

THESIS

**“STUDENTS' SPEAKING ANXIETY IN BILINGUAL CLASS AT
SEVENTH GRADER STUDENTS OF MTSN 1 MALANG”**



By:

Genadea Putri Setyana

NIM. 18180013

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2022**

TITLE PAGE

**STUDENTS' SPEAKING ANXIETY IN BILINGUAL CLASS AT
SEVENTH GRADER STUDENTS OF MTSN 1 MALANG**

THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Bachelor Degree of English Language Teaching
(S.Pd.) in the English Education Department

By:

Genadea Putri Setyana

NIM. 18180013



**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2022**

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith, I:

Name : Genadea Putri Setyana

NIM : 18180013

Department : English Education

Address : Jl. Pattimura RT 2 RW 5 Jompong – Brondong – Lamongan

Declare that:

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Malang, 10 Juni 2022
The Researcher



Genadea Putri Setyana

APPROVAL SHEET

**STUDENTS' SPEAKING ANXIETY IN BILINGUAL CLASS AT
SEVENTH GRADER STUDENTS OF MTSN 1 MALANG**

THESIS

by:

Genadea Putri Setyana
NIM. 18180013

Has been approved by the advisor for further approval by the Board of Examiners

Advisor,



Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

Acknowledged by
Head of English Education Department,



Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

LEGITIMATION SHEET

STUDENTS' SPEAKING ANXIETY IN BILINGUAL CLASS AT
SEVENTH GRADER STUDENTS OF MTSN 1 MALANG

THESIS

By:

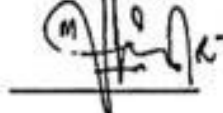

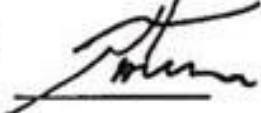
Genadea Putri Setyana (18180013)

Has been defended in front of the board of examiners at the date of 17th June 2022
And declared **PASSED**

Accepted as the requirement for the Degree of English Language Teaching (*S.Pd*)
in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners

Signature

- | | | |
|---|---------------------|---|
| 1. <u>Maslihatul Bisriyah, M. TESOL</u>
NIP. 19890928 201903 2 016 | (Chairman) |  |
| 2. <u>Dr. H. Langgeng Budianto, M.Pd.</u>
NIP. 197110142003121001 | (Advisor/Secretary) |  |
| 3. <u>Dr. Alam Aji Putera, M.Pd.</u>
NIP. 19890421201802011 1 53 | (Main Examiner) |  |

Approved by

The Dean of Faculty Of Education and Teaching Training
Maulana Malik Ibrahim State Islamic University of Malang,



Dr. H. Langgeng Budianto, M.Pd.
Lecture of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

THE OFFICIAL ADVISORS' NOTE

Page : Thesis of Genadea Putri Setyana Malang, 03 Juni 2022
Appendix : 4 (Four) Copies

The Honorable,
To the Dean of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
In
Malang

Assalamuaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing techniques, and after reading the students' thesis as follow:

Name : Genadea Putri Setyana
Student ID Number : 18180013
Department : English Education
Thesis : Students' Sepaking Anxiety in Bilingual Class at
Seventh Grader Students of MTsN 1 Malang

Therefore, we believe that the thesis of Genadea Putri Setyana has been approved by the advisor for further approval by the board of examiners.

Wassalamualaikum Wr. Wb.

Advisor,



Dr. H Langgeng Budianto, M.Pd.
NIP. 197110 14200312 1 001

APPROVAL

This is to certify that the thesis of Genadea Putri Setyana has been approved by the advisors for further approval by the board of examiners.

Malang, 03 Juni 2022
Advisor,



Dr. H. Langgeng Budianto, M.Pd.
NIP. 197110 14200312 1 001

MOTTO

“If you can't fly, run!. Today we will survive.”

– BTS: Not Today –

DEDICATION

All prices are gratitude to Allah SWT and the Prophet Muhammad SAW who has given us some mercies and blessings.

This thesis is proudly dedicated to my beloved parents, Suluh Mulyono and Siti Khotijah. For my beloved grandma and grandpa, Erfan and Saropah. For my beloved uncle and aunty, Heru Wijaya and Eny Indah Purwanti. For my beloved sister and brother, Godina Deviana Putri, Geriyan Dinova Saputra, and Aditya Raka Putra Wijaya, and myself.

Thank you and love you.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah, The Most Gracious and The Most Merciful

All the prices belong to Allah SWT who has given us some mercies and blessings. The writer would like to thank and gratitude to Allah SWT who has given the knowledge, spirit, chance, and willingness to finish this thesis to meet the bachelor's degree requirement. All the peace and shalawat have always been given by our Prophet Muhammad SAW, who guided us from the darkness to the brightness.

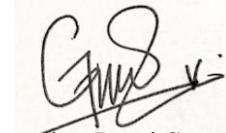
This thesis entitled "*Students' Speaking Anxiety in Bilingual Class at Seventh Grader Students of MTsN 1 Malang*" was presented as a final project for students at the State Islamic University of Maulana Malik Ibrahim Malang, Faculty of Education and Teacher Training, English Education Department. The writer realizes that the writing of this thesis would not have been finished without the encouragement, prayers, support, and love from various parties. Then, the writer would like to express his thanks and gratitude, especially to Dr. H. Langgeng Budianto, M.Pd. for his advice, motivation, and time until the writer is able to complete this thesis.

Besides, the writer also wants to show his greatest appreciation, gratitude, and thanks to:

1. Prof. Dr. H. M. Zainuddin, MA., as the Rector of State Islamic University of Maulana Malik Ibrahim Malang. Prof. Dr. H. Nur Ali, M.Pd., as the Dean of the Faculty of Education and Teacher Training. Dr. H. Langgeng Budianto, M.Pd., as the Head of the English Education Department, and Dr. Alam Aji Putera, M. Pd., as the Secretary of English Education Department.
2. Dr. H. Langgeng Budianto, M.Pd., as the advisor.
3. Dr. Alam Aji Putera, M.Pd., as the instrument validator.
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10. Wan, Farda and all my friends who I cannot mention one by one.

Malang, 03 Juni 2022



Genadea Putri Setyana

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vocal

أَوْ = aw

أَيَّ = ay

أُوَّ = ŭ

إَيَّ = î

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LIST OF ABBREVIATION

ABBREVIATION	MEANING
UU	Undang-Undang
MTsN	Madrasah Tsanawiyah Negeri
PDK	Pengembangan Diri Khusus
STKIP	Sekolah Tinggi Keguruan dan Ilmu Pendidikan
CLT	Communication Language Teaching
ANOVA	Analysis of Variance
EFL	English Foreign Language
FLA	Foreign Language Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
CA	Communication Apprehension
TA	Test Anxiety
FNE	Fear of Negative Evaluation
P	Percentage
F	Frequency
N	Number of Samples
A	Agree
N	Neutral (Either Agree/Disagree)
D	Disagree
AKM	Interviewee
SAZ	Interviewee
SCYP	Interviewee
ZTC	Interviewee
Mrs. IKI	Teacher
IR	Interviewer

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ABSTRACT

Setyana, Genadea Putri. 2022. Students' Speaking Anxiety in Bilingual Class at Seventh Grader Students of MTsN 1 Malang. Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. H. Langgeng Budianto, M.Pd.

Keyword: Speaking Anxiety, Bilingual Class.

Language and education are closely related. Language is used in education as a communication tool. Over time and the development of information technology, people tend to learn foreign languages, especially English. Speaking is one of the skills in English. Even though English has become a global language, many foreign language students are still less able to speak, especially in English learner. Therefore, the researcher is interested in examining the anxiety of bilingual class students who focus on two languages (Arabic and English) using FLCAS (*Foreign Language Anxiety Scale*).

The main objectives of this research are: (1) To categorize the major level and the causes of students' speaking anxiety, and (2) To minimize the students' speaking anxiety. This research uses a descriptive qualitative method with a case study approach. This research uses three data collection methods: observation, questionnaires, and interviews. This research involved twenty-two students as a questionnaire participants and four of them were selected as interview participants in the bilingual class of MTsN 1 Malang.

The findings of this research resulted that the category of speaking anxiety level of seventh grader students in bilingual class was at the medium to high level. Regarding the causes of students' speaking anxiety, has shown that get negative response from classmate, lack of self-confidence, teacher's personality and attitude, and an open evaluation are the causes of students' speaking anxiety. The second finding of minimizing students' speaking anxiety the teacher should enjoy and relax in teaching and learning process, avoid indifference and be able to control the changeable mood, avoid an open evaluation, and be able to instill self-confidence to students in seventh grader students in bilingual class at MTsN 1 Malang.

ABSTRAK

Setyana, Genadea Putri. 2022. Analisis Kecemasan Berbicara Siswa pada Kelas Tujuh Bilingual di MTsN 1 Malang. Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. H. Langgeng Budianto, M.Pd.

Kata kunci: Kecemasan Berbicara, Kelas Bilingual.

Bahasa dan pendidikan sangat berkaitan. Bahasa digunakan dalam pendidikan sebagai sarana komunikasi. Seiring berjalannya waktu dan berkembangnya teknologi, manusia cenderung mempelajari bahasa asing, terutama bahasa Inggris. Berbicara merupakan salah satu keahlian dalam bahasa Inggris. Meskipun bahasa Inggris mulai mendunia, masih banyak pelajar bahasa asing (Inggris) yang kurang mampu dalam hal berbicara. Oleh karena itu, peneliti tertarik dalam meneliti kecemasan siswa kelas bilingual yang fokus pada dua bahasa (Arab dan Inggris) dengan menggunakan FLCAS (*Foreign Language Anxiety Scale*)

Tujuan utama dari penelitian ini adalah: (1) Untuk mengkategorikan tingkat kecemasan dan penyebab kecemasan berbicara siswa, dan (2) Untuk meminimalisir kecemasan berbicara siswa. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan studi kasus. Penelitian ini menggunakan tiga metode pengambilan data sebagai penelitian, yaitu observasi, kuisisioner, dan wawancara. Penelitian ini melibatkan dua puluh dua siswa sebagai peserta kuisisioner dalam satu kelas bilingual dan empat dari mereka dipilih sebagai peserta wawancara di MTsN 1 Malang.

Temuan dari penelitian ini menghasilkan bahwa kategori tingkat kecemasan berbicara siswa kelas tujuh bilingual berada pada tingkat menengah keatas. Hasil dari penyebab kecemasan berbicara siswa telah ditemukan bahwa mendapatkan respon negatif dari teman sekelas, kurangnya rasa percaya diri, kepribadian dan sikap guru, dan evaluasi yang terbuka merupakan penyebab kecemasan berbicara siswa. Temuan kedua untuk meminimalisir kecemasan berbicara siswa guru harus menikmati dan santai dalam proses belajar mengajar, menghindari sikap acuh dan mampu mengendalikan suasana hati yang berubah-ubah, menghindari evaluasi terbuka, dan mampu menanamkan rasa percaya diri pada siswa kelas tujuh kelas bilingual di MTsN 1 Malang.

التلخيص

ستيانا، غناديا فوتري 2022. تحليل قلق الكلام لدى التلاميذ في فصل السابع ثنائي اللغة في مدرسة المتوسطة الإسلامية الحكومية الواحدة مالانج. البحث الجامعي. في قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور الحج لانجج بودياتنو

الكلمة الأساسية: القلق الكلام، فصل ثنائي اللغة

ترتبط اللغة والتعليم ارتباطا وثيقا. تستخدم اللغة في التعليم كوسيلة للتواصل. مع مرور الوقت وتطور التكنولوجيا، يميل البشر إلى تعلم اللغات الأجنبية وخاصة اللغة الإنجليزية. كلام هو واحد من المهارات في اللغة الإنجليزية. على الرغم من أن اللغة الإنجليزية بدأت في الوصول إلى العالمية، إلا أنه لا يزال هناك العديد من متعلمي اللغات الأجنبية خاصة لغة الإنجليزية الذين هم أقل قدرة عندما يتعلق الأمر بالكلام. لذلك يهتم الباحثة بالبحث في قلق التلاميذ في الفصل ثنائي اللغة الذين يركزون على لغتين هما لغة العربية ولغة الإنجليزية باستخدام *Foreign Language Anxiety Scale*.

كانت الأهداف الرئيسية للدراسة هي: (1) لتصنيف مستوى القلق وأسباب قلق الطلاب من التحدث، و (2) لتقليل قلق الطلاب من التحدث. يستخدم هذا البحث المنهج النوعي الوصفي مع منهج دراسة الحالة. استخدمت هذا البحث ثلاث طرق لجمع البيانات كبحث، وهن الملاحظة والاستبانة والمقابلة. شمل البحث اثنين وعشرين تلاميذ في فصل واحد ثنائي اللغة وتم اختيار أربعة منهم كمشاركين في المقابلة في مدرسة المتوسطة الإسلامية الحكومية الواحدة مالانج.

نتج عن نتائج هذه الدراسة أن فئة مستوى القلق من التحدث لدى طلاب الصف السابع ثنائي اللغة كان في المستوى المتوسط الأعلى. تم العثور على نتائج أسباب قلق الطلاب من التحدث أن الحصول على ردود سلبية من زملاء الدراسة، وانعدام الثقة بالنفس، وشخصية المعلم وسلوكه، والتقييم المفتوح هي أسباب قلق الطلاب من التحدث. النتيجة الثانية هي تقليل قلق الطلاب من التحدث، يجب على المعلمين الاستمتاع والاسترخاء في عملية التدريس والتعلم، وتجنب عدم المبالاة والقدرة على التحكم في تقلبات المزاج، وتجنب التقييمات المفتوحة، والقدرة على غرس الثقة في الطلاب في طلاب الصف السابع في فصول ثنائية اللغة في مدرسة المتوسطة الإسلامية الحكومية الواحدة مالانج.

BAB 1

INTRODUCTION

This chapter has an important role as a foundation in research consisting of background of the research, research questions, objectives of the research, significance of the research, scope and limitation of the research, and definitions of key terms.

1.1 Background of the Research

Education has become an integral part of humans because it is an ethical effort for humans and human society. Education can develop human qualities without limits and as a light for humans to lead to a better direction and know the meaning of life (Nasution, 2018), as in the verse of the Holy Quran:

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

11. ... *“Allah will raise those who have believed among you and those who were given knowledge, by degrees...”* {Al- Mujadalah: 11} (ETC of King Saud University, 2020).

The fragment of the verse above is the relationship between humans and education which explains that God will elevate human’s status if human believe in God and knowledge.

More than seventy years of history has recorded that the Indonesian nation has become an independent country. One of the ideals of the nation's founders is to educate the nation's life, which is the responsibility of the nation's successors to continue the movement of the national struggle. Education has a massive role in the progress of the nation and state. In developing Education, the government of the Republic of Indonesia is based on one of the nation's goals in the 1945 Constitution.

In addition, UU Number 20 also explains about the national education system, which states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, the community, the nation and the State" (Raharjo, 2013). It's mean that Education must be planned systematically to get optimal results.

Along with the development of the dynamics of life, technology, and the phenomenon of globalization, education is also experiencing developments in the course of life, one of which is in the language sector. Language and education are two things that are closely related as the main tools of education. As we know, Bahasa Indonesia is the official language and serves as the official means of introduction to education in Indonesia. However, along with the development of technology and science, humans tend to use other languages (Chairina, 2019). Currently, English has become an international language. The government in Indonesia also uses English as the first foreign language used in Indonesia. English is included in the curriculum and compulsory subjects at various levels of education such as kindergarten, elementary school, junior high school, senior high school, and university level.

English skills that must be mastered by students, Haycraft (1978) have been divided into the four skills of speaking, writing, listening, and reading. Speaking is the essential part of interaction and the most influential part that can be felt on a person's first impression based on the ability to speak. According to Nunan (1991), someone must master the art of speaking skill as one of the most meaningful aspects

of learning a foreign or second language by measuring the success of engaging in the target language conversation.

Speaking is a skill to express oneself in a particular activity and situation by putting an act or an action to be used to represent the correct words and express ideas creatively, understandably, and fluently, such as this found in fragments of the verses of the Holy Quran, below is the importance of speaking fluently.

وَأَخِي هَارُونُ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسَلْهُ مَعِيَ رِدْءًا يُصَدِّقُنِي ۗ إِنِّي أَخَافُ أَنْ يُكَذِّبُونُ ﴿٣٤﴾

34. *"And my brother Aaron is more fluent than me in tongue, so send him with me as support, verifying me. Indeed, I fear that they will deny me."* {Al- Qashash: 34} (ETC of King Saud University, 2020).

This verse explained that speaking must be corrected and accurate to reach a good goal. However, speaking skills especially in speaking classrooms, has become a common problem that students face in language learning. Many students feel that they have studied English for a long time. Still, they are unable to say it correctly and understandably (Putri, 2020), and they also have a problem to remembering many vocabularies.

Speaking skill is also helpful in classroom activities, is used for verbal communication in the learning process. However, speaking skill in the classroom often turns students' emotions into anxiety and nervousness. This anxiety begins from a lack of confidence when speaking and fear of making mistakes. Weaver (2000) said that anxiety is a sensitive feeling that begins with worry or fear. While Brown (2014) also noted that anxiety is a person's feeling of frustration, worry, and fear. To get an academic grade in the speaking classroom, anxious students will need more time to prepare for an assignment. They struggle to keep self-esteem

from the anxiety to demonstrate the best possible outcome in front of the class. It means that the level of a student's anxiety depends on readiness and maturity to begin the process of foreign language learning. The more students are not prepared, the more anxiety can appear. That means that anxiety is a barrier and should be reduced and removed by the student in the speaking classroom. This is a common case that can be felt by students, one of which is in bilingual class at seventh grader students of MTsN 1 Malang.

MTsN 1 Malang has five programs: bilingual class, superior class, Olympic class, religious class, and regular class. The researcher conducted this research in bilingual classes because they were in a class that focused on mastering two languages, namely Arabic and English. The aim of bilingual class at MTsN 1 Malang is preparing students based on the National Education Standards and an information technology-based international curriculum so that they are able to have graduated with global competitive abilities as stated in Government Regulation Number 19 of 2015 involving National Education Standards article 61 paragraph 1 which reads: “The central government together with the regional government organizes at least one school for elementary education and at least one secondary education school to be developed into international standard schools” (Sugiono B, 2014).

The bilingual class at MTsN 1 Malang has collaborated with world tertiary institutions that have good qualifications, such as Cambridge also collaborated with other institutions in Indonesia. The characteristic of bilingual class is that they learn more for language lessons, namely English and Arabic. Also, they have a special subject to develop themselves, namely PDK or *Pengembangan Diri Khusus*, in

order to develop their ability in foreign language. To join the bilingual class, they have the opportunity to register and take a placement test according to their interest in language.

Some previous studies are similar or related with analyzing students' speaking anxiety. The first research from Saputra (2018) under the title *An Analysis of Students' Speaking Anxiety toward Their Speaking Skill* who tried to analyze student anxiety at one of the STKIP, Tunas Palapa Central Lampung. Using the CLT approach resulted in a positive effect on improving students' speaking skills with different anxiety. This research also suggest to provide English subject as local subject and make English as a subject that is available in every semester at STKIP so that students can practice their English skills taught in an integrated and memorable way.

The next research by Ali and Anwar (2021), entitled *Anxiety and Foreign Language Learning: Analysis of students' anxiety towards foreign language learning*, focuses on the importance of English in undergraduate students in Kurdistan. The research finding was the students' anxiety about negative things has a higher level when learning a language, and test anxiety was associated with low scores obtained by testing three variables: communication apprehension, fear of negative evaluation, and test anxiety.

The background of this research is also supported by Third, Febriyani et al. (2020), under the title *An Analysis on Students' Self Confidence in Speaking Skill*. This research are to determine the level of self-confidence of class VIII students at MTs AL JIHAD Pontianak in the 2019/2020 Academic Year. The results of the confidence indicator items have been obtained have a pretty good trust this can be

seen from. There are several indicators, volunteer themselves for ask questions in learning 57%, express their own ideas 61%, appreciate opinions of others 59%, work together 66%, open evaluation 71%, optimistic 54%, courageous presenting 63%. Suggestions from this research are that students can improve their confidence by working with teachers by providing the necessary facilities done and the teacher helps students to increase their confidence in speaking skills through activities that can support students in improving their speaking ability.

The nearest previous research by Sjaifullah (2019) entitled *An Analysis of EFL Students' Anxiety Factors in Speaking*. This research found that the speaking anxiety factor came from three aspects: the fear of not being able to convey messages in English to be understood, embarrassed, and uncomfortable. Recommendations from this research are addressed to English instructors to be more creative and supportive of students and master teaching skills professionally.

The previous research came by Taly and Paramasivam (2020). The research, entitled *Speaking Anxiety among Postgraduate International Students in the Academic Context of a University in Malaysia*, shows that the common causes of speaking anxiety among international students are the lack of adequate language input and the lack of practice in speaking English for students who do not speak English as their mother tongue. This research suggests that future research can examine how appropriate teaching can help to overcome students' anxiety in speaking.

The last pervious research was conducted by Bensalim (2017), entitled *Foreign Language Learning Anxiety (FLA): The Case of Trilinguals*. This research is motivated by the dearth of research on the relationship between trilingualism and

foreign language anxiety. One of the objective of the research was to find that students who experienced anxiety in English were at low to average levels. The anxiety caused are worries about failing in English class, worries about speaking English and anxiety related to FLA. This research suggests to conduct research with more participants and using qualitative data such as interviews and forum group discussions to provide deeper insight into participants' anxiety.

Meanwhile, based on the researcher's observation in bilingual class at seventh grader students of MTsN 1 Malang, students' teaching and learning activities in English class are quite active. However, the student's response to the teacher was only answering "yes" and lack of interest to speak English. Some students feel restless and make avoidance or reduce their activity in class. At the speaking practice, they were nervous because they felt less confident to speak English. They were afraid and embarrassed to speak in English because they were worried that they would make mistakes. Since anxiety is a significant problem in foreign languages, especially in English, this research aims to identify the major level and the causes of students' speaking anxiety and to minimize the students' speaking anxiety experienced by seventh grader students in the bilingual class of MTsN 1 Malang when speaking English as early as possible.

1.2 Research Question

Based on the illustrated of the background above, the present research is done to analyze students' speaking classroom anxiety. Therefore, research questions of the current research are formulated as follows:

1. What is the major level and the causes of students' speaking anxiety in a bilingual class at seventh grader students of MTsN 1 Malang?
2. How to minimize the students' speaking anxiety in a bilingual class at seventh grader students of MTsN 1 Malang?

1.3 Objective of the Research

From the identification of the research question above, this researcher aims as follows:

1. To identify the major level and the causes of students' speaking anxiety in a bilingual class at seventh grader students of MTsN 1 Malang.
2. To minimize the students' speaking anxiety in a bilingual class at seventh grader students of MTsN 1 Malang.

1.4 Significance of the Research

This research is expected to be helpful in several areas:

1. Practical significance, the results of this research are expected to support and give the contribution for the teachers to know more about speaking anxiety. The result of the major level and the causes of students' speaking will give information for teacher. Moreover, the teachers can improve creativity in the English learning process especially in speaking. Thus, for students, they can reduce their speaking anxiety with treatments, strategies, techniques, and approaches that have been given by the teacher. Therefore,

they are ready to face the challenges ahead and have a good public speaking.

2. Theoretical significance, the research's conclusion is expected to support the other researcher who wants to analyze this field. This research can be the preceding research for the other researcher who wants to investigate that is related to speaking classroom anxiety and also is expected to be helpful as a source of information on the causes that affect students' speaking classroom anxiety and know the level of the speaking anxiety in teaching learning process of EFL classroom.

1.5 Scope and Limitation of the Research

The scope of this research is aimed at the students' anxiety caused and the major level of student speaking anxiety and also to minimize the speaking anxiety in EFL classroom. Thus, this research focuses on the three levels of anxiety by Debreli and Damirkan (2015), which is measured by Horwitz et al., (1986) using instrument of FLCAS (Foreign Language Classroom Anxiety Scale). The limitation of this research is the subject for all the students at seventh grader in bilingual class of MTsN 1 Malang, located in Jl. Basuki Rachmat No. 194, Dusun Kranjan, Sepanjang, Kecamatan Gondanglegi, Kabupaten Malang, Jawa Timur.

1.6 Definition of Key Terms

To avoid misconceptions about the key term of the research, the researcher define some terms found in the following headings:

a) Speaking Anxiety

Speaking anxiety is a common case that occurs in bilingual class at seventh grader students of MTsN 1 Malang. Speaking anxiety is a natural thing that happens to students, and their concern is based on their lack of confidence and fear that something terrible will happen.

b) Bilingual Class

Bilingual class is one of the prime programs of MTsN 1 Malang based on National Education Standards.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher review some of the literature and concerns some theories related to the variables and topics of this research to avoid misinformation and also discussed regarding to the previous research.

2.1 Speaking

2.1.1 Definition of Speaking

Speaking is a communication skill that everyone should pay close attention to. According to the Oxford dictionary (2017), speaking is an activity of conveying information or expressing one's feelings and thoughts through speech. The importance of speaking is as a medium of a transaction between two or more people, between speaker and listener. Speaking can build social interaction and establish good relationships between others, supported by the opinion of Louma (2004), speaking is an interaction and social-based activity and situations that are part of everyday life and Parmawati (2018) opinion because speaking is a means of communication everyday life. Through speaking, a person can establish a social life and interact with each other to meet social needs.

Then, Burn and Joyce (1997) revealed that speaking is an interaction used to construct meaning which involve the process of production, reception, and information. From this theory, the production process of speaking is a skill that comes from a sound or speech. They need to produce verbally to start the process of communicating. Speakers also need to develop speaking skills to build something meaningful, and speakers will be able to convey acceptable information

in the community. Speaking is not only for the spoken field, and speaking is an activity designed as 'speaking-as-a-skill' (Harmer, 2007). In general, speaking is a skill developed independently as a verbal communication tool.

In addition, speaking also has an essential role in developing and growing children's language as a whole (Linse, 2005). This relates to how a teacher becomes a speaker and an important figure in developing skills in the classroom. In learning a foreign language, in this case, what is meant is English; students will learn as native speakers through speaking practice. Teachers must also be able to process and choose the correct language for young learners because language is inherent and will continue to be practical until they are adults. Therefore, the teacher must know the basics of speaking because the teacher is a role model for students to develop.

2.1.2 Components of Speaking

Syakur (1987) divided the components in detail about what needs to be involved in speaking into five: comprehension, grammar, pronunciation, word choice, and fluency.

a) Comprehension

Ability to understand the language well through reading, to listen, and answering questions fully to identify situations or facts. It means understanding the meaning of what is speakers have spoken to avoid misunderstanding.

b) Grammar

Grammar is a rule that defines grammar correctly. It's widely argued that when learning a language should learn about grammar. The grammar in

the structure of Bahasa Indonesia and English is different. As there are sixteen tenses in English that students must know.

c) Pronunciation

An ability to articulate clearly and correctly to make connections for easy understanding. Especially for teachers when teaching, it is best to keep a clear, consistent voice and consistent with stress and intonation so it can minimize misunderstanding between teacher and student.

d) Word choice

It is using the correct vocabulary in communicating. In this case, it refers to a word corresponding to its contents. There are two parts, the private and public classes, in terms of pronouns, prepositions, and summaries.

e) Fluency

They were babbling in smooth expression and using appropriate words or sentences. Fluency refers more to memory and sound systems that express language quickly and easily.

When it is associated with classroom learning, if the teacher leaves one of the components above, it will make students misunderstand and be confused about what the teacher is saying.

2.1.3 Function of Speaking

Speaking must have different functions according to their respective goals; Richards (2009) has classified the functions of speaking into three, namely; 1) Speaking as an interaction, there are social functions such as greeting, exchanging information, and telling new experiences. 2) Speaking as a transaction, focus on the message being said so that the listener can receive the message clearly and

accurately. 3) Speaking as performance, such as monologue and dialogue, refers to speaking in public.

In conclusion, speaking functions are divided into three according to their necessity: speaking as an interaction, speaking as a transaction, and speaking as a performance.

2.1.4 Problem in Speaking

Although English has already become a worldwide language, it cannot be denied that many students still have trouble with their speaking. Ahmed (2016), Zhang (2009) argues that speaking is still the most challenging skill for most English students, and they are not competent enough to communicate orally in English. Ur (1996) have found a lot of factors to be a student's problem in speaking English: student fear of making mistakes, being criticized, or being ashamed. Furthermore, most English students also lack of motivation to express themselves because they have nothing to say. Moreover, there are often found in the classroom that not all the students in the classroom are active during the learning process. Those who feel low will keep silent or don't even speak at all, while the active students in the classroom will dominate. Similarly, using a mother tongue can be a problem for students because they will often use their mother tongue on their friends. After all, it is thought more accessible and feels more open.

Another difficulty in students' speaking was found by Rababa'ah (2005) that the problem came from the students themselves, such as many students who were incapable of speaking since childhood, this was related to the background of students who were involved in a lot of languages acquired so that he became stuttered in language. There are also problems in the curriculum or strategies that

do not suit students. The right strategy will help students in speaking. If the teacher does not have good competence and provides the right strategy, students cannot interact comfortably. This relates to teachers and the school environment. Therefore, teaching strategies should be adjusted to the level of students it does not look pushful.

2.2 Anxiety

2.2.1 Definition of Anxiety

Anxiety is a response to a situation that can be threatening and is standard for every individual and a mental health disorder that attack at the first time (Vibrianty, 2020). Anxiety is a condition in which a person cannot control his emotions. Anxiety is a sudden unpleasant feeling, emotional stress, pain, fear, nervousness, and worry, Spielberger (1972). This unpleasant feeling is anxiety because the sufferer feels extraordinary fear.

According to Horwitz (2001) anxiety comes from limited language learning in some individuals and includes difficulties in demonstrating ourselves in various language teaching practices. Here it can be interpreted that language anxiety arises from the process of learning a foreign language which involves their fear of the perception of the language itself so that they lack the ability to speak English competently.

2.3 Speaking Anxiety

2.3.1 Definition of Speaking Anxiety

English has become a popular language in the last few decades. Become a foreign language and a second language well-known among young learner. But there are still many who have problems with speech. One of the problems is anxiety

in speaking English, especially among students. Not all of the students who take formal education master English and make English their favorite subject. Anxiety can occur because of threats that cause stress, nervousness, and fear. Language anxiety is relatively common but mostly becomes an unwanted emotion because it will have a negative impact on the language learning experience. Students with anxiety disorders show passive attitudes in their academic contexts, such as lack of enthusiasm for learning, negative thinking, excessive worrying, lack of self-confidence, and nervousness during oral presentations.

Taly and Paramasivam (2020) stated that speaking anxiety is someone who has a feeling of fear when giving a speech to an audience, which is commonly referred to as stage fright or communication apprehension. Chu et al., (2013) argue that feeling anxious when speaking performance in front of teachers or classmates for fear of making mistakes and feeling insecure to give the best performance is a common phenomenon for foreign language learners. However, more than half of foreign language learners get and experience some level of anxiety (Worde, 2003) and it is supported by Kondo (2009) that speaking anxiety can pose potential problems for students. It can be said that students who feel anxious in learning a foreign language may feel that language learning is uncomfortable and less enjoyable. In addition, the school environment and learning models that do not provide enough support for students who experience anxiety will be described as students who experience "mental blocks", as Tanver (2007) said that students who often feel stressed, nervous, or anxious in speaking and speaking English such as having problems in the lack of word production and understanding spoken instructions, they claimed had mental blocks to learning English.

2.3.2 Characteristics of Students Speaking Anxiety

Wardani (2018) found several characteristics of students who experienced speaking anxiety in class. These characteristics are divided into two types, there are visible and invisible. Among the first invisible characteristics is shaking. The shaking here appears when students are making presentations using posters. The poster held in hand seemed to be shaking due to the effect of the anxiety attack. Second, some students remain silent while making presentations or when being asked. Usually, they prepare to speak in front of the class using the memorization method, so they will remain silent if they forget. Third, they stutter when speaking. Those who insist on keep talking when anxious will falter and not be heard clearly. Last, the visible characteristic of students who experience anxiety is sweating. Although the temperature in the room was low, their body temperature was high due to the effect of anxiety and worry that made them sweat more than usual.

Then, the characteristics of students who experience invisible anxiety are that they seem confused. It can be seen from unfocused eyes and disorganized speech. Last, a hidden characteristic is a racing heart. Other students may not see this characteristic, but it will disturb students who feel it. They become uncomfortable in any situation.

From the explanation above, it can be concluded that the characteristics of students who experience anxiety in the classroom are of two types, namely visible and invisible. In the visible is shaking, staying still, stuttering, and sweating. Meanwhile, the invisible looks confused, and the heart is beating fast.

2.3.3 The Causes of Students' Speaking Anxiety

Some of the causes of anxiety in students' speaking have been found by

Young (1991), which arise from:

1. Personal and Intrapersonal Anxiety

Individuals have their own personal and intrapersonal problems, and these are perhaps the most frequently discussed and cited in most research on anxiety. This problem correlates with a person's psychological and social construction. For example, they protect their self-esteem from the negative judgments of their friends. Psychological phenomena can also be the basis for students when they experience speaking anxiety and are considered as competition.

2. Learners Belief about Language Learning

Students' confidence in language learning also contributes greatly for creating students' speaking anxiety. Horwitz et al., (1968) also believes that belief in language learning also affects students' emotions of tension and frustration in the classroom. As we know, the most important foreign language learning is speaking. Young (1991) argues that some students who are unsure while studying are unrealistic students and irrational students, such as; (1) Students who doubt the correctness of the pronunciation spoken by native speakers, (2) Trust in time mastering a foreign language so that two years can speak fluently, (3) Believe that learning a foreign language is learning how to translate, (4) Believe that success towards foreign language learning is limited and only for talented people who learn languages.

3. Teachers Belief about Language Teaching

Young (1991) revealed that teachers' beliefs about language teaching are a sources of language anxiety and are continuing and a source of anxiety among students when learning a foreign language. Therefore, teachers must believe in their

role in the classroom to correct students' mistakes and be calm so the students will comfort and enjoy their performance properly.

4. Classroom Procedures

The mistake often made when evaluating errors is by continuous evaluation and is carried out in public. Anxiety is closely related to the interaction between teachers and students, which shows that students are more comfortable correcting their mistakes rather than blaming them without any improvement.

5. Language Testing

This is one of the causes of psychological pressure for students to organize ideas in a short time by considering the order of language simultaneously. Often, tests are conducted as a technique to collect scores, and the scores determine who is the most talented. All students are afraid of getting a bad score. Therefore, teachers are expected to avoid sudden tests because unprepared tests make them anxious and depressed.

2.3.4 Types of Students' Speaking Anxiety

According to Damayanti and Listyani (2020), Horwitz et al., believe that language anxiety involves assessing performance in social context and academic context, by developed FLCAS (*Foreign Language Classroom Anxiety Scale*) Horwitz et al. (1986) classify into three types, there are communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE); it will be described below:

1. Communication apprehension

Communication apprehension is a kind of shame, and it is expressed through fear and anxiety in communicating with the environment (Horwitz et

al., 1986). This anxiety is so common for students when attending an EFL class. Students are disturbed and fear making mistakes, even they feel that their English is worse than their friends'. Students feel controlled and will be criticized because many people observe and look for grammatical or pronunciation errors. This makes students afraid to try to speak English in a classroom, whether to speak with a teacher or a friend.

2. Test anxiety

Whereas test anxiety indicate to the kind of performance that comes from fear or worry of failure. (Horwitz et al., 1986). This factor usually occurs when students have a written test and an oral test. Oral tests make students feel anxious and depressed because students cannot be cheating each other. In this situation, anxiety and depression be happen. Even the students have a good preparation for the oral test before. Still, they are blank and forget the text or make another mistake out of worry during the test. Yamashiro and McLaughlin (2001) in Robinson (2001) argue that test anxiety is a shape of anxiety that motivates better research. These phenomena have been for many times, but it seems that students do not know what they should do during the tests. Horwitz et al., (1986) revealed that student anxiety is an experience in tests that they will forget. Often students know the answer, but because they are nervous and anxious, it will affect failing the answer and affect them to lose and not be able to provide a correct answer even they will not give the answer at all in a test.

3. Fear of negative evaluation

They were defined as a fear of an evaluation from others or an obsession that will give an unfavorable evaluation (Watson et al. 1969, as quoted in

Horwitz et al., 1986). This factor causes anxiety when showing the ability to speak English directly. The student felt that the negative comments that their classmates would give and the teacher who gave the correction were undermining their self-conception in front of their friends. On this factor, the teacher should provide feedback or criticism in private.

2.3.5 Impact of Students' Speaking Anxiety

Language has long been a problem in learning. Because it affects students' cognition, students can be inhibited and distracted when they receive information. Thus, the anxious student will be left behind with their other classmate. Learning during class will also be in vain because the anxious students will not get anything.

2.3.6 Level of Students' Speaking Anxiety

After many cases of student anxiety in foreign language learning or EFL class, researchers try to understand better why some students suffer so much difficulty in learning a foreign language. New research has increased on the potential relationship between foreign languages acquisition and affective variables (Taghreed, 2016; Gardner 1997). Rebecca Oxford, in 2005, suggests explicitly that FLA (*foreign-language anxiety*) is one of the results of increased research to understand anxiety in EFL. According to Horwitz (Taghreed, 2016), FLA is "a complex that differs from the beliefs, feelings, self-perceptions and behaviors associated with learning that will result in a unique occasion in the learning process." Thus, Horwitz et al., (1986) matured the most common instrument for evaluating FLA, namely FLCAS "*Foreign Language Classroom Anxiety Scale*". Horwitz explains the purpose of FLCAS is to focus on the content of language learning. FLA should be studied more to analyze factors in different situations and

help students decrease their anxiety. The problem in simple terms includes communication apprehension (CA), tests anxiety (TA), and fear negative evaluation (FNE).

From Horwitz et al.'s finding, Debreli and Damirkan (2015) discovered a student speaking level of anxiety based on his experience and look at the levels of anxiety from various categories of the student's empirical perspective, gender, and from Horwitz is how a person's level is seen from person's ability to respond to the problem so that researchers can observe and record the levels students have from each category that has been determined from the theory First, students in the highest category who do not have enough speaking practice. On the other hand, the background of students also affects anxiety. In Debreli and Damirkan's research, students who did not have a good background or knowledge in English also had anxiety. Horwitz also argues that students who have high levels of anxiety do not feel confident in their abilities so that they show an attitude that is not excessive in trying to get help.

The medium category emerged from students who were afraid to make mistakes. Horwitz said that they usually think too much with people through jokes or satire from their classmates at moderate levels. Students who feel less confident will have doubts about themselves, but they still try to get help from others. Teachers can also instill fear in students when they make mistakes. Usually, students are afraid of being scolded, punished, or criticized so they lower their self-esteem in front of the class. Last, students with the lowest category are students who often feel under and do not have anyone to support the system. There is doubt within them that they need the help and support of others in certain circumstances.

Also, they fear a potential reaction to their performance. Bad comments are acceptable if they do a poor speech performance. However, they can still communicate with others even when they are in trouble.

From the explanation above, it can be concluded that the level of speaking anxiety of students from Debreli and Damirkan (2015) has three levels, there are; low, medium, high. Each has a clear and visible qualification standard.

2.4 Previous Research

There are several previous research related to students' speaking anxiety in English. Here, a summary of previous research can be used as a researcher for current research related to the topic and explain the differences between current and previous research.

First, Saputra (2018) conducted research on students in one of the Colleges of Teacher Training and Education (STKIP) entitled *An Analysis of Students' Speaking Anxiety toward Their Speaking Skill* by selecting 28 students as research samples. The method used in this research is quasi-experimental with a two-way ANOVA design for approximately four months. This research found that Communication Language Teaching (CLT) was successfully applied to teach speaking skills to students with different anxiety levels. The difference between current and previous research lies in the method. Suppose the previous research used a quasi-experimental with two way ANOVA design. At the same time, the current research used a descriptive qualitative method.

Second, a research by Ali and Anwar (2021) under the title *Anxiety and Foreign Language Learning: Analysis of Students' Anxiety towards Foreign Language Learning*. The research aims to see components that affect students'

anxiety in learning the language at Erbil's Private University by raising 92 students as research subjects. In this research, student anxiety is measured using quantitative research methods, including unfavorable assessment, exam anxiety, and communication apprehension. The result are indicate that students' fear of negative anxiety relates to the higher anxiety of the student at the research of language. In contrast, student abuse deals with low grades. The method used in this research is a differentiator from the current research are this research uses quantitative research and current research uses qualitative research.

Third, Febriyani et al. (2020), under the title *An Analysis on Students' Self Confidence in Speaking Skill*, is research that intends to determine the level of self-confidence of class VIII students at MTs AL JIHAD Pontianak in the 2019/2020 Academic Year. Things that differentiate this research from current research is the research object. This research is intended to determine the level of self confidence in speaking, while the current research is intended to investigate the level of speaking anxiety.

Fourth, *An Analysis of EFL Students' Anxiety Factors in Speaking* by Sjaifullah (2019) in the Department of Chemical Engineering, State Polytechnic of Malang, with 101 students as a sample. The research designed as a survey and found that cognitive and affective factors influenced student EFL's speaking performance. They used the FLCA (foreign language classroom anxiety) survey as the first instrument of questionnaires. The difference is, this research is designed as a survey, while the current research is designed as a case study that aims to explore and investigate the problem or case that is currently happening.

Fifth, anxiety occurs in international students as research was undertaken by

Taly and Paramasivam (2020) entitled *Speaking Anxiety among Postgraduate International Students in the Academic Context of a University in Malaysia*, reveals that speaking anxiety stems from the student's perception. The subject of this research is 15 students and 2 lecturers. This research has found a strategy for overcoming the effects of an effective method, positive thinking, and behavioral approach. In terms of the subjects, this research used students and lecturers in University of Malaysia, while the current research is try to analyze in junior high school students.

Sixth, anxiety in trilingual students in a research by Bensalem (2017) under the title *Foreign Language Learning Anxiety: The Case of Trilinguals*, conducted in 73 trilingual Arabic-and French-speaking University students learning English as a foreign language (EFL) in Tunisia, found that the level of anxiety is low to average level. This research also revealed that the cause of anxiety was the fear of failing in English class, worry about the practice of speaking English in class and anxiety related to FLA resources. Another finding of this research was that there was no relationship between gender and AFL. This research shows that the difference with current research is in the subject, namely between trilingual students and bilingual students and the level of education at universities and junior high school students.

By the summary of the previous research above, the researcher wants to explore the research on speaking anxiety in bilingual students in junior high school by using a descriptive qualitative approach in case study which focuses on categorizing the level and the causes of students' speaking anxiety, and to minimize the students' speaking anxiety.

CHAPTER III

RESEARCH METHOD

This chapter involves the process of obtaining, gathering, and arranging data. The researcher conducts some methods systematically, such as research design, subject of the research, instruments of the research, data collection, and data analysis.

3.1 Design of the Research

The research uses descriptive research using a qualitative approach in a case study, which is helpful in building and developing conceptual or theoretical frameworks that can produce hypotheses by testing a natural phenomenon (Sofaer, 1999). Qualitative research is research that attempts to find and portray in a narrative a phenomenon that is occurring and the effect that the actions being made on our lives. Case study is research that is used when analyzing and describing each individual, group of people, or phenomena in a particular institution in detail (Starman. 2013). Then, descriptive research by Sujana and Ibrahim (1989) describes an event on what's happening right now.

To sum up, descriptive research using a qualitative approach in a case study describe a particular individual or group of symptoms in detail. The research focuses on students' anxiety on speaking English, especially on the causes of students' anxiety and what is the level of students' speaking anxiety at seven graded bilingual class of MTsN 1 Malang also supported by the theory of anxiety of Horwitz and Cope (1986) using FLCAS (Foreign Language Classroom Anxiety). The researcher used a questionnaire to analyze the situation of the students in the

classroom that was taken from the students directly. Then the researcher has taken several students as interview samples. The data obtained from both combined to produce valid data.

3.2 Subject of the Research

The subjects in this research were seventh graders students in the bilingual class of MTsN 1 Malang in the 2021/2022 academic year, which consisted of 22 students, and the researcher would also select 4 students as participants for the interview. 4 students were selected based on the results of the questionnaire with the highest score, which means they have the most highest speaking anxiety. The reason for choosing this class is because this class has anxiety in speaking English while in a class that focuses on learning two languages.

3.3 Instrument of the Research

The research conducted by qualitative descriptive research, the data are mainly collected through observation, questionnaire, and interview. The instrument used of this research was a revised version that has been adopted from Foreign Language Class Anxiety Scale by Horwitz et al., (1986).

3.3.1. Observation

The first step in collecting data is observation, which is used to get an actual situation in the speaking class (Gay et al., 2012). Observations were conducted to the seventh graders students in the bilingual class to see and understand how anxiety arise during speaking performance directly using an observation checklist.

The observation checklist consists of 12 statements related to the case of speaking anxiety and student's behavior in the class. Gay et al., (2021) also stated

that through an observation checklist, researchers can easily collect information to strengthen the research results apart from questionnaires and interviews.

3.3.2 Questionnaire

A questionnaire is the right step to get factual information from the classroom situation. According to Syamsul and Lisa (2021), the questionnaire is a data collection technique for the respondent to answer by giving a set of questions or written statements. The researcher gave a questionnaire to all the students in seventh grader students in bilingual class of MTsN 1 Malang.

The questionnaire is a close-ended questionnaire using a Likert scale by a range from 1 to 3 that measures attitudes and opinions by showing positive or negative responses to a statement. The questionnaire consists of 22 question contains of 4 positive and 18 negative statements and was adapted from FLCAS developed by Howritz et.al. The close-ended questionnaire has been validated and used by many researcher before. Also, the questionnaire uses has been selected to more focus on the types of anxiety.

The function of questionnaire of FLCAS is to measure the level of language anxiety students during the course. Researchers used questionnaires to prove the validity of the data and obtain valid data. There are question's dimensions about the main types of anxiety;

1. Communication apprehension: 1, 2, 3, 4, 5, 6, 7, 8,
2. Test anxiety: 9, 10, 11, 12, 13,
3. Fear of negative evaluation: 14, 15, 16, 17, 18, 19, 20, 21, 22

Based on the type of anxiety described above, the researcher is narrowed down more by making the following indicators:

Table 3.1. Indicators of Anxiety

Types of Anxiety	Aspect Assessing Performance	Indicator
Communication Apprehension	Social context	Unconfident
		Uncomfortable
		Ashamed
		Limit of language knowledge
Test Anxiety	Academic context	Fear of Failure
		Unsuitable demands with reality
		Nervous
Fear of Negative Evaluation	Performance of evaluation	More sensitive feelings
		Worried
		Tension of evaluation

Adapted by: Horwitz et. al., (2001)

3.3.3 Interview

Other than questionnaires, interviews are also helpful for getting more specific information. Creswell, in his book, said that one of the advantages of an interview is that students can provide information that is useful although not able to observe directly. Students would also provide information in detail. Therefore, it can help researchers to get more data (Creswell, 2012).

Interviews were conducted face-to-face with four students who were selected according to the scores from the questionnaire. The student gets the highest score which means they have the most heightened speaking anxiety. Interviews were conducted semi-structured, where the researcher has compiled several questions to explore the topic but can allow respondents to open new things that are important

to support information in research.

3.4 Data Collection Technique

The most crucial research phase is the data collection phase. Researchers should use the best research techniques and know data collection techniques. Therefore, it can quickly analyze and interpret the data.

First, the researcher asked the teacher for permission to attend the students' speaking class. Then the researcher made observations through the observation checklist and paid attention to the students who showed their speaking performance in front of the course and noted some information.

Second, after the researcher made observations and noted some information from looking at the students' speaking performance, the researcher distributed questionnaires and explained how to answer and the purpose of filling out the questionnaire.

Last, after getting data from the questionnaire and knowing the students' scores. Four students were selected with the highest scores to conduct face-to-face interviews using a voice recorder helps. Interviews were conducted by asking students several questions related to indicators of the causes of speaking anxiety using Indonesian sequentially to make it easier for participants to understand the questions and avoid misunderstandings and strengthen information.

3.5 Data Analysis

Thereafter acquiring the data by questionnaire and interview the data analyzed and presented descriptively. Miles and Huberman (1994) assume that data analysis approach is; data reduction, data display, and conclusion and drawing/verification. In order to answer the research question, here are the techniques for analyze data:

3.5.1 Data Reduction

The first step is data reduction, in processing data obtained from questionnaire and interview. It consists of choosing, concentrating, simplifying, and reorganizing data that shows up in the field. The reduction process was carried out by in-depth analysis of the data obtained from interview. After collecting the data, the researcher reduced the data by keeping apart relevant and irrelevant data to make it easier for researchers to conclude.

In order to analyze the questionnaires and to know the answer for the research question, which is the level of students' speaking anxiety, the researcher uses FLCAS consist of positive and negative statement. It uses Likert scale range as in the table 3.2.

Table 3.2. Questionnaire Score

No.	Alternative Answer	Statement Scores	
		Positive	Negative
1.	Agree	1	3
2.	Neutral	2	2
3.	Disagree	3	1

For categorize the level of students' speaking anxiety, the following table is the score for each anxiety level perceived by students in the table 3.3 below;

Table 3.3. Range of Anxiety Level

Range	Level
46 – 66	High
23 – 45	Medium
1 – 22	Low

Next, the questionnaire also would be analyzed by percentage using the following formula by Anas (2008);

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of sample

Then, in order to analyze the interview, the researcher made a simple summary of the results of the interviews. These results are associated with the students' speaking anxiety theory contained in chapter 2.

3.5.2 Data Display

The second step after selecting the data is the data display which refers to the data reduction. Data display is a change from the draft to a narrative text form that is the most often used method in qualitative research.

Data also present in the shape of the table without reducing the content to facilitate for data interpretation. This phase provides a compressed and organized assembly of information that enable for make conclusion drawing.

3.5.3 Conclusion Drawing / Verification

The process for verifying data is conducted through details to reach completion. Data verification is the last step in data analysis by concluding the data obtained during the research. Qualitative results answered what the major level of students' speaking anxiety and what causes of student's speaking anxiety.

The conclusion drawing are processed of interpreting the data or translating the results of the interview, and then the researcher found the causes of students' speaking anxiety. It discussed based on theory and supported by data from the

observational analysis, questionnaires, and interview answers.

3.6 Triangulation

To ensure the truth about the information or data obtained, the research uses triangulation to assess the validity and trustworthiness of the data. Triangulation is a technique of checking the validity of data by utilizing something other than the data itself (Bachri, 2012).

Therefore, Alfansyur and Mariyani (2020) divides triangulation into three types; (1) source triangulation, (2) technique triangulation, (3) time triangulation. In this research using method triangulation, by testing the reliability of the data by finding out the truth of the same source through different techniques. The researcher used observation and interviews to get data from seventh grader students in bilingual class and then combined the result to get a conclusion.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the data finding which include the data from the questionnaire and interview results. Then, the data analyzed the level of students' anxiety in speaking English and the causes of students' speaking anxiety in English based on the theory presented in the research discussion.

4.1 Finding

Research findings serve to report information found by researchers through research instruments that are used as tools to answer research questions. This research contains two research questions. Obviously, this chapter requires two core findings and two core discussions which are broken down into some detailed information. Then the findings are correlated with theory to clarify and strengthen the result of the research.

The researcher used a closed-ended questionnaire which was adapted from Horwitz et al. regarding the Foreign Language Classroom Anxiety Scale (FLCAS) consisting of 22 items to measure students' level of anxiety in speaking English as the first instrument for all the students. In this research found the major level of students' speaking anxiety in bilingual class at seventh grader students of MTsN 1 Malang is medium to high level. The results of questionnaire are presented in the table 4.1.

Table 4.1 The Results of Student Questionnaire.

Respondent	Questionnaire Number																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	N	A	A	N	D	D	A	N	D	D	D	D	A	A	A	N	A	A	D	A	N	D
2	A	D	D	D	A	D	D	D	A	D	A	N	A	A	D	N	A	N	A	D	D	D
3	N	D	N	N	N	D	D	D	N	D	D	D	D	D	N	D	N	D	D	D	N	D
4	D	A	A	D	N	D	D	D	A	D	D	N	A	A	D	N	D	D	A	D	A	A
5	A	A	N	N	D	D	D	A	A	D	D	D	A	A	A	A	A	N	D	A	D	D
6	D	A	D	D	D	D	D	A	A	D	D	D	D	A	A	A	A	D	A	D	A	A
7	A	A	D	D	D	A	A	D	A	D	D	D	A	A	A	A	A	A	A	D	A	N
8	D	A	D	N	D	D	A	D	A	D	D	D	A	N	N	D	A	D	A	D	N	D
9	D	N	A	D	A	D	D	N	N	D	D	N	A	A	D	N	D	N	A	D	D	D
10	D	D	A	N	A	D	D	D	A	D	D	N	A	N	D	D	D	D	A	D	A	A
11	D	A	N	D	D	N	D	A	A	D	D	D	A	A	N	A	N	D	A	D	A	N
12	D	A	A	D	A	D	D	A	A	D	D	D	A	A	A	D	A	D	D	D	A	D
13	D	D	N	N	A	D	D	D	N	D	D	D	D	N	D	D	D	D	N	D	D	N
14	D	A	D	A	A	D	D	D	A	D	D	D	A	D	D	D	D	D	D	D	D	A
15	D	A	D	D	A	D	D	A	D	D	A	A	A	A	D	D	D	D	D	D	D	N
16	A	A	D	N	D	N	N	A	N	A	D	D	A	D	N	N	N	N	D	D	D	N
17	D	D	A	A	A	D	D	A	A	D	N	D	A	N	D	D	D	D	A	D	D	A
18	A	A	D	D	N	D	D	A	A	D	D	D	A	A	D	D	D	D	A	A	D	N
19	A	A	D	D	A	D	N	A	A	D	A	N	A	A	D	A	A	N	A	D	A	A
20	A	A	D	D	D	A	A	A	D	D	A	A	A	A	A	A	N	N	A	D	D	N
21	N	A	D	D	D	A	N	A	N	D	D	A	A	A	A	A	D	D	A	D	A	N
22	D	A	D	D	D	D	D	A	D	A	D	D	A	A	A	A	A	A	A	D	A	A

Blue columns : Positive statements

White columns : Negative statements

A : Agree

N : Neutral (either agree/disagree)

D : Disagree

To make it easier for the readers to understand the results of the student's questionnaires, the researchers grouped in detail positive and negative statements see the table 4.2.

Table 4.2 Summary of Students' Response

Respondent	Positive Statements				Negative Statements			
	A	N	D		A	N	D	
1	1	1	2		8	4	6	
2	2	-	2		6	3	9	
3	-	4	-		-	4	14	
4	2	1	1		6	2	10	
5	1	2	1		9	1	8	
6	1	-	3		9	-	9	
7	1	-	3		12	1	5	
8	1	1	2		5	3	10	
9	2	1	1		3	5	10	
10	3	1	-		4	2	12	
11	1	1	2		7	4	7	
12	3	-	1		7	-	11	
13	1	3	-		-	3	15	
14	3	-	1		3	-	15	
15	1	-	3		6	1	11	
16	-	2	2		5	7	6	
17	4	-	-		4	2	12	
18	1	1	2		7	1	10	
19	2	-	2		11	3	4	
20	-	-	4		12	3	3	
21	-	1	3		10	3	5	
22	-	-	4		12	-	6	
Total	30	19	39	88	146	52	198	396

Positive statements number : 3, 4, 5, and 9

Negative statements number : 1, 2, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, and 22.

From the table above, the researcher found that; positive statements have the highest score in disagreement with 39 responses and the lowest score in neutral (either agree/disagree) with 19 responses. Furthermore, a negative statement has the highest score in disagreement with 198 responses and the lowest score in Neutral (either agree/disagree) with 52 responses. It implied that many students give 'agreement' responses to negative statements indicates that the statements presented

are in accordance with what students experience about their speaking anxiety. In addition, researchers also provide more negative statements that adjust to students' feelings on their speaking anxiety. With regard to the students' responses toward their feeling about speaking anxiety, the data display using the percentage of student preferences for 22 items of FLCAS was presented in the table 4.3.

Table 4.3 The Percentage of Student's Responses

No.	Questionnaires	Percentage						Total
		A	%	N	%	D	%	
Communication Apprehension								
1.	I never feel confident about myself when speaking English in class.	7	31%	3	14%	12	54%	22
2.	I started to panic when I had to speak English in the classroom without any preparation.	16	72%	1	5%	5	23%	22
3.	I feel relaxed when I speak English with a native speaker.	6	27%	4	18%	12	54%	22
4.	I feel that I am more experienced in English than my friend/classmate.	2	9%	7	31%	13	59%	22
5.	I feel very confident when I speak English in front of my classmate and my teacher.	9	41%	3	14%	10	45%	22
6.	I get nervous and trembled in English class, but not in another lesson.	3	14%	2	9%	17	77%	22
7.	I feel embarrassed and nervous when I speak English in class.	4	18%	3	14%	15	68%	22
8.	I am afraid when I don't understand every word my teacher says, or I don't catch up on my English material.	12	55%	2	9%	8	36%	22
Test Anxiety								
9.	I am not worried about making mistakes while doing English test.	13	59%	5	23%	4	18%	22
10.	The more I prepare to test the English well. I feel	1	5%	-	0%	21	95%	22

	confused.							
11.	I always feel afraid if my teacher is ready to correct every mistake that I have made during the test.	4	18%	1	5%	17	77%	22
12.	I feel nervous during the test.	3	14%	5	23%	14	64%	22
Fear of Negative Evaluation								
13.	I am afraid if I have to fail in English class.	19	86%	-	0%	3	14%	22
14.	I often feel that my classmate are more stand out and better in English than me.	15	68%	4	18%	3	14%	22
15.	I trembled when I knew that I would be called to speak English in front of the class.	8	36%	4	18%	10	46%	22
16.	I am afraid if my classmate will laugh at me if I make an error in speaking English.	8	36%	5	23%	9	41%	22
17.	I could feel my heart beating fast when I called to speak English in front of the class.	9	41%	4	18%	9	41%	22
18.	I am worried and afraid if my teacher is ready to correct my speaking performance in front of friends.	3	14%	6	27%	13	59%	22
19.	I feel nervous when the teacher asks some questions suddenly that I have not prepared before.	14	64%	1	5%	7	32%	22
20.	I feel that the time for English lessons goes so fast and makes me lag behind my friends.	3	14%	-	0%	19	86%	22
21.	I am embarrassed to volunteer myself to answer every question in English class.	9	41%	3	14%	10	45%	22
22.	I get mad and embarrassed when my teacher corrects every mistake that I have made without any solution.	7	32%	8	36%	7	32%	22

The table above presents the percentage of the answer frequency by the respondents. The first statement about confidence when speaking English in class found that 54% of respondents disagreed, 31% of respondents agreed, and the other small part chose neutral (14%). It claimed that respondents disagree if they never feel confident when speaking English in class. The second statement was, "*I started to panic when I had to speak English in the classroom without any preparation*". It was found that 72% of respondents agreed, 23% disagreed, and the rest were neutral with 5%. It demonstrated that respondents agreed that they started to panic when speaking English without any preparation.

The third statement showed the positive statement, "*I feel relaxed when I speak English with a native speaker*". It was found that 54% of respondents disagree, 27% of respondents agreed, while neutral choice were 18% of respondents. It indicated that respondents were not feel relax when they speak English with a native speaker. The fourth statement also showed a positive statement about more experiences in English than others. 59% of respondents claimed disagree, 31% of respondents stated neutral, while only 9% of respondents demonstrated agreed. It was really obvious that respondents disagree if they feel more experienced in English than their classmates.

The fifth statement focused on the students' confidence when speaking English in front of the class. It was found that 45% of respondents disagree, 41% of respondents agreed, and the rest of it were being neutral with 14% of respondents. It showed that respondents were not feel confident when speak English in front of their classmate and their teacher. The sixth statement related to the student's condition in learning English by getting nervous and trembling in English class.

The result showed that 77% of respondents disagree, while 14% of respondents agreed, and 9% of respondents give a neutral choice. It claimed that respondents disagree if respondents were getting nervous and trembling in English class.

Then, the seventh statement is about feeling embarrassed and nervous when speak English in class. It was found that 68% of respondents disagree, 18% of respondents agreed, and 14% of respondents were neutral. Thus, it indicated that respondents disagree with feeling embarrassed and nervous when speaking English in class. The eighth statement was "*I am afraid when I don't understand every word my teacher says or I don't catch up on my English material*". From the result examined most respondents agreed (55%), 36% of respondents disagree, and in small part 9% of respondents said neutral. It demonstrated that respondents were agreed that they afraid when don't understand every word their teacher says or don't catch up an English material.

The ninth statement indicated that 59% of respondents agreed that they were not worried about making mistakes while doing English tests. While other part stated neutral (23%) and disagreed (18%). It implied that respondents agreed that they were not worried about making mistakes while doing English tests. The tenth statement strengthened by the result shows that 95% of respondents choose (D) disagree that they feel that if they were more prepared for English tests they feel confused. 5% of respondents choose (A) agree, while no one chooses (N) neutral (0%). It claimed that respondents disagree they feel that more prepared for English tests they feel confused.

Further, the eleventh statement was "*I always feel afraid if my teacher is ready to correct every mistake I have made during the test*". It was found that 77%

of respondents stated disagreed, 18% of respondents stated agreed, and the rest of it were neutral with 5%. It showed that respondents disagree that they always feel afraid if the teacher is ready to correct every mistake during the tests. The twelfth statement focused on students' nervousness during the tests. It showed that 64% of respondents stated disagree, 23% of respondents were neutral, and only 14% of respondents stated agreed. It demonstrated that respondents were not feeling nervous during the English test.

The thirteenth statement is about being afraid of failing in English class. It was found that 86% of respondents said agreed, 14% of respondents said disagreed, while no one said neutral (0%). It claimed obviously that respondents feel afraid if they have to fail in English class. The fourteenth statement was *"I often feel that my classmate are more stand out and better in English than me"*. The result showed that 68% of respondents agreed, 18% of respondents were neutral, and 14% of respondents disagreed. It indicated that many respondents agree that they often feel that their classmate more stand out and better than themselves.

The fifteenth statement was found that 46% of respondents said disagreed that they trembled when knew that they would be called to speak English, 36% of respondents said to agree, while for the rest of it were 18% of respondents said neutral. It showed that more respondents disagreed that they trembled when knew that they would be called to speak English in front of class. The sixth statement about afraid of being laughed at by classmates when making an error in speaking English. It was found that 41% of respondents disagree, 35% of respondents agree, and 23% of respondents were neutral. It claimed that they disagree and they were

not afraid of being laughed by classmates when making an error in speaking English.

The seventeenth statement was written -" I could feel my heart beating fast when I called to speak English in front of the class." It was found that 41% of respondents agreed and 41% of respondents disagreed, and 18% of respondents were neutral. The result implied that some of the respondents could feel their hearts beating fast when called to speak English in front of the class were agreed and some of the respondents disagreed. The eighteenth statement about worriedness and afraid when corrected by the teacher. It was found that 59% of respondents disagreed, 27% of respondents were neutral, while 14% of respondents agreed. It claimed that they were not worried and not afraid when the teacher corrected their speaking performance.

However, the nineteenth statement focused on nervousness when the teacher asked some questions suddenly, and they were not prepared before, it was found that 64% of respondents agreed, 32% of respondents disagreed, and the rest of it were neutral (5%). Thus, it is indicated that when they speak English or ask by the teacher suddenly it makes them feel nervous. The twentieth statement was "I feel that the time for English lesson goes so fast and makes me lag behind my friends". The result showed that 86% of respondents disagreed, 14% of respondents agreed, while 0% or no one chose neutral. It showed that they disagreed and they did not feel that time for English lessons goes so fast and makes them lag behind their friends.

The twenty-first statement is about being embarrassed to volunteer to speak English in class. It was found that 45% of respondents disagreed, 41% of

respondents agreed, and 14% of respondents were neutral. Thus, it showed that they disagreed and they were not embarrassed to volunteer themselves to speak or answer every question in English class. The last statement is about the teacher's responses. The result found that 36% of respondents said neutral, 32% of respondents said to agree; also 32% disagreed. It claimed that it has the highest voice on either agree or disagree and that they get mad and embarrassed when the teacher corrects every mistake in speaking English without any solution.

To categorize the students' speaking anxiety level, the researcher conducted an assessment by categorizing each student based on the results of their responses in the FLCAS questionnaire, see the table 4.4.

Table 4.4 Scoring and Categorizing Students' Speaking Anxiety

Respondent	Questionnaire Number											Total score	Level
	1	2	3	4	5	6	7	8	9	10	11		
1	N	A	A	N	D	D	A	N	D	D	D	47	High
	12	13	14	15	16	17	18	19	20	21	22		
	D	A	A	A	N	A	A	D	A	N	D		
2	1	2	3	4	5	6	7	8	9	10	11	41	Medium
	A	D	D	D	A	D	D	D	A	D	A		
	12	13	14	15	16	17	18	19	20	21	22		
	N	A	A	D	N	A	N	A	D	D	D		
3	1	2	3	4	5	6	7	8	9	10	11	30	Medium
	N	D	N	N	N	D	D	D	N	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	D	D	D	N	D	N	D	D	D	N	D		
4	1	2	3	4	5	6	7	8	9	10	11	41	Medium
	D	A	A	D	N	D	D	D	A	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	N	A	A	D	N	D	D	A	D	A	A		

5	1	2	3	4	5	6	7	8	9	10	11	45	Medium
	A	A	N	N	D	D	D	A	A	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	D	A	A	A	A	A	N	D	A	D	D		
6	1	2	3	4	5	6	7	8	9	10	11	46	High
	D	A	D	D	D	D	D	A	A	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	D	D	A	A	A	A	D	A	D	A	A		
7	1	2	3	4	5	6	7	8	9	10	11	53	High
	A	A	D	D	D	A	A	D	A	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	D	A	A	A	A	A	A	A	D	A	N		
8	1	2	3	4	5	6	7	8	9	10	11	40	Medium
	D	A	D	N	D	D	A	D	A	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	D	A	N	N	D	A	D	A	D	N	D		
9	1	2	3	4	5	6	7	8	9	10	11	36	Medium
	D	N	A	D	A	D	D	N	N	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	N	A	A	D	N	D	N	A	D	D	D		
10	1	2	3	4	5	6	7	8	9	10	11	33	Medium
	D	D	A	N	A	D	D	D	A	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	N	A	N	D	D	D	D	A	D	A	A		
11	1	2	3	4	5	6	7	8	9	10	11	45	Medium
	D	A	N	D	D	N	D	A	A	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	D	A	A	N	A	N	D	A	D	A	N		
12	1	2	3	4	5	6	7	8	9	10	11	39	Medium
	D	A	A	D	A	D	D	A	A	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	D	A	A	A	D	A	D	D	D	A	D		
13	1	2	3	4	5	6	7	8	9	10	11	27	Medium
	D	D	N	N	A	D	D	D	N	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	D	D	N	D	D	D	D	N	D	D	N		

14	1	2	3	4	5	6	7	8	9	10	11	29	Medium
	D	A	D	A	A	D	D	D	A	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	D	A	D	D	D	D	D	D	D	D	A		
15	1	2	3	4	5	6	7	8	9	10	11	41	Medium
	D	A	D	D	A	D	D	A	D	D	A		
	12	13	14	15	16	17	18	19	20	21	22		
	A	A	A	D	D	D	D	D	D	D	N		
16	1	2	3	4	5	6	7	8	9	10	11	45	Medium
	A	A	D	N	D	N	N	A	N	A	D		
	12	13	14	15	16	17	18	19	20	21	22		
	D	A	D	N	N	N	N	D	D	D	N		
17	1	2	3	4	5	6	7	8	9	10	11	32	Medium
	D	D	A	A	A	D	D	A	A	D	N		
	12	13	14	15	16	17	18	19	20	21	22		
	D	A	N	D	D	D	D	A	D	D	A		
18	1	2	3	4	5	6	7	8	9	10	11	40	Medium
	A	A	D	D	N	D	D	A	A	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	D	A	A	D	D	D	D	A	A	D	N		
19	1	2	3	4	5	6	7	8	9	10	11	51	High
	A	A	D	D	A	D	N	A	A	D	A		
	12	13	14	15	16	17	18	19	20	21	22		
	N	A	A	D	A	A	N	A	D	A	A		
20	1	2	3	4	5	6	7	8	9	10	11	57	High
	A	A	D	D	D	A	A	A	D	D	A		
	12	13	14	15	16	17	18	19	20	21	22		
	A	A	A	A	A	N	N	A	D	D	N		
21	1	2	3	4	5	6	7	8	9	10	11	52	High
	N	A	D	D	D	A	N	A	N	D	D		
	12	13	14	15	16	17	18	19	20	21	22		
	A	A	A	A	A	D	D	A	D	A	N		
22	1	2	3	4	5	6	7	8	9	10	11	52	High
	D	A	D	D	D	D	D	A	D	A	D		
	12	13	14	15	16	17	18	19	20	21	22		
	D	A	A	A	A	A	A	A	D	A	A		

Based on table 4.4 above, this is a summary of the students' speaking anxiety levels which are presented in the table 4.5.

Table 4.5 Summary of Categorizing Students' Speaking Anxiety

RANGE	LEVEL	RESULT
46-66	High	32% (7 Respondents)
23-45	Medium	68% (15 Respondents)
1-22	Low	0% (No Respondent)

Table 4.5 shows the questionnaire results about the level of students' speaking anxiety there are 32% of respondents are at the high level, and 69% of the respondents are at the medium level. In comparison, there are 0% of respondents at the low level, which means no respondents at this level.

The second data collection is through interviews. In line with the causes of students' speaking anxiety, the respondents demonstrated in comprehension responses as follow;

- AKM :** Difficult to understand written English, a bit less like the English subject, fear of being told to speak English, fear of making mistakes when speaking English, fear of being laughed at when making mistakes in speaking English, confused with code mixing and code switching.
- SAZ :** Difficult to understand some English material, fear of being called to speak English, fear of making mistakes when speaking English, and learning in too serious and less relaxed class.
- SCYP :** Sometimes it is difficult and not difficult to understand English material, fear of mispronouncing English vocabulary, fear of answer questions from the teacher, fear of being left behind by classmates, nervous if classmates give pay attention when speaking in front of the class, the teacher is not relaxed in teaching, less comfort with the learning method used.
- ZTC :** Need a long time to understand some English materials, fear when the teacher announces the score in front of the class, fear of getting a bad score, fear of not being able to answer questions from the teacher, fear of being laughed at by classmates, anxious when finding it difficult to pronounce English sentences in front of the class. , fear of making mistakes when speaking English in front of the class, the teacher is less relaxed in the learning process.

Based on the summary of the interview results above, the four respondents perceived themselves to have the reason for their speaking anxiety, and overall the respondents' answers were consistent with the causes of students' speaking anxiety in chapter 2. For example, SCYP claimed that she was tough to understand some English texts. Furthermore, AKM demonstrated that she was afraid when asked to speak English. Then SAZ expressed that she was nervous when her classmates gave attention while practicing speaking in front of the class, and she was bored with the monotonous learning method. Last, ZTC also felt that she was afraid that her classmates would laugh at her if she made a mistake while speaking in front of the class.

The researchers also examined the participants' beliefs in English. If participants were asked to have difficulty in understanding English lessons, they answered that they were in the middle, sometimes they felt difficult with some materials, even one of them does not like English subjects. They also discussed that their fear of speaking was afraid of making mistakes in English pronunciation, and they were afraid that their classmates would laugh at them. They were also fear of not being able to answer the teacher's questions.

Furthermore, the researcher also examined how classmates reacted if someone made a speech error. They answered that their classmates would laugh at it. They also think that their classmates are better at speaking English and will be left behind by their classmates. Last, the researcher also examines the influence of teachers on learning. They all think that learning in class is very monotonous. The teacher is also less relaxed or always serious in every meeting when learning, such

as only explaining the material and then giving assignments, and it happens repeatedly. A complete transcript of the interview results can be seen in the appendix.

There have been found the causes of students' English speaking anxiety through interviews in the bilingual class by the researcher. The results showed that the causes of students' speaking anxiety was from the students themselves and external factors, such as from teachers, classmates, and their environment. Below are the causes of students' speaking anxiety which are classified in detail as follow;

1. Anxiety from Students

a. Negative Response from Classmates

The psychological side of students can be the basis for causing anxiety. Usually, students want to look the best among other friends to protect themselves from negative responses because they can attack students' psychology. One student reported that he received negative feedback from his classmates and it made him anxious when speaking in front of the class. Observations from the following interviews by SCYP evidence this anxiety factor;

SCYP: *"I ever made a mistake in pronouncing a vocabulary, then my friends responded like they were shocked and kept saying 'Loh' with confused expressions and looking at each other. Then at the next meeting, they are more indifferent and don't care."* (Translated)

Based on the interview above, it shows that they are shy and feel that their classmates lower their self-esteem because most students think that class is a competition. Young (1991) stated that this competition can cause anxiety by comparing themselves with others with an ideal self-image. Supported by the opinion of Higgs and Krashen (1982) that the level of self-esteem in each individual is closely related to language anxiety.

It can be concluded that the shame obtained from the negative response given by classmates can attack a person's psychological and social status because they want to maintain self-esteem and appear superior in a competition. This anxiety includes personal and intrapersonal anxiety.

b. Lack of Self-Confidence

According to the four interview participants, self-confidence also contributed to their anxiety in learning English. They say speaking in front of class can challenge their confidence. Likewise, when they understand a material about English, they doubt the truth that they have understood. This can be seen from the following AKM statement;

AKM: "English is not difficult but when I speak in front of the class I lack confidence, I am afraid that I will suddenly be called to read some text, because I have difficulty reading English. I went to bilingual class because I focused on Arabic, so when it comes to English, I doubt the correctness of the pronunciation or understanding even though it's from a native speaker. If it's I don't understand the material or don't know how to read it. I'm also not confident to ask, I'm afraid." (Translated)

Interviews showed that self-confidence is essential and a must-have; self-confidence that can change a person's mindset. AKM said that if he doubted himself when reading and reciting English sentences, he didn't even know how to pronounce them. In addition, understanding grammar can make some of

them feel overwhelmed while learning. Meanwhile, several other students admitted that they had difficulty listening to native speakers and learning to understand some text and vocabulary. They believe that they must be prepared to understand every word if they want to understand what to say in English.

During the observation, the researcher also found passive students in the class. They prefer to wait, follow, and do what the teacher tells them to do. Howritz et al., (1986) believe that learner beliefs in language learning also affect students' emotions, and students may become frustrated and nervous during class. It can be concluded that the lack of self-confidence will affect their speaking performance.

2. Anxiety from Teacher

a. Teacher's personality and attitude

All respondents reported that the anxiety came from teacher who had a changeable mood. Furthermore, the teacher always repeat the learning method such as after explaining, then the students do the assignment, and suddenly the students are called to read the text without any previous preparation or practice. The students also suggested that the teacher should be more relaxed in learning. This has been conveyed by SAZ in the following statement;

SAZ: "Usually, the teacher's mood is cheerful and sometimes scary. Sometimes when I ask about the material, the response is a bit angry, I think like that. The learning is always serious, after explaining the material we are asked to do the questions and there are a lot of them. If the material is about the text, then you are immediately called and asked to read it one by one without being taught how to read it first. It kept happening, the game doesn't even exist." (Translated)

The results of the interview showed that the teacher can be one of the causes of students' speaking anxiety. According to SAZ, teachers should be more

humble and relaxed in learning. In other words, the teaching must be varied because it greatly affects the emotions and feelings of students. Several other students also complained about the attitude of the teacher who was too indifferent. A student said when he asked the teacher, and the teacher didn't answer but instead asked why he didn't read the book?. If the teacher looks scary to students, students will feel obstructed from asking questions or liking the class, and that also has an impact on students' academics and mentality. This is supported by Young's (1994) statement that the teacher's judgmental attitude can also be a cause of students' speaking anxiety. Therefore, the teacher's attitude can affect student's feelings and performance in the classroom.

b. Open evaluation

All interview participants feel anxious if the teacher applies the procedure by announcing the results of the assessment in class. Students feel anxious if they get the lowest score, and feel embarrassed if they get the lowest score among their classmates. As in the statement stated by ZTC:

ZTC: "I often feel worried after the test and then it correcting by my friends, after that the scores will be called one by one. I was nervous and worried about my scores, ever once I broke out in a cold sweat waiting for my exam results." (Translated)

Based on the interview above showed that some students feel less confident with the test results obtained. Then, some other students feel more experience in English they will feel comfortable with their test scores. Young (1991) says that new and highly evaluative situations will result in students experiencing more fear and anxiety. It can be concluded that class procedures that make students uncomfortable and the results of language tests announced in class

will affect students' speaking anxiety through open evaluation.

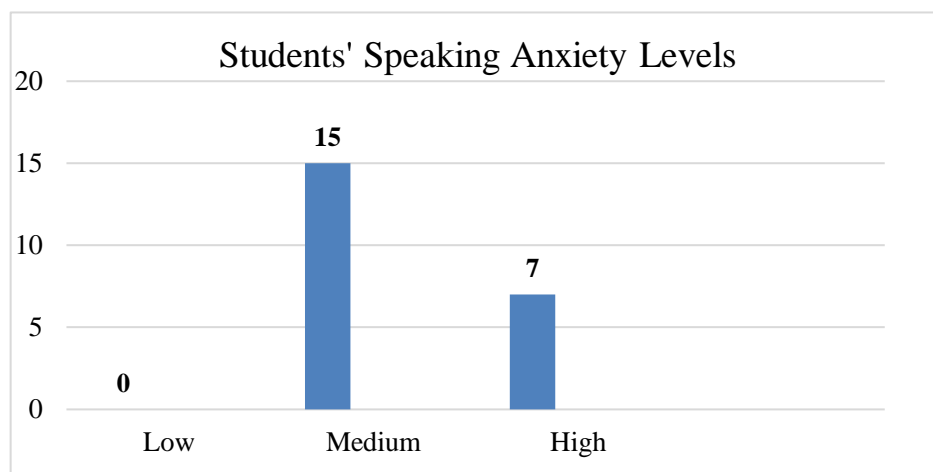
However, the teacher felt that the behavior and abilities of students in English class especially their speaking ability, students did not show any anxiety. It means that the teacher has given the best teaching, such as when the researcher asked about the students' speech anxiety problem, Mrs. IKI said as follows:

Mrs. IKI: *"I think they are good at speaking because there were three students are successful to go to join the national speech competition, even though there are some students who are active and passive in learning. About are they anxious or not, I don't know because it need to know deeply. For self-confidence in speaking, only a few of them, not all students".*

The result of interview showed that anxiety that comes from the teacher above, it proves that students can still showing their speaking performance in class as long as students still have self-confidence and responsibility. Young (1991) stated that the teachers can also provide an approach by correcting students' errors and provide positive power by helping students develop realistic expectations about themselves. Teachers who have good attitudes are friendly, humorous, relaxed, patient, and can encourage students to reduce anxiety in speaking English.

4.2 Discussion

In this section, the author discusses the results of the questionnaires and interviews using a qualitative approach to analyzing the results. From 22 items of questionnaire questions from the FLCAS, researchers got various answers from all respondents. The researcher concludes that the major level in this research is "Medium to high".



By the chart above it showed that 15 students who experience in medium anxiety are the best students in dealing with their anxiety in speaking English. According to Debreli and Demirkan (2015), students who have anxiety at a medium level are students who have a fear of making mistakes and getting ridiculed by their classmates. Most of them feel less confident about their abilities. Other influences can also be obtained from teachers, students who are afraid of getting punished, get bad criticism in front of their classmates will cause fear arise in them. However, Horwitz stated they still can and try to get help from others.

While, 7 students are in high anxiety and need more attention in dealing with their anxiety. In Debreli and Damirkan's research, students who had high anxiety levels did not have sufficient background or knowledge of the English

language. They also stated that high levels were filled with students who lacked English language practice. They also feel that they have absolutely no confidence in their abilities and the confidence to ask others for help. Therefore, this research showed that bilingual students' anxiety level in Indonesia is at medium to high level. Compared with previous studies that discussed the speaking anxiety of trilingual students in Tunisia, they were at a low to average level. Here, EFL students in Indonesia need more attention to learning English at other times of formal education by adding special programs or courses to learn English skills.

Based on previous study by Febriyani et al. (2020) about analysis on self confidence in speaking skill are different with the result of this study. They found that self confidence in speaking about respecting other people's opinions is one indicator of confidence in speaking. While, this finding found that students are afraid to get and accept other people's opinions. Students feel that other people's opinions are not always given a positive response, students are afraid to get negative opinions or responses from other people, especially their classmates. Therefore this study is not in line with previous research on respecting the opinions of others, because one of the causes of students' speaking anxiety is from the opinions of others or negative responses from their classmates.

The other form of self-confidence indicator in speaking by Febriyanti et al. (2020) about an open evaluation. From previous study found that open evaluation is one of the indicator to speak with confidence. However, this research found that open evaluation can cause students' speaking anxiety. This study refutes previous research because one of the causes that make students speaking anxiety is an open evaluation. Supported by Young (1991), students prefer and comfortable to be

given individual evaluations or criticism.

The other causes of students' speaking anxiety is teacher's personality and attitude. Students felt that the teachers who are indifferent and the teachers' mood often changeable will have an impact on student performance in class, especially in speaking. In addition, the learning process that is less relaxed and too serious will make students feel depressed. Likewise, the teacher who uses of English frequently and the use of code maxing and code-switching which is confusing for students will make students feel more anxious. Teachers must believe in their role as facilitators that may contribute to student performance in the classroom including the anxiety of EFL students. Teachers can act as counselors, friends, and friendly as motivators that support to improve student performance (Young, 1991).

4.3 Implication of the Finding

From the results of this research, it can be seen that there is fairly high anxiety toward students in speaking. By these results, teachers can the appropriate strategies or teaching methods so that students can be able to overcome and reduce anxiety when speaking. Teachers should also be trained to detect and know the reasons why students are anxious during speaking practice. Horwitz et al, (1986) have summarized the teacher's role to student anxiety; (1) the teacher can help how to deal with anxiety in a situation, (2) the teacher can provide a relaxed learning context. Thus, it is very important to make students feel safe and active in participating in class without fear of making mistakes and worries from the evaluation given by teachers and classmates by creating a supportive classroom and environment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusions from the findings and discussions and also provides suggestions related to the area of foreign language anxiety experienced by seventh grader students in bilingual class of MTsN 1 Malang regarding the level of anxiety and the causes of speaking anxiety.

5.1 Conclusion

Based on the results and data analysis of this research, it can be concluded that the major level of students' speaking anxiety in bilingual class at seventh grader students of MTsN 1 Malang is medium to high level. Therefore, English teachers have a very important role to handle and reduce anxiety among students. If the teacher wants to minimize students' speaking anxiety in class, the teacher must enjoy and be more relaxed in the teaching and learning process by avoiding indifference and the teacher must be able to control their mood so that the class is more enjoyable. In addition, teachers must also avoid open evaluations, because open evaluation can contribute to students' speaking anxiety and teachers must be able to instill students' self-confidence to continue to learning and provide the best performance. Furthermore, students must also support each other by not giving a negative response to other friends who are showing their speaking performance in front of the class.

5.2 Suggestion

Although this research was conducted in a short time and in a small group, the findings of this research can provide some useful information for students, teachers, and further research as a reference for improving the quality of learning

English, especially in speaking skills.

1. For Teacher

Teachers should be more aware and understand about cases of language anxiety, especially in students' speaking skills. Because the influence of anxiety has become an important factor in language learning. Teachers can apply FLCAS at the beginning of the class to find out the level of anxiety of each student immediately. Thus, the teacher can provide appropriate treatment, methods, and strategies to reduce and overcome students' speaking anxiety and have a positive effect on teaching and learning activities.

2. For Students

Students must be able to work together to create a comfortable and interesting classroom atmosphere. Although each student has a different level of anxiety, they need to be involved in efforts to reduce their own anxiety. Students should also know that making mistakes and getting low grades is normal, the most important thing is that students know how to deal with it.

3. For Future Research

In this research is that only focuses on speaking anxiety. Hopefully, future research can analyze speaking anxiety on listening, writing, and reading skills. Future research is also expected to provide solutions to students' language anxiety problems.

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Appendix 1 Recommendation Letter from Kementerian Agama Kabupaten Malang



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG**

Jalan Kolonel Sugiono Nomor 266 Malang 65149
Telpon (0341) 801131, Faksimile (0341) 803403
Email: kabmalang@kemenag.go.id Website: <http://malang.kemenag.go.id>

Nomor : B-1103/Kk.13.35.2/TL.00/03/2022
Sifat : Biasa
Lampiran : -
Hal : Rekomendasi Izin Penelitian

25 Maret 2022

Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan (FITK)
Universitas Islam Negeri Maulana Malik Ibrahim Malang
Malang

Menindaklanjuti surat saudara nomor 608/Un.03.1/TL.00.1/03/2022 tanggal 21 Maret 2022 tentang Permohonan Izin Penelitian, setelah diteliti kelengkapan dan persyaratan yang diperlukan, dengan ini diberikan rekomendasi, kepada:

Nama : Genadea Putri Setyana
NIM : 18180013
Jurusan : Tadris Bahasa Inggris (TBI)
Semester : Genap
Tahun Akademik : 2021/2022

Untuk mengadakan Penelitian dengan judul "Students Speaking Anxiety In Bilingual Classroom at Seventh Grader Students of MTsN 1 Malang" yang dilaksanakan secara online di Madrasah Tsanawiyah Negeri 1 Malang Kecamatan Gondanglegi Kabupaten Malang pada bulan Maret sampai dengan April 2022.

Demikian rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya



a.n. Kepala Kantor
Kasi PENDMA,

Ode Saeni Al Idrus

Tembusan
Kepala Kantor Kementerian Agama Kabupaten Malang
Kepala Madrasah Tsanawiyah Negeri 1 Malang Kecamatan Gondanglegi

Appendix 2 Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
 http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 608/Un.03.1/TL.00.1/03/2022 21 Maret 2022
 Sifat : Penting
 Lampiran : -
 Hal : **Permohonan Izin Penelitian**

Kepada
 Yth. Kepala Kantor Kementrian Agama Kabupaten Malang
 di
 Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Genadea Putri Setyana
 NIM : 18180013
 Jurusan : Tadris Bahasa Inggris (TBI)
 Semester-Tahun Akademik : Genap - 2021/2022
 Judul Skripsi : **Students' Speaking Anxiety in Bilingual Classroom at Seventh Grader Students of MTsN 1 Malang**

Lama Penelitian : **Maret 2022** sampai dengan **April 2022**

diberikan izin untuk melakukan penelitian secara online di MTsN 1 Malang. Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Dekan,

Prof. Dr. H. Nur Ali, M.Pd
 NIP. 19650403 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan TBI
2. Arsip

Appendix 3 Blueprint of Questionnaire and Interview Guideline

The Blueprint of Questionnaire and Interview Guide

A. Background

This blueprint design arranges to collect and identify students' speaking anxiety they are experiencing in bilingual class at seventh grader students of MTsN 1 Malang. These statements contained positive and negative statements, they had taken from types of anxiety that assess performance in a social and academic context as a dimension of speaking anxiety, and there are; communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE).

B. Objective

This blueprint is designed based on theory and previous research that will help researchers and as a guide for using research instruments: questionnaires and interviews while conducting research.

D. Blueprint of a questionnaire

Construct Theory	Dimension	Variable	Sub-Variable	Indicator	Question Number
Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986).	Communication Apprehension (CA)		Social Context	Unconfident	1, 2, 4, 5
				Uncomfortable	3, 6
				Ashamed	7
				Limit of language knowledge	8

Foreign Language Classroom Anxiety.	Test Anxiety (TA)	Students	Academic Context	Fear of failure	9, 11, 13
				Unsuitable demands with reality	10
				Nervous	12
	Fear of Negative Evaluation (FNE)		Evaluation of Performance	More sensitive feelings	14, 16, 22
				Worried	15, 18, 21
				Tension on evaluation	17, 19, 20

Statements	Question Number
Positive statements	3, 4, 5, 9
Negative statements	1, 2, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22

C. Blueprint of interview

Construct theory	Dimension	Variable	Indicator	Question Number
Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest?	The causes of speaking anxiety	Students	Personal and intrapersonal anxiety	1, 2, 3, 4, 5, 6
			Learners belief about language learning	
			Teachers belief about language teaching	
			Teacher-student interaction	
			Classroom procedures	
			Language testing	

Reference

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>

Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, 75(4), 426-437. <https://doi.org/10.1111/j.1540-4781.1991.tb05378.x>

Appendix 4 Questionnaire Guideline

QUESTIONNAIRE GUIDELINE

My name is Genadea Putri Setyana, and I am a student. I am currently studying for a bachelor's degree at English Education Department, Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. I conducted this research to fulfill the undergraduate requirements entitled "Students' Speaking Anxiety in Bilingual Classroom at Seventh Grader Students of MTsN 1 Malang", in order to categorize the major level of students' speaking anxiety and to identify the causes of students' speaking anxiety.

The questionnaire below consists of 22 questions that can be completed in no more than 15 minutes. All recorded responses will be kept confidential to maintain the participant's and institution's reputation. By filling out this questionnaire, it indicates that you consent to be a part of this research.

Participant Name	:	
NIS	:	
Sex	:	

Please choose according to yourself by Agree (A), Neutral / Neither Agree or Disagree (N), or disagree (D) with the statements provided.

No.	Statement	A	N	D
1.	I never feel confident about myself when speaking English in class. <i>Saya tidak pernah merasa percaya diri ketika berbicara bahasa inggris dikelas.</i>			
2.	I started to panic when I had to speak English in the classroom without any preparation. <i>Saya mulai panik ketika harus berbicara bahasa inggris di depan kelas tanpa persiapan.</i>			
3.	I feel relaxed when I speak English with a native speaker. <i>Saya merasa santai ketika saya berbicara bahasa inggris dengan penutur asli.</i>			
4.	I feel that I am more experienced in English than my friend/classmate. <i>Saya merasa lebih berpengalaman dalam bahasa inggris</i>			

	<i>dari pada teman sekelas saya.</i>			
5.	I feel very confident when I speak English in front of my classmate and my teacher. <i>Saya merasa sangat percaya diri ketika berbicara bahasa inggris didepan teman kelas dan guru saya.</i>			
6.	I get nervous and trembled in English class, but not in another lesson. <i>Saya gugup dan gemetar ketika dikelas bahasa inggris, tapi tidak dikelas mata pelajaran lain.</i>			
7.	I feel embarrassed and nervous when I speak English class. <i>Saya merasa malu dan gugup ketika berbicara bahasa inggris dikelas.</i>			
8.	I am afraid when I don't understand every word my teacher says, or I don't catch up on my English material. <i>Saya takut ketika saya tidak mengerti setiap perkataan yang dikatakan guru, atau saya tidak menangkap materi bahasa inggris.</i>			
9.	I am not worried about making mistakes while doing English test. <i>Saya tidak khawatir membuat kesalahan ketika mengerjakan ujian bahasa inggris.</i>			
10.	The more I prepare to test the English well. I feel confused. <i>Semakin saya mempersiapkan ujian bahasa inggris dengan baik, semakin saya bingung.</i>			
11.	I always feel afraid if my teacher is ready to correct every mistake that I have made during the test. <i>Saya selalu merasa takut jika guru siap untuk mengoreksi setiap kesalahan yang saya buat ketika ujian.</i>			
12.	I feel nervous during the test. <i>Saya merasa gugup selama ujian.</i>			
13.	I am afraid if I have to fail in English class. <i>Saya takut jika saya gagal dikelas bahasa inggris.</i>			
14.	I often feel that my classmate are more stand out and better in English than I am. <i>Saya sering merasa bahwa teman sekelas saya lebih menonjol dan lebih baik dari pada saya dalam berbahasa inggris.</i>			
15.	I trembled when I knew that I would be called to speak English in front of the class.			

	<i>Saya gemetar ketika saya mengetahui bahwa saya akan dipanggil untuk berbicara bahasa inggris didepan kelas.</i>			
16.	I am afraid if my classmate will laugh at me if I make an error in speaking English <i>Saya takut jika teman sekelas saya akan menertawakan say ajika saya melakukan kesalahan dalam berbicara bahasa inggris.</i>			
17.	I could feel my heart beating when I called to speak English in front of the class. <i>Saya dapat merasakan jantung saya berdebar kencang ketika saya dipanggil untuk berbicara bahasa inggris didepan kelas.</i>			
18.	I am worried and afraid if my teacher is ready to correct my speaking performance in front of friends. <i>Saya khawatir dan takut jika guru saya siap untuk mengoreksi performa berbicara saya didepan teman sekelas saya.</i>			
19.	I feel nervous when the teacher asks some questions suddenly that I have not prepared before. <i>Saya merasa gugup ketika guru tiba-tiba mengajukan beberapa pertanyaan yang belum saya persiapkan senelumnnya.</i>			
20.	I feel that the time for English lessons goes so fast and makes me lag behind my friends. <i>Saya merasa bahwa waktu pelajaran bahasa inggris lebih cepat dan membuat saya tertinggal dari teman sekelas saya.</i>			
21.	I am embarrassed to volunteer myself to answer every question in English class. <i>Saya malu untuk menawarkan diri saya untuk menjawab pertanyaan dikelas bahasa inggris.</i>			
22.	I get mad and embarrassed when my teacher corrects every mistake that I have made without any solution. <i>Saya marah dan malu ketika guru mengoreksi setiap kesalahan yang saya lakukan tanpa memberikan solusi.</i>			

*Appendix 5 Interview Guideline***INTERVIEW GUIDELINE**

The questions below are intended for students with the highest anxiety seen from the questionnaire results.

1. Is English a complex subject for you?
Apakah bahasa inggris adalah pelajaran yang sulit bagi anda?
2. How do you feel when you learn English in the classroom? Does it funny or gloomy?
Bagaimana perasaan anda ketika belajar bahasa inggris dikelas? Apakah menyenangkan atau menyedihkan?
3. Is there something that scares you while learning English in the classroom?
Apakah ada suatu hal yang membuat anda takut ketika pembelajaran bahasa inggris berlangsung dikelas?
4. What makes you feel anxious and afraid when you speak English in class?
Apa yang membuat anda cemas dan takut ketika berbicara bahasa inggris dikelas?
5. How do your classmates react when you make a mistake in speaking English?
Bagaimana reaksi teman sekelas anda ketika anda membuat kesalahan dalam berbicara bahasa Inggris?
6. Does your teacher in the class affect your felling while studying?
Apakah guru anda mempengaruhi perasaan anda saat pembelajaran berlangsung?

Appendix 6 Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
 http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : B-154 /Un.03/FITK/PP.00.9/03/2022 28 Maret 2022
 Lampiran : -
 Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
 Dr. Alam Aji Putra, M.Pd
 di -
 Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Genadea Putri Setyana
 NIM : 18180013
 Program Studi : Tadris Bahasa Inggris (TBI)
 Judul Skripsi : Students Speaking Anxiety in Bilingual Classroom at
 Seventh Grader Students of MTsN 1 Malang
 Dosen Pembimbing : Dr. H. Langgeng Budiando, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dr. Dekan
 Wakil Dekan Bid. Akademik

 Dr. Muhammad Walid, M.A
 NIP. 197308232000031002

Appendix 7 Validation Sheet

VALIDATION SHEET

**Instrument Validation Sheet of Interview and Questionnaire Guide for Research Entitled
"Students' Speaking Anxiety in Bilingual Class at Seventh Grader Students of MTsN 1 Malang"**

Validator	: Dr. Alam Aji Putera, M.Pd
NIP	: 19890421201502011153
Expertise	: English Language Teaching
Instance	: UIN Maulana Malik Ibrahim Malang
Validation date	: March 29th, 2022

A. Introduction

This validation sheet is used to obtain an assessment from the validator (Mr./Ms.) on the research instrument used in this research. Every feedback is essential for improving the quality of instruments used in this research. I would like to thank for your willingness to become a validator and fill out this validation sheet.

B. Guidance

1. Please give a score on each statement item using sign (✓) in the column with the scale as follows; **1 = Poor, 2 = Average, 3 = Good.**
2. Please provide your feedback/suggestions in the column.

C. Assessment Rubric

No.	Indicator	Score		
		1	2	3
1.	Research instruments are well constructed			
2.	Research instruments are well formulated			
3.	Research instruments are related and based on previous theory			
4.	Research instruments are relevant to acquiring research objective			
5.	Research instruments use good language and correct punctuation			

6.	Research instruments are used communicative language			
7.	Research instruments are effortless to understand			
8.	Research instruments are precise and do not cause bias			
9.	Research instruments can help the researcher to seek the students' level/frequency in speaking anxiety			
10.	Research instruments can help the researcher to seek the causes of students' speaking anxiety			

D. Feedback/Suggestion

For each type of speaking anxiety, give more specific in indicator _____

E. Conclusion

Based on the assessment above, it can be concluded that this instrument is:

Please give a scribble on the answer that does not match your conclusion.

1. ~~These instruments are proper to use to collect data without revision.~~
2. These instruments are proper to use to collect data within the revision.
3. ~~These instruments are not proper to use to collect data.~~

Malang, March 29th 2022

Validator



Dr. Alam Aji Putera, M.Pd

NIP. 19890421201502011153

Appendix 8 Interview Result Transcription

Interview 1 (English)

Subject : Respondent 1
Date : April 16th, 2022
Coding Description : AKM (Interviewee)
IR (Interviewer)

IR	:	Hallo, Assalamu'alaikum
AKM	:	Wa'alaikumsalam
IR	:	I want to ask you some questions, please answer honestly
AKM	:	Yes sis
IR	:	Is English a complex subject for you?
AKM	:	English is not difficult for me, emm.. in the middle, because I have difficulty in reading English text
IR	:	When you feel difficult to read, what will you do? Do you ask to your teacher or your friend?
AKM	:	If I don't know how to read it or don't understand some material yaa.. Usually I ask my friend but at once, for next, I am not confident to ask, and I am not asking my teacher, I am afraid.
IR	:	How do you feel when you learn English in the classroom? Does it funny or gloomy?
AKM	:	Just so so
IR	:	Is there something scares you while learning English in the classroom?
AKM	:	Yes, I am afraid when I have to speak or read English suddenly
IR	:	How do you feel?
AKM	:	I am a bit nervous and anxious, I feel lack of confidence
IR	:	What makes you feel anxious and afraid when you speak English in class?
AKM	:	I am afraid if I make a mistakes then my friend laughing at me
IR	:	How do your classmates react when you make a mistake?
AKM	:	Laughing at me
IR	:	So, who recommended you to join this bilingual class?
AKM	:	Myself, but I focused on Arabic, not English
IR	:	Then, what happens when you learn English?
AKM	:	I am less confident, I doubt to pronounce, is it correct or not, and I hard to understand even though it comes from native speaker.
IR	:	Does your teacher can affect your feeling while studying in the class?
AKM	:	Yes, because I am afraid when I suddenly be called for read some text in front of class

IR	:	How your teacher treats you?
AKM	:	Just so so, it's often monotonous for me

Interview 2 (English)

Subject : Respondent 2
Date : April 16th, 2022
Coding Description : SAZ (Interviewee)
IR (Interviewer)

IR	:	Hallo, Assalamu'alaikum
SAZ	:	Wa'alaikumussalam
IR	:	I want to ask some questions, please answer honestly yaa
SAZ	:	InshaAllah sis
IR	:	To join this class, it's based on your willingness or from your parents?
ZAS	:	Actually, on the orders of my parents because they want me to get an education in foreign
IR	:	Is English a complex subject for you?
SAZ	:	Em.. There are some materials that are difficult for me
IR	:	How do you feel when you learn English? Does it funny?
SAZ	:	Little bit funny
IR	:	Is there something scares you while learning English?
SAZ	:	Ya, when ask for speaking English
IR	:	Why are you scared?
SAZ	:	I am afraid if I make mistakes, so it make me nervous during learning
IR	:	What happens if you make mistakes?
SAZ	:	I ever had, there someone try to help me and other just chuckle
IR	:	Does your teacher affect your feeling in class?
SAZ	:	Of course, sometimes teacher's mood is cheerful, sometimes scary
IR	:	You said that there are some material is difficult for you? So, how you handle it?
SAZ	:	Ya, I ask about material to my teacher but when teacher's mood is scary, the response it a bit angry, I think like that
IR	:	How about your teaching and learning? Is it funny?
SAZ	:	Learning is always serious, usually after explaining some material we asked to do answer the questions and called one by one to read it but without being thought how to read it first
IR	:	Have you ever play some games or ice breaking?
SAZ	:	Never, ya it's comes like that, over and over

Interview 3 (English)

Subject : **Respondent 3**
Date : **April 16th, 2022**
Coding Description : **SCYP (Interviewee)**
IR (Interviewer)

IR	:	Hallo, Assalamu'alaikum
SCYP	:	Walaikumussalam
IR	:	I want to ask some questions for you, pleas answer honestly ya
SCYP	:	Yes sis
IR	:	Is English a complex subject for you?
SCYP	:	Sometimes ya, sometimes not difficult
IR	:	What is the most difficult from English for you?
SCYP	:	I hard to learn grammar
IR	:	How do you feel when learning English? Have you enjoy it?
SCYP	:	Often feel nervous
IR	:	Is there something that scares you?
SCYP	:	Yes, I am afraid when I am not being able to answer the question, fear of being left behind by classmates
IR	:	Then, what makes you feel nervous?
SCYP	:	I am afraid when I speak English then I mispronounce some vocabulary and I am nervous when my friend give their attention for me when I speak in front of class
IR	:	How does your classmate react when you mispronounce or make some error in speaking?
SCYP	:	I ever mispronounce, then my friends were shocked and kept saying like "loh" and looking each other. But, in the next meeting they were more indifferent and don't care me
IR	:	How about your teacher, is it can affect your feeling in class?
SCYP	:	Yes, it's not relaxed, too monotonous. I am a little less comfort with the method used

Interview 4 (English)

Subject : Respondent 4
Date : April 16th, 2022
Coding Description : ZTC (Interviewee)
IR (Interviewer)

IR	:	Hallo, Assalamu'alaikum
ZTC	:	Walaikumussalam
IR	:	I want to ask some questions for you, please answer honestly yaa
ZTC	:	Yes sis
IR	:	Is English a complex subject for you?
ZTC	:	No, but some material can take a long time to understand
IR	:	How do you feel in English class? Is it funny or gloomy?
ZTC	:	I think it's funny
IR	:	Is there something that scares you in English class?
ZTC	:	Yes, is there any task or after test then my teacher is spilling our scores
IR	:	How do you feel?
ZTC	:	I am nervous and worried about my scores
IR	:	Other than that, is there something makes you nervous or anxious?
ZTC	:	Ya, when my teacher ask me to speak English in front of class. I am anxious when I don't know how to pronounce the vocabulary or make mistakes while speaking
IR	:	What happens when you make a mistake?
ZTC	:	I am afraid if my classmate laugh at me
IR	:	How does your classmate react?
ZTC	:	Yaaa sometimes just silent and sometimes laugh at me
IR	:	How about your teacher, is affect your feeling in class?
ZTC	:	Yes, when spilling our scores. I ever once I broke out in a cold sweat when I am waiting for my name called for my scores. Actually, I don't like this system. And when my teacher is too serious in learning

Interview 5 (English)

Subject : Respondent 5
Date : March 30th, 2022
Coding Description : Mrs. IKI (Interviewee)
IR (Interviewer)

IR	:	Assalamu'alaikum Miss
Mrs. IKI	:	Wa'alaikumussalam
IR	:	I want to know about bilingual classes actually in seventh grader students and their speaking ability
Mrs. IKI	:	Yes, please
IR	:	Before that, how long have you been teaching there?
Mrs. IKI	:	Since 2004 until know
IR	:	Ok Miss, then how about English in seventh grader students in bilingual class?
Mrs. IKI	:	Their English is good, even their score the highest than the other classes
IR	:	For their speaking ability Miss? Is there any problem?
Mrs. IKI	:	In seventh grader of bilingual class, I think they are good. Because there were three students of them are successful to join national level competition
IR	:	How about the other students Miss?
Mrs. IKI	:	Yaa.. there are some students are passive and active many variation
IR	:	Have you ever found some students get anxious in their performance?
Mrs. IKI	:	About that, I don't know because it need to know deeply
IR	:	How about their confidence in speaking?
Mrs. IKI	:	Only a few of them have confidence in speaking
IR	:	Then, have they ever laughed at each other?
Mrs. IKI	:	It's normal for them
IR	:	How the students' feeling when they were laughing by their friends?
Mrs. IKI	:	If I see they are normal, but I don't know for sure how they feel
IR	:	For speaking practice, how the students do?
Mrs. IKI	:	Yes, they do their best of them even though some of them forget, just stay and silent in front, some bring text while practicing

Appendix 9 Observation Result

Sabtu,
26/22
/3

OBSERVATION CHECKLIST

No.	Observation Case	Yes	No
1.	Students feel anxious when they suddenly asked to speak English in front of class. <i>Siswa merasa cemas jika tiba-tiba diminta berbicara bahasa Inggris didepan kelas.</i>	✓	
2.	Students are unconfident when speaking English in the class <i>Siswa tidak percaya diri ketika berbicara bahasa Inggris didepan kelas.</i>	✓	
3.	Students feel nervous, so they are going blank when speaking English in front of class. <i>Siswa merasa gerogi sehingga lupa ketika berbicara bahasa Inggris didepan kelas.</i>	✓	
4.	Students stutter when speaking English. <i>Siswa gagap ketika berbicara bahasa Inggris.</i>		✓
5.	Students are afraid of oral / speaking tests. <i>Siswa takut dengan ujian lisan.</i>	✓	
6.	Students see the note when presenting their speaking performance in front of the class. <i>Siswa melihat catatan ketika menampilkan performa berbicara didepan kelas.</i>	✓	
7.	Students are unconfident when the teacher takes the scores from speaking practice. <i>Siswa tidak percaya diri ketika guru akan mengambil nilai dari praktik berbicara.</i>		✓
8.	Students feel nervous if they are being noticed by their classmates when they speak English in front of the class. <i>Siswa merasa gugup jika diperhatikan oleh teman-teman dikelas ketika berbicara bahasa Inggris didepan kelas.</i>	✓	
9.	Students are afraid that their classmates will laugh at them when they make mistakes in speaking English. <i>Siswa takut jika teman-teman menertawakan ketika ia melakukan kesalahan dalam berbicara bahasa Inggris.</i>	✓	
10.	Students feel anxious if their classmates correct the mistakes when speaking English. <i>Siswa merasa cemas jika teman-teman mengoreksi kesalahan yang dilakukan ketika berbicara bahasa Inggris.</i>		✓
11.	Students are afraid that the teacher corrects the mistakes when speaking English. <i>Siswa takut jika guru mengoreksi kesalahan ketika berbicara bahasa Inggris.</i>	✓	
12.	Students are afraid of the teacher giving an evaluation in front of their classmates. <i>Siswa takut jika guru memberikan evaluasi didepan teman-teman kelas.</i>	✓	

Sabtu
2/22
/4

OBSERVATION CHECKLIST

No.	Observation Case	Yes	No
1.	Students feel anxious when they suddenly asked to speak English in front of class. <i>Siswa merasa cemas jika tiba-tiba diminta berbicara bahasa Inggris didepan kelas.</i>	✓	
2.	Students are unconfident when speaking English in the class <i>Siswa tidak percaya diri ketika berbicara bahasa Inggris didepan kelas.</i>	✓	
3.	Students feel nervous, so they are going blank when speaking English in front of class. <i>Siswa merasa gerogi sehingga lupa ketika berbicara bahasa Inggris didepan kelas.</i>	✓	
4.	Students stutter when speaking English. <i>Siswa gagap ketika berbicara bahasa Inggris.</i>		✓
5.	Students are afraid of oral / speaking tests. <i>Siswa takut dengan ujian lisan.</i>	✓	
6.	Students see the note when presenting their speaking performance in front of the class. <i>Siswa melihat catatan ketika menampilkan performa berbicara didepan kelas.</i>	✓	
7.	Students are unconfident when the teacher takes the scores from speaking practice. <i>Siswa tidak percaya diri ketika guru akan mengambil nilai dari praktik berbicara.</i>	✓	
8.	Students feel nervous if they are being noticed by their classmates when they speak English in front of the class. <i>Siswa merasa gugup jika diperhatikan oleh teman-teman dikelas ketika berbicara bahasa Inggris didepan kelas.</i>	✓	
9.	Students are afraid that their classmates will laugh at them when they make mistakes in speaking English. <i>Siswa takut jika teman-teman menertawakan ketika ia melakukan kesalahan dalam berbicara bahasa Inggris.</i>	✓	
10.	Students feel anxious if their classmates correct the mistakes when speaking English. <i>Siswa merasa cemas jika teman-teman mengoreksi kesalahan yang dilakukan ketika berbicara bahasa Inggris.</i>	✓	
11.	Students are afraid that the teacher corrects the mistakes when speaking English. <i>Siswa takut jika guru mengoreksi kesalahan ketika berbicara bahasa Inggris.</i>	✓	
12.	Students are afraid of the teacher giving an evaluation in front of their classmates. <i>Siswa takut jika guru memberikan evaluasi didepan teman-teman kelas.</i>	✓	

Appendix 10 Letter of Research Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 1
 Jalan Basuki Rahmat 194 Sepanjang Gondanglegi
 Telepon (0341) 879381; Faxmille. (0341) 879381
 Website: www.mtsn1kabmalang.sch.id, E-mail: mtsn1kabmalang@gmail.com

SURAT KETERANGAN

Nomor: B - 340./Mts.13.35.01/TL.00/05/2022

Yang bertanda tangan dibawah ini:

Nama : **Drs. H. Nasrulloh, M.Pd.I**
 NIP : 196806181998031004
 Pangkat/Golongan : Pembina (IV/a)
 Jabatan : **Kepala MTs Negeri 1 Malang**
 Alamat Instansi : Jalan Basuki Rahmat 194 Desa Sepanjang Kecamatan
 Gondanglegi Kabupaten Malang

Menerangkan bahwa:

Nama : Genadea Putri Setyana
 NIM : 18180013
 Jurusan : Tadris Bahasa Inggris (TBI)
 Semester : Genap
 Tahun Akademik : 2021/2022

Yang bersangkutan benar – benar telah melaksanakan penelitian di MTs Negeri 1 Malang, untuk menyusun skripsi pada Universitas Islam Negeri Maulana Malik Ibrahim Malang dengan judul "Students Speaking Anxiety in Bilingual Classroom at Seventh Grader Student of MTsN 1 Malang".

Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.



Malang, 24 Mei 2022

Kepala,

Nasrulloh

Appendix 11 Consultation Card



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://tarbiyah.uin-malang.ac.id> email : psg_uinmalang@ymail.com

BUKTI KONSULTASI BIMBINGAN SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama : Genadea Putri Setyana
NIM : 18180013
Judul : Students' Speaking Anxiety in Bilingual Class at Seventh Grader
Students of MTsN 1 Malang
Dosen Pembimbing : Dr. H. Langgeng Budianto, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1.	30/11/2021	Technical consultation	
2.	21/12/2021	Consultation chapter I, II, III	
3.	29/12/2021	Revise & consultation chapter I II III	
4.	05/01/2022	Consultation chapter I, II, III	
5.	17/01/2022	Final consultation chapter I, II, III	
6.	22/04/2022	Consultation chapter I, II, III, IV, V	
7.	19/05/2022	Consultation chapter IV, V	
8.	23/05/2022	Consultation chapter I, II, III, IV, V	
9.	31/05/2022	Consultation chapter I, II, III, IV, V	
10.	02/06/2022	Consultation of all the thesis draft	
11.			
12.			
13.			
14.			
15.			

Menyetujui,
Dosen Pembimbing

Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

Malang,
Mengetahui,
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

Appendix 12 Documentation



*Appendix 13 Curriculum Vitae***CURRICULUM VITAE**

Nama Lengkap : Genadea Putri Setyana
 Tempat, Tanggal Lahir : Lamongan, 17 April 2000
 Jenis Kelamin : Perempuan
 Agama : Islam
 Fakultas, Jurusan : FITK, Tadris Bahasa Inggris
 Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
 Alamat Rumah : Jl. Patimura RT 2 RW 5 Jompong – Brondong –
 Lamongan
 Alamat E-mail : genadea.setyana@gmail.com
 No. Hp/Telepon : 081 358 552 702

**Educational Background**

- | | |
|--------------------|----------------------------------|
| 1. 2004 – 2006 | TK Dharma Wanita Jompong |
| 2. 2006 – 2012 | MI Muhammadiyah 04 Blimbing |
| 3. 2012 – 2015 | MTs Negeri 1 Lamongan |
| 4. 2015 – 2018 | MA Negeri 1 Lamongan |
| 5. 2018 – Sekarang | UIN Maulana Malik Ibrahim Malang |