

SPEAKING ANXIETY OF AN EFL UNDERGRADUATE STUDENT

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, July 2021

The Writer



Shafira Salsabila

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MOTTO

“Sufficient for us is Allah, and [He is] the best Disposer of affairs” (Q.S. Ali

‘Imran :173)

“Indeed, Allah will not change the condition of a people until they change what is

in themselves” (Q.S. ar-Ra’d: 11)

“And to your Lord direct [your] longing” (Q.S. ash-Sharh: 8)



DEDICATIONS

I gratefully dedicate this thesis to myself, my parents, my brothers, and all people who have supported me through ups and downs during my thesis writing. I hope that this is a good start of learning journey in the future.



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Yogyakarta, July 2021

Shafira Salsabila

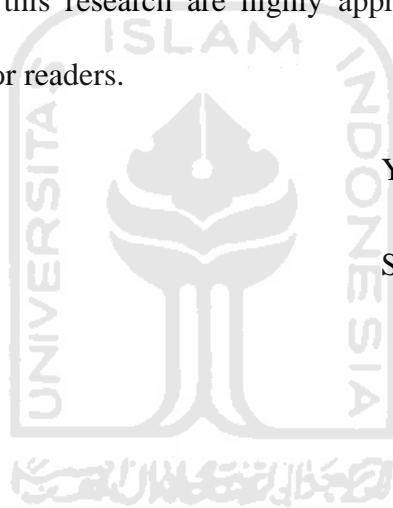


TABLE OF CONTENT

APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY	iv
MOTTO	v
DEDICATIONS	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENT	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Formulation of the Problem	3
1.3 Objectives of the Study	4
1.4 Significance of the Study	4
CHAPTER II	5
LITERATURE REVIEW	5
2.1 Speaking Anxiety in the EFL Context	5
2.2 Theoretical Framework	9
CHAPTER III	12
RESEARCH DESIGN	12
3.1 Research Design	12
3.2 Data Preparation	12
3.2.1 Setting and Participants of the Research	12
3.2.2 Types of Data	14
3.2.3 Sources of Data	14
3.2.4 Informed Consent	14

3.3	Data Collection Technique.....	14
3.3.1	Interview	15
3.3.2	Document.....	17
3.4	Data Analysis Technique.....	17
3.5	Trustworthiness of Data	18
CHAPTER IV		20
RESEARCH FINDINGS AND DISCUSSIONS.....		20
4.1	Findings.....	20
4.1.1	Interview	20
4.1.2	Document Analysis.....	21
4.1.3	Thematizing	23
4.1.4	Coding.....	24
4.2	Discussions.....	24
4.2.1	EFL Student’s Speaking Anxiety.....	25
4.2.1.1	Fear of Negative Evaluation.....	25
4.2.1.2	Communication Apprehension.....	27
4.2.1.3	Test Anxiety	29
4.2.1.4	Low Self-Confidence	31
4.2.1.5	Nervousness	33
4.2.1.6	The Teacher Correction.....	34
CHAPTER V.....		37
CONCLUSION AND SUGGESTION		37
5.1	Conclusion.....	37
5.2	Suggestion	38
REFERENCES		39
APPENDICES		43

LIST OF TABLES

Table 3- 1 Matrix of Interview Questions.....	16
Table 3- 2 Interview Questions.....	17
Table 4- 1 Sample of document analysis	22
Table 4- 2 Sample of theme, sub-theme, and coding.....	23
Table 4- 3 Sample of coding and its meaning.....	24



LIST OF FIGURES

Figure 2- 1 Theoretical Framework.....	11
Figure 4- 1 Sample of translated interview transcript.....	21



LIST OF APPENDICES

Appendix 1 Letter of Permission	43
Appendix 2 Consent Form	44
Appendix 3 Matrix of interview questions EMI context.....	46
Appendix 4 Supporting questions of EFL speaking anxiety construct.....	47
Appendix 5 Sample of interview transcript	48
Appendix 6 Table of document analysis.....	52
Appendix 7 Table of theme, sub-theme, and coding	54
Appendix 8 Table of coding and its meaning	55



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ABSTRACT

Experiencing anxiety is a common issue among English as a Foreign Language (EFL) students throughout speaking performances. This study aims to investigate the causes of speaking anxiety experienced by EFL students. The objective of this study is to describe the causes of speaking anxiety of an EFL undergraduate student. In this study, an Islamic Law international program student of batch 2018 in a private university in Indonesia was involved. An in-depth online interview and document analysis were used in this study as instruments to collect data. The data found was analyzed through the descriptive qualitative method and examined by using thematic analysis. This study revealed several significant causes that contribute to an EFL student's speaking anxiety. Most of the causes derive from a feeling of fear towards negative judgments, which lead to other problems such as communication apprehension; lack of vocabulary, grammar and pronunciation; low self-confidence; nervousness; and teacher's negative corrections. With the existence of causes found, the student admitted that she commits to anxiety during her speaking performance.

Keywords: English as a foreign language (EFL), international program students, speaking anxiety.

CHAPTER I

INTRODUCTION

This chapter consists of four sub-chapters, those are the background of the study, formulation of the problem, objectives of the study, and significance of the study.

1.1 Background of the Study

Speaking anxiety is one of the issues that may appear among learners while learning English. According to Horwitz et al. (1986), most teachers and students are highly agreed that anxiety becomes the main obstacle regarding speaking in another language, and numerous approaches to foreign language teaching recently. To support this statement, Young (1990) states that students frequently perceived that speaking in a foreign language can cause anxiety. Speaking anxiety becomes an issue caused by several matters. Liu (2007) declares that reasons for students' speaking anxiety are fear of making mistakes, lack of vocabulary and practice, and low English proficiency level. Both lacks of practice and low English proficiency are common among students. Lack of confidence and fear of making mistakes on oral tests become the main causes of speaking anxiety in a foreign language (He, 2013). Thus, statements from previous studies confirmed that there are several possible causes contributes to students speaking anxiety such as fear of making mistakes, low self-confidence, lack of practice and vocabulary, and low English proficiency.

Many studies have investigated the issue of speaking anxiety among EFL in various methods. In the study of anxiety at different proficiency levels among Chinese students at a university in Beijing, Liu (2006) mentioned that mixing both quantitative and qualitative approaches could obtain accurate information with in-depth data analysis. The study involves 547 first-year undergraduate non-English major students who enrolled in the listening and speaking course. The result shows that the cause of students' speaking anxiety is their English proficiency and tendency of being feared in making mistakes. In line with Garcia-Pastor and Miller (2019), who conduct the study on anxiety and stuttering among Spanish learners, stated that using mixed methods as an effort to minimize the use of quantitative, and to abstain from the characteristics on a methodological perspective that slightly limited in FLA (Foreign Language Anxiety) study. The research involves 32 Spanish learners who are studying or have studied English in the last three years. The result reveals that Learners Who Stutter (LWS) scored significantly higher in Foreign Language Anxiety and speaking anxiety than the control group, and it also indicates that reading aloud was highly problematic for these learners.

The study of speaking anxiety in EFL has been widely researched quantitatively. The quantitative method used in several studies that showed somewhat similar results. Female students tend to be more anxious than male students while speaking English, and students' proficiency level does not affect their anxiety (Cagatay, 2015; Karatas et al., 2016). In contrast, Liu (2018) stated that low proficient students are significantly feeling anxious in speech communication rather than high proficiency students. Another result also reveals

that anxiety occurs when students speak in front of the class and oral exams (Karatas et al., 2016; Young, 1990). Hence, speaking anxiety caused by English proficiency, gender, class performance, and oral exams.

In the Indonesia context, many studies of speaking anxiety have been conducted quantitatively. The result of three studies that have similar point proposes that the prominent cause of speaking anxiety among students is fear of negative evaluation, where students are afraid of making mistakes while speaking English, failing in the examination and speaking test, and receiving feedback from lecturers and peers (Marwan, 2008; Mitha et al., 2018; Rasmodjo, 2011). Besides, the study from Sutarsyah (2017) acknowledged that the dominant cause of speaking anxiety is nervousness, which followed by tension and worries that affects students' scores in speaking performance.

According to the previous studies that reveal findings in the quantitative and mixed method, there was a gap in which a qualitative method is still limited. Therefore, this study aims to investigate the causes of speaking anxiety among EFL undergraduate students using qualitative method by conducting interview as the main instrument.

1.2 Formulation of the Problem

To support the background of this research, a context of English as a Medium of Instruction (EMI) in higher education is used. The correlation between English speaking anxiety and EMI context explained by the study from Kudo et.al (2017), the anxiety towards English speaking might arise as an important issue in the EMI course. Hence, students in EMI environment might experience speaking

anxiety as a consequence of the demand for using English throughout speaking performances.

Besides, conducted EMI in higher education as a context is considered due to the participant chosen. Since the participant of this research studied in non-English department of the EMI environment, she might experience anxiety in her speaking performance by struggling with the low English proficiency that she might have. Furthermore, the demand for English in speaking activities may also arise anxiety due to the English language exposure in the EMI environment.

According to the background mentioned above, the problem of this research formulated in the following question: 1) What are the causes of students' speaking anxiety of an Islamic Law International Program major in the speaking performance?

1.3 Objectives of the Study

The purpose of this study is to describe what are the causes of an EFL student's speaking anxiety in Islamic Law International Program major.

1.4 Significance of the Study

The result of this study aims to contribute to the field of higher education context in non-English department empirically and practically. Empirically, the study enhances the readers' knowledge by conducting qualitative research that investigates causes of EFL speaking anxiety in university coursework among undergraduate non-English major students. Practically, this study helps students and lecturers in Islamic Law International Program coursework to describe causes of EFL undergraduate students' anxiety during speaking performance.

CHAPTER II

LITERATURE REVIEW

This chapter elaborates speaking anxiety in the EFL context and theoretical framework.

2.1 Speaking Anxiety in the EFL Context

Anxiety is one of the psychological issues that already being a concern in the educational context. According to Tobias (1979), anxiety emerged as an obstacle in instructional methods that affect the learning process. In other words, anxiety could tend as an obstacle that has an impact on the learning process in English as a Foreign Language (EFL) context. In line with this statement, Horwitz et.al (1986) confirmed that anxiety in foreign language centered on listening and speaking skills, and the most frequent problem concern of anxiety derived from speaking difficulties. Hence, this phenomenon turns into speaking anxiety that becomes a crucial issue in English learning.

Speaking anxiety is a common issue that occurs among English as Foreign Language (EFL) learners. The feeling of anxiety is caused by several factors that become obstacles to learners' speaking performance. Some studies have revealed the sources of speaking anxiety among EFL learners. Naudhani et al. (2018) investigated the causes of speaking anxiety, foreign language classroom anxiety, and teacher-generated anxiety among English and non-English major students. They found that non-English major students are more anxious and experienced a high level of foreign language anxiety caused by negative evaluation, testing, and teacher feedback. They also revealed that lack of confidence is the source of

English-speaking anxiety that is related to communication apprehension as the major factor. Students experienced a negative evaluation of getting low scores that caused them to become reluctant to demonstrate their English abilities, which influenced students' performance. The researchers found that those causes may affect the anxious students' achievement in a language class. Hence, non-English major students have a tendency to be more anxious than English major students, and their fear of negative evaluation and lack of self-confidence become obstacles in speaking performance.

In regard to the students' feelings of anxiety, other causes of speaking anxiety may derive from difficulties in the oral class. Gan (2013) examined the linguistic insufficiency, oral language processing, academic speaking and conversational skills, negative influence as well as the affordability of speaking opportunities in relation to speaking difficulties as sources of anxiety. He found that vocabulary and grammar become obstacles in producing elaborate language and structures while speaking English. Then, participants have experienced problems with formulation and articulation, including their inability to attend accuracy and fluency in the process of speaking performance. Associated with conversational skills, participants have less confidence to conduct a conversation on daily topics due to the English textbooks and classes that are typically focused on academic English. Gan also revealed that participants were influenced by the negative effect of being silent in the class caused by the lack of self-confidence towards their language ability to speak English. In regard to speaking opportunities, participants have inadequacy chances to speak English in or outside the class due to the limited

discourse patterns for interpersonal use. Therefore, learners encountered anxiety from the difficulties in vocabulary and grammar use, speech formulation, and self-confidence that affect speaking opportunities.

The cause of speaking anxiety has also emerged beyond the linguistic domain. A correlational study by Dordinejad and Ahmadabad (2014) reported the relationship between foreign language learning anxiety and achievement among male and female students. In the correlation between foreign language anxiety and English achievement, researchers found that students with a higher level of anxiety would achieve lower English scores caused by test anxiety, communication apprehension, and fear of negative evaluation. By the lower English scores, students perceive a higher level of test anxiety and communication apprehension rather than fear of negative feedback from teachers and peers. Researchers also revealed that females achieve higher English scores than males in literacy, general knowledge, spelling, and writing. However, concerning foreign language anxiety, female students received higher anxiety than male students in learning English. Thus, gender differences and English achievement considered as causes of EFL speaking anxiety.

A supporting context of English as a Medium of Instruction (EMI) was described as the use of the English language to teach academic subjects among non-English countries (Macaro et al., 2018). In regard to this statement, EMI was achieved as the language of instruction among countries where English was not their first language. The implementation of EMI was conducted at the higher education level, especially in the university context. According to Macaro et.al

(2018), the implementation of EMI in Higher Education (HE) was influenced by several factors, one of which was the level of English proficiency that need to be developed and attained by students. To put it another way, different levels of English proficiency could determine students' progress in the EMI classes to deal with speaking anxiety. Other aspects such as bilingualism, motivation, exposure, and literacy skills are also essentials in supporting students' success in EMI courses (Ibrahim, 2001). Hence, there are several important language aspects that are used as a measurement in the EMI program.

The implementation of EMI might arise some possible challenges among students, considering that the use of English as their foreign language. A study by Kim et.al (2016) revealed perceptions of Korean engineering students in EMI classes as mandatory. Students who have low confidence in their English ability perceive their skills were insufficient for EMI classes. As a consequence, students feel unsatisfactory during the class and unsure that EMI could help to improve their English skills (Kim et al., 2016). As can be seen from Kim's statements, the obstacle that inhibits students in EMI classes is English proficiency. In associated with Kim's ideas, Simbolon (2018) explained the perspective of university stakeholders toward English language skills as an important aspect that students might master during the EMI program. English language skills were perceived as a golden ticket to the global competition, considering that English is an international language (Simbolon, 2018). Therefore, English skills are required during the EMI program to provide chances in the international competition.

The study of EMI has been widely conducted in various contexts and generated several outcomes indeed. Yu et.al (2020) examined strategies used by Macau university students to cope with EMI. First and second language-mediated strategies, tool-mediated strategies, and community-mediated strategies were identified as a type of strategies to overcome difficulties in EMI classes (Yu et al., 2020). To a further discussion, the researchers explained each of the strategies in detail. According to Yu, Chinese is the first language used to assist students in obtaining a better comprehension of content learning. Then, English as the second language-mediated strategy used is to improve academic competence in the EMI program. Besides, the internet and voice recorders as tools strategies used to achieve well-understanding after class reviews and support students in EMI learning. Furthermore, community-mediated strategies were defined as an essential way to communicate both to teachers and peers regarding EMI classes (Yu et al., 2020). Thus, these four strategies are considered to be applied by EFL university students during the EMI program.

2.2 Theoretical Framework

Foreign Language Anxiety (FLA) occurred in several forms related to four English skills. Horwitz et.al (1986) mentioned that speaking skill is one of the centers of foreign language anxiety that generated speaking anxiety. This research concerns in English as a foreign language speaking anxiety. Meanwhile, the student' voice in this research is to describe causes of speaking anxiety in English class. Therefore, the student's source of anxiety in an International Program of a private university in Indonesia is selected as an issue of this research.

Speaking anxiety has been admitted as an obstacle among students while learning English. Students' speaking anxiety arise due to different causes, considering that each student may have different levels of anxiety.

The cause of EFL speaking anxiety were conceptualized by the theory of Horwitz et.al (1986) that indicated three performances of anxiety, *first*, communication apprehension emphasized on interpersonal interaction that described the fear of communication and lack of control in the communicative situation. *Second*, test anxiety that caused feelings of anxiety in both oral test and communication. *Third*, fear of negative evaluation as an apprehension towards others' negative feedback.



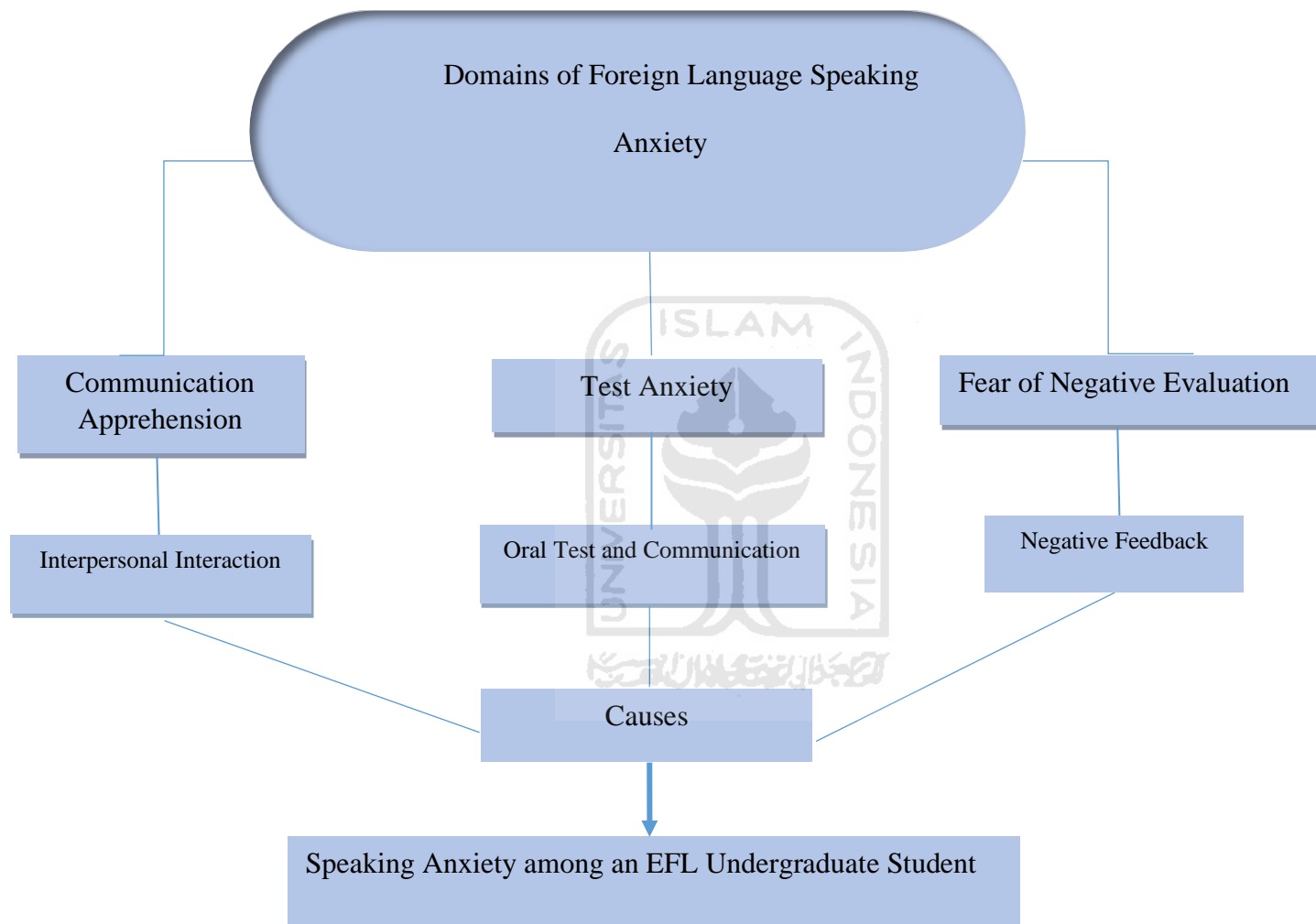


Figure 2- 1 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter explained the research methodology that include research design, data preparation, data collection technique, data analysis, and trustworthiness of data.

3.1 Research Design

The design of this study is descriptive qualitative research that focused on factors as sources of speaking anxiety among EFL undergraduate students. Sandelowski (2000) mentioned that a qualitative descriptive design as a selective, plausible, and well-considered combination of sampling, data collection, data analysis, and representational techniques. Based on this idea, descriptive qualitative used to collect the data that involves a rational and consideration in data collection, data analysis, and data presentation. Hence, this study emphasized on analyzing factors that cause speaking anxiety among Islamic Law International Program students at a private university in Indonesia.

3.2 Data Preparation

In data preparation, there were some points consist of setting and participants of the research, types of data, sources of data, research instrument, and informed consent.

3.2.1 Setting and Participants of the Research

The study is conducted in a private university in Yogyakarta, Indonesia. In this study, the researcher involves a student whose majoring Islamic Law

International Program in a private university in Indonesia. NA (pseudonym) is a female. She is twenty years old. She is a student of batch 2018 and currently studying in the sixth semester. She has been learned English for fourteen years since elementary school as yet. In her experience, NA has taken English courses for two years when she was in grade fourth, and in 2019, she also has been abroad for one semester in Malaysia. Since the participant is a student of International Program who studied in the EMI environment, she has been exposed use English since the first semester and experienced anxiety in her speaking performance. In the first and second semesters, the participant experienced high nervousness during the class because the lecturer is a native and could not speak Bahasa. This affects NA to become afraid of making mistakes because of her mispronunciation and improper language structure, which may not be understood by the lecturer. Moreover, the participant felt a lack of self-confidence compared to other students who are more confident with their English abilities.

Based on a preliminary interview with the participant on October 9th, 2020, the participant encountered some difficulties at particular conditions of the class. For instance, when the class combined with a regular one that consists of plenty of students than usual, it caused the participant to become shy and nervous. By this condition, the participant needed to meet the lecturer at the end of the class to confirm something, as a consequence for being afraid to ask in the class. Furthermore, the inaccurate pronunciation was the issue encountered by the participant during the English class.

This research focuses on describing and analyzing causes of speaking anxiety among EFL undergraduate students.

3.2.2 Types of Data

The data was collected using a qualitative method that implemented an interview and document analysis as the form of instrument.

3.2.3 Sources of Data

In this research, the data obtained by conducting an interview and analyzing a document. The researcher conducted a focused interview to acquire in-depth information regarding the causes of anxiety. After that, the data obtained is being cross-checking to the evidence from the document of the participant's English-speaking performance

3.2.4 Informed Consent

Before conducting data collection, the first thing to do was asking for participant's permissions to get involved in the research. The permission was intended for politeness and protecting the privacy and confidentiality of the participant. In advance of collecting the data, the researcher needs to inform the participant about the purpose of the research, the time required, the benefit to the participant, and other aspects required.

3.3 Data Collection Technique

In this study, the data collected through a focused interview and document analysis. The data obtained by interviewing the participant and analyzing the

document to describe causes of speaking anxiety in the English-speaking performance.

3.3.1 Interview

The interview used open-ended questions to acquire detailed information related to the research topic. According to Creswell (2012, p. 218), open-ended questions facilitate participants to deliver their voices that are unconstrained by the perspective of the researcher or previous research findings. Hence, the researcher implemented open-ended questions to obtain evident perspectives from participant in terms of their feelings, experiences, and opinions. Furthermore, the researcher records participant's answers to manage the authenticity and accuracy of the data as a source for this research. Creswell (2012, p. 217) stated that qualitative research occurred when the researcher involved one or more participants, applied open-ended questions, and recorded participants' answers. Thus, the researcher of this study provided open-ended questions for the participant and recorded the answers.

In this research, the researcher applied one-on-one interviews to facilitate respondents to share their perspectives in responding to interview questions comfortably. Then, the interview data will be collected through Zoom Meeting recordings and notes. The interview data will be analyzed to answer the research question afterwards.

Table 3- 1 Matrix of Interview Questions

EFL Speaking Anxiety	Components	Interview Questions
<p>Oral foreign language anxiety concerns on an academic and social performance evaluation that correlates with communication apprehension, test anxiety, and fear of negative evaluation as the performance of anxiety (Horwitz et al., 1986).</p>	<p>A. Communication Apprehension</p>	<p>1. How do you feel when you have an interaction with someone using English?</p>
	<p>B. Test Anxiety</p>	<p>2. Please tell me about your biggest concern during speaking performance?</p>
	<p>C. Fear of Negative Evaluation</p>	<p>3. How do you feel when your instructor corrects your mistakes in your speaking performance?</p>

Table 3- 2 Interview Questions

Interview Questions
1. How do you feel when you have an interaction with someone using English?
2. Please tell me about your biggest concern during speaking performance?
3. How do you feel when your instructor corrects your mistakes in your speaking performance?

3.3.2 Document

The document is another component needed in data collection. The researcher needs to obtain documents to support information related to this study. Documents provide evidence of the authenticity of the data. In this study, a video presentation of the participant in the speaking performance is used as the document.

3.4 Data Analysis Technique

In a qualitative data analysis, the researcher used a thematic analysis. According to Braun and Clarke (2006), thematic analysis is a method to analyze, identify, and report data using patterns or themes, which data organized and described in detail. Hence, several steps that should be considered to obtain accurate research results. These steps included preparing and organizing data, reducing data,

displaying data, and drawing conclusion. Besides, data would be analyzed continually until finished and could be justified.

3.5 Trustworthiness of Data

Trustworthiness of data in this study is achieved through themes and codes obtained in the interview transcript. There are 14 themes found in total, and only six prominent themes used related to causes of an EFL undergraduate student's speaking anxiety. Besides, trustworthiness also covers several aspects such as credibility, dependability, and transferability.

First, the credibility of this study was obtained by the focus of the study, instrument, participants, and method used in this research. This study focuses on describing the causes of an EFL undergraduate student's speaking anxiety that involved a student of an Islamic Law International Program in a private university as the participant. The data of this study obtained through the qualitative method, which used interview and document analysis as the instruments.

Second, the dependability of this study is proven by the correlation and reliability of data towards the research question. This study found several causes related to the student's speaking anxiety that answered the research question about what makes an EFL undergraduate student anxious to speak. Furthermore, conducting consultation with the supervisor throughout the process of this research also included in dependability aspect.

Lastly, transferability in this study related to the rationale for selecting context, the participant, and the method used to collect and analyze the data. The participant of this study is a student who is majoring Islamic Law International

program, which used English as the language of instruction. Therefore, the context used in this study is EMI (English as a Medium of Instruction) to make the study more comprehensive. Since this study aimed to describe the causes of speaking anxiety, the researcher used the qualitative method by conducting an interview and document analysis to obtain in-depth data. Following this, the data analyzed used a descriptive qualitative to describe causes related to the participant's speaking anxiety.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents all the findings found in the research and its analysis. Findings in this research are data collected through an interview and document analysis. Thus, data analysis contains a brief explanation of interview results, which is elaborated in the discussion

4.1 Findings

This section presents the data findings from two different types of data collection sources. Data processed by categorizing them into particular themes and codes to support findings and discussions of this research

4.1.1 Interview

The interview was held on February, 3rd 2021, through Zoom Meeting for one hour and thirty minutes from 1:54 PM to 3:24 PM. The researcher involved one university student of batch 2018, who is majoring in an Islamic Law International Program as the participant. In this session, an interview focused on EFL student's anxiety during speaking performance and English as a Medium of Instruction (EMI) as a context. The information from the participant's perceptions towards interview questions collected by the researcher during the interview. Interview questions of this research generated based on construct theories related to speaking anxiety. After the interview session finished, then followed by the transcription process. The process requires a month to accomplish. For further stages, the researcher analyzed and concluded data from the interview result.

Generally, the interview result indicated that speaking anxiety is caused by several obstacles, which affect the participant speaking performance. Speaking anxiety appeared in the form of nervousness, fear, and shyness. Several causes of the participant's speaking anxiety are found, such as fear of negative evaluation, low self-confidence, lack of vocabulary and pronunciation, and communication apprehension

The example of translated interview transcription is shown in the figure below.

Figure 4- 1 Sample of translated interview transcript

S	29	<p><u>E iya kadang sih mba. Kadang suka Alinda mix gitu kan pake bahasa arab atau Bahasa Indonesia gitu terus kaya..oh ngedenger dosen nih..nyampe gitu..Alinda tu paham banget gitu apa yang dosen sampein cuma ketika Alinda mau (suara kurang jelas) ulang, terus Alinda mau nyampein pendapat Alinda gitu kaya agak susah gitu.</u></p> <p><u>Mmm. Yeah sometimes. Sometimes I like to mix using Arabic or Bahasa then it was like... Oh when I listened to the lecturer...I understand...I really understand what the lecturer was talking about but, when I want to (voice is not clear) repeat, then I want to give my opinion it was quite difficult.</u></p>
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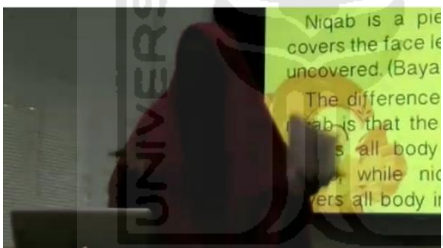
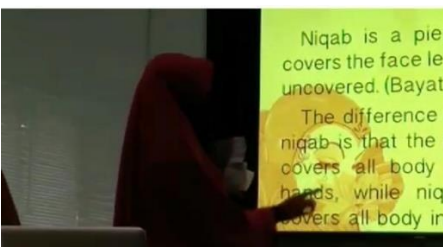
4.1.2 Document Analysis


In this study, the researcher analyzed a video presentation of the participant as a document. The document is obtained by asking for permission from the participant previously and analyzed afterward. The participant conducted a presentation with her two classmates in the second semester. However, the document that the researcher gained was only a video presentation of the participant's explanation. Therefore, the duration of the video is only three minutes and seventeen seconds. In the video, the participant presented a topic titled *The*

Problematic of Female Students Wearing Niqab at University and explained about niqab and radicalism.

After the researcher analyzed the video, the researcher indicated that the participant experienced difficulty in pronunciation, nervousness, low self-confidence, and fear of negative evaluation. These causes indicated anxiety considering some gestures and mistakes shown by the participant. The sample of video analysis can be seen in the table below.

Table 4- 1 Sample of document analysis

Time	Illustration	Meaning
0:19 - 0:28	 <p><i>“e niqab is a part of... which e cloth...but e niqab just covered e face and except e hands and eye”.</i></p>	<p>In this situation, the participant experienced nervousness. She was stuttered and spoke quite fast. She also paused her sentences with “e” sound quite frequent.</p>
0:29 - 0:36	 <p><i>“Niqab and hijab is different...nah kalo niqab...eh... (spontaneous laughter was heard) so niqab... niqab...”</i></p>	<p>The participant in this situation experienced negative evaluation from her peers. During this time, the participant accidentally mixes her sentences with Bahasa, which made her being laughed. She was afraid and worried at that time.</p>
1:27-1:40		<p>In this situation, the participant encountered low self-confidence during her</p>

	 <p>THEORETICAL REVIEW</p> <p>Etymologically, the term radicalism comes from the Latin radical which means root or base. As a noun, radical means one who is radical in both political and religious contexts. Radicalism is a belief in radical ideas and principles.</p> <p>Source: Oxford Advanced Learner Dictionary of English, Walton: Oxford University Press.</p> <p>“...from etymology means one who is radical.... who is radical means one...who is radical in both political and religious context.”</p>	<p>presentation. She avoided to have eye contact or face to face with her classmates, and focused her eyes to her notes.</p>
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4.1.3 Thematizing

Thematizing considered as the process of categorizing gathered data in qualitative research. In this section, data classified into several themes. The researcher has themed the participant answers to be classified as to whether they were relevant or not according to causes of speaking anxiety. After all of the data were thematized, the researcher found 14 themes in total. However, the researcher only used six prominent themes, which were divided into seven specific sub-themes. In the thematizing process, the researcher spent two weeks for completion. The themes and sub-themes can be seen in the appendix, while the sample is shown in the table below.

Table 4- 2 Sample of theme, sub-theme, and coding

THEMES	SUB-THEMES	CODING
Fear of Negative Evaluation	Teacher	FNE/ TCH
	Peers	FNE/PER
Test Anxiety	Vocabulary	TSA/VCB
	Pronunciation	TSA/PNC
	Grammar	TSA/GRM
Communication Apprehension	-	CMA

4.1.4 Coding

Coding is a way to keep the evidence of the data based on the themes chosen. The researcher created a coding system for all data gathered from an interview and document analysis. In this study, the coding was created by giving the abbreviation of specific themes and sub-themes. The coding consists of *first*, abbreviations of themes and sub-themes, *second*, the line where data located, and *third*, the meaning of the code. The researcher took three days to finish the coding system. The complete coding system can be seen in the appendix, while the sample is displayed in the table below.

Table 4- 3 Sample of coding and its meaning

CODING	MEANING
FNE/TCH/99	The data is collected from the interview with the participant which was sub-themed <i>teacher</i> of theme <i>fear of negative evaluation</i> in line 99
TSA/VCB/118	The data is collected from the interview with the participant which was sub-themed <i>vocabulary</i> of theme <i>test anxiety</i> in line 118
CMA/29	The data is collected from the interview with the participant which was themed <i>communication apprehension</i> in line 29
DSA/TSA-PNC/0:43	The data is collected from document “DSA” (for Document of Speaking Anxiety) which was sub-themed <i>pronunciation</i> of theme <i>test anxiety</i> at 0:43 in the video

4.2 Discussions

In the discussion, interpretations of research findings are presented. These interpretations are obtained based on data analysis of themes in the theoretical construct used by the researcher. This section interpreted factors of speaking anxiety experienced by the participant during the speaking performance.

4.2.1 EFL Student's Speaking Anxiety

Speaking anxiety in the EFL student's speaking performance found several most influential causes that generated anxiety and nervousness in the class. These causes were inhibiting the student to speak and created an uncomfortable situation while speaking.

This section offers discussions of research findings. The discussions explained six prominent causes related to the student's speaking anxiety in the speaking performance.

4.2.1.1 Fear of Negative Evaluation

Fear of negative evaluation was the most influential cause of speaking anxiety. The participant acknowledged that fear of negative evaluation appeared because she was afraid of others' negative judgments towards her while making mistakes, which caused her to be reluctant to speak (FNE/26). The participant also confirmed that she had a negative evaluation from her teachers and peers. The teacher was difficult to understand the participant and demanding her that she always have correct answers in terms of pronunciation and vocabulary (FNE/TCH/155). Besides, the participant was also afraid of being called ostentatious while speaking English by peers (FNE/PER/65). This was related to the finding in the video analysis, in which the participant was being laughed at by her peers due to making mistakes while speaking (DSA/FNE-PER/0:32-0:36).

“Yes, [I worried] because I'm afraid of being judged wrong by people, so I don't have the courage to speak that much”. (FNE/26)

“...there are two lecturers, the first lecturer I can enjoy the lessons, but the second lecturer is very monotonous, so during the presentation, thank God

it ended smoothly, **but sometimes the second lecturer was difficult to understand the students. Not only to me but to other students too. It seems like he demands that we always be right, whether in the pronunciation, vocabulary, the content we deliver, or our answers. He demands us as we must always be right**". (FNE/ TCH/155)

"...then, it is because of people's judgment... I was afraid when people said that I ostentatious in speaking English"". (FNE/PER/ 65)

"Niqab and hijab is different... nah kalo niqab...eh..." (spontaneous laughter was heard) *so niqab... niqab..."* (in this situation, the participant accidentally spoke Bahasa. She was afraid of peer's negative judgments for being laughed at) – (DSA/FNE-PER/0:29-0:36) – confirmed by the participant.

This finding is relevant to the study of Liu (2007), students were anxious when speaking English because they were afraid of making mistakes, that would fear them of being laughed at. Others' negative judgments influence students to become reluctant to speak due to fear of making mistakes. Besides, fear of being laughed at might appeared due to the demand of English speaking in EMI environment. As Kudo et.al (2017) revealed that students in EMI course experienced a great speaking anxiety caused by fear of negative evaluation from peers, considering their worries towards limited speaking ability. In other words, students with poor English speaking might encountered a negative judgment from peers by being laughed at. In contrary with the study from Öztürk and Gürbüz (2014), several students were not worried to make mistakes while speaking, instead, regard failure as an ordinary in the learning process. This means that fear of failure could make some students feel triggered to improve their speaking performance. Furthermore, supported by the study of Tsiplakides and Keramida (2009), students experienced anxiety in speaking English because of their inadequate speaking

ability, which would be being evaluated negatively by peers. Students' fear of being judged negatively by fellows for their speaking skills contributes to anxiety.

In light of these results, fear of negative evaluation is seen as a remarkable reason for speaking anxiety. A negative appraisal from others, including teachers and peers has extremely affected the participant to become anxious, reluctant to speak, and fear of making mistakes. As an international program student who studied in EMI environment, the failure to fulfil the demand of speaking English fluently and accurately caused the participant fear towards peers and teachers' negative evaluation. Although there may be some students who have positive attitudes towards failure, fear of making mistakes still contributes as the main cause in speaking anxiety. Hence, fear of negative evaluation was potentially issued anxiety and inhibit the participant's speaking performance.

4.2.1.2 Communication Apprehension

Communication apprehension is described as speaking difficulty that arises from shyness or anxiety to communicate with people (Horwitz et al., 1986). The participant encountered difficulty in delivering thoughts that she wanted to state (CMA/29). The participant also being discouraged to speak due to her belief that others would speak better than her (CMA/103). Related to this, the participant's feeling of shyness occurred as a cause of communication apprehension, which inhibits her speaking performance (CMA/109). Besides, being hesitant to speak due to considerate thoughts also caused the participant had difficulty communicating in the class (CMA/116).

“Yeah sometimes... sometimes I’d like to mix with Arabic or Bahasa. Once I heard what the lecturer was saying, I understand... I really understand. However, when I want to (*the voice is not clear*) repeat, **then I want to deliver my thoughts, it’s quite difficult**”. (CMA/29)

“That is because many of my friends are more fluent in speaking English and sometimes, I get really nervous that they are more fluent or they have good pronunciation, so that's what makes me not confident. **Even though I know what I want to say or answer, but sometimes because I see the others better than me, I like to surrender and just let them answer that way**”. (LSC/103)

“I know what I want to say, **it’s just because I feel embarrassed to say it** ...hmm how to make it clear... **I’m just shy to deliver my thoughts**”. (CMA/109)

“Yes, [I arranged the sentence] I know the answer but **I confused whether it is right or not...like there’s still so many considerations in my head before I say it**”. (CMA/116)

According to these findings, several previous studies confirmed that students who commit to anxiety in speaking generally experienced shyness, discomfort, and feel embarrassed as a form of speaking difficulties (Anandari, 2015; Sari, 2017; Hanifa, 2018). Students’ feeling of shyness and discomfort in speaking were embodiments of communication apprehension, which could arouse anxiety. Other researchers also asserted causes for communication apprehension were individuals’ assumptions about their unsatisfactory speaking performance and that others could speak English better (Anandari, 2015; Toubot et al., 2018). In other words, students’ feelings towards peers who more fluent and self-judgments on their performance might engender apprehension in speaking performance. Furthermore, Öztürk and Gürbüz (2014) revealed that the difficulty to deliver thoughts perceived by students as a remarkable reason for speaking anxiety. This finding was corresponding to the participant of this study who had difficulty in

expressing her thoughts, which interpreted as embodiment of communication apprehension.

To sum up, communication apprehension was potentially contributing as a cause of speaking anxiety. This cause occurred due to several conditions, such as shyness, difficulties to deliver thoughts, and inferiority in speaking English. By these conditions, the participant of this study experienced quite high anxiety during the speaking performance.

4.2.1.3 Test Anxiety

In this study, the participant experienced test anxiety on three scopes of language, such as vocabulary, grammar, and pronunciation (TSA/40). Vocabulary difficulties arose since the participant has been taught by a doctoral lecturer, which the vocabularies used were high level and complex (TSA/VCB/53). The participant's speaking anxiety occurred due to difficulty pronouncing some words (TSA/PNC/107). This is proven by some mispronounces made by the participant in the video presentation (DSA/PNC/0:05, 0:27, 0:43). The participant mispronounced some sounds in several words such as [əv] in a word *about*, [a] in a word *eye*, and [ɒ] in a word *body*. The confusion in applying verb forms while speaking also contributes to the participant's anxiety (TSA/GRM/144).

“Yes, [I'm concerned] because of **grammar, vocabulary, and how to pronounce**”. (TSA/40)

“There is a lecturer who made me scared because he teaches until doctoral degree, therefore, the **language used is high-level English word which the vocabulary is difficult**. I am not the only one who felt that, my friends also did. They were like "**what kind of English is this? Are these new words?**". **The vocabulary is new**, everything in (*unclear voice*) is all new”. (TSA/VCB/53)

“Because **it's hard to pronounce**. I know the answer, but when I want to say the answer, **it seems a bit difficult to pronounce it**”. (TSA/PNC/107)

“*Bismillahirrahmanirrahim, I want to explain **about** (0:05) our theoretical review...niqab is a part of which clothes but niqab just cover face and except hands and eye (0:28). Niqab and hijab is different, so niqab...if hijab that which cover all **body** (0:43) ...*”. (DSA/PNC/0:05, 0:28, 0:43) - confirmed by the participant.

“But sometimes I don't feel confident, because sometimes **English has to use verb one or verb two, which still confuses me**”. (TSA/GRM/144)

Related to these findings, Sadighi and Dastpak (2017) reported that having insufficient vocabulary knowledge could generate communication problems, which might induce speaking anxiety. In other words, speaking anxiety could be caused by communication issues, as a result of difficulties in vocabulary. Together with the pronunciations issue, speaking anxiety occurred due to students' worries to pronounce English words that might be unclear and mispronounced (Anandari, 2015; Tien, 2018). The difficulty in pronunciation might cause students to become reluctant to speak, which leads to anxiety. Besides, students experienced a great concern about having insufficient grammatical knowledge and using grammar rules to speak English (Tien, 2018; Toubot et al., 2018). This means that students encountered anxiety due to their difficulties associating grammar rules into sentences, which generated grammatical errors in their speaking performance.

Based on the evidence presented, difficulties in vocabulary, pronunciation, and grammar were potential causes of speaking anxiety. By having trouble with vocabulary, pronunciation, and grammar, the participant tended to fail in speaking. The participant's lack of vocabulary knowledge, inability to pronounce words

properly and the confusion in using grammar rules while speaking were the reasons why the participant become anxious.

4.2.1.4 Low Self-Confidence

The fourth cause of the student's speaking anxiety is low self-confidence. The participant revealed that she was not confident to speak English, which caused her unwilling to attempt to speak again (LSC/123). This occurred by seeing that the participant's peers who are more fluent and had proper pronunciation better than her, which caused her to become less confident (LSC/103). With improper pronunciation and lack of grammar, the participant experienced low self-confidence while speaking English (LSC/177). This statement proved that low self-confidence has a relation with test anxiety. Based on the document analysis, the participant encountered low self-confidence by avoiding having eye contact with her peers during the presentation (DSA/LSC/1:27-1:36).

"I'm afraid, **I keep getting less confident**, I feel like I don't want to try anymore but ... but I'm curious on one side". (LSC/123)

"That is because many of my friends are more fluent in speaking English and sometimes, I get really nervous that they are more fluent or they have good pronunciation, **so that's what makes me not confident**. Eventhough I know what I want to say or answer, but sometimes because I see the others better than me, I like to surrender and just let them answer that way". (LSC/103)

"**I became not confident** probably because of my grammar and pronunciation". (LSC/177)

"...*from etymology means one who is radical.... who is radical means one...who is radical in both political and religious context*" (In this situation, the participant showed her lack of self-confidence by focusing her eyes on her notes while speaking, to avoid an eye contact with her peers) - (DSA/LSC/1:27-1:40) – confirmed by the participant

These findings are compatible with the study of Melouah (2013) asserted that students exhibited a lack of self-confidence by considering their speaking abilities are lower compared to others and assumed that others would speak English better. Students' belief in their shortcomings during a speaking performance with assumptions that peers who can speak better could lead to a lack of self-confidence. Moreover, anxiety occurred due to students concerned about their speaking ability as the requirements to speak English spontaneously during performances in an EMI design (Kudo et al., 2017). This may result students with low speaking abilities experienced low speaking confident, in which they might feel inferior to others and struggle more in speaking performance. Another previous study from Gan (2013) also revealed that low self-confidence caused students to tend to keep silent in the class, which is influenced by a lack of language ability. This means that language abilities such as grammar and pronunciation play an important role as sources for students' low self-confidence.

In drawing to a close, low self-confidence was relatively close to causes of speaking English anxiety. Several aspects such as insufficient language skills (e.g., grammar and pronunciation), feelings of inferiority towards peers who are more capable in speaking affect students to have low self-confidence that leads to anxiety. As an international program student who studied in an EMI environment, the participant experienced low speaking confidence due to her limited speaking abilities that force her to require the demand for using English in speaking performance.

4.2.1.5 Nervousness

The participant's speaking anxiety divided into two types, feeling of anxiety and form of anxiety. The participant described her feeling of anxious as a quite high reach seventy percent (SPA/FEA/63). She acknowledged that she mostly felt nervous towards particular lecturers (SPA/FEA/98). A monotonous and demanding lecturer caused the participant to experience nervousness in the class (SPA/FEA/101). When the participant making mistakes in her speaking performance and became nervous, the first response that she did was she stopped for a moment in the middle of her performance (SPA/FOA/170). As a form of nervousness, the participant stuttered and paused her sentences quite frequently based on the video presentation (DSA/SPA-FOA/0:19-0:27). Based on the participant's statements above, it can be seen that nervousness has a correlation to fear of negative evaluation.

“Maybe from one hundred percent, seventy-five percent or **seventy percent actually”.** (SPA/FEA/63)

“Mostly, I felt nervous only to certain lecturers”. (SPA/FEA/98)

“.....sometimes I felt nervous towards the lecturers, those who are with monotonous learning and seem to demand us like we have to be able to answer with English correctly. That's what makes me nervous”. (SPA/FEA/101)

“I immediately stopped talking and asked my lecturer whether I was right or not”. (SPA/FOA/170)

“e niqab is a part of... which e cloth...but e niqab just covered e face and except e hands and eye”. (In this situation, the participant encountered nervousness that made her stuttering and pausing her words with *e* sound quite often) – (DSA/SPA-FOA/ 0:19-0:27) – confirmed by the participant.

As mentioned above, the participant aroused nervousness when she was making mistakes in her speaking, which was relevant with Aydin (2008) confirmed that students feared if others would notice while they were making mistakes. That is to say, failure in speaking could arouse nervousness through fear of negative judgments from others. Furthermore, teachers' influence tends to an anxiety-provoking factor. A previous study from Debreli and Demirkan (2016) revealed that the high level of students' anxiety is caused by their concerns towards teachers' expectations. Thus, this finding is similar to the participant of this research who suffered from anxiety due to her lecturers' expectations to speak English without the slightest of errors. To deal with stuttering students, García-Pastor and Miller (2019) found that speaking anxiety occurred as a consequence of being feared towards their stutter that made them feel embarrassed. In other words, students who stutter are caused by feelings of fear and embarrassment that would generate anxiety.

To summarize, speaking anxiety represent by feeling and form of nervousness. Supported by findings from three previous studies, the participant's nervousness was caused by concern towards lecturers' expectations and fear of making mistakes. Meanwhile, the outcome of nervousness is in the form of stuttering in speaking.

4.2.1.6 The Teacher Correction

The last point to discuss causes of EFL student's speaking anxiety is teacher correction. This cause correlates with fear of negative evaluation. In this case, the way the lecturer corrected the participant's mistakes was the cause of

anxiety. The participant acknowledged that her lecturer corrected her speaking errors with a slight emphasis, which led to scolding (TTC/118). Furthermore, the lecturer also interrupted the participant to correct her in the middle of the performance (TTC/121). The suitability of content delivered in the speaking performance was the main object to be corrected (TTC/59).

“...there is a lecturer who uses a high level of English. So, when I spoke, **he corrected me that the English I was using was wrong**. However, the way he corrected my mistake was **by putting emphasis on what I missed, which then seemed like he scolding me**”. (TTC/118)

“Even though I answered wrong, sometimes **he [the lecturer] likes to interrupt me in the middle of my performance and put emphasis that seems to scold me**”. (TTC/121)

“During my presentation, he [the lecturer] didn't really correct the pronunciation mistakes, **but he corrected more about the content that I presented whether it was correct or not**”. (TTC/59)

Based on the findings above, Meluoah (2013) reported that students are concerned about how their teacher gives feedback, and the teacher's reaction and manners towards error correction. Negative ways and reactions from teachers to correct students' speaking errors are considered as causes of anxiety. Supported by the study from HAN et.al (2016), students demotivated when teachers correct their mistakes through negative manners. This means that students are more likely to be afraid of the way teachers correct their speaking mistakes instead of the corrected error. Another key point was students believed that the causes of anxiety emerged from a feeling of fear towards corrections, especially by teachers (Sadighi & Dastpak, 2017; Milan, 2019). Hence, students perceived that the existence of teacher's correction was contributing to their anxiety.

In the context of teachers' correction, this seems that the participant tends to be anxious about the manner of how the lecturer corrected her mistakes negatively, rather than the mistakes that was being corrected. As a consequence, the participant was afraid of this type of lecturer and arose feeling fear of negative feedback. According to this, the teacher's correction was completely perceiving as one of the causes of speaking anxiety.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covers the conclusion of the research that contains a summary based on findings and discussions. Besides, this section includes a suggestion for future research relates to the causes of speaking anxiety among an EFL undergraduate student.

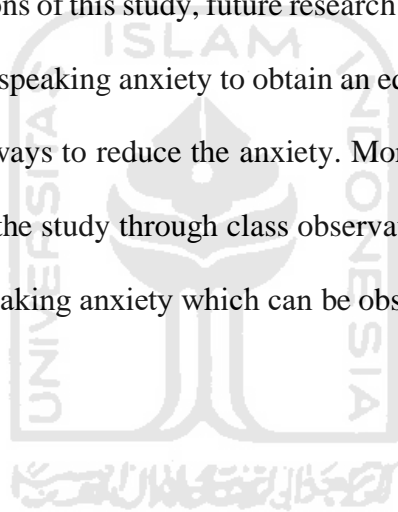
5.1 Conclusion

Speaking anxiety is a common issue while learning English as a foreign language. This issue arises due to several causes that inhibit the participant during her speaking performance in the class. Based on the findings, the participant experienced a quite high level of anxiety caused by several matters such as fear of negative evaluation from peers and teachers, communication apprehension, low self-confidence, test anxiety, feeling and form of anxiety, and teacher's correction. These causes were experienced by the participant in the following forms, such as fear of making mistakes and being laughed at; the difficulty in speaking; lack of vocabulary and pronunciation; feeling of inferiority; nervousness and stuttered; and negative corrections from lecturers. According to this, several previous studies have confirmed the existence of significant causes that contributes to speaking anxiety encountered by the participant. The participant's experience of anxiety provides adequate information about foreign language speaking anxiety by offering insight about causes that inhibit her during speaking performance and why those causes occurred. In conclusion, the participant experienced speaking anxiety that negatively affects her speaking performance as a consequence of fear towards

others' judgments, fear to make mistakes, shyness, and nervousness. Besides, In the context of EMI, the participant's low speaking abilities lead to low speaking confidence that contributes as a cause of anxiety. This is because of the requirement of the participant as an international program student to speak English accurately and fluently during class activities. Therefore, with limited English-speaking abilities, the participant tends to struggle more in her speaking performance.

5.2 Suggestion

Due to the limitations of this study, future research is expected to investigate teachers' role in students' speaking anxiety to obtain an equal point of view related to the cause and provide ways to reduce the anxiety. Moreover, future research is recommended to conduct the study through class observation to enrich the data by investigating students' speaking anxiety which can be observed significantly.



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APPENDICES

Appendix 1 Letter of Permission



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kalurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpsi@uii.ac.id
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Tanggal : 12 Januari 2021
Nomor : 48/Dek/70/DURT/1/2021
Hal : Permohonan Ijin Pengambilan Data Skripsi

Kepada :

Yth. Dekan Fakultas Ilmu Agama Islam
Universitas Islam Indonesia

Di tempat

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Shafira Salsabila
Nomor Induk Mahasiswa : 17322074
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Ista Maharsi, S.S., M. Hum
Judul Skripsi :

"SPEAKING ANXIETY OF AN EFL UNDERGRADUATE STUDENT: DESCRIPTIVE QUALITATIVE."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia



Dr. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog

Appendix 2 Consent Form

SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Nur Alinda Siti Maysaroh
Umur : 20 tahun
Jenis kelamin : Perempuan
Pekerjaan : Mahasiswi
Alamat : Pugeran, RT006/RW003, Desa Karang Sari, Kecamatan Semin,
Daerah Istimewa Yogyakarta

Sehubungan dengan surat pengajuan izin penelitian yang telah disetujui oleh Fakultas Psikologi dan Ilmu Sosial Budaya Program Studi Pendidikan Bahasa Inggris UII tertanggal 12 Januari 2021 untuk dapat mengikuti rangkaian proses dalam penelitian skripsi S-1 Pendidikan Bahasa Inggris oleh mahasiswi Shafira Salsabila dengan judul **Speaking Anxiety of an EFL Undergraduate Student: Descriptive Qualitative**; maka untuk itu saya dengan ini menyatakan bahwa:

1. Saya membuat surat persetujuan atas kemauan sendiri, agar saya bisa menjadi partisipan dalam penelitian **Speaking Anxiety of an EFL Undergraduate Student: Descriptive Qualitative**.
2. Saya mengetahui, mengerti, dan bersedia meluangkan waktu untuk secara kooperatif mengikuti segala persetujuan yang sudah saya buat bersama dengan peneliti.
3. Saya bersedia meluangkan waktu saya untuk diwawancarai minimal satu kali dalam rentang waktu minggu keempat di bulan Januari 2021 dan minggu pertama di bulan Februari 2021.
4. Saya bersedia untuk diwawancarai, menjawab dengan jujur seluruh pertanyaan yang diajukan secara virtual menggunakan zoom meeting dan semua percakapannya di rekam oleh peneliti.
5. Saya sangat mengizinkan peneliti untuk merahasiakan nama saya.
6. Saya mengetahui dan menyetujui semua data yang telah disampaikan dan diberikan kepada peneliti akan menjadi data acuan peneliti di dalam skripsinya yang nanti akan di publikasikan.

Demikian surat pernyataan ini dibuat, ditandatangani, dan diberikan dalam keadaan sadar, tanpa ada tekanan atau paksaan dari pihak manapun dan dalam bentuk apapun terhadap saya, dimana surat pernyataan ini dapat dianggap sebagai suatu kesepakatan yang mengikat untuk digunakan sebagaimana perlu, dan segala pernyataan yang dibuat dalam surat pernyataan ini tidak akan dicabut, kecuali jika sudah terdapat persetujuan sebelumnya.

Yogyakarta, 12 Januari 2021



Yang membuat Pernyataan:

(Nur Alinda Siti Maysaroh)



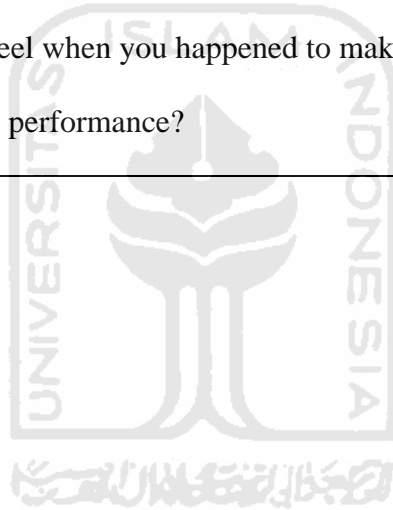
Appendix 3 Matrix of interview questions EMI context

English as a Medium of Instruction (EMI)	Components	Interview Questions
<p>The implementation of EMI was developed among universities.</p> <p>According to this, there are four aspects that support the implementation of EMI such as bilingualism, motivation, exposure, and literacy skills (Ibrahim, 2001).</p>	A. Bilingualism	Would you tell me how many languages do you speak?
	B. Motivation	Could you tell me what is your motivation choosing International Program in your majors?
	C. Exposure	Would you tell me how often you study English in terms of reading, writing, listening, and speaking?
	D. Literacy Skills	Could you tell me how do you practice or improve your English skills such as reading, writing, listening, and speaking?

Appendix 4 Supporting questions of EFL speaking anxiety construct

Interview Questions

1. Would you tell me about your experience when using English language in a conversation?
 2. What do you feel when you faced speaking test?
 3. Would you tell me about your feelings when you happened to make errors during your speaking performance?
 4. How do you feel when you happened to make self-correction during your speaking performance?
-



Appendix 5 Sample of interview transcript


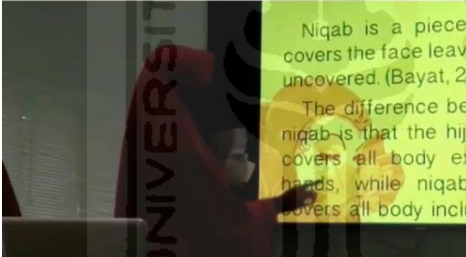
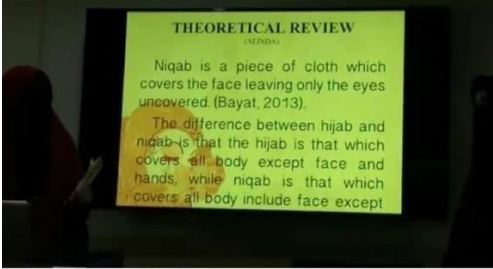
R/S	Line	Interview Content	Themes
R		Hmm. Bisa certain ga waktu Alinda di matkul-matkul di semester sebelumnya yang punya.. apa ..punya kegiatan yang kaya gitu speaking di depan kelas di depan temen-temen di depan dosen gitu?	
S	36	Kalo kemarin kan pas lewat zoom mba..yang semester 5 kemarin.	
R		He'em. Kalo di semester awal ada nggak?	
S	37	Semester awal tu.. kayanya..kayanya jarang sih mba dosen nyuruh maju..kaya cuma baca di kursi aja gitu.	
R		Paling cuma ditanya-tanya gitu aja kali ya?	
S	38	Iya bener he'eh. Atau ngga diskusi	
R		Biasanya memang e jarang sih kecuali memang ada kegiatan atau ada memang matkul yang mengharuskan kita buat presentasi kan ..kalo ngga kan kita biasanya ngga mau juga ngomong gitu di kelas..lebih milih diem gak si	
S	39	Iya gitu mba.	
R		Oke terus em tadi kan Alinda bilang e jarang..cuman kalo ditanya-tanya aja..terus kalo misalkan Alinda lagi di tanya dalam Bahasa inggris, harus menjawab juga dalam Bahasa inggris, hal apa yang paling Alinda perhart..perhatikan waktu ngomong? Maksudnya dari kebahas..bukan dari segi kebahasaan..dari bahasa yang mau Alinda lontrakan itu, hal apa yang Alinda perhatikan..entah misalnya vocab nya kah atau cara ngomongnya gitu	
S	40	<u>Ya mungkin dari grammar sama vocab sama cara ngomongnya sih mba</u>	Test anxiety (vocabulary, grammar, pronunciation)
R		Hmm pelafalan sama grammar gitu ya?	
S	41	<u>Iya. Kan ada tuh mba satu dosen yang dia tu dari luar negeri pak..pak Christopher namanya dan beliau nggak bisa ngomong Bahasa indon..ngga bisa ngomong Bahasa Indonesia Indonesia sama sekali kan. Jadi bener-bener kalo beliau nanya ya kita harus full inggris gitu ga bisa di mix gitu.</u> Atau ngga kalo misalkan nggak bisa temen sebelah Alinda nanti ngebantuin gitu. Karna di kelas kan	Native speaker exposure

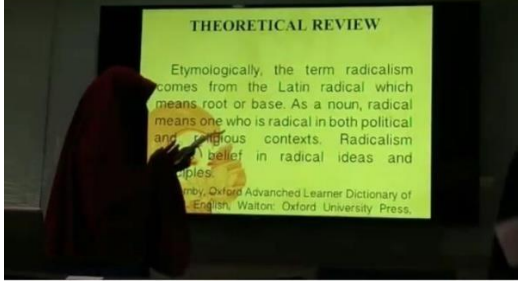
		kita cuman berapa belas orang gitu doang lo mba sekarang aja tinggal sepuluh orang.	
R		Berarti satu kelas tu dikit ya ?	
S	42	Iya awalnya tu enam belas orang terus pada pindah gitu.	
R		Pindah..pindah maksudnya pindah ngga di UII lagi?	
S	43	Ada yang ke reguler ada yang udah nikah gitu loh	
R		Oh kalo dari IP ke reguler gitu bisa pindah?	
S	44	Bisa mba cuma emang apa ya kaya dilarang banget gitu karna kan kita udah masuk IP gitu mba. Kemaren-kemaren sampe ngerekrut anak reguler buat masuk IP	
R		Iya kan kaya..	
S	45	...dikit orangnya.. he'eh	
R		Soalnya kalo dari IP ke reguler kok ini..kok jadinya nurun gitu harusnya ya reguler dong yang masuk IP kan yang berlomba-lomba masuk IP	
S	46	Iya he'eh. (<i>suara kresek-kresek kurang jelas</i>) karna mereka ngga betah juga mungkin mba di IP (<i>suara tdk jelas</i>)..	
R		Gimana?	
S	47	Kurang betah juga di IP	
R		Kenapa memang di IP?	
S	48	Engga tau ya mba mungkin keluh kesah nya ya karna Bahasa itu gitu mba. Kalo temen-temen sendiri sih..	
R		Kenapa apakah sulit masuk IP? Maksudnya mengikuti prosesnya tu susah kah?	
S	49	Ya...kalo menurut Alinda sih beda di Bahasa aja gitu mba. Terus dia kan ujian juga e harus jawab pake Bahasa arab atau ngga inggris gitu. Kalo misalnya arab ya berarti kita jawabnya pake bahsa arab, kalo inggris kita pake jawabnya inggris gitu. Dan sehari-harinya itu ya bedanya di Bahasa aja gitu kalo cara pengajaran sama dengan reguler.	
R		Hmm..oh cuman apa.. interaksi kelasnya aja bahasanya beda gitu ya?	
S	50	Iya bener mba.	
R		Mmm oh itu juga sih mungkin. Tapi dengan kondisi kelas yang cuman sepuluh sebelas an orang itu malah bikin lebih nyaman ngga menurut Alinda? Atau malah nambah khawatir karna kalo bikin kesalahan pasti keliatan banget gitu	
S	51	<u>Kadang ada di satu sisi tu bikin nyaman tapi ada di satu sisi juga bikin khawatir. Jadi kaya..</u>	Fear of negative evaluation (peers)
R		Yang bikin khawatir apa?	
S	52	...untung-untungan dosen gitu loh mba. Kalo dosennya maksudnya dosennya ngertiin kita gitu ya kita untung nih	Fear of negative evaluation (teacher)

		gitu. <u>Tapi kalo dosennya ngga ngertiin itu yang bikin kadang khawatir gitu.</u>	
R		Emang tipikal dosen yang bikin Alinda khawatir itu yang kaya gimana?	
S	53	<u>Ada mba e dosen yang apa ya dia tu kan e ngajar sampe s3 ya mba... ngajar sampe s3 tu jadi kan yang dipake in tu kaya english -english master semua gitu lo mba....</u> <u>english-english yang e kosakata nya tu kaya master semua kaya.. jadi tu bahkan bukan Alinda sendiri gitu kaya temen sekelas Alinda sendiri kaya “ah ini inggris apaan...baru?” gitu kaya kosakata nya tu baru..baru semua yang di (suara tidak jelas) baru semua gitu lo mba.</u>	Fear of negative evaluation (teacher) Test anxiety (vocabulary)
R		E apa..pemilihan kata yang digunakan ibaratnya levelnya tu terlalu tinggi gitu ya dari pada yang ...	
S	54	He'eh iya...	
R		..sekarang?	
S	55	...Dari pada kita yang sekarang bener.	
R		Oh iya sih karna kan mungkin gini..mungkin karna beliau itu ngajarnya S3 udah terbiasa terpapar sma kata-kata yang akademik nya itu levelnya udah tinggi jadi kita yang masih...mahasiswa ini ngerasa kesu..kesu..kesulitan gitu mau e ngertinya.	
S	56	Iya...he'eh gitu mba.	
R		Oh berarti itu..iya itu sih...sebenarnya itu kita nggak bisa nyalahin bukan kita nya yang nggak mampu tapi dosennya juga nggak ngertiin sih sebenarnya..maksudnya nggak nggak tepat sasaran gitu.	
S	57	Iya	
R		Hmm terus e..kalo... misalnya.. kalo misalnya apa..misalnya Alinda nih lagi ngomong atau lagi presentasi pernah di koreksi gak sama dosen? Kalo ada yang salah ucap, salah grammar atau sebagainya?	
S	58	Hmm karna kan Alinda tu masuk nama tengah ya mba, jadi kalo presentasi tu kaya jarang dibagi terus tiba- tiba udah UAS gitu lo mba	
R		He'em he'em	
S	59	He'eh.. jadi e selama Alinda presentasi kalo yang presentasi kemarin-kemarin sih jarang sih mba.. <u>paling kalo beliau tu kaya nggak ngeliat salah pengucapan, cuma beliau ngeliat isi yang kita presentasiin ini bener atau nggak gitu.</u>	Teacher's correction
R		Lebih ke ini nya ya berarti lebih ke (suara tidak jelas) apa yang di presentasiin gitu?	
S	60	Iya bener	

R		Tapi kalo dari segi Bahasa, dari segi ini e itu <i>matters</i> ga sih maksudnya jadi hal yang di perhatikan gak sama dosennya?	
S	61	<u>Iya kalo..ada sih mba yang..ada yang memperhatikan tapi ada juga yang kaya e “oh yauda nggak papa yang penting anak ini udah berusaha”, cuma kalo yang dosen yang menurut Alinda killer itu dia kaya emang agak sedikit memperhatikan sih gitu..cuman dia kaya lebih banyak nya ke konten yang kita sampe in</u>	Teacher’s correction
R		Hmm gitu..e kalo misalkan atau mungkin Alinda pernah ada di posisi yang Alinda harus di koreksi, perasaanya gimana? Takut nggak atau ngerasa ih kayanya aku ngelakuin kesalahan gede deh atau kok aku bisa salah ya gitu	
S	62	<u>Iya kadang suka ngerasa ih kok bisa salah ya atau ih perasaan kaya udah bener deh... cuma mungkin e beliau nganggepnya salah gitu jadi ya oh yaudah kalo salah gitu..tapi kadang suka mikirin salahnya dimana ya perasaan bener..gitu mba</u>	Fear of negative evaluation (teacher)
R		Hmm gitu..kalo boleh tau kalo boleh di ceritain nervousnya Alinda, anxious nya Alinda itu se..seberapa besar sih? Seberapa nervousnya Alinda kalo disuruh ngomong atau saat mau ngomong gitu	
S	63	<u>Mungkin dari seratus persen, tujuh puluh lima persen lah mba atau ya tujuh puluh persen lah.</u>	Speaking anxiety (feeling of anxiety)
R		Oke..tujuh puluh persen itu terdiri dari apa aja? Misalnya takut karna penilaian orang....	
S	64	<u>Nggak percaya diri nya..</u>	Low self-confidence
R		..ngga gimana?	
S	65	<u>...ya, nggak percaya diri terus penilaian orang juga terus kaya..hmm kaya apa ya.. kaya...missal kaya takut dikatain juga sih mba kaya dikatain ih sok inggris banget gitu loh.</u>	Low self-confidence Fear of negative evaluation (peers)
R		Padahal kan IP emang harusnya anaknya inggris banget dong harusnya ya	
S	66	<u>Iya hehe..cuma kan ada tu mba yang kek ih mentang-mentang di IP gitu terus sekarang kesehariannya pake Bahasa inggris atau gimana gitu jadi kayak.. oh... gitu (<i>di ikuti tertawa kecil</i>)</u>	Fear of negative evaluation (peers)

Appendix 6 Table of document analysis

Time	Illustration	Meaning
0:19 - 0:28	 <p><i>“e niqab is a part of... which e cloth...but e niqab just covered e face and except e hands and eye”.</i></p>	<p>In this situation, the participant experienced nervousness. She was stuttered and spoke quite fast. She also paused her sentences with “e” sound quite frequent.</p>
0:29 - 0:36	 <p><i>Niqab and hijab is different... nah kalo niqab...eh... (spontaneous laughter was heard) so niqab... niqab...”</i></p>	<p>The participant in this situation experienced negative evaluation from her peers. During this time, the participant accidentally mixes her sentences with Bahasa, which made her being laughed. She was afraid and worried at that time.</p>
0:41-0:43	 <p><i>“...that which cover all body”.</i></p>	<p>This situation showed that the participant experienced test anxiety in pronunciation. She mispronounced [p] sound in a word <i>body</i>.</p>
1:27-1:40		<p>In this situation, the participant encountered low self-</p>

	 <p><i>“...from etymology means one who is radical.... who is radical means one...who is radical in both political and religious context.”</i></p>	<p>confidence during her presentation. She avoided to have eye contact or face to face with her classmates, and avert her eyes to her notes.</p>
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Appendix 7 Table of theme, sub-theme, and coding

a. Table of theme, sub-theme, and coding

THEMES	SUB-THEMES	CODING
Fear of Negative Evaluation	Teacher	FNE/ TCH
	Peers	FNE/PER
Communication Apprehension	-	CMA
Test Anxiety	Vocabulary	TSA/VCB
	Pronunciation	TSA/PNC
	Grammar	TSA/GRM
Low Self-Confidence	-	LSC
Nervousness	Feeling of Anxiety	NVS/FEA
	Form of Anxiety	NVS/FOA
The Teacher Correction	-	TTC

b. Table of sub-theme

NO	SUB-THEME
1.	Teacher
2.	Peers
3.	Vocabulary
4.	Pronunciation
5.	Grammar
6.	Feeling of Anxiety
7.	Form of Anxiety

Appendix 8 Table of coding and its meaning

CODING	MEANING
FNE/TCH/99	The data is collected from the interview with the participant which was sub-themed <i>teacher</i> of theme <i>fear of negative evaluation</i> in line 99
FNE/PER/65	The data is collected from the interview with the participant which was sub-themed <i>peers</i> of theme <i>fear of negative evaluation</i> in line 65
CMA/29	The data is collected from the interview with the participant which was themed <i>communication apprehension</i> in line 29
TSA/VCB/118	The data is collected from the interview with the participant which was sub-themed <i>vocabulary</i> of theme <i>test anxiety</i> in line 118
TSA/PNC/143	The data is collected from the interview with the participant which was sub-themed <i>pronunciation</i> of theme <i>test anxiety</i> in line 143
TSA/GRM/144	The data is collected from the interview with the participant which was sub-themed <i>grammar</i> of theme <i>test anxiety</i> in line 144
LSC/103	The data is collected from the interview with the participant which was themed <i>low self confidence</i> in line 103
NVS/FEA/63	The data is collected from the interview with the participant which was sub-themed <i>feeling of anxiety</i> of theme <i>nervousness</i> in line 63
NVS/FOA/169	The data is collected the interview with the participant which was sub-themed <i>form of anxiety</i> of theme <i>nervousness</i> in line 169
TTC/118	The data is collected from the interview with the participant which was themed <i>the teacher correction</i> in line 118
DSA/TSA-PNC/0:43	The data is collected from document “DSA” (for Document of Speaking Anxiety) which was sub-themed <i>pronunciation</i> of theme <i>test anxiety</i> at 0:43 in the video
DSA/FNE-PER/0:29-0:36	The data is collected from document “DSA” (for Document of Speaking Anxiety) which was sub-themed <i>peers</i> of theme <i>fear of negative evaluation</i> at 0: 29 until 0:36 in the video
DSA/LSC/1:27-1:40	The data is collected from document “DSA” (for Document of Speaking Anxiety) which was

	themed <i>low self-confidence</i> at 1:27 until 1:40 in the video
DSA/NVS-FOA/0:19-0:28	The data is collected from document “DSA” (for Document of Speaking Anxiety) which was sub-themed <i>form of anxiety</i> of theme <i>nervousness</i> at 0:19 until 0:26 in the video

