

REFERENCES

I. References

- Adriani Putri, S., Amri, S., & Study Program Universitas Islam Indragiri, E. (2020). *The Students' Difficulties Factors in Speaking* (Vol. 1, Issue 2).
- Agus Syahrani, Iyoh Mastiyah, Martina Martina, Dedy Ari Asfar, Pandu Adi Cakranegara, Syarifah Lubna, and Sumarsih Anwar. (2024). *Students Anxiety in Speaking a Foreign Language. The Case of Eleventh Graders.*
- Akbar, A., Sofyan, D., & Damayanti, I. (2018). *Factors Causing Foreign Language Anxiety (FLA) in Speaking*. In Journal of English Education and Teaching (JEET (Vol. 2, Issue 2).
- Arung, F. (2016). *Improving the Students' Speaking Skill Through Debate Technique*. Journal of English Education, 1(1), March. <http://usnsj.com/index.php/JEE/article/view/JEE010>
- Asnur, S. M. (n.d.). *The Students' Anxiety in Delivering English Presentation*
- Aydin, S. (2018). *Technology and foreign language anxiety: Implications for practice and future research*. In *Journal of Language and Linguistic Studies* (Vol. 14, Issue 2).
- www.jlls.org Submission Date: 03./05/2018 Acceptance Date: 12./06/2018.
- Bahadorfar, M., & Omidvar, R. (2014). *Technology in Teaching Speaking Skill*. Acme International Journal of Multidisciplinary Research, 2(4). <http://www.ajmr.net>

Böttger, H., & Költzsch, D. (2020). *The fear factor: Xenoglossophobia or how to overcome the anxiety of speaking foreign languages. Training, Language and Culture*, 4(2), 43–55. <https://doi.org/10.22363/2521-442X-2020-4-2-43-55>

Chandler, J. J. (2022, February 4). *Participant Recruitment*. <https://doi.org/10.31234/osf.io/2hdmr>

Crisianita, S., & Mandasari, B. (2022). *The Use of Small-Group Discussion to Improve Students' Speaking Skill*. In *Journal of Research on Language Education (JoRLE)* (Vol. 3, Issue 1).

<https://ejurnal.teknokrat.ac.id/index.php/JoRLE/index>

Damayanti, M. E., & Listyani, L. (2020). *An Analysis of Students' Speaking Anxiety in Academic Speaking Class*. *ELTR Journal*, 4(2), 152–170.

<https://doi.org/10.37147/eltr.v4i2.70>

Egita Sulistiyan, L. (2020). *An Analysis of English Four Skills in "When English Rings a Bell" English Textbook Based on Alan Cummingsworth Criteria*. 21–22. <http://e-proceedings.iain-palangkaraya.ac.id/index.php/inacelt>

English, S. (2021). *Factors Contributing Students' Speaking Anxiety*. *JOLLT Journal of Languages and Language Teaching*, 9(2), 160.

<https://doi.org/10.33394/jollt.v%vi%i.3321>

Gabe, A., Sinaga, H., & Hati, G. M. (2020). *Students' Speaking Anxiety in English Class*. In *Jadila: Journal of Development and Innovation in Language and Literature Education* (Vol. 1).

Ghea Witha Valenty J, Regina Regina, Eni Rosnija (2024). *An Analysis of Students' Anxiety Factors in English Speaking Performance: A Descriptive Study at The Second Semester Students of English Education*

Gregersen, T., & Horwitz, E. K. (2002). *Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance*. The Modern Language Journal, 86(4), 562-570.

Hanifa, R. (2018). *Factors generating anxiety when learning EFL speaking skills. Studies in English Language and Education*, 5(2), 230–239.
<https://doi.org/10.24815/siele.v5i2.10932>

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign Language Classroom Anxiety*. The Modern Language Journal, 70(2), 125–132.
<https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>

Hutabarat, A., & Simanjuntak, D. C. (n.d.). *A Phenomenological Study: Speaking Anxiety Overwhelms English Learners*. In *Acuity* (Vol. 4, Issue 1).

Ivory, S. B. (2021). *Speaking*. (p. 257). Oxford University Press.
<https://doi.org/10.1093/hebz/9780198841531.003.0013>

Jamila, M. (2014). *Lack of confidence – A psychological factor affecting spoken English of university level adult learners in Bangladesh*. Language in India, 14(10). Retrieved from <http://www.languageinindia.com>

Khusnia, A. N. (2017). *Students' Perspectives on Speaking Anxiety in the English Foreign Language Classroom*. Journal of Education and Learning (EduLearn), 11(1), 83–90. <https://doi.org/10.11591/edulearn.v11i1.4301>

MacIntyre, P. D., & Gardner, R. C. (1991). *Methods and results in the study of anxiety and language learning: A review of the literature*. Language Learning, 41(1), 85-117.

Mahmudi, N., & Anugerahwati, M. (2021). *Anxiety Level of An Indonesian EFL Student in A Public Speaking Class: A Narrative Inquiry*. International Journal of Language Teaching and Education, 5(1), 16–28. <https://doi.org/10.22437/ijolte.v5i1.13771>

Maji, E., Samanhudi, U., & Mokoagouw, M. E. (2022). *Students' _ Difficulties in Speaking English: (A Case Study in SMKN 3 Sorong)*. 5(1).

Masula, and Sholichah, N. I. (2024). *Improving Speaking Ability by Using Picture Series*

Mirhosseini, SA. (2020). *Collecting Interview Data*. In: Doing Qualitative Research in Language Education. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-56492-6_5

Modesta Siagian, U. (2017). *An Analysis of Students' Anxiety in Speaking*. In JOURNAL ANGLO-SAXON (Issue 1).

Muhammad, M., Nur, A., & Abduh, A. (n.d.). *Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies*.

Nugroho, A. S., Sari, Roro T., Cahyono, H., Siswanto P., Jambari, O. (2023).

Investigating Causing Factors of Speaking Anxiety.

Pakula, H.-M. (2019). *Teaching Speaking*. Apples - Journal of Applied Language Studies, 13(1), 95–111. <https://doi.org/10.17011/apples/urn.201903011691>

Peredaryenko, M. S., & Krauss, S. E. (2013). *Calibrating the Human Instrument: Understanding the interviewing experience of novice qualitative researchers.*

The Qualitative Report, 18(85), 1-17.

<http://www.nova.edu/ssss/QR/QR18/peredaryenko85.pdf>

Purbaya, C., Mulyadi, & Puspita, H. (2024). *Factors causing speaking anxiety faced by Indonesian students during teaching practices in the Philippines.*

Wacana: Jurnal Penelitian Bahasa, Sastra Dan Pengajaran, 22(1), 8–16.

<https://doi.org/10.33369/jwacana.v22i1.30282>

Rambe, R. N., Syahfitri, A., Humayroh, A., Alfina, N., Azkia, P., & Rianti, T. D. (2023). *Upaya meningkatkan keterampilan berbicara di depan umum*. Jurnal Pendidikan dan Sastra Inggris (JUPENSI), 3(2), 11-24.

<https://doi.org/10.55606/jupensi.v3i2.1966>

Ratna, T. W., & Mahaputri, A. (2015). *Presentation Difficulties Experienced by Students of English Department of Unswagati. ELT Perspective*, 3(2).

Salim, W. I. W., Subramaniam, V., & Termizi, A. A. (2017). *Foreign Language Anxiety (FLA) in English Language Classroom*. International Journal of Languages, Literature and Linguistics, 3(1), 5–12.

<https://doi.org/10.18178/IJLLL.2017.3.1.101>

- Sari, D. (n.d.). *Speaking Anxiety as A Factor in Studying EFL*.
- Shaniga, R. C. (2021). *Significance of Speaking Skills in Effective Language Learning*. Noorul Islam Centre for Higher Education. *SPAST Abstracts*, 1(01). Retrieved from <https://spast.org/techrep/article/view/1004>
- Sofaer, S. (n.d.). *Articles Qualitative Methods: What Are They and Why Use Them?*
- Suleimenova, Z. (2013). *Speaking Anxiety in a Foreign Language Classroom in Kazakhstan*. *Procedia - Social and Behavioral Sciences*, 93, 1860–1868. <https://doi.org/10.1016/j.sbspro.2013.10.131>
- Syahrani, A., Mastiyah, I., Martina, M., Ari Asfar, D., & Adi Cakranegara, P. (n.d.). *Students Anxiety in Speaking a Foreign Language. The Case of Eleventh Graders*. <https://orcid.org/0009-0008-7911-9165>
- Tekşan, K., Hüseyin Mutlu, H., & Çinpolat, E. (2019). *Journal Of Language and Linguistic Studies The examination of the relationship between the speech anxiety and speaking skill attitudes of Middle School students and the opinions of teachers on speech anxiety*. In *Journal of Language and Linguistic Studies* (Vol. 15, Issue 4). www.jlls.org
- Van Graan, C., Roos, V., & Katjene, M. et al. (2024). *Direct observation as data-collection method: Application in a commercial forensic interview*. PREPRINT (Version 1) available at Research Square. <https://doi.org/10.21203/rs.3.rs-3812106/v1>

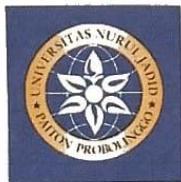
Witha Valenty, G. J., & Rosnija, E. (2024). *An Analysis of Students' Anxiety Factors in English Speaking Performance: A Descriptive Study at The Second Semester Students of English Education.* 4(1), 466.

Young, D. J. (1991). *Creating a low-anxiety classroom environment: What does language anxiety research suggest?* The Modern Language Journal, 75(4), 426-439.



APPENDIXES

Appendix 1



PANITIA PELAKSANA PROGRAM
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
Karanganyar Paiton
Probolinggo 67291
t. 08883077077
soshum@unuja.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Nazilatul Maghfiroh
2. NIM : 2042300034
3. Prodi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Analyzing the Factors Behind Students' Anxiety in Speaking English
5. Konsultasi :

TANGGAL	MATERI BIMBINGAN	KETERANGAN KONSULTASI/ARAHAN	PARAF
19/05/24	Chapter 1	Revise	
25/05/24	Chapter 1	Acc	
03/06/24	Chapter II	Revise	
13/06/24	Chapter II	Acc	
18/06/24	Chapter III	Revise	
20/06/24	Chapter III	Acc	
25/07/24	Chapter VI & V	Revise	
27/07/24	Chapter VI & V (All)	Acc	

6. Bimbingan telah selesai pada tanggal 27. Juli 2024.

Dosen Pembimbing,

Moh. Sofyan Adi Pranata, M.Li.
NIDN 0704129001

NOTA PEMBIMBING

Hal: Persetujuan Ujian Skripsi

Kepada:

Yth. Bapak Dekan Fakultas Sosial dan Humaniora

Universitas Nurul Jadid Paiton Probolinggo

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah secara cermat kami baca, dan koreksi kembali serta setelah diadakan perbaikan/penyempurnaan seperlunya, maka kami berpendapat bahwa Propoal Skripsi mahasiswa:

Nama : Nazilatul Maghfiroh

NIM : 2042300034

Prodi : Pendidikan Bahasa Inggris

Judul skripsi : Analyzing the Factors Behind Students' Anxiety in Speaking English

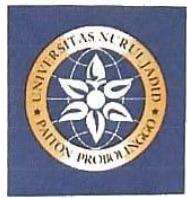
Telah memenuhi syarat untuk diajukan dalam Ujian Skripsi Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo.

Atas perhatian dan kerjasamanya, kami sampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Paiton,
Pembimbing,

Moh. Sofyan Adi Pranata, M.Li



**YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR**

*PP. Nurul Jadid
Karanganyar PAITON
Probolinggo 67291
: 08883077077
soshum@unuja.ac.id*

KETERANGAN HASIL CHECK PLAGIASI

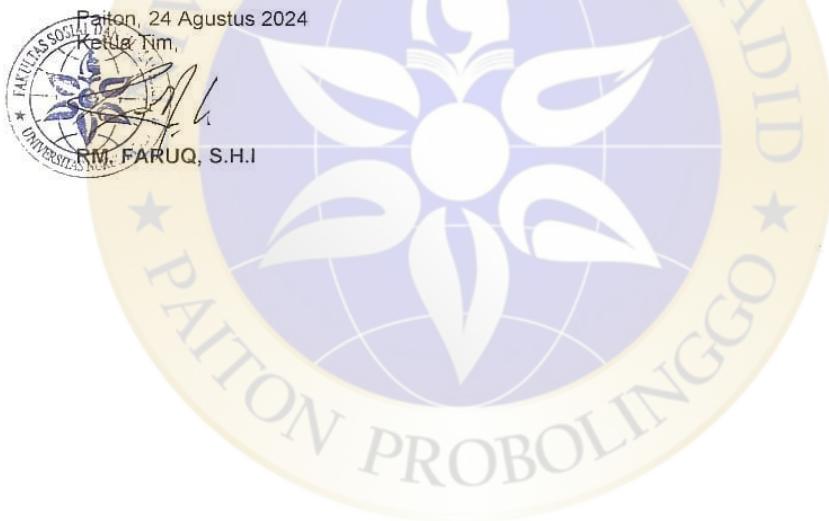
Yang bertanda tangan di bawah ini, tim check plagiasi Fakultas Sosial dan Humaniora menerangkan dengan sebenarnya, bahwa telah dilakukan check plagiasi dengan persentase 24% (Exclude Quotes dan Exclude Bibliogrpahy) pada tugas akhir/skripsi mahasiswa berikut:

Nama : NAZILATUL MAGHFIROH

NIM : 2042300034

Judul Skripsi : Analyzing The Factors Behind Students' Anxiety in Speaking English

Demikian keterangan ini dibuat dengan sebenarnya dan untuk dijadikan persyaratan kelayakan mengikuti sidang tugas akhir/skripsi.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PROBOLINGGO
MADRASAH ALIYAH NEGERI 1
Jl. Raya Karanganyar Paiton 67291 Kabupaten Probolinggo. Telp/fax (0335) 771737
e-mail : man.paiton@gmail.com // website : mansapro.sch.id

Nomor : 437/Ma.13.08.01/PP.00.6/07/2024 12 Juli 2024
Sifat : biasa
Lampiran : -
Perihal : Rekomendasi Penelitian Mahasiswa UNUJA

Kepada,
Yth. Rektor Universitas Nurul Jadid Paiton
c.q Dekan Fakultas Sosial dan Humaniora
PP. Nurul Jadid Karanganyar Paiton Probolinggo 67291

Menindaklanjuti surat dari Universitas Nurul Jadid Paiton Probolinggo Fakultas Sosial dan Humaniora nomor NJ-T06/04/344/FSH/A.3/6.2024 pada tanggal, 18 Juni 2024, tentang permohonan ijin Penelitian/Observasi Lapangan bagi Mahasiswa yang tersebut dibawah ini :

Nama	: NAZILATUL MAGHFIROH
NIM	: 2042300034
Program Studi	: Pendidikan Bahasa Inggris
Jenis Kelamin	: Perempuan
Judul Skripsi	: "Analizing The Factors Behind Students' Anxiety in Speaking English"

Sehubungan dengan hal tersebut diatas, maka kami memberikan ijin rekomendasi kepada Mahasiswa untuk melaksanakan kegiatan Penelitian/Observasi Lapangan dan bertempat kampus 2 MAN Putri Utara di PP Nurul Jadid Paiton.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Kepala,
Muhammad As'adi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
MAN 1 PROBOLINGGO
REPUBLIC OF INDONESIA

Appendix 2

Checklist of Observation Data Results

1. General Information

- Date of Observation : _____
- Place of Observation : _____
- Observer Name : _____
- Name/Class : _____

2. Anxiety Factors Observed

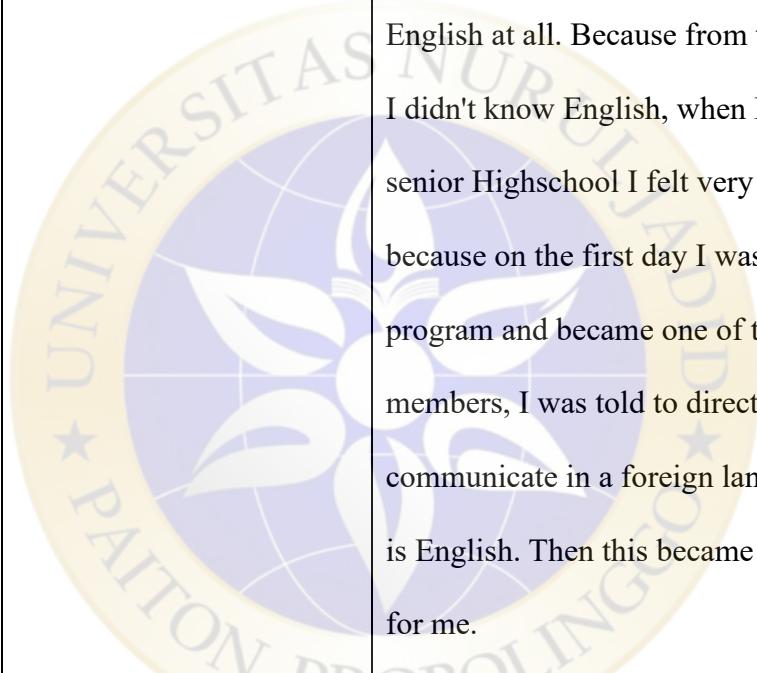
Mark with “✓” the observed anxiety characteristics and record relevant details:

Anxiety Characteristics	Note/Details	Observed
Trembling or Sweaty Hands	Students' hands seemed shaking and sweaty	[✓]
Anxiety in Front of the Class	Students show signs of anxiety when speaking in front of the class	[✓]
Negative Body Language	Students show negative body language such as avoiding eye contact or looking tense	[✓]
Lack of Confidence	Students seemed unconfident or hesitant when speaking	[✓]
Inability to Convey Ideas	Clearly Students have difficulty in conveying ideas or opinions clearly	[✓]
Limited Vocabulary	Students use a very limited vocabulary or often look up words.	[✓]
Low Voice, and Speak Quickly	Students speak quickly in a low voice	[✓]
Voice Trembling	Student's voice appears to be trembling or unsteady when speaking	[✓]
Lowering or Avoiding the Eye Contact	Students tend to lower their heads or avoid direct gaze with classmates or teachers	[✓]
Other (specify):	_____	[]

Appendix 3

Data Interview

NO	Items of Feedback	Participants' Answer
1.	What is your background in learning English?	<p>First Participant: When I was in Junior High School, I was in a program that required the students to speak in English every day.</p> <p>Second Participant: When I was in elementary school until junior high school, I didn't like English subjects, then when I entered high school, for some reason, when studying it, I like it. From there I started to master English little by little.</p> <p>Third Participant: I have only learned English since senior high school, I really have no experience. Although I knew English from elementary and junior high school, but I only learned it more deeply since senior high school. Since the beginning of the class I had difficulty</p>

		<p>because of my lack of basic in English, I experienced anxiety until when I entered the second grade of senior high school, I began to get used to it and began to master my nervousness.</p> <p>Fourth Participant: I have no experience in learning English, so I don't know English at all. Because from the beginning I didn't know English, when I entered senior Highschool I felt very tense. It is because on the first day I was in this program and became one of their members, I was told to directly communicate in a foreign language, which is English. Then this became a challenge for me.</p>
2.	<p>Why do you choose to learning English in Language Program?</p>	<p>First Participant: Because I like foreign languages and I have dreams of getting a job abroad.</p> <p>Second Participant: In the beginning, I started learned to English because my father asked me to start learning English. And I decided to learning English in the</p>

		<p>28 Language Program so that I could speak English with my father every day.</p> <p>Third Participant: I became a member of the Language Program because my parents asked me to.</p> <p>Fourth Participant: Because I want to learn English, and to make it easier for me to achieve the goals I dream of.</p>
3.	<p>How do you overcome the anxiety and awake from that situation?</p>	<p>First Participant: Because I want to realize my dreams.</p> <p>Second Participant: Just try to be more courageous, and remember my first goal of learning English. Also listen to other people speak, especially people who speak better than us, and practice more often.</p> <p>Third Participant: Try to be more confident, because if we are weak, it means we have lost the goal.</p> <p>Fourth Participant: Listen to others speak more often, and practice more because if we don't have weaknesses now</p>

		and learn from our mistakes, things will be worse in the future.
--	--	---



Appendix 4

Data Observation and Interview

No.	Questions	Participant 1	Participant 2	Participant 3	Participant 4
1	Do you feel anxious when you have to speak in front of the class?				
2	Do you feel anxious about assessments from teachers or peers?				
3	Do you have difficulty finding the right words when speaking?				
4	Why do you tend to speak quickly and in a low voice when speaking English?				
5	Why do you often avoid eye contact when speaking to teachers?				
6	Does the student show discomfort when speaking in English?				
7	Do students seem to lack confidence when speaking in English?				
8	Do students appear nervous				

	or anxious before speaking?				
9	Does the student show physical signs such as shaking or sweating while speaking?				



Appendix 5

Spesifications on Interview

Name of Participants:

1. M. Dimas Ramadani
2. Syafiqah El Nabilatul M.
3. Early Anastasia Syam
4. Anisah

Class: 11th grade of Language Program at MAN 1 Probolinggo

Questions:

1. What is your background in learning English?
2. Why do you choose to learning English in Language Program?
3. When you speak English how do you feel?
4. Do you feel Anxiety?
5. What factors behind your anxiety?
6. What kind of anxiety?
7. How do you overcome the anxiety and awake from that situation?

Appendix 6

Pictures when the researcher conducted observations and interviews with participants, 11th grade students of Language Program MAN 1 Probolinggo

