : Trait Anxiety

Sub-Indicator : Afraid to speak in front of the class

Case : Students are afraid of being wrongly ordered by the lecturer to come to the front of the class and answer questions verbally

Respondent	Ideal	Not ideal	Explanation
1	√		<i>Saya merasa cemas kalau diminta untuk maju kedepan kelas, di sana saya harus membacakan cerita kepada teman-teman saya, setelah itu terkadang saya diminta untuk menjelaskan dalam bahasa Inggris tentang materi yang kami pelajari pada hari itu, jadi kalau saya maju di depan kelas saya merasa cemas sehingga terkadang hasilnya kurang maksimal karena cemas tadi (Responden 18)</i>
2	√		<i>Saya merasa gugup saat dipanggil oleh dosen secara mendadak untuk maju kedepan membacakan/berbicara bahasa Inggris di depan teman kelas dan takut di ejek karena bahasa Inggris saya belum begitu bagus (Responden 19)</i>

Discussion:

Based on the results of interviews with Islamic Banking students in semester V, it was found that students were worried, afraid to be asked by the lecturer who was teaching suddenly to speak English or read English texts because they felt their English was not good.

Conclusion:

The difficulties faced by these Islamic banking students became known to feel nervous because they were asked to come to the front of the class and explain the material learned today, this made students feel nervous because they could not understand the material well.

Case number : 5

Indicator : Trait Anxiety

Sub-Indicator : Afraid to speak in front of the class

Case : Students are afraid of being wrongly ordered by the lecturer to come to the front of the class and answer questions verbally

Respondent	Ideal	Not ideal	Explanation
1	√		<i>Iya saya pernah merasa gugup ketika saya tidak ada persiapan dan disuruh maju ke depan kelas. Terkadang saya merasa gelisah karena saya memang masih dalam proses belajar bahasa Inggris, dosen terus memberikan saya semangat untuk bisa berbicara bahasa Inggris dengan baik. Saya sangat menyukainya dan saya hanya merasa cemas ketika saya harus berada di depan kelas, saya masih malu untuk berbicara di depan teman-teman saya (Responden 20)</i>
2	√		<i>Saat disuruh menjawab pertanyaan secara tatap muka/lisan dengan dosen yang bersangkutan saya merasa cemas, takut salah dan takut ditertawakan oleh teman-teman saya (Responden 21)</i>

Discussion:

In this case, based on the results of interviews that students like English speaking lessons but they feel anxious when they have to be in front of the class and they are still shy to speak in front of their friends. Lecturers continue to encourage them to be able to speak English well.

Conclusion:

Almost all students have anxiety when asked by the teaching lecturer to come to the front of the class because they do not have adequate English speaking skills.

Case number : 6

Indicator : Specific-situation Anxiety

Sub-Indicator : Anxious, scared and nervous

Case : Students feel anxious during an English speaking test which makes their grades drop

S	Ideal	Not ideal	Explanation
1	√		<i>Saya cemas itu saat waktu-waktu tertentu. Saat ujian dan saat harus mengerjakan secara mandiri tentang menjelaskan suatu hal ataupun orang lain. Sehingga saya tidak begitu percaya diri untuk menjawab semua arahan dari guru. Ada pernah waktu guru kasih kita tugas untuk menceritakan suatu hal, yang jelas berdasarkan pengalaman kami, jadi di sana kami sangat terbatas untuk menjelaskan karena kami tidak memiliki kosakata yang banyak, soalnya masih menghafal sedikit-sedikit sekarang (Responden 22)</i>
2	√		<i>Tentu saja kak saya merasa gugup terutama pada saat mengambil nilai, saat presentasi, apalagi yang dilakukan secara lisan bersama dosennya. Kalau sudah ujian itu kami tidak karuan rasanya, takut iya, cemas juga iya, jadi kadang itu kami malah tidak jelas cerita yang disampaikan, saking gugupnya itu jadi nilai kami pun gagal, jadi kami harus ulang lagi untuk ulangnya minggu depan (Responden 23)</i>

Discussion:

Islamic Banking students during exams and work independently about explaining something or someone else they become excessively anxious. So they are not so confident to answer all the directions from the teacher. Students do not have a lot of vocabulary, because they still memorize a little bit now.

Conclusion:

From the data above, students must have good speaking skills in the middle of the semester, they must explain about their experiences and have interesting explanations.

Case number : 7

Indicator : Communication Apprehension

Sub-Indicator : Limited ability and difficult to understand learning

Case : The difficulties faced by Islamic Banking students in learning to speak English are due to their limited abilities and because it is also difficult to understand learning

Respondent	Ideal	Not ideal	Explanation
1	√		<i>Saya merasa sulit untuk mengerti apa yang disampaikan dosen pada saat di kelas karena memang saya agak lambat kalau untuk belajar, apalagi untuk belajar bahasa Inggris, jadi saya terkadang itu lebih memilih diam, soalnya saya tidak paham apa yang disampaikan oleh dosen, ditambah lagi terkadang tugas yang diberikan itu memang tidak samasekali saya pahami apa yang disuruh kerjakan (Responden 1)</i>
2	√		<i>Saya masih masih memiliki kemampuan yang terbatas untuk mengerti bahasa Inggris apalagi penguasaan bahasa Inggris terutama di speakingnya saya masih sangat lemah, mungkin karena jarang berlatih berbicara bahasa Inggris menjadai salah satu penyebab kesulitan saya untuk mengerti pelajaran yang berlangsung (Responden 2)</i>
3	√		<i>Saya adalah tipe orang yang susah memahami materi yang dijelaskan oleh dosen, kadang juga teman saya yang mejelaskan itu cukup sulit untuk memahaminya, memang saya kurang suka untuk belajar bahasa Inggris, tapi saya terus mencoba untuk bisa bahasa Inggris dengan sedikit-sedikit menyukai dan</i>

			<p><i>praktek bahasa Inggris. Kelas berbicara adalah kelas menakut-nakuti bagi saya, karena saya terlalu buruk dalam berbicara, saya lebih cepat panik. Saat itu, ketika saya tampil untuk tes berbicara. Saya sering merasa panik dan lupa di depan orang lain, hal itu menyebabkan saya jarang berbicara bahasa Inggris. Di kelas saya, ketika saya berprestasi berbicara, saya takut salah bahasa. Membuat saya gugup untuk menghasilkan kata-kata dalam bahasa Inggris. Saya merasa takut membuat kesalahan (Responden 3)</i></p>
4	√		<p><i>Terkadang saya melakukan kesalahan. Memang tidak sering diminta untuk datang ke depan kelas pada pembelajaran berlangsung, tetapi ketika dosen meminta saya untuk datang dan berbicara, saya meyakini jantung saya akan berdebar lebih kencang dan kemudian tangan saya menjadi dingin. Berbeda ketika saya hanya berlatih berbicara dengan teman saya di kursi kami, saya merasa lebih rileks dan saya pikir saya bisa berbicara lebih baik (Responden 4)</i></p>
<p><i>Discussion:</i></p> <p>In this case, the fifth semester Islamic Banking students find it difficult to show their abilities, they feel nervous, doubtful, worried. The researcher found that the students' anxiety element concerned several problems. When they don't understand lectures, they start to feel uncomfortable with learning.</p> <p><i>Conclusion:</i></p> <p>The data above show that students feel difficult to understand because they are weak in English. They are seldom to practice English in their activities. They feel shy when they practice speaking English in front of the class and friends.</p>			

Case number : 8

Indicator : Test Anxiety

Sub-Indicator : Making mistakes on exams

Case : In doing an exam, students feel afraid to make mistakes, feel anxious, nervous and afraid of being laughed at by their classmates

S	Ideal	Not ideal	Explanation
1	√		<i>Iya kak, karena kurangnya persiapan jadinya takut. Kalau ada tes untuk mengevaluasi nilai kami, kami jadi cemas, jadi gak karuan rasanya takut kena marah sama dosennya, kalau kami tidak bisa menjelaskan dengan baik. Selain itu juga kami takut kalau tidak bisa menguasai materi yang telah diajarkan oleh dosen (Responden 5)</i>
2	√		<i>Pasti saya merasa cemas, tapi namanya juga belajar apapun harus dilalui. Tes berbicara bahasa inggris itu hal yang menakutkan, jadi saya terkadang lihat teman pada cemas, jadi saya juga ikut cemas soalnya yang pintar saja cemas apalagi saya jadi saya takut kalau ada ujian gitu (Responden 6)</i>
3	√		<i>Saya takut jika mereka akan mengolok-olok saya. ketika saya merasa gugup, saya biasanya melakukan gerakan yang tidak disengaja atau menurunkan suara saya. Itu membuat kesalahan saya tidak terlihat, saya merasa lebih baik untuk melanjutkan pembicaraan saya</i>

Discussion:

In this case, based on the results of interviews that students like English speaking lessons but they feel anxious when they have to be in front of the class and they are still shy to speak in front of their friends. Lecturers continue to encourage them to be able to speak English well.

Conclusion:

Almost all students have anxiety when asked by the teaching lecturer to come to the front of the class because they do not have adequate English speaking skills.

Case number : 9

Indicator : Fear of Negative Evaluation

Sub-Indicator : Not confidence and afraid to get a small exam score

Case : Fear of yourself who is insecure and afraid of getting a small examination from the lecturer

S	Ideal	Not ideal	Explanation
1	√		<i>Saya tidak begitu sering tampil di depan kelas karena kurang percaya diri. Saya jarang tampil di depan kelas dan kesulitan yang saya hadapi ketika diminta untuk tampil ke depan, terkadang saya ingin menyelesaikannya dengan cepat tetapi sebaliknya saya lupa kata-kata bahasa Inggris untuk apa yang ingin saya ucapkan. Saya tidak bisa mengatasi rasa takut saya untuk percaya diri, ketika saya mencoba lebih dan lebih, itu akan membuat mental saya turun lebih cepat (Responden 10)</i>
2	√		<i>Ketika saya mencoba berbicara di depan kelas saya merasa gugup, terkadang saya lupa kalimat apa yang ingin saya ucapkan. Aku jadi malu kalau lupa materi di pikiranku sementara teman-teman yang lain melihatku. Itu karena saya tertawa bersama teman saya dan mereka juga akan berkata kepada saya tentang, "kamu sangat sombong ketika berbicara bahasa Inggris, meskipun kamu berbicara sangat buruk dan masih banyak kesalahan (Responden 11)</i>
<p><i>Discussion:</i> Fear of poor evaluation of the results of learning English students often occur and the lack of confidence makes everything chaotic during the exam. Sometimes they feel ashamed or afraid to make mistakes, afraid if I make mistakes will get bad grades and fear friends will laugh at each other.</p> <p><i>Conclusion</i> Based on the data above the students feel anxiety because they have to speak in front of the class and they did not prepare well enough to speak about he topic.</p>			

Documentation



Gambar 4.1 observasi lapangan



Gambar 4.2 wawancara mahasiswa



Gambar 4.3 kegiatan belajar di kelas 5A



Gambar 4.4 kegiatan belajar di kelas 5B



Gambar 4.5 kegiatan belajar di kelas 5C



Gambar 4.6 kegiatan belajar di kelas 5D



Gambar 4.7 kegiatan belajar di kelas 5E



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 0428 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. Syamsul Rizal, M.Pd 196901291999031001	P I	Ade Elpena 1811230094	TBI	Students Anxiety in the Proses Teaching Learning English in Pandemic Era (First Semester State Islamic Institute of Bengkulu)
2	Andriadi, M.A. 198402212019031001	P II			

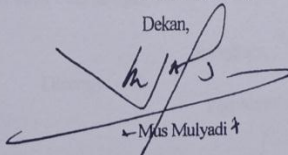
Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 26 Januari 2022

Dekan,



Mus Mulyadi

Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 5127-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama: Ade Elpena, NIM: 1811230094 yang berjudul
: "STUDENTS' ANXIETY IN THE PROCESS OF LEARNING
SPEAKING (An Analysis at the Fifth Semester Students of Islamic Banking
UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023)". Tekah
diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jum'at, 05 Agustus 2022

Pukul : 08.00 s/d selesai

dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim
penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan
surat penelitian (SK Penelitian).

Pembimbing I

Fera Zasrianita, M. Pd
NIP.197902172009122003

Bengkulu, 16 Agustus 2022
Pembimbing II

Valisneria Utami, M. Ed
NIP.198903232019032010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS EKONOMI DAN BISNIS ISLAM

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-Faksimili (0736) 511171-51172
Website: www.uinfasbengkulu.ac.id

SURAT KETERANGAN SELESAI PENELITIAN

Nomor: 1484 /Un.23/F.IV.1/PP.00.9/10/2022

Dekan Fakultas Ekonomi dan Bisnis Islam (FEBI) UIN Fatmawati Sukarno Bengkulu dengan ini menerangkan bahwa:

Nama : Ade Elpena
NIM : 1811230094
Prodi : Tadris Bahasa Inggris (TBI)

Benar telah melakukan penelitian di Fakultas Ekonomi dan Bisnis Islam (FEBI) Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

Judul Penelitian : "STUDENTS' ANXIETY IN THE PROCESS OF LEARNING SPEAKING (An Analysis At The Fifth Semester Students Of Islamic Banking UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023)"
Tempat Penelitian : Fakultas Ekonomi dan Bisnis Islam
Objek Penelitian : Mahasiswa Perbankan Syariah Fakultas Ekonomi dan Bisnis Islam
Waktu Penelitian : 14 September 2022 s.d 26 Oktober 2022

Demikianlah Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Bengkulu, 31 Oktober 2022

An. Dekan

Wadek I

Dr. Nurul Hak, MA.
NIP. 196606161995031002

12/12 2022
Hanura Febrina

Cek turnitin Ade Elpena_TBI

ORIGINALITY REPORT

19%	17%	4%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.iainbengkulu.ac.id Internet Source	2%
2	eprints.iain-surakarta.ac.id Internet Source	2%
3	repository.uin-suska.ac.id Internet Source	1%
4	repository.uinjambi.ac.id Internet Source	1%
5	repository.uinsu.ac.id Internet Source	1%
6	digilib.iain-palangkaraya.ac.id Internet Source	1%
7	staff.uny.ac.id Internet Source	1%
8	www.atlantis-press.com Internet Source	<1%
9	id.123dok.com Internet Source	<1%



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172
website: www.uinfusbengkulu.ac.id

Bengkulu, 27 Desember 2022

Nomor : 6102./Un.23/F.II/PP.00.9/12/2022
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.

1. Dr. Qolbi Khairi, M.Pd.I
(Ketua)
2. Rossi Delta, M.Pd
(Sekretaris)
3. Fera Zasrianita, M.Pd
(Penguji I)
4. Hanura Febriani, M.Pd
(Penguji II)

Assalamu'alaikum Warohmatullahi Wabarokatuh.

Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Kamis, 29 Desember 2022
Tempat : Ruang Munaqasyah Jurusan Tadris Lantai 3 Dekanat.

N O	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Tias Wiji Lestari 1811230064	13.00- 14.00	The Use of Project Based Learning as A Social Strategy in Improving the Vocabulary Mastery of 8 th Graduates at SMPN 10 Kota Bengkulu
2.	Santi Wulandari 1711230053	14.00- 15.00	The Effect of Applying PBL Approach Using Vlog on English Students Speaking Ability at Second Semester English Study Program BKL
3.	Tasha Bella Ananda Nasution 1711230118	15.00- 16.00	The Effect of Using Instagram Assisted Vlogging on EFL Students' Speaking Ability
4.	Ade Eipena 1811230094	16.00- 17.00	Students' Anxiety in the Process of Learning Speaking (An Analysis at the Fifth Semester Students of Islamic Banking Study Program UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023)

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.



Dekan,

Mus Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Ade Elpena
Pembimbing I/II : Andriadi M.A.
NIM : 1811250099
Judul Skripsi : *Students' Anxiety in the Process of Learning Speaking (An Analysis at the Fourth Semester Students of Islamic Bankia Study Program UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022)*
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Senin 7/10/22	Chapter IV	<ul style="list-style-type: none">- Parase your Data. (put them in Data Reduction table)- Don't put raw data in chapter IV. Only some data put in the chapter IV to support your argument).	
2.	Senin 24/10		<ul style="list-style-type: none">- complete your Result- write your discussion based on given systematic	

Mengetahui,
Dekan

D. Mulyadi M.Pd
NIP. 197009192000031004

Bengkulu, 15-11-2022

Pembimbing I/II

Andriadi M.A.
NIP. 198902212019021001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Ade Erena

Pembimbing-#II : Andriadi, M.A

NIM : 181230094

Judul Skripsi : Student's Anxiety in the Process of Learning Grade

Bahasa : Bahasa

(An Analysis of the Fifth Semester Students of Islamic Banking Study

Program Studi : Tadris Bahasa Inggris

Program UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3.	Senin 07/11/22 /11	Front Appendices	Complete your Front Appendices	
4	Selasa 08/11/22 /11	Abstract	finish your Abstract	
5.	Selasa 15/11/22 /11	Complete Thesis	Acc for Exam	

Mengetahui,
Dekan

Dr. Mustamadi, M.Pd
NIP. 19700514200031009

Bengkulu, 18-11-2022

Pembimbing I/II

Andriadi, M.A
NIP. 19890221201031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Ade Eipeng Pembimbing I/II : Dr. Syamsul Rizal, M.Pd
NIM : 181123009 Judul Skripsi : Students' Anxiety in the Process of Learning
Jurusan : Bahasa Speaking (An Analysis at the First Semester Students of Islamic Studies
Program Studi : Tadris Bahasa Inggris Study Program UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Selasa, 16-11-2022	Chapter IV	lengkapi Result and Discussion dan hubungkan dengan teori yang dipakai pada Chapter II.	
2.	Dum'at, 18-11-2022	Table of Content	Perbaiki Table of Content karena halaman ada yang tidak sesuai	
3.	Senin, 21-11-2022	Chapter IV dan V	Kesimpulannya ditambahkan tentang kecamaran yang paling dominannya. Di bagian discussion jangan dimasukkan data.	
4.	Rabu, 23-11-2022	Reference	Menambahkan Reference keah Skripsi.	
5.	Kamis 24 Nov 2022	Chapter I-V	AC	

Mengetahui,
Dekan

Dr. Mulyadi, M.Pd
NIP. 19700519200031009

Bengkulu, 24 Nov 2022

Pembimbing I/II

Dr. Syamsul Rizal, M.Pd
NIP. 1960121999031001