

Students' Anxiety In Speaking English At Smp Negeri 2 Tondano

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Abstract : Students' anxiety is a common challenge or concern faced by many students during the process of learning English as a foreign language. It is crucial to identify psychological factors early on before attempting to reduce and control them in order to address the potential mental block that may affect students' language learning process. The purpose of this research is to find out the factors which causes the students' anxiety in speaking English at SMP Negeri 2 Tondano. This research used qualitative descriptive research method that will be done through interview and documentation. The subjects of this research consisted of 5 students of SMP Negeri 2 Tondano, and 1 triangulation. Based on the research findings and discussion, it can be concluded that three out of five students emphasized the factor Lack of Confidence as the predominant factor of anxiety in speaking English, meanwhile one student emphasized the factor Fear of Mistake as the predominant factor of anxiety in speaking English, and one student emphasized that Friends or Classmates as the predominant factor of anxiety in speaking English. In addition, a triangulation was interviewed regarding the five subjects, and all the subjects' statement are proven to be valid.

Keywords: *students, anxiety, english, speaking.*

INTRODUCTION

English language has become a necessary tool for communication in various activities such as teaching and learning, international conferences, and interacting with people from other countries. According to Liando (2012) English, although recognized as a second language, has become increasingly popular among scholars, government officials, and the elite in Indonesia as the use of information technology

continues to rise. According to Paranduk et al. (2021), Language is the voice that is used by every nation to reveal their point. So language is an expression of the sound produced by the movement of the tool and captured by the ears.

According to Brown (2001), the objectives of English learning are to enable students to actively engage in short conversations, ask and answer questions, effectively express their thoughts and ideas, and gather information from others. One of the expected objectives or goals of speaking is to enable students to communicate and convey their ideas in straightforward, simple short-spoken conversations, both transactionally (i.e. exchanging information) and interpersonally (i.e. interacting with others) in order to relate with their immediate environment.

Students' anxiety is a common challenge or concern faced by many students during the process of learning English as a foreign language. According to Horwitz et al. (1986), some students may experience a mental block caused by anxiety when learning to speak a second or foreign language, affecting their confidence, raising their stress levels, and impeding their learning process.

It is crucial to identify psychological factors early on before attempting to reduce and control them in order to address the potential mental block that may affect students' language learning process. In the recent approach such as Communicative Language Teaching (CLT), emphasize that students are expected to interact through activities such as working in pairs or group work, providing the students with an opportunity to practice their speaking skills and build up confidence.

On the other hand, the requirement for communication in modern language classes may increase students' anxiety, as they are required to demonstrate their language abilities in front of the other students and are more likely to have their weaknesses revealed. Therefore, there is a dilemma in how to design effective teaching and learning activities that are suitable for all students, considering that some learners may face increased levels of anxiety in English speaking performance. Anxiety can be a hindrance as well as a disadvantage that makes the students unable

to show and perform their competencies, even though they possess knowledge about the subject.

Based on the explanation above, the researcher is interested in conducting the research with the title “**STUDENTS’ ANXIETY IN SPEAKING ENGLISH AT SMP NEGERI 2 TONDANO**” to discover the causes or factors of students’ anxiety in speaking English language at SMP Negeri 2 Tondano in order to inform the teachers or educators, especially English teachers or educators, to be aware of the causes of students’ anxiety and reluctances in performing their speaking skills in English classes. The research question that guided this research is: “What factors causes students’ anxiety in speaking English at SMP Negeri 2 Tondano. The purpose of this research is to find out the factors which causes the students’ anxiety in speaking English at SMP Negeri 2 Tondano.

RESEARCH METHOD

Research Design

This research used qualitative descriptive research method because it aims to explain the problems that arise and describe the information obtained through observation, interview, and documentation, as it is during the research process or as it occurs in real-world conditions or obtain information related to the cause of students’ anxiety in speaking English.

Creswell (2012) describes qualitative research as a method for exploring the meanings individuals or groups attach to social issues. The process includes developing emerging questions, collecting data in participants' settings, analyzing the data inductively from specific observations to general themes, and interpreting these meanings. The final report has a flexible structure.

Based on the definitions of qualitative research above, it can be concluded that qualitative research is a research method that focuses on gathering data through observation, interview, and other techniques that involve the researcher interacting

directly with research participants in their natural setting or context. The goal is to understand the context in which the research participants live and interact, as well as their opinions, attitudes, and experiences. This type of research focuses on collecting detailed information to improve our understanding of a specific problem and its possible solutions. It investigates how individuals or groups interpret and perceive a social issue. Qualitative research relies on describing the phenomenon in words and language, within a specific context and natural settings. Furthermore, qualitative research uses natural methods, such as observations and interviews, to collect data. In this study, the researcher only described the causes of the students' anxiety in speaking English at SMP Negeri 2 Tondano.

Population and Sample

The location of this research was at SMP Negeri 2 Tondano, Jl. G. Agung Rinegetan, Tounkuramber, West Tondano District, Minahasa Regency, North Sulawesi. The data source for this study is the factors that causes the students' anxiety when speaking English. The source of data or the subjects in this research consisted of five students' of SMP Negeri 2 Tondano. The population in this research was SMP Negeri 2 Tondano. The sample of this research were five students of SMP Negeri 2 Tondano.

According to Sugiyono (2019), a "population" is a general group of subjects or objects that share specific qualities identified by the researcher. This concept includes not only people but also various objects and phenomena relevant to the study. The population encompasses both the count of these subjects or objects and their specific characteristics.

A sample is a small group selected from a population, featuring individuals who share specific characteristics that reflect the whole. As Sugiyono (2019) noted, "a sample is a small part of the quantity and characteristics possessed by a population." In this study, the researcher used purposive sampling technique in determining the research subjects. According to Sugiyono (2013), purposive sampling is a technique

for selecting samples based on specific characteristics relevant to the research problem. This method ensures that selected participants represent the target population and provide valuable insights into the studied phenomena.

The researcher chose the students of SMP Negeri 2 Tondano as research samples based on the following criteria:

- a. Young adult students (12 - 14 years old)
- b. Have good English skills
- c. Is a recommendation from the teacher of SMP Negeri 2 Tondano
- d. Is an active student in SMP Negeri 2 Tondano

Data Collection

Data collection techniques involve the methods researchers use to gather relevant information. According to Creswell (2014), this process includes defining study boundaries, conducting unstructured or semi-structured observations and interviews, and reviewing documents and visual materials while establishing protocols for recording the information. In this research two instruments were used for gaining data as follows:

1. Interview

An interview is a method of data collection involving questions directed at the subject to gather information related to a research topic. It captures individuals' opinions, beliefs, and feelings in their own words (Ary et al., 2010). Moleong (2008) describes an interview as a purposeful conversation between two people for information gathering, problem-solving, or decision-making. The primary goal is to obtain insights from the interviewee's perspective.

In this study, the researcher conducted semi-structured interviews. A semi-structured interview is a data collection method that involves asking open-ended questions and using follow-up probes to delve deeper into participants' responses.

In this research, the researcher used the theory from Fatma & Ernawati (2012) about the factors that influences the students' anxiety in speaking English as a reference in compiling the questions of the interview. The protocol of the interview will be as following:

Subject's name:

Age:

Gender:

Date:

Time:

Location:

Examples of the questions to be given in the interview:

- 1) Do you know Anxiety?
- 2) Before we explore the various factors there are, for now what factor do you think influences your Anxiety the most, especially in speaking English?

No.	Factor	Aspect	Indicator
1.	The external factors	Lack of preparation	a. Student tend to avoid speaking in class b. Student tend to avoid being involved in the learning process c. Student shows signs of being nervous
		Limited Vocabulary	a. Student tend to avoid answering the questions given by the teacher b. Student tend to avoid speaking in class

2. The internal factors	Friends/Classmates	a. Student tend to avoid being involved in the learning process b. Student avoid group works
	Embarrassment	a. Student lose focus in the middle of the learning process b. Student avoid speaking in class c. Student develop a minor trauma regarding their process in the class
	Lack of self confidence	a. Student tend to avoid speaking in class b. Student tend to avoid being involved in the learning process c. Student shows signs of being nervous d. Student shows fidgety behavior
	Shyness	a. Student tend to avoid speaking in class b. Student avoid answering the teacher's questions
	Motivation	a. Student lose focus while in the middle of the learning process b. Student get easily distracted c. Student get easily bored in the middle of the learning process
	Fear of Mistake	a. Student tend to avoid speaking in class b. Student avoid answering the teacher's question c. Student doubt their answer or result.

2. Documentation

Documentation is a technique used by researchers to gather information about the research subjects by recording notes, taking images, and other forms of capturing the data in a formal manner.

Arikunto (2006) discusses documentation as a method of data collection that involves gathering information directly from various sources such as relevant books, laws, activities reports, photos, film documentary, archives, letters, diary, journals, and other written texts to be used in the analysis of the problem at hand.

Data Analysis

Saleh (2017) notes that qualitative data analysis involves organizing, categorizing, and coding data to address the research focus. Miles et al. (2014) identify three primary activities involved in data analysis: reducing data, displaying data, and drawing or verifying conclusions.

- a) Data Reduction, Sugiyono (2018) defines data reduction as summarizing key points and identifying relevant themes to create a clearer overview for further data collection. In this research, data reduction was about the information that were gained from observation and interview with the students of SMP Negeri 2 Tondano.
- b) Data Display, after the data is reduced, then the next step will be to display the data. Miles et al. (2014) describe data presentation as organizing and displaying information to draw conclusions related to a research study.
- c) Conclusion Drawing/Verification, the next and last step of data analysis after the data is reduced and displayed. Miles et al. (2014) state that drawing conclusions or verifying data is essential in qualitative research. Sugiyono (2018) notes that initial conclusions may address the original problem, but they are provisional and can change as the research evolves. If early conclusions

are supported by valid evidence in later data collection, they can be deemed credible.

Validity and Credibility

Triangulation in data analysis involves using multiple methods or sources to verify the accuracy and reliability of research findings. According to Creswell & Poth (2016), it is a vital strategy in qualitative research that gathers data from various sources—such as interviews, observations, and documents—to enhance the study's credibility. This method allows researchers to cross-validate results and gain a more comprehensive understanding of the phenomenon being examined.

In this research, the researcher used data triangulation, by interviewing someone that was known to have been around the subjects and know the subjects well. In this case, the researcher interviewed an English teacher who actively teaches in SMP Negeri 2 Tondano, and is also the one in charge of the subjects' classes, which made the teacher a suitable triangulation since the teacher is around the subjects more in English classes and is knowledgeable about their habits and behaviors in English classes.

FINDINGS AND DISCUSSION

Findings

The findings of this research reveal significant insights into the factors contributing to anxiety among English language learners, in this case the students of SMP Negeri 2 Tondano, particularly concerning their speaking abilities in English. Analysis of the responses from five subjects indicates that anxiety plays a critical role in hindering effective communication in English.

Lack of Confidence emerged as a predominant theme among three subjects (Subject 1, Subject 2, and Subject 5). They reported that a significant lack of confidence was the primary anxiety factor affecting their ability to speak English fluently. This lack of self-assurance appears to stem from various sources, including

previous negative experiences and an overwhelming fear of judgment from peers. Some of the subjects even mentioned that their insecurities about their language proficiency often lead to avoidance of speaking opportunities, which further increases their anxiety.

In contrast, **Fear of Mistake** was identified as a major anxiety factor by Subject 3. This subject expressed concern over making errors while speaking. The fear of being perceived as incompetent or foolish for making mistakes contributed to a cycle of anxiety that hindered their willingness to engage in conversation.

Additionally, social influence such as **Friends or Classmates** were highlighted by Subject 4, who mentioned that anxiety in speaking English to the presence of friends or classmates. This subject noted that being in a social setting, especially with peers who frequently jokes around and being unserious, heightened the subject's anxiety levels, leading to increased self-consciousness. The concern over how they would be perceived by others created an uncomfortable environment that prevent their ability to express themselves freely. This suggests that peer dynamics and social contexts play a critical role in shaping learners' experiences and their associated anxiety levels.

In comparison to previous studies, the findings of this research aligns with studies from Ulul Asma (2018), Wiranda (2019), Indri Farmida Laia (2022), where in each studies the factor Lack of Confidence and Fear of Mistake are highlighted as one of the predominant factors which caused students' anxiety in speaking English. Meanwhile, as for the factor Friends/Classmates, it wasn't highlighted in Ulul Asma's study. Friends/Classmates was mentioned as one of the factors of students' anxiety in speaking English at Wiranda's study, it wasn't highlighted as one of the prominent factors, but instead played a subtle role. Meanwhile in Indri Farmida Laia's study didn't explicitly focus on Friends/Classmates as one of the factors of students' anxiety on speaking English.

Discussion

Subject 1

Lack of Preparation

Based on the research findings, Subject 1 has experienced anxiety in speaking English due to lack of preparation. Subject 1 experienced anxiety due to this factor when a teacher unexpectedly entered the classroom and asked the students to memorize an English text. At that moment, Subject 1 was unprepared. The element of surprise caused Subject 1 to feel anxious and worried, as Subject 1 was not ready to recite the English text in front of the class. This can be seen from Subject 1's statement, which stated:

"Kayak tadi saya bilang factor karena kaget, jadi otomatis dia lack of preparation." (S1/CS/19)

Limited Vocabulary

Based on the research findings, Subject 1 has never experienced anxiety in speaking English when speaking English due to limited vocabulary. Similarly, Subject 2 mentioned that Subject 2 had never felt anxious about speaking English because of this factor. This can be seen from Subject 2's statement, which stated:

"Sebelumnya karena memang belum pernah merasakan kesulitan di bagian situ sebelumnya, ehh and never, I mean belum pernah rasa Anxiety karena kurang kata Bahasa Inggris." (S1/CS/25)

Friends/ Classmates

Based on the research findings, Subject 1 has experienced anxiety in speaking English when speaking English due to friends and classmates. According to Subject 1's experience, Subject 1 encountered a new English term and wanted to test its usage in front of Subject 1's classmates. However, the application was incorrect, and Subject 1 used the term at an inappropriate moment, resulting in laughter from Subject 1's classmates. This can be seen from Subject 1's statement, which stated:

"Saya cuma coba pakai, and then it's wrong. Ternyata penggunaannya salah, di situasi yang salah, and then my friends laugh at me." (S1/CS/27)

Embarrasment

Based on the research findings, Subject 1 has experienced anxiety in speaking English due to embarrassment. According to the subject, Subject 1 were asked to read Subject 1's homework in a loud voice, in class. While reading, Subject 1 accidentally made a mistake, which resulted in laughter from Subject 1's classmates. This caused Subject 1 to feel embarrassed, leading to fidgety behavior and a loss of focus. This can be seen from Subject 1's statement: which stated:

"Teacher tell us to read uhh our homework in front of the class. Pas giliran saya, I do a mistake, and my friends laugh because I said it wrong. Saat itu, memang saya langsung malu dan kayak ada gerak kiri-kanan dan hilang focus karena malu." (S1/CS/33)

Lack of Confidence

Based on the research findings, Subject 1 felt that lack of confidence significantly influenced Subject 1's anxiety in speaking English. According to the subject's experience, Subject 1 was asked to speak English in front of the class. Although Subject 1 knew the words that needed to be expressed, Subject 1's lack of confidence suddenly made Subject 1 feel blank and anxious as a result. This can be seen from Subject 1's statement, which stated:

"Tahu kata-katanya, cuma pas di depan, suddenly I'm blank. Karena itu, miss, lack of self confidence, jadi saya kurang percaya diri seringkali saat disuruh speak English, apalagi oleh guru atau teacher. Oh, dan saya juga sering menunjukkan perilaku Anxiety kayak gerak kanan-kiri gitu." (S1/CS/35)

This is further supported by statement from triangulation, which confirm that Subject 1 frequently shows anxiety-related behaviors due to a lack of self-confidence. According to the triangulation data, Subject 1 can be considered to be good in English; however, Subject 1's performance is often hindered by this lack of confidence. This can be seen from the triangulation's statement regarding Subject 1, which stated:

"Yes, he do feel like that often. He is smart, of course, but there is also times when Subject 1 don't have confidence in himself to answer or to just try speaking English in front of the class. Mungkin karena itu, dia jadi menunjukkan juga tanda-tanda Anxiety atau perilaku gelisah, like he sometimes stop speaking in the middle before continuing again, padahal dia itu bisa dibilang jago dalam Bahasa Inggris." (S1/T/6)

Shyness

Based on the research findings, Subject 1 has not experienced anxiety in speaking English due to shyness. According to Subject 1, Subject 1 do not consider himself to be shy, but he is also not overly brave. So, Subject 1 is somewhere in between. Subject 1 never felt Anxiety because of shyness, instead he only ever experienced it when Subject 1 is embarrassed when he does something wrong. This can be seen from Subject 1's statement, which stated:

"Yes, miss. Kalau soal factor shy itu sih, no I don't. I'm not shy but I'm not brave too, hahaha, just embarrassed when I do something wrong." (S1/CS/37)

Motivation

Based on the research findings, Subject 1 has experienced anxiety in speaking English due to a lack of motivation. According to Subject 1's experience, their teacher gave questions that the students have to answer in English. However, Subject 1 felt a lack of motivation and began to question the benefits of answering. According to Subject 1, this feeling can also result and contribute to anxiety. This can be seen from Subject 1's statement, which stated:

"Saat itu, our teacher said kalau jawaban yang kita kasih tidak mendapat nilai tambahan, jadi bapikir dang ehh 'apa yang didapat dari menjawab itu?' atau 'untuk apa?' Karena itu bisa membentuk Anxiety tersendiri sih, miss." (S1/CS/39)

Fear of Mistake

Based on the research findings, Subject 1 has experienced anxiety in speaking English due to fear of mistake. According to Subject 1, if one factor is present, the other is likely to be as well. When Subject 1 feels a lack of self-confidence, it automatically leads to a fear of making mistakes as well. This can be seen from Subject 1's statement, which stated:

***"Yes miss, pernah. Malahan menurut saya, kalau yang satu sudah ada, satu juga ikut ada. For example, lack of self confidence dengan apa yang satu tadi, ahh, fear of mistake, itu juga ikut ada. Karena saat saya sudah kurang percaya diri, saya juga otomatis takut berbuat salah di saat yang sama."* (S1/CS/41)**

Subject 2

Lack of Preparation

Based on the research findings, Subject 2 has experienced anxiety in speaking English due to lack of preparation. According to Subject 2's experience, there was a teacher who asked the students to write an English text in their notebook. However, during the next meeting, the teacher unexpectedly instructed the students to read the text aloud in front of the class, calling on students at random. Subject 2 felt unprepared, leading to feelings of anxiety. This can be seen from Subject 2's statement, which stated:

***"Pernah teacher ada suruh cuma tulis English text in book, but next meeting, teacher say to read our English text in front of the class. Saat itu juga, teacher tunjung random orang yang giliran baca, tambah memang saya kira cuma tulis saja, tapi ternyata disuruh baca. Jadi memang Anxiety miss, because I'm not ready."* (S2/QR/20)**

Limited Vocabulary

Based on the research findings, Subject 2 has experienced anxiety in speaking English due to limited vocabulary. According to Subject 2's experience, when Subject 2 was in the 8th grade, the teacher once asked a question in English. Subject 2 wanted to answer and knew the answer in Indonesian, but Subject 2 lacked the

English vocabulary needed to express it at the time, which caused Subject 2 to feel anxious and unable to answer. This can be seen from Subject 2's statement, which stated:

"The teacher asked me uhh English question, and I want to answer. Ehh, cuma miss, saya tahu Bahasa Indonesianya, cuma waktu itu saya kekurangan kata-kata Bahasa Inggris untuk menjawabnya. So I don't know and I can't answer it, miss." (S2/QR/22)

Friends/Classmates

Based on the research findings, Subject 2 has experienced anxiety in speaking English due to friends or classmates. According to Subject 2's experience, Subject 2 tried to speak English in front of Subject 2's classmates. However, Subject 2 accidentally made a mistake, which caused Subject 2's classmates to laugh and joke about it. As a result, Subject 2 frequently felt anxious and concerned about Subject 2's peers' reactions. This can be seen from Subject 2's statement, which stated:

"Kadang ada ta salah Bahasa Inggris kong dorang gara, jadi kadang-kadang cemas atau khawatir karena itu sih, miss." (S2/QR/24)

Embarrassment

Based on the research findings, Subject 2 has not experienced anxiety in speaking English due to embarrassment. This is likely because Subject 2 hasn't yet been involved in an situation or circumstance in class which would result in Subject 2 feeling embarrassed. This can be seen from Subject 2's statement, which stated:

"Hmm, kayaknya belum pernah sih, miss." (S2/QR/26)

Lack of Self Confidence

Based on the research findings, Subject 2 felt that lack of self confidence significantly influenced Subject 2's anxiety in speaking English. According to Subject 2's experience, during a practical exam, the English teacher instructed the students to create their own English text and read it aloud in front of the teacher once finished.

However, due to a lack of self-confidence in front of the teacher, Subject 2 went blank and frequently made mistakes while presenting. This can be seen from Subject 2's statement, which stated:

"Pas ujian praktek, uhh emm teacher tell us to make English text and read it when we finish. Ada dapa tugas itu, tapi saya kurang percaya diri. Karena kurang percaya diri di depan guru, pas di muka guru, jadi blank kong jadi uhh, I forget what I want to tell, uhh say to teacher." (S2/QR/28)

This is further supported by statement from triangulation, which confirm that Subject 2 indeed lacks self-confidence often. The triangulation also stated that Subject 2 is good at other things, but lacks confidence when it comes to speaking in English. This can be seen from the triangulation's statement regarding subject 2, which stated:

"Subject 2 is good at other things, but this is about speaking English, right? She's not too confident on that." (S2/T/8)

Shyness

Based on the research findings, Subject 2 has not experienced anxiety in speaking English due to shyness. According to Subject 2, she is not really that shy, which was why Subject 2 likely haven't yet been involved in situation or circumstances which lead to anxiety due to shyness. This can be seen from Subject 2's statement, which stated:

"Hmm, kalau saya, no miss. Belum pernah. Saya tidak terlalu pemalu, miss." (S2/QR/32)

Motivation

Based on the reseach's finidngs, Subject 2 has experienced anxiety in speaking English due to motivation. According to Subject 2's experience, during an additional lesson for the 9th grade, the English teacher announced that students who could read the English text quickly would be allowed to leave class early. Initially feeling anxious

about having to read the text, Subject 2 became increasingly motivated by this reward. This can be seen from Subject 2's statement, which stated:

"Teacher waktu itu ada bilang yang bisa baca text English ini kong so selesai, bisa cepat pulang. Nahh, jadi karena itu miss, setelah itu kalau nda dapa bilang mo pulang cepat memang rasanya jadi kurang motivasi." (S2/QR/34)

Fear of Mistake

Based on the research findings, Subject 2 has experienced anxiety in speaking English due to fear of mistake. According to Subject 2's experience, previously, the students were given the task of reading an English text in front of the teacher. Subject 2 practiced reading on her own multiple times and even asked for help from a friend for confirmation. However, despite all these efforts, Subject 2 still felt a fear of making mistakes when standing in front of the teacher. This can be seen from Subject 2's statement, which stated:

"I read the text many times, saya sudah baca ulang-ulang itu text terus ada juga minta tolong teman lihat akang kalau sudah betul. But, tapi pas sudah maju ke depan, saya takut buat kesalahan." (S2/QR/36)

Subject 3

Lack of Preparation

Based on the research findings, Subject 3 has experienced anxiety in speaking English due to lack of preparation. According to Subject 3's experience, during an English lesson on the Sangkuriang text, Subject 3 initially thought the text only needed to be written. However, it turned out that they also had to read it aloud. Subject 3 was caught by surprise, which made Subject 3 feel unprepared. This can be seen from Subject 3's statement, which stated:

"Waktu pas materi English text about Sangkuriang. That time, uhh, mmm, I only, saya kira waktu itu hanya tulis,

ternyata harus dibaca juga. I'm surprised, so I'm not ready that time, miss." (S3/TM/16)

Limited Vocabulary

Based on the research findings, Subject 3 has not experienced anxiety in speaking English due to limited vocabulary. This was because Subject 3 was often taught many English vocabularies at home by her father, who happens to be good at English too. This can be seen from Subject 3's statement, which stated:

"Uhh, kalau itu miss, saya jarang mengalami. Because, uhh, at home, my father teach me English, uhm di rumah papa saya sering ajari Bahasa Inggris." (S3/TM/18)

Friends/Classmates

Based on the research findings, Subject 3 has experienced anxiety in speaking English due to friends or classmates. According to Subject 3's experience, Subject 3 has a friend who is really good in English. Subject 3 often felt insecure to speak English in front of the said friend. This can be seen from Subject 3's statement, which stated:

"Uhh, ada miss, ada teman. She is really good in English, jadi kadang rasa insecure kalau saya mau bicara Bahasa Inggris di depan dia." (S3/TM/20)

Embarrassment

Based on the research findings, Subject 3 has not experienced anxiety in speaking English due to embarrassment. It is likely that Subject 3 hasn't yet experienced or been involved in situations or circumstances which would lead in Subject 3 feeling embarrassed in speaking English. This can be seen from Subject 3's statement, which stated:

"Hmm, kayaknya kalau yang itu belum pernah sih, miss." (S3/TM/22)

Lack of Confidence

Based on the research findings, Subject 3 has experienced anxiety in speaking English due to lack of confidence. According to Subject 3's experience, during an English lesson, there was a group presentation, and Subject 3 was selected to be the group moderator. However, due to a lack of confidence in organizing her words as a moderator, Subject 3 felt anxious and worried about her performance. This can be seen from Subject 3's statement, which stated:

"Waktu di kelas, pelajaran English, kong ada presentasi kelompok. Waktu itu, saya pernah terpilih menjadi moderator kelompok saya. Tapi saya kurang percaya diri, karena sebagai moderator harus tahu atur kata-kata, apalagi pakai English." (S3/TM/24)

Shyness

Based on the research findings, Subject 3 has not experienced anxiety in speaking English due to shyness. It is likely because Subject 3 doesn't have a shy personality, so Subject 3 hasn't yet experienced or been involved in situations or circumstances which would make Subject 3 feel anxiety in speaking English because of shyness. This can be seen from Subject 3's statement, which stated:

"Hmm, kalau saya, no miss. Belum pernah. Saya tidak terlalu pemalu, miss." (S3/TM/26)

Motivation

Based on the research findings, Subject 3 has experienced anxiety in speaking English due to motivation. According to Subject 3's experience, when Subject 3 was still in the 8th grade, several English teaching practice (PPL) teachers came in during free periods. Initially, Subject 3 felt anxious, fearing that the PPL teachers would ask them to do something. However, the teachers surprised the students by offering snacks instead as a form of motivation for the students to start the lesson. This can be seen from Subject 3's statement, which stated:

"Waktu saya kelas 8, ada beberapa guru PPL Bahasa Inggris yang masuk. Dan kebetulan waktu itu kami memang jam kosong, tapi ternyata ada guru PPL masuk."

Umm, yah, memang awalnya kami jadi malas, haha, dan memang cemas karena kage ada mo dapa suruh ba apa padahal nda siap. But, guru PPL yang masuk itu bilang kalo belajar bae-bae nanti dapa kukis, haha.” (S3/TM/28)

Fear of Mistake

Based on the research findings, Subject 3 felt that fear of mistake significantly influenced Subject 2's anxiety in speaking English. According to Subject 3's experience, previously, when Subject 3 was reading an English text in front of the teacher, Subject 3 accidentally made a mistake. As a result, all of Subject 3's classmates and the teacher immediately stared at Subject 3. Following this incident, Subject 3 experienced anxiety, almost as if Subject 3 had a minor trauma from the event. This can be seen from Subject 3's statement, which stated:

"Saya ada ba baca di depan guru, depan teacher, lalu nda sengaja ada ta salah. And then, semua teman classmates saya sama teacher langsung ba haga. Habis itu saya jadi agak malu, dan jadi cemas juga sih, Miss. Kayak ada trauma kecil karena takut salah lagi, tapi nda sebesar itu sih.” (S3/TM/30)

This is further supported by statement from triangulation, which confirm that Subject 3 indeed showed anxiety behaviors in speaking English, mainly because Subject 3 has a fear of making mistake. The triangulation informed that Subject 3 is quite good at English, but oftentimes she would hesitate in continuing since Subject 3 is afraid of making another mistake. This can be seen from the triangulation's statement regarding Subject 3, which stated:

"Subject 3 often shows that sign when she's speaking English, or when she has to read English text in front of class. Subject 3 bisa dibilang jago juga dalam Bahasa Inggris, hanya saja ada kalanya dia ragu-ragu saat speak in English, itu karena dia takut salah.” (S3/T/10)

Subject 4

Lack of Preparation

Based on the research findings, Subject 4 has not experienced anxiety in speaking English due to lack of preparation. According to Subject 4, Subject 4 are always prepared whenever there are tasks given. Subject 4 always prepare or practice beforehand so that she'll always be ready. This can be seen from Subject 4's statement, which stated:

"Hmmm, jarang, Miss. Kalau saya, misalnya ada tugas atau kalau dapa suruh, biasanya saya langsung bersiap. Supaya always ready, miss." (S4/PK/16)

Limited Vocabulary

Based on the research findings, Subject 4 has not experienced anxiety in speaking English due to limited vocabulary. According to Subject 4, lately Subject 4 has been learning new English words or vocabularies, from social medias, movies, etc. Which was why, Subject 4 rarely ever experiences anxiety in speaking English due to limited vocabulary. This can be seen from Subject 4's statement, which stated:

"Lately, akhir-akhir ini saya sering belajar kata Bahasa Inggris baru, misalnya dari sosmed atau film." (S4/PK/18)

Friends/Classmates

Based on the research findings, Subject 4 felt that friends or classmates significantly influenced Subject 4's anxiety in speaking English. According to Subject 4's experience, when Subject 4 was reading an English text in front of the class, their classmates immediately started joking and making funny faces when Subject 4 made a small mistake. This caused Subject 4 to lose focus and feel anxious because of Subject 4's classmates. This can be seen from Subject 4's statement, which stated:

"Karena teman-teman kelas, kalau misalnya saya cuma salah nada atau salah sedikit pas ba baca teman-teman somo ba gara akang. Kalau nda, dari awal teman-teman sudah buat wajah aneh yang membuat saya hilang focus dan jadi Anxiety dan gugup." (S4/PK/20)

This is further supported by statement from triangulation, which confirm that Subject 4 indeed showed anxiety behaviors due to Subject 4's friends or classmates.

There was a time where the students have to read English texts in front of the class. It was Subject 4's turn, and it is true that that time there were some students who are being unserious and tried to make jokes to distract Subject 4, which made Subject 4 anxious. This can be seen from the triangulation's statement regarding Subject 4, which stated:

"Yes, I can see that. I was teaching that time, I tell the students to read English text in front of class. Waktu itu giliran Subject 4, dan memang di saat itu ada siswa-siswi lain yang bercanda, baku sedu katanya. I already told Subject 4 to don't look at them, saya suruh abaikan saja mereka, tapi tetap itu berpengaruh pada Anxiety atau kecemasannya." (S4/T/12)

Embarrasment

Based on the research findings, Subject 4 has experienced anxiety in speaking English due to embarrassment. According to Subject 4's experience, before, in Subject 4's class, the lesson was about songs. The students had to memorize an English song and perform it in front of the class and the teacher. While Subject 4 was singing their memorized song, a classmate made jokes to distract her, causing Subject 4 to stop singing due to feeling embarrassed and anxious about continuing. This can be seen from Subject 4's statement, which stated:

"Hmm, mungkin itu kayak lalu pas torang ada di materi Song, terus itu ada mo ba hafal lagu Bahasa Inggris. Nah miss, after that, pas menyanyi di muka, lagi karena teman-teman so ba gara jadi ta brenti karena malu." (S4/PK/22)

Lack of Confidence

Based on the research findings, Subject 4 has not experienced anxiety in speaking English due to lack of confidence. According to Subject 4, Subject 4 has never encountered situation which would result in anxiety due to lack of confidence. This can be seen from Subject 4's statement, which stated:

"Uhhh, kalau kurang percaya diri, tidak terlalu sih, Miss. Malah masih ke teman-teman rupa tadi." (S4/PK/24)

Shyness

Based on the research findings, Subject 4 has not experienced anxiety in speaking English due to shyness. According to Subject 4, Subject 4 was only shy back when Subject 4 was still in kindergarten. When Subject 4 has grown and is on junior high school, Subject 4 is no longer shy so she never experienced anxiety, especially in speaking English due to shyness. This can be seen from Subject 4's statement, which stated:

"Hmm, kalau saya, no miss. Belum pernah. Kalau sifat pemalu, itu waktu saya masih kecil miss, saat TK. Cuma pas so besar sekarang, so ba kurang yang sifat pemalu, miss."
(S4/PK/26)

Motivation

Based on the research findings, Subject 4 has experienced anxiety in speaking English due to motivation. According to Subject 4's experience, before, a teacher had informed the class that the teacher would not be attending that day, even though there is an English assignment to memorize an English text. As a result, Subject 4 and the other students were relaxed and stopped thinking about the assignment. However, the teacher ended up coming to class while the students were still relaxed. Subject 4, having forgotten what she was supposed to memorize for the English assignment, became anxious due to a lack of motivation. Subject 4 also mentioned that she wouldn't mind if there was a reward involved. This can be seen from Subject 4's statement, which stated:

"Waktu itu ada guru yang bilangnnya nda jadi masuk padahal ada tugas, jadi pas waktu itu saya lega. Ternyata habis itu, guru jadi masuk, kong waktu itu so terlanjur lupa soal tugas ba hafal. Nah, tapi karena guru masuk lagi, jadinya Anxiety karena sudah lupa apa yang dihafal. Ah, mar selama ada reward sih miss, gas, haha."
(S4/PK/28)

Fear of Mistake

Based on the research findings, Subject 4 has not experienced anxiety in speaking English due to fear of mistake. According to Subject 4, Subject 4 has never experienced or been involved in a situation or circumstance which would lead to Subject 4 experiencing anxiety due to fear of mistake. This can be seen from Subject 4's statement, which stated:

"Umm, no, Miss. Kayak yang saya bilang tadi pertama, saya bukannya takut salah, cuma jadi sering salah karena teman-teman ba gara." (S4/PK/30)

Subject 5

Lack of Preparation

Based on the research findings, Subject 5 has experienced anxiety in speaking English due to lack of preparation. According to Subject 5's experience, at that time, an English teacher entered the classroom and instructed the students to memorize something in English. The announcement was made suddenly, leaving Subject 5 completely unprepared. Due to the lack of time, Subject 5 had to memorize quickly and in a rush, especially because of the lack of preparation. This can be seen from Subject 5's statement, which stated:

"Ada, miss. Tuhari, ada guru Bahasa Inggris yang masuk kong suruh torang ba hafal. Nah, kan itu mendadak kong nda ada persiapan begitu atau penyampaian dari guru. Kong kurang lagi waktu, jadi musti cepat-cepat ba hafal sampai jadi cemas." (S5/MM/16)

Limited Vocabulary

Based on the research findings, Subject 5 has experienced anxiety in speaking English due to limited vocabulary. According to Subject 5's experience, Subject 5 had previously attended an additional English lesson at school. While in the middle of preparing, the teacher already asked Subject 5 to explain in front of the class using English. Although Subject 5 managed to explain part of it, the limited vocabulary he

knew led to feelings of anxiety and uncertainty. This can be seen from Subject 5's statement, which stated:

"Kalau saya, tuhari ada ikut les di sekolah. Kong masih sementara bersiap, so dapa suruh ba jelaskan dan segala macam. Kong cuma da jelaskan Sebagian, karena masih kurang kata Bahasa Inggris yang saya tahu. Mau tanya artinya ke teman lain, malu atau cemas, jadi iya-iyain aja."
(S5/MM/18)

Friends/Classmates

Based on the research findings, Subject 5 has not experienced anxiety in speaking English due to friends or classmates. According to Subject 5, Subject 5 has never experienced or been involved in a situation which would led to Subject 5 experiencing any anxiety in speaking English due to Subject 5's friends and classmates. This can be seen from Subject 5's statement, which stated:

"Uhh, no, miss. Belum pernah." ***(S5/MM/20)***

Embarrassment

Based on the research findings, Subject 5 has experienced anxiety in speaking English due to embarrassment. According to Subject 5, at that time, Subject 5 was asked to read an English text aloud. However, because there were several words that Subject 5 didn't understand, Subject 5 then read it carelessly. When a classmate laughed, Subject 5 felt embarrassed and anxious to read it. This can be seen from Subject 5's statement, which stated:

"Pas that time, waktu itu, ada dapa suruh ba baca. Kong karena beberapa kata Bahasa Inggris disitu saya tidak mengerti, jadi saya waktu itu hanya baca asal-asalan saja. Terus, ada teman yang tertawa, lalu saya jadi malu."
(S5/MM/22)

Lack of Confidence

Based on the research findings, Subject 5 has experienced anxiety in speaking English due to lack of confidence. According to Subject 5's experience, when Subject

5 was in eighth grade, there was an English lesson about songs, which required students to memorize an English song and perform it in front of the class. Subject 5 had memorized the song lyrics, but when it was time to perform, Subject 5 felt worried and anxious due to a lack of confidence. This can be seen from Subject 5's statement, which stated:

"Waktu kelas 8, ada materi Song yang dimana torang mesti ba hafal lagu Bahasa Inggris. Lirik lagunya sih sudah agak hafal, tapi pas disuruh maju di depan, agak khawatir atau cemas begitu." (S5/MM/23)

This is further supported by statement from triangulation, which confirm that Subject 5 indeed showed anxiety behavior because he lacked self-confidence, many times even. When told to speak English, Subject 5 is not confident even though the triangulation has tried to convince him that it is alright and he's still learning. But Subject 5 is still not confident enough, so he often pushed his turn to other students. This can be seen from the triangulation's statement regarding Subject 5, which stated

"Yes, I can see that in him. Many times. When we tell him to speak English, he is not confident, dia kurang percaya pada dirinya sendiri padahal saya sudah meyakinkannya bahwa tidak apa-apa dan kita semua belajar bersama. But, he is still not confident, jadi kadang ada kalanya dia suka mendorong giliran pada siswa lain untuk menjawab sebagai ganti." (S5/T/14)

Shyness

Based on the research findings, Subject 5 has not experienced anxiety in speaking English due to shyness. According to Subject 5, Subject 5 himself is not really that shy so Subject 5 has never experienced anxiety, especially in speaking English due to shyness. This can be seen from Subject 5's statement, which stated:

"Hmm, kalau saya, no miss. Soalnya saya nda terlalu pemalu begitu sih, haha." (S5/MM/26)

Motivation

Based on the research findings, Subject 5 has experienced anxiety in speaking English due to motivation. According to Subject 5's experience, at that time, Subject 5 was attending an additional English lesson at school. The English teacher mentioned that those who finished their assignments quickly could leave early. Subject 5 said that this motivation helped in reducing Subject 5's anxiety. This can be seen from Subject 5's statement, which stated:

"Ahh, pernah itu, Miss. Tuhari pas les di sekolah. Guru Bahasa Inggris waktu itu bilang yang lebih cepat selesai so boleh pulang, jadi iko hilang rasa cemas karena suka mo pulang cepat." (S5/MM/28)

Fear of Mistake

Based on the research findings, Subject 5 has not experienced anxiety in speaking English due to fear of mistake. According to Subject 5, he had never experienced or been involved in any situation or circumstances which would led to Subject 5 experiencing anxiety in speaking English due to fear of mistake. This can be seen from Subject 5's statement, which stated:

"Ehh, saya, no Miss. Belum pernah."(S5/MM/30)

Conclusion

Having conducted the research, it can be concluded based on the research findings and discussion from the previous chapter, that the factors which causes students' Anxiety in speaking English, especially the students of SMP Negeri 2 Tondano, are Lack of Confidence, Fear of Mistake, and Friends or Classmates. From the five subjects who were interviewed, three subjects emphasized that Lack of Confidence is the predominant factor of Anxiety which influence their Anxiety in speaking English, one subject emphasized that Fear of Mistake is the predominant factor of Anxiety which influence the subject's Anxiety in speaking English, and one subject emphasized that Friends or Classmates is the predominant factor of Anxiety which influence the subject's Anxiety in speaking English.

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