DESCRIBING THE STUDENTS' VOICE RELATED TO ANXIETY EXPERIENCE IN INDONESIAN JUNIOR HIGH SCHOOL STUDENTS AS ENGLISH FOREIGN LANGUAGE THROUGH PHOTOVOICE METHOD

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the

Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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UNIVERSITAS ISLAM INDONESIA

YOGYAKARTA

2023/2024

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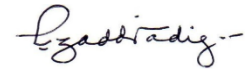
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

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MOTTO

"Don't think about the past, don't dream about the future, concentrate your mind on the present moment." **(Siddhartha Gautama)**

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. I would like to dedicate this thesis to **ALLAH SWT,** is the one only god in this world who has been giving us enlightenment and the brain's ability to think so that I can complete this thesis according to the desired plan. Without your power, I would not have been able to go through everything up to this stage.

2. My mother **Hermin Susilowati**, who has helped me to have enthusiasm for studying at college level until now. I give this dedication to you to prove that I can finish college on time according to your pray while shalat.

3. My father **Hartono,** who has given good advice and prayed for me when I was choosing to continue studying at the university that my choice. I also dedicate this thesis to prove that I am capable of studying and completing studies in the field of study I have chosen

4. My little sister **Nabilla,** I dedicate this journal to you because of your enthusiastic support while I was studying in this course. Your support, both from your words and prayers, has been a form of my support, so that I can complete this thesis smoothly.

5. My thesis supervisor **Mr. Nizamuddin Sadiq S.Pd., M.Hum.** and All of the lectures and the staffs in the English Education Program, with your guidance, expertise, and constant encouragement you have been instrumental in shaping the procces of my academic journey until now. Your commitment to encouraging my learning process on this course is a form of motivation in my life. Your valuable input and suggestions have helped improve the quality of my skills in this course.

6. My best partner **Intan Deriska,** the support, advice, and prayers that have been given to me are what made me successful in completing my studies. I also dedicate this thesis to prove that I am able and willing to try to be successful both in this course and in my next life.

7. My best friend: **Doan Andika and Alvain Soimy**, The prayers, good suggestions, and forms of support that you gave to me, were a source of encouragement for me, so that I succeeded in enjoying the process of making this thesis and completing it at this stage.

8. All of my friends from English Education Program and all friends from KKN that have support me to finish my thesis.

ACKNOWLEDGEMENT

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DESCRIBING THE STUDENTS' VOICE RELATED TO ANXIETY EXPERIENCE IN INDONESIAN JUNIOR HIGH SCHOOL STUDENTS AS ENGLISH FOREIGN LANGUAGE THROUGH PHOTOVOICE METHOD

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Abstract

This research focuses on describing the students' voice related to their anxiety experience in Indonesian Junior High School by using Photovoice Method. The study aims to describe the language anxiety problem that appears on Junior High School Students by reviewing students' voice in photovoice instrument. The participants were the students studying at a secondary state school in Sleman, Yogyakarta. The SHOWED photovoice instrument which is populared by Wang & Burries on 1997 became the data collection technique to describe the types of language anxiety in Indonesian Junior High School students when communicating in English. Thematic Analysis was familiared by Braun & Clarke on 2006 and was applied to gain the result of interpretation and assumption from participants by giving voices from the pictures of photovoice that were taken by students selves in photovoice instrument distributed. The finding of the study is divided into two general categories, the first is the participants' profile and the theme that emerged in data analysis. The two participants selected in this study had similar an anxiety conditions when communicating or speaking English in the classroom. The finding also relates on the result of students' voice in instrument photovoice that distributed. The theme was described in this study show the visualization of English anxiety such as the need self – initiative and social support in learning English process. The two themes were found was the findings and discussion result in this study.

Keywords: Junior High School, Students' language anxiety, Photovoice method

CHAPTER 1. INTRODUCTION

1.1 Background of the problem

In the context of second language learning, language anxiety is one of the common characteristics that students experience. When students experience anxiety, negative behaviors emerge, and it is frequently discovered that students find it difficult to be involved in language learning. As a consequence, they are hesitant to communicate in English and insecure when their English teacher invites engagement. Based on a reference from Hu & Wang, 2014 more explained that anxiety makes students feel nervous, and fear contributes to poor performance when interacting with using English. The feeling of nervous and fear in anxiety conditions usually were from the impact of different sex, workgroup emotions, and social relationship among students in classroom (Cantwell & Andrews, 2002). In the EFL context, Anxiety is the main effect that often occurs when foreign language or English lessons take place. It is important to know about students' anxiety problems in class that they cannot demonstrate in front of the teacher or their classmates. Therefore, the importance of research that aims to investigate what factors are felt by students, which can prove student anxiety in class, and the importance of research to try to understand the problem of student anxiety when speaking English or interacting with the teacher.

The writer found that language anxiety appears when there are significant learning difficulties, fear of separation from others, social withdrawal, fear of speaking in public, distrust of oneself, and avoidance of contracts with others. The studies related to language anxiety have been mushrooming in second language learning (Raufelder, Hoferichter, Rohman, Bukowski & Ringeisen, 2015; Melanlıoğlu & Demir, 2014; Putwain & Daly, 2014. Putwain and Daily (2014)

study focuses on the research on test anxiety in secondary school. Melanlıoğlu & Demir (2014) discusses speaking anxiety scales for the secondary level. Hoferichter et al., (2015) focus on the multi-faceted nature of test anxiety among secondary school students. Regarding methods in exploring language anxiety from twenty-six scholarly articles that I have reviewed, the scholars who apply quantitative methods using surveys are the majority (Putwain & Daly, 2014; Melanlıoğlu & Demir, 2014; Hoferichter, Raufelder, Ringeisen, Rohrmann & Bukowski, 2015; Chukwuorji & Nwonyi, 2015; Lowe & Lee, 2009; Delgado, Aparisi, Fernández, Torregrosa, Estévez, Marzo & Inglés, 2018; Sahin, 2016; Santoso & Perrodin, 2021, etc).

While scholars who are taking qualitative methods through interviews are less than quantitative (Koizumi, 2022, Mellor & Dellamont, 2011; Sandberg, 2021, Suparlan, 2021, etc), and there are two scholars who employ mixed methods (Soares & Woods, 2020; Ma, Guo, Wang, 2018). As a result of reviewing twenty-six articles, none of those articles addressed the photovoice method in their research. Thus, this paper fills a methodological void by employing the photovoice method (Wang & Burris, 1997). The purpose of this present study is to investigate students' language anxiety in junior high school using a photovoice method. The contribution of this study reflects on providing secondary school students with an alternative way to express their language anxiety.

1.2 Identification of Problem

Student language anxiety can result from internal factors. McIntyre and Gardner (1994), and Hakim (2019) found that intrinsic factors are associated with the induction of the involuntary nervous system and are due to specific states of tension, anxiety, agitation, and anxiety that correlate with student appearance. Santoso & Perrodin (2021) assert that students' appearances in

English classrooms range from behaviors and reactions when communicating with the same student or teacher to classroom activities related to their ability to speak. Some students feel uneasy in their English lessons, while others are confident. Ulandari (2018) also points out that students who experience anxiety will make their confidence to communicate decrease dramatically. This will also affect the quality of student achievement. However, when communicating in English, students need more space to express their anxiety-related problems. The problems are identified according to Santoso and Perrodin (2021), students who suffer from anxiety are reluctant to speak English with their teachers, are afraid to come forward to read English materials, and are nervous about the results of their English learning when there is homework and testing.

1.3 Limitation of Problem

As mentioned earlier, the students do not seem to be given a room to express their problems related to English foreign language anxiety in Indonesian Junior High School students. Therefore, I limit the problem in this study with the use of the photovoice method for students to describe the students' voice related to their anxiety experience in English Foreign Language Anxiety.

1.4 Objective/Goal/Purposes

The purpose of this present study is to describe the students' voices related to their anxiety experience in English Foreign Language Anxiety by using photovoice method.

1.5 Research Question

The study is guided by the following research questions:

1. How do Junior High School students express their language anxiety in communicating in English through photovoice?

2. What themes do appear in Indonesian Junior High School students' attempt in English Foreign Language Anxiety through Photovoice Method?

1.6 Significance

The contribution of this study reflects on providing secondary school students with an alternative way to express their language anxiety.

CHAPTER 2. LITERATURE REVIEW

2.1 Story and Types of Anxiety

Since the 1950s, informed anxiety phenomena and self-reports of anxiety have been significantly observed (Twenge, 2020; Witteborg, Lowe, & Lee, 2009). In fact, reports of anxiety cases that occurred in the 1950s lasted until 1990 (Patricia & Steven, Kristin, 2009). The anxiety report can be concluded that during the 40 years of anxiety cases causing disruption of an individual's personality (Sahin, 2016). Sahin (2016) points out several factors that cause learning anxiety including age, friendliness, tone of voice, teacher gender, classroom environment, and fellow laughter. Therefore, fear was claimed to be a normal human emotion that arises because of discomfort and anxiety about fear resulting from a terrible experience (Anggita & Suwartono, 2020).

Based on the context at the school, Pratama (2020) mentioned in his thesis that the anxiety phenomenon can harm students' performance by the character of worry, self-doubt, and reduced participation. Anxious students will have difficulties in following lessons and speaking with their English teacher or class friends. They may learn less and also may not be able to demonstrate what they have learned to practice. Additionally, they may experience more failure in interacting with English teachers and getting good scores when the speaking test.

Evidence of high student anxiety experiences was also researched by Idrus and Hamid (2021). They found that anxiety that occurred in secondary schools in Selangor Malaysia was developing among high school students. Their research results prove that students in rural schools in Selangor experience English anxiety at moderate to high levels in all four language skills, except for writing skills. This evidence shows the cause of participants why they are feeling anxious is

reported by Santoso and Perrodin (2021). Their research found that there are many internal factors that can cause language anxiety in students, such as less belief in language learning, fear, shyness, and anxiety when speaking English in front of the class. Moreover, language anxiety is not solely due to internal factors.

There are external factors in this study. Aquila and Harjanto (2016); Santoso and Perrodin (2021) also reported that language anxiety from external factors, such as a teacher who does not give the correct treatment in their teaching, there is no support from parents, and environments not really need English or English not necessary. Based on the internal and external factors mentioned above, it can be used as an identification of the reasons why participants tend to experience anxiety when learning English in class.

2.2 English Foreign Language Anxiety in Communication

Student language anxiety is a common expression as part of the process of communication in English. This is why students are worried about making mistakes when learning English. In addition, Farahdila & Tono (2020) stated that there are two types of language anxiety reactions, including linguistic and psychological reactions when students communicate in English are identified. According to Stuart and Laraia's (2005) showed the former reactions in anxiety phenomena, such as cardiovascular (increased blood pressure, agitation, increased heart rate, pulse rate, decreased pulse pressure and shock), breathing (rapid breathing, chest depression, choking sensation), are classified as skin (the sensation of hot or cold skin, whole body sweating, burning sensation on the face, sweating and itching on the palms), gastrointestinal (loss of appetite, abdominal discomfort, palpitation, and burning sensation of diarrhea), and nerve muscles

(increased reflexes, Surprising reaction, blinking, insomnia, sweating, tense face, slow movement).

On the other hand, Farahdila & Tono (2020) added the information of the other reactions of anxiety are behavior (restlessness, nervousness, haste, avoidance), cognition (a disorder of attention, loss of concentration, forgetting, misunderstanding, confusion, excessive labor, objective reduction), and emotional (impulsive, tense, nervous, outstandingly very nervous). Therefore, it seems that every student must have experienced anxiety when they want to communicate or speak English in front of the class or to their teacher. They must feel fear and afraid of making mistakes in their pronunciation or misunderstood means of what they just spoke.

In the EFL context, language anxiety is also identified as a common physical phenomenon on students' problems in the learning process. Ma, Guo, and Wang (2018) found that foreign language anxiety was not the same as other academies anxiety in the education field. Previous study confirmed that foreign language anxiety was too much and often happened than other academies anxiety, such as university students anxiety. The result of Ma, Guo, and Wang (2018) research shows that students who feel anxious will be absent from class, or never finish their homework, or never succeed on their exams.

Therefore, students of English as a foreign language (EFL) typically struggle greatly and experience significant levels of self-doubt because of their English class performance. Therefore, it can be drawn that language anxiety in English communication is the emergence of fear of failure in speaking English and fear of getting misunderstood by their fellow students. In terms of academics, language anxiety causes English learners to be reluctant to attend many English classes, never complete their English assignments and even experience many failures when taking the exam.

2.3 Reviewed of Relevant Studies

Studies on language anxiety had been addressed by scholars, such as Farahdila & Tono (2020); Melanlıoğlu & Demir (2014); Koizumi (2022); Sandberg (2021); and Sahin (2016). Farahdila & Tono (2020) study aimed to know students' anxiety when communicate or do presentasion in the class, what factors cause students feel anxious in the class, and how the students handle their anxiety when the feel anxious. From this study result showed that there are two things that made students feeling anxious, such as internal and external factors. This study also showed students have difficulties when communicate or speak English with friends and teacher in the class. Students always use Bahasa when they are in the English class. They often even never use English when communicate with friends or English teacher.

Meanwhile, Melanlıoğlu & Demir's (2014) study aimed to develop a speaking anxiety scale with the main purpose of revealing the anxiety in speaking felt by secondary school students in Turkey. Specifically, this speaking anxiety scale development was one of basic language skills in the Turkish setting. By analyzing the data quantitatively, the study resulted in a 33 items scale with a Cronbach alpha coefficient was 0.716 as internal consistency for the scale showing a five-factor structure following the search of factor analysis. Measurement and evaluation as qualitative data were distributed to the 570 students who were attending ten randomly-selected schools in the District of Yenimahalle, Turkey. The speaking anxieties of secondary school students was asked to a group of students consisting of 50 students attending different schools in Yenimahalle, Ankara. Creating a group from 50 students is the best way to gain the data result quickly. Furthermore, Koizumi (2002) investigated the lack of continuous speaking assessment. The content told about improving teacher training and resources and discussing an effective speaking framework

assessment. The result shows that In Japan, the academic year is usually divided into three terms, and term tests are conducted five times per year.

Sandberg (2021) investigated the possible impact that extramural English (EE) has on students' foreign language anxiety (FLA) in the Swedish EFL classroom. The study focuses on looking at the influence of EE on gender level of speaking anxiety. This study showed that if EE has a greater importance than other activities, there are differences in gender and level of speaking anxiety in each EE activity. The participants of this study did activities in which the most frequent activities in Extramural activities they engaged in are receptive activities, such as reading in different digital contexts and listening to music. Based on participants' statements, reading and listening to music are the best ways to enhance speaking anxiety. The EE's frequent activities are reading books and magazines. The questionnaire which is contained with 1-4 scales were data taken to collect the research result in 142 participants were all students at the researcher's place of work, a non-profit secondary free school, situated in a middle-class area in Stockholm, Sweden.

Sahin (2016) also conducted a study that aims to identify the role of anxiety experienced by students who are studying at the Erenköy Lychee, in secondary and high school institutions. This study also tries to solve the enigma that whether the proficiency level increases or decreases the anxiety level of the learners. Therefore, this study tried to find out the stressors which provoke anxiety. The results showed that this study reached Cronbach's Alpha .81 which identifies the high reliability. FLCAS (Foreign Language Classroom Anxiety Scale) and Open - ended results show that many learners who were studying in high school feel more anxious than secondary school counterparts. Some statements of high school scale results are majority containing worrying and fear. In this study, qualitative and quantitative methods were analyzed.

The empirical studies above conclude that anxieties are investigated from gender perspectives (Putwain and Daly, 2014). They explain that females have different anxiety test scores than male as indicated in the result that females are significantly higher in anxiety than male. Melanlıoğlu & Demir's (2014) discuss the speaking anxiety phenomenon in Turkish students. Rie (2002) investigated the lack of continuous speaking assessment in improving teachers and resources and discussing an effective speaking framework assessment. Sandberg (2021) focused on the impact of Extramural English (EE) in Swedish EFL Classroom. Furthermore, Sahin (2016) chose the role of anxiety experienced by Erenkoy Lychee students. Almost all of these empirical studies focus on research anxiety in students' self. However, none of these studies attempt to provide a room for students to express their anxiety. This study contributes to accommodating student English anxiety to be able to express their anxiety through photovoice. The results of the empirical studies described above explain that the phenomenon of language anxiety in communicating English can be influenced by gender. Gender differences can prove the percentage of anxiety students. The emergence of anxiety in students is influenced by the lack of effectiveness of the speaking assessment. So, it is difficult to improve their speaking skills. So it is necessary to change the method of learning speaking to familiarize students' behavior to speaking.

2.4 Conceptual Framework

According to Wang & Burris (1997) stated that photovoice is a method that describes social phenomena by representing from photographs or pictures. Photovoice invites the participant to identify, represent, discuss the phenomena, social lives, also communities that happened among them. Tsang & Lian (2021) stated that this method is to increase participants' awareness of personal and community problems and provide important information for readers or other researchers. In contrast to interview or survey methods, photovoice participants actively and

reflectively take photos according to a certain theme, then select photos that are important to them and use them as a representation of their voice in the photovoice instrument. In this photo discussion session, participants were invited to share the meaning and stories behind the photos they took, and were able to codify issues and themes that emerged in social life. In photo voice, the photo voice method functions as a visual aid and the data produced by participants is a form of expression of their life experiences and is of course in accordance with the theme of the variables studied. Therefore, photovoice is the right method for this research because it makes it easier for students to share and discuss their learning experiences through the photos they take.

Things that can be researched using the photovoice method in the school environment are usually verbal violence and behavior between students in class, feelings of discomfort or feelings of anxiety when receiving material other than the material mastered by students, and coercion by students regarding teachers. teaching. which is not true. However, in this study the focus of the theme examined was students' feelings of discomfort during English lessons. Anxiety in students can be researched using the photovoice method because this method can read or see anxiety problems in students, how students express these anxiety problems and how students overcome these problems. Therefore, there is a strong correlation between language anxiety problems in students and the photovoice method. The following is evidence of the relationship between several things that are questionable regarding students who experience anxiety when taking English classes using the photovoice method:
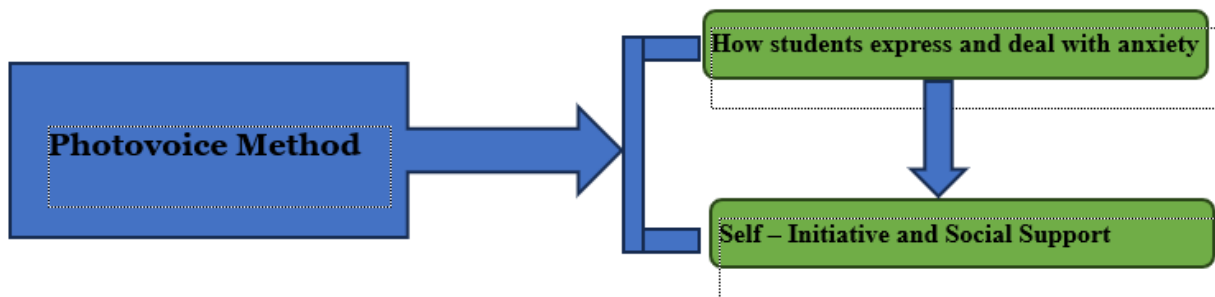
Figure 2.1 Conceptual Framework between Anxiety & Photovoice

In this study, the photovoice instrument adapted was the SHOWED photovoice instrument from Wang & Burris (1997) could answer students' problems when they have difficulty expressing their lack of confidence when communicating or speaking English in class and this method can produce findings on the themes of self-initiative and social support which are really needed by the two participants who are experiencing difficulties of anxiety problems in the school environment. The procedure for this instrument is participants will be given several questions according to the SHOWED photovoice instrument which has been adapted by the researcher related to the research variables studied. Before participants respond their voices on this photovoice instrument, the researcher first explained how to answer the questions on the instrument, with meeting in person directly or via WhatsApp message. The way to fill out this instrument is participants must take a photo or provide a picture first before answering the questions on the instrument. The image or photo selected must be appropriate to the case in this studied. After the photo or image is taken, the participant will answer questions on the instrument and the participant's answer or voice must be related to the participant's experience in accordance with the variables studied. After participants are given an explanation of how to fill out this instrument, the researcher will provide

a display of the instrument that will be distributed to participants and try to fill it in with the help of the researcher via Google Docs. If the researcher feels that the method of filling out this instrument is appropriate and in accordance with the photovoice method, then participants can contribute to this research.

CHAPTER 3. RESEARCH DESIGN

3.1 Research Design

The research design of this study is a qualitative method, which is used to describe the types of students' problems in anxiety when speak or communicate English. A qualitative method was chosen because this study aims to collect data in the form of students' expressions related to their language anxiety. The data taking use Photovoice method with SHOWED instrument by Wang & Burris (1997). Photovoice is a participatory action research method that provides a group of people with a camera and asks them to record their experience over a period of time (Emma, Melodie, Elaine, Paul, 2021). Malka (2020); Wang and Burris (1997) also argued that photovoice is an important methodology based on the principles of participatory action research. The media is used to take pictures and provide them to participants, and then to trigger discussions. Emma, Melody, Elaine, and Paul (2021) suggest that photovoice is similarly rooted in the idea of social justice and emphasizes individual and community empowerment through participation. Photovoice used photography technology to identify, taking documentation, also showing the problem from individual or community perspective (Wang, 1999).

In visual, photovoice could represent the participants experience related to phenomena among them from the photo. The result of study showed that using photovoice method could produce evidence that the problems experienced by participants are visible in the representation of the photos taken. The advantage of using this method is that researchers do not need to conduct research with using many tools and this method only need to use photo media as a research tool. Another advantage is that by using photovoice researchers can identify, record and reflect with credibility or truth value for helping the needs of each individual or group regarding the problems

they face (Wang, 1999). This is what, this method is different from other methods and trustworthiness was applied in this research. Malka (2020) asserts that photovoice has been used in research and educational tools introduced since the 1990s. This study uses photovoice in different populations (children, adolescents, the elderly, immigrants, etc.) and subjects (women's health, sexuality, disabilities, etc.). In the field of educational tools, the photovoice model is applied in a variety of elementary, secondary, and tertiary settings. Thus, photovoice has the ability to enable and rejuvenate the creativity of social work and other topics in the classroom.

3.2 Setting and Participant

Two students studying at a secondary state school in Sleman, Yogyakarta were recruited as participants. These participants are from the same class and have been learning English in this class since their last third year in junior high school. Both participants have different characteristics. The first participant has sufficient motivation to learn English. Even though he feels anxious when the English teacher invites to communicate or to speak English, he still has the courage to try. The second participant is a little different from the previous participant. During English lessons, he chose to remain silent and use Indonesian because he admitted that he could not speak and learn English at all. They are best friends, both at school and outside of school. They are trying to build the courage to be able to speak English.

Before collecting data, the researcher negotiated with the participants so that the participants wanted to participate in the data observation conducted by the researcher. This negotiation was carried out because of the condition of the participants who were taking school exams. It was necessary to negotiate to respect and ask for time from the participants. The negotiation conducted via Whatsapp chats which is conducted by researcher and participants 1 and

2. In this research, the form of negotiation is before all participants filled in the research instrument, the researcher explained how to fill it in via WhatsApp and when meeting with students. The research explanation is conducted in the photovoice instrument, WhatsApp, also when the researcher met with participants directly with following short interviews before the researcher explained the instrument filling. After the researcher explained and interviewed how to fill out this instrument and they were willing to contribute to this research, the researcher provided the instrument file via Google Docs, and students or participants were asked to open the file in Google Docs and try to fill it in according to the instructions explained by the researcher. After participants filled out the instrument, researchers commented on the overall answer results on WhatsApp and in Google Docs comments. After the researcher corrects, students can revise their answers according to the researcher's comments.

After the negotiation was done, all participants could write their responses on the instrument of photovoice that had been distributed to all participants and their responses had to be related to the problem of language anxiety in communicating in English.

3.3 Data Collection

The data was collected using the SHOWED instrument of photovoice that was introduced by Wang & Burris (1997), namely: (1) What do you **S**ee here? (2) What is real **H**appening here? (3) How does it relate to **O**ur lives? (4) Why does this situation concern or strength **E**xist? (5) What can we **D**o? The perceptions of language anxiety of the participants using the provided photovoice instrument were shown through images provided by participants. There were two pictures that show an example of nervousness. The six questions on each image were taken and adapted from Wang & Burris' 1997 theory. Each participant provides two images. They responded to every question that corresponded to questions and images they provided. Images represented the anxiety phenomenon and participants were asked to give some arguments that represented the correlation between pictures and anxiety. The questions contained in the instrument have been adapted to the theme and participants.

The steps taken in collecting data, first created an instrument adapted from Wang & Burris (1997) instruments related to the photovoice method (see figure 1 above). The questions have been adapted according to the circumstances of the participants and the themes asked. Second, a zoom meeting with 2 participants was done. During the zoom session, the participants were informed how to fill in the instruments and the instrument was shared to the participants. While the participants were doing paper work with the instruments, monitoring and guidance was done to ensure they understood the meaning of the questions contained in the instrument. Participants provided arguments/opinions from the questions in the left column and the images that have been displayed where all questions and images reflect on their anxiety in communicating in English. The last step was the results of the arguments of the two participants processed and analyzed.

3.4 Data Analysis

In order to explore the students' language anxiety learning English experience and identify the degree to which Junior High School students feel anxious in particular conditions, the thematic analysis was applied. Braun & Clarke (2006) mentioned that thematic analysis (TA) is a grounded theory and development of cultural models, requiring more interpretation and involvement by the researcher. The data was designed by familiarizing the data, organizing the chosen data, reducing the data result, and the last is presenting the final result based on opening coding. This step helps the researcher gain retrieved data easily. The data content is photographed by using real photographs or metaphors. Thematic Analysis has the function to gain the result of interpretation and assumption from participants by answering statements through the photovoice method.

3.5 Trustworthiness

As for gaining trust in this research, trustworthiness is arranged with steps of credibility which shows credibility or truth value (Connely, 2016). I researched confidently because this research has been based on results design, participants, and context about anxiety in communicating in English. In the second step, I use transferability to generalize detailed and complete output. The data of the photovoice instrument was generalized with transferability context, and participants' interviews result was coded with dependability context. Participants are asked to fulfill the questions in the photovoice format as the steps of dependability to examine the data findings, interpretations, and recommendations in order to approve that this research result is supported by data (Guba & Lincoln, 1994). Lastly, I used confirmability to gain the goal of explaining evidence, and thoughts, and concluding the data result through the participant's answering.

CHAPTER 4. RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings of this study. These findings are elaborated from analyzed data from the photovoice instruments. The findings are presented in the 4.1 below.

4.1 Research Findings

The findings are divided into two general categories. The former of theme that had been analyzed is focusing on the participants' profile and utilizing the effect of self–initiative and social support related to the copying strategy instrument that was distributed in participants. Detailed descriptions of these two findings are presented in the following sections.

4.1.1 Participants Profile

Here is information about the first participant. based on the results of participant responses from the photovoice instrument that was carried out produced a profile of the participant that showed his character and a lack of interest in learning and communicating English. The background is in math and science lessons. If it is related to English lessons, feelings of insecurity, embarrassment, and fear will appear even though they have the desire to be able to communicate in English well in class. Based on additional questions from researcher interview to the both participants, Participant 1 studied with curriculum 2013 and it was same with Participant 2 even though participant 2 was studying at Islamic boarding school. Based on the English materials were given in their learning, both of participants mostly got Reading and Speaking conversation material in their English lesson. Thus, all participants felt a problem every Reading and Speaking lesson because they did not have interest or anxious when English class. for a more complete profile will be discussed in point 4.1.1.1 and 4.1.1.2.

4.1.1.1 Participant 1

The participant found it difficult to interact or speak English in front of her friends and her English teacher. She has the assumption that when speaking in English will be viewed negatively by his classmates. She elaborated on this issue in her photovoice sheet. She said that found it difficult to interact or speak English in front of his friends. This participant often felt that speaking in English would look strange and their classmates would think they were pretentious, did not understand the meaning, only knew how to read, and it was also inconsequential if they spoke English. This feeling often appeared in her mind so feelings of fear and insecurity appeared in her mind. So far, she had not found a way to get out of this discomfort except to just be quiet and be a little passive student in her English lessons.

However, she also stated that the efforts made by listening to English songs and watching English films on the YouTube application could slightly increase her knowledge and ability to practice communicating in English. Although this skill only had a greater impact on her speaking ability and not her writing ability. Apart from listening to music and watching English films, participant 1 also used the method of asking his classmates who were good at English and whom he only knew best because of her shy character and not easy to make friends with everyone. The way she did this is to get a chance to express his language anxiety when speaking English.

Apart from helping her overcome the problem of language anxiety, this way of asking is to help her gain new knowledge that she did not know and overcome her confusion when she found English words that were a little difficult to pronounce. She admitted in her instrument photovoice, she felt a little brave to speak in English with friends who had known her for a long time. However, she interacts with friends she just met, her English teacher, and the tutor in her tutoring. She would feel shy, inferior, and didn't have the courage to speak up.

Tutoring that she took outside of school hours is another way to improve her self-initiative in communicating in English. So based on the findings on the profile of the first participant, it was found that there was an effort or initiative from the first participant to get the opportunity to express language anxiety even when communicating in English in class, and did not yield significant results. This participant also felt that the photovoice research provided could support her in overcoming the problem of fear, feeling insecure, and not having the enthusiasm to dare to speak English in front of her classmates and English teacher while English lessons were in progress.

4.1.1.2 Participants 2

The second participant was slightly different from the first participant. In Participant 2's character, there was no self-initiative to get the opportunity to express language anxiety in English communication. Participant 2 felt pressured, cannot be free, was not calm, and certainly did not have the opportunity to express his language anxiety freely in class. This statement was proven in Participant 2's profile as follows. He believed that when English lessons were in progress and the teacher asked him to communicate using English, sometimes the desire to be able to communicate in English arose a little in him, but he just wanted to do it without any initiative to be able to.

As explained by the participant that until now he had not found a way to increase self-confidence when speaking English. Plus when the teacher was explaining in the class, he used Indonesian mixed with Javanese. So very little use of English in his class. Actually, he just wanted to be able to interact or communicate using English but did not know how to handle it. The thing that made Participant 2 not brave and not confident in learning English was when he communicated in English and got bullied by his classmates when he was wrong when he said a word in English or when he spoke to his teacher in English. In addition, the lack of support from the class teacher

and the flat learning atmosphere meant that this participant did not have the opportunity to express their language anxiety. The participant's current condition was when he did not understand how to pronounce English words and did not understand the meaning of these words when the teacher and his friends communicated in English. When the teacher conducted the text-reading activity, he had difficulty reading some English words. His English teacher corrected his reading results more often during reading activities than correcting his written results when there was homework. This was what triggers him to have no enthusiasm and even tends to refuse to try because of the lack of help from people around him in class and only focusing on the role of his older siblings so this participant did not understand the intent and meaning of English both when speaking and reading. But all of these problems can be overcome by a teacher who uses a mixture of English, Indonesian, and also Javanese so that the learning process can still be well received by him. Also his older sister gave him support and help to dare to learn to speak English in public.

This was proven by the answers from Participant 2 who often asked his siblings about the meaning of English. He also asked a friend who understands English better to help this participant gain an understanding of the meaning of English words. He was also often invited to watch movies with his older sister without subtitles or use English subtitles without using Indonesian. Sometimes her older sister asked him to practice speaking with him, but he felt insecure and was afraid to say the wrong thing. Based on the results of the other answers, it was not only the role of the older sister in his English learning process, but the role of English films was also a support for building the courage to communicate in English in public and in class.

Another opinion proved that during the learning process, he only relied on cheating from his friends and asked his older sister to do his English assignments even though he himself knew that this could make him weaker in English lessons. Another fact was that in class when the teacher

communicated in English, he chose to be silent. Participant 2 also revealed that he had his own way of learning. Apart from the help of his older sister and classmates, he used online games, youtube, and Spotify as his English learning platforms. As stated by The participant he usually played online games that used English as a means of learning to speak English. Listening to songs on online platforms helped because it could improve the skill of reading English texts and learning to adapt how to read them. Participants often used music with English lyrics and English games so that they could adjust his way of speaking and pronounce his own version of the lyrics sung. Watching movies could increase your understanding of English. However, he also felt that the lack of support from the environment made English scary and made him confused. The impact of this lack of support is also to make these feelings of shame and fear appear and consider this lesson very difficult to understand.

4.1.2 Attempts to deal with language anxiety

4.1.2.1 Self-Initiative (participant 1)

This point explains the self-initiative that emerged in Participant 1's learning process in class when she did not get the opportunity to express language anxiety when speaking. This self-initiative arose because of the role of close friends or friends in class and also the role of technology such as YouTube or other movie player platforms in supporting the process of developing self-initiative.

Furthermore, the self-initiative possessed by this participant is expressed as a worm eating banana (see figure 1.4). From the picture, the participant is aware that the self-initiative from her could not be obtained by herself. She thought the worms needed their friends to eat the bananas. From this expression, she really needs the role of other friends and the technological media around her to help her increase her confidence and bravery when speaking English. She is also aware that

she will not be confident and afraid if she develops her own self-initiative without the role of her class or house friends. This told by participant 1:

> *"My effort is to be able to speak English, so I often listen to English songs and watch YouTube. Even though I like K-pop, sometimes I play clips of English films. Sometimes I understand what is being said. But many can not write English words. I tried to write down what the actors were talking about, but when I translated it, it didn't make any sense. Thus, I will ask my friends to find the meaning of the words if translation does not help."*

Figure 1.4. This image is blurred because it contains sensitive content and could disturb the comfort in some people. This picture is describing the worm eating banana as like the position of participant 1's anxiety

On the other hand, language anxiety problems can be solved when the role of technology was evident when Participant 1 could encourage her self initiative in listening to English songs and watching YouTube with her friends. Even though this participant prefers K-pop, she also chose another time to listen to English songs and tried to combine the subtitles in the lyrics with the singer's words. She sometimes understood what the singers said, but on the other hand, she still found it difficult to understand the words in the subtitles and the correct way of pronouncing them.

Several times while listening to English music, the participant tried to write down what singers said and translate it on an online translator and dictionary book, but when translating it the resulting sentences were quite confusing because sometimes singers used advice words. Thus, she needs the role of friends to fix the confusion when translating. She had told:

> *"I can choose to watch a movie and then listen to what the characters have to say and then repeat the dialogue I find interesting. I can also listen to music, while checking in the dictionary the meaning of the lyrics of the songs I play. But most of the time I do listen to music and occasionally I can imitate how to sing and look at the lyrics. Sometimes that way makes it a little more comfortable for me to learn English. Besides that, I am now also taking English lessons to increase my understanding of the meaning of English so that when I speak I am not afraid to make mistakes again".*

Apart from that, the second self-initiative was the activity of listening to music and checking the meaning of the lyrics of the song being played in the dictionary. Another self-initiative expressed by the participant was when watching a movie, the participant then listened to what the actors said and then repeated the dialogue which she thought was interesting so that she would get some difficult words in English which are often used in everyday life. The participants often did listen to music and occasionally imitated singing while looking at the lyrics. According to her, this method made the participant more comfortable learning English outside her school time or tutoring time.

This activity is expressed by the participant as a grass that needs another flower in one pot (see Figure 2.4). Participants realize that the grass is like a self-initiative which cannot develop without the help of songs, films, or friends. She also realized that the grass needed a pot and land even if there are other flowers in the same pot to help the grass get energy to grow and develop. It is like participant 1 who needs technological media and friends to get positive energy so that his self-initiative can develop within her:

Figure 2.4 This picture is describing the grass did not have a space to grow up. The grass that did not grow well represent from self – initiative was not had by participant 1.

> *"I usually ask friends to help or listen to songs in English that have the lyrics. My close friends and I usually look for songs that are trending and have good rhythms to listen to. If I don't understand, I will ask my friend. I have no idea what this song means and some of the English lyrics are hard to understand. Not always friends also understand, but sometimes they also don't understand what is being discussed, even though they have used song lyrics for their lessons."*

From the pictures, Participant 1 needs the role of close friends, movies, and songs in class as a means of building self-confidence to express the participant's insecurities. The activity was carried out by the participant when she did not have the opportunity to express language anxiety while asking close friends in class about the meaning of English words while watching English movies or songs. The participant had responded on the instrument that she usually asks for help from her classmates when there was an assignment from school that was doing activities to answer gaps in English texts or speaking class assignments. Also, this participant asked the help of his close friends to find songs that were trending and the rhythms were pleasant to hear.

If the participant did not understand some of the words in the lyrics of the song, then she will ask a friend in his class who understands more about the use of everyday English. Sometimes this participant found some words difficult to pronounce and did not know the meaning of those words. Activities like this have succeeded in growing a sense of self-will to dare to speak English and of course dare to express language anxiety problems. Sometimes this participant also invited

their friends who could communicate in English to train themselves to be able to use English as her daily language and when communicating with the teacher in English class.

With this photovoice research, it is beneficial for Participant 1 to find space for herself so that she could get the opportunity to express her anxiety in class during English lessons. According to this study, the self-initiative of participants who experience problems communicating in English must be built with the mindset of the participant herself. The success or failure of this self-initiative process is from the environment around the participating schools who support the importance of using English both within the school environment itself and outside the school environment. Not only that, the role of the family also greatly influences the success of the participants in this study so that the problem of language anxiety within them does not reappear.

4.1.2.2 Social Support (participant 2)

In contrast to the situation of the first participant, this second participant did not have his own initiative so he needed strong social and environmental support to make this participant have the opportunity to express his anxiety when communicating in English in class. The form of social support needed was the presence of an older sister to help Participant 2 get the opportunity to practice speaking in English so that his language anxiety could be overcome. The social support that emerged for the second participant was by frequently asking his older sister when he had difficulty translating English words into Indonesian words.

If related to the theme of social support needed by Participant 2, he expressed his needs like a wilting flower (see figure 3.4). Based on the pictures he took, he realized that the support needed to build self-confidence and interest in learning was like a flower that needed to get enough water. The role of water here was expressed by participants that he received less social support

from both the school area and the home area. Even though he often saw his younger sister who spoke fluent English, this actually made him feel inferior and embarrassed. This made Participant 2 prefer cheating on his friends when receiving English assignments:

> *"My current situation is like the wilted flower in the picture. Even though it has been watered, the flowers still look a bit wilted. Just like me, I am not enthusiastic about English lessons. Even though I often see my older sister speaking English with her friends, it still doesn't make me enthusiastic about English lessons. When I'm studying English, I usually work with my friends to do it together because if I'm alone I don't really understand."*

Figure 3.4 This picture is describing the flower did not water enough. The wilted flower on this picture is representing from social support was needed by Participant 2.

Apart from asking his older sister, he also asked his classmates who understand English better, especially those who could interact using English. If he asked his older sisters and classmates, the participants felt a little brave because there was no higher social gap. However, If he asked the understood English word to the English teacher, this participant felt embarrassed and did not have the courage to ask. Thus, participants only focused on the role of older sisters and friends in class to help overcome his communicating anxiety problems. The next social support was the role of technology or commonly known as AI as a training tool for participants to build

the courage to communicate in English and know how to pronounce words in English properly and correctly according to native speakers which is explained in his narrative.

Apart from that, the condition of Participant 2 who felt not free, not calm, and needed social support to increase his self-confidence was stated as a bird who felt not free when he was in a cage (see Figure 4.4). He is aware that feelings of embarrassment, fear and lack of confidence when speaking or communicating in English can create a need for social support from those closest to him. Therefore, he will feel brave to interact when his older sister and friends at school play a role in using online games to improve his English skills:

> *"If there is a problem when I can't solve the problem and haven't been able to find it, so far, I often avoid it and forget about the problem. In my opinion, playing online games is the best way to learn English, especially since almost all the language used in online games is English. So my chance to overcome my problems by playing games."*

Figure 4.4 This picture is describing a bird in a birdcage. A bird felt not free when living in a birdcage. This bird feeling was represented by the social support that was important for Participant 2.

As did the first participant, the second participant also used technology for learning such as watching English movies and playing online games with English as the language of instruction.

Of course, the participant asked his siblings or classmates when watching movies and playing online games which aimed to help the participant when they wanted to ask the meaning of English words that he did not understand. Sometimes this participant also often asked his older sister to teach him some English words from watching a film without subtitles and this participant asked his older sister to explain again the pronunciation in the film.

In fact, this participant did not like English films a bit and preferred to watch Japanese or Indonesian films, such as the Naruto movie. However, his older sister had a way so that this participant could still practice speaking English, namely by changing the subtitles to English. However, the method used by the participant did not produce a significant impact because he did not have an interest in being able to speak English. From this, it can be seen that the second participant did not have the initiative to learn English through Western films. The proof is that he tends to prefer watching Japanese films over Western films. Another activity that the participants did while practicing understanding some English words and pronunciations was playing online games. He felt that playing online games made him feel more confident than being taught by his older sister who often forced him. The online games he played were almost entirely in English text format, so he felt that the best way to understand English words was to play online games. The conclusion is that the first and second participants have different characters, learning initiatives, and determination. This difference is based on environmental factors, gender, and support from the participants themselves. Therefore this second participant needs additional treatment in the form of extra support from the surrounding environment so that the opportunity to express his indifference in interacting and communicating in English can work well and of course it can be useful for participants in the world of work and as a support for other skills they have.

4.2 Discussions

The themes that emerged based on the results of the participant's responses were self-initiative for participant 1 and social support for participant 2. These themes have a correlation with the participants' attempts to deal with their language anxiety. The first theme is self initiative. Theoretically, self - initiative or known as personal initiative (PI) is the growth of an active approach characterized by a self-starting and proactive desire as well as a desire to overcome the difficulties that arise in achieving the desired goals. Starting from oneself can be interpreted that the desired goals are not obtained or arise from the desires of other people, but it is the person's own self who develops and raises the desire for goals (Fay & Frese, 2001). Everyone's personal initiative is different, some are high and some are low. The existence of the phenomenon of self-initiative in each individual can only be developed or appeared from the individual self and also by the effect of the surrounding environment. If the surrounding environment supports, this self-initiative can grow well within the individual which is useful as a strength towards the goals to be achieved.

Wulandari (2010) points out that self-initiative does not appear as something that has been inherited but, it must go through an educational process. Through the educational process, self-initiative is formed from a habit that can be carried out by students' self-initiative. This habituation process will later form a character that shows a behavior that becomes and builds its character and identity. Citing Spencer and Spencer (1993), Wulandari (2010) asserts that self-initiative can move things without being asked, increase self-worth so that things can be realized according to goals, prevent self-initiative actors from making mistakes, and find or create new opportunities in the process for getting the goal.

This also applies to the condition of participants who have self-initiatives that arise based on the habits of them, such as frequently asking friends in class, watching movies in English, and also taking tutoring outside of school. These habits succeeded in shaping the character of each individual who wanted to learn English on his own without any requests from others. so that a desire arises from oneself to be able to get the opportunity to express participants' anxiety when communicating, interacting, or when speaking English in class.

Then, the second theme is social support. Amiliya (2020) describes that social support is a form of comfort, both physical and psychological, provided by the closest people in the surrounding environment. Social support can be seen from how much social interaction is carried out by one party towards another in carrying out a relationship related to the surrounding environment. Amiliya (2020) also mentions that social support is a feeling of comfort, being noticed, and valued, and receiving help or information from another person or group.

Social support is very close to the influence of humans as social beings who cannot live alone without the help of others. Humans really need three important things in their lives, namely physical needs (clothing, food, shelter), social needs (association, recognition, work) and psychological needs including curiosity, a sense of security, feelings of religiosity, which cannot be fulfilled without the help of others (Amiliya, 2020).

In this context, if someone has a problem, they will seek support from other people to get directions or suggestions, so that person will feel appreciated, cared for, and helped to get out of the problem they are facing (Amiliya, 2020). A clear example of this form of social support is the problem of participant 2's lack of confidence in getting the opportunity to express anxiety when communicating in English. The support given is the role of her older sister in providing a sense of comfort to get out of her language anxiety problem. as already explained in point 4.1.1.2 that the

role of older sisters, the role of English film screenings, and online games supported participant 2

to feel comfortable when learning English and find solutions to get out of the problem.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In this research, participants reported feeling insecure and afraid when trying to communicate in English in class. This is consistent with and in accordance with the research findings and analysis. Self-initiative and social support are the main causes of the problems that are faced by the participants and they are used as a theme in the research findings. The main reason for this problem is that speaking skills are not trained at home, as well as the use of English inside or outside school. And also, anxiety will arise due to the lack of self-initiative that is built and good support from the environment of the research participants.

the success of participants in interesting to English lesson if the role of teachers could play in creating a positive learning environment. Both students and teachers must contribute to shaping the classroom environment because a comfortable learning environment will have an impact on students' skills in the classroom, especially English-speaking skills. Second, the role of family and technology is as a guide and inspiration for participants so that they can be skilled in using English both in the classroom and outside of school. In addition, the role of the teacher must also be more sensitive to students' nervousness and reluctance to participate in English classes. Anxiety can be reduced and the comfort level of students can be increased by providing pleasant classrooms and effective teaching techniques.

This will affect how well students communicate in class. They may lack confidence and be more comfortable when practicing speaking English outside the classroom, but the correct teaching technique will help participants get space to express their insecurities when speaking English. The research problems that have been discussed previously have been overcome by conclusions drawn

from the data and discussion, especially the first one, which concerns the participants' efforts to create self-initiatives to reduce anxiety and nervousness when they communicate in English.

The second relates to how participants in English classes need social support both at school and at home so that it will help overcome the lack of social support which makes participants feel anxious and insecure. Based on the research findings described in the research conclusions, watching movies and listening to music are two ways to foster a sense of enthusiasm, foster comfort while learning, and increase the self-initiative character of the participants and help solve problems if they lack good social support from their environment. This might have an impact on participants so that they can express their feelings of insecurity and fear by building self-initiative and seeking good and broad social support.

5.2 Suggestions

The implication of the results of this study is that there is a relationship between the themes discussed and the conditions of the participants. The two themes discussed are based on the emergence of the phenomenon of insecurity, fear, and embarrassment when communicating in English. Their involvement in language anxiety problems was motivated by the lack of self-initiative development from participant 1 and lack of social support from participant 2, so they did not have room to express their language anxiety when communicating in English, and lacked the ability to express themselves in terms of English proficiency.

In anxiety communicating in English context, the role of awareness of parents about the importance of English is still lacking so this research is expected to be able to motivate their education and employment opportunities in the future. In addition, another implication that can be seen is that there is no definite goal for participants in terms of improving their English-speaking

skills in class, both learning to enjoy the process of building self-confidence and getting support from their environment.

Recommendations in this study are expected in future studies to use other methods so as to produce different findings even with the same research theme. photovoice was selected and recommended for further research because the results of this study were very concrete and in accordance with the circumstances of the participants. Here the honesty and accuracy of the research results can be seen easily from the results of the participants' photovoice answers. However, this research still has shortcomings.

The researcher revealed that at the time of writing this research there were obstacles in obtaining references because the research methods used were not familiar. Most references refer to questionnaires and interviews. However, research on language anxiety using photovoice is lacking and has not even emerged as a reference. Therefore, this research needs to be continued in the future by using other methods that are more accurate and efficient so that future researchers can find and study the themes easily and precisely using the photovoice reference research method which is expected to be combined with other methods or mixed methods.

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APPENDICES

Instrument Photovoice (Participant 1)

(Bagaimana pendapat kamu berdasarkan gambar?)	untuk interaksi ataupun ngomong bahasa inggris didepan temen - temen dan guruku. Aku beranggap jika aku ngomong bahasa inggris dianggap sok, ga paham artinya, dan ngawur. Kalo saat pelajaran bahasa Inggris trus ada sesi baca teks dan ngomong, aku lebih milih bareng - bareng. Sama seperti ulat ini gabakal berani makan pisang sendiri kalo ga sama temen - temennya.
What is really *Happening* on the photo? (Apa yang terjadi pada gambar?)	• Happening (**theme 1**): yang terjadi disini adalah aku gak pede kalo pelajaran bahasa inggris tiba. Sebenarnya aku tuh mampu di bahasa inggris. Paham juga kalo guruku nerangin atau ngomong. Cuma kalo disuruh maju buat bacain teks bahasa inggris, aku malu. Ya sama seperti ulat di gambar yang ga pede kalo makan pisangnya sendirian. Masalahnya, aktivitas dikelas bahasa inggrisku sering banget disuruh baca teks yang panjang, contohnya teks naratif atau disuruh ngobrol sm temen sebangku terus disuruh presentasi. Pasti banyak diemnya daripada ngomongnya.
How does your attempt to deal with language anxiety relate to your experience of speaking English? (Bagaimanakah usaha kamu untuk menyelesaikan ketidakpedean dalam berbahasa terkait dengan pengalaman berbicara bahasa inggris ?)	• On (**theme 1**): usaha ku buat bisa ngomong bahasa inggris ya sering - sering dengerin lagu berbahasa inggris dan nonton youtube. Walopun kesukaanku K-pop, tapi kadang aku muter cuplikan film - film bahasa inggris. Kadang paham sama apa yang diomongin. Tapi banyak gabisa nulis kata bahasa inggrisnya. Pernah nyoba nulis apa yang diomongin, trus aku translate in malah gaada artinya.

Why do you feel anxious when speak English in front of your friends or teacher? (kenapa sih kamu ga pede kalo ngomong Bahasa Inggris pada temen atau guru?)	• Why (**theme 1**): Pertama, aku takut pas ngomong itu salah pengucapan kata. Apalagi beda - beda tulisannya dan beda juga bacanya. Kedua, aku takut orang yang dengerin aku gapaham sama apa yang aku katakan. Aku takut nantinya malah di buli karena salah ngomongnya. Belum lagi kalo dikoreksi sama guruku karna salah ngomong. Rasanya jadi ga pede buat ngomong lagi. Ketiga, aku ngerasa aku anaknya ga pede kalo ngomong sm orang baru atau didepan umum yang diliatin gitu.
How could this image effect your strive to relax your language anxiety? (apakah bisa gambar ini memiliki dampak di usaha kamu untuk memberikan ruang ketidak pedean berbahasa mu?)	• Effect (**theme 1**): dampak yang bisa kulihat mungkin, aku bisa belajar dari ulat di gambar itu. Ulat itu berani datengin pisang yang lebih gede darinya karena ngajak temen - temennya. Aku bisa ngajak temen - temenku untuk berlatih ngomong bahasa Inggris. Tapi, aku pengennya sama temen yang uda kenal dekat sama temen sekelas. Kalo sama orang baru, aku gabisa.
what can you do to help you relax with your anxiety when speaking English (apa yang bisa kamu lakukan untuk memberikan ruang terkait ketidakpedeanmu ketika berbicara bahasa Inggris?)	• Do (**theme 1**): aku bisa milih nonton film lalu dengarkan apa yang karakter katakan lalu mengulangi dialog yang aku anggap menarik. aku juga bisa dengerin musik, sambil cek di kamus arti lirik lagu yang aku sedang putar. Tapi yang sering aku lakukan dengerin musik sama sesekali aku bisa niruin cara nyanyi sama liat liriknya. Kadang cara itu buat saya sedikit lebih nyaman untuk belajar bahasa inggris. Selain itu, aku sekarang juga ikut bimbingan belajar bahasa inggris untuk menambah pemahamanku untuk memahami

	makna bahasa inggris biar kalo ngomong ga takut salah lagi.

A Photovoice Instrument

Photo theme 1:
Please write your argument narration based on the referred theme!

Instrument (SHOWED)	Argument
What do you want to *Say* about the photo? (Bagaimana pendapat kamu berdasarkan gambar?)	• Say (**theme 1**): Saya itu salah satu siswa yang susah buat memahami bahasa inggris baik dari ngomongnya atau nulis teks bahasa inggris. Diantara temen - temen saya, saya merasa susah untuk mengembangkan keberanian saya buat berani ngomong bahasa inggris atau saat guru bahasa inggris meminta maju kedepan. Permasalahan saya ini diibaratkan seperti gambar diatas. Saya merasa posisi saya seperti salah satu tanaman kecil di pot itu yang mana ukurannya lebih kecil dibanding tanaman yang besar itu. Menurut saya tanaman kecil itu berada di posisi sedikit menjauh dari tanaman yang besar. Sama seperti saya yang merasa pengen memberi sedikit

	jarak dengan temen - temen saya di kelas karena saya gak berani buat percaya diri dalam hal berbicara bahasa inggris walopun ada di satu kelas seperti tanaman dan pot itu.
What is really *Happening* on the photo? (Apa yang terjadi pada gambar?)	• Happening **(theme 1)**: di gambar ada pot dan beberapa jenis tanaman yang berbeda yang menghuni di satu pot itu. Pot itu diibaratkan seperti kelas bahasa inggris saya. Tanaman yang panjang - panjang itu diibaratkan temen - temen saya. Dan tanaman yang besar itu diibaratkan guru bahasa inggris saya. Dan tanaman kecil berdaun lebar itu diibaratkan seperti saya. Tanaman kecil itu sedikit berjarak dengan rumput dan tanaman yang besar. Posisi ini seperti posisi saya yang kurang pede saat kelas bahasa inggris. Apalagi saat guru meminta saya untuk maju sendiri membaca teks bahasa inggris yang panjang dan menerjemahkannya. Pasti sulit buat saya di posisi seperti itu.
How does your attempt to deal with language anxiety relate to your experience of speaking English? (Bagaimanakah usaha kamu untuk menyelesaikan ketidakpedean dalam berbahasa terkait dengan pengalaman berbicara bahasa inggris ?)	• On **(theme 1)**: selama ini kalo saya enggak pede di kelas bahasa inggris, saya selalu meminta teman dekat atau sahabat yang berteman lama sama aku buat membantu kebingunganku di kelas bahasa inggris. Saya kalo sama temen yang udah kenal lama sedikit berani buat pede. Tapi kalo disuru maju sendiri, masih kurang pede. Kalo di tempat bimbingan belajar, aku masih kurang pede sama pengajar bahasa inggrisku.
Why do you feel anxious when speaking English in front of your friends or teacher?	• Why **(theme 1)**: yang buat aku takut itu kalo temen - temen atau guru bahasa inggrisku gak paham sama apa yang aku omongin kalo ngomong

(kenapa sih kamu ga pede kalo ngomong Bahasa Inggris pada temen atau guru?)	bahasa inggris. Apalagi pengetahuan ku di kata bahasa inggris masih sangat kurang. Kadang kalo diminta ngomong, masih campur sama bahasa indonesia walopun guruku minta buat berlatih ngomong bahasa inggris. Tapi tetep aja aku masih takut buat ngomong di depan kelas. Kalo pada gak ngerti sama apa yang aku omongin, jadi malu.
How could this image effect your strive to relaxing your language anxiety? (apakah bisa gambar ini memiliki dampak di usaha kamu untuk memberikan ruang ketidak pedean berbahasa mu?)	• Effect (**theme 1**): saya itu kurang mampu kalo di kelas bahasa inggris karena menurut saya bahasa inggris itu susah buat dipahami dan berbeda dengan di bahasa indonesia. Ditambah pelajaran ini sedikit kurang saya sukai karena susah buat dipahami. Saya sebenarnya mampu di bahasa indonesia atau matematika. Saya lebih suka itung-itungan daripada membaca teks yang panjang walopun di bahasa indonesia juga ada tapi ga sesulit di pelajaran bahasa inggris. Gambar ini memberi pelajaran buat saya kalo ga boleh selamanya takut atau ga pede di kelas bahasa inggris karena penting buat kedepannya.
what can you do to help you relax with your anxiety when speaking English (apa yang bisa kamu lakukan untuk memberikan ruang terkait ketidakpedeanmu ketika berbicara bahasa Inggris?)	• Do (**theme 1**): biasanya aku minta bantuan ke sahabat atau dengerin lagu - lagu berbahasa Inggris yang ada liriknya. Biasanya sih saya dan temen dekat saya cari lagu yang emang udah trending dan irama nya enak didenger. Kalo aku gapaham aku nanya ke sahabatku. Entah gapaham sama maksud lagu ini dan beberapa lirik yang bahasa inggrisnya susah di pahami. Engga selama nya temen ku juga paham, tapi kadang dia juga ga paham sama apa yang diomongin walopun uda pake lirik lagu buat belajar.

THEME 2

Photo theme 2

Please write your argument narration based on the referred theme!

Instrument (SHOWED)	Argument
What do you want to *Say* about the photo? (Bagaimana pendapat kamu berdasarkan gambar?)	• Say (**theme 2**): Bahasa inggris menurutku diabaratkan seperti lorong jalan yang sepi walopun di sekitar banyak rumah yang berdiri. Aku merasa tertantang untuk bisa berani berbicara bahasa inggris, namun kadang juga ngerasa cemas dan takut walopun temen - temenku siap sedia membantu. Lorong jalan yang sepi itu membawa suasana yang menyeramkan karena kita tidak tahu diujung lorong tersebut ada apa. Sama seperti perasaanku kalo pas ada pelajaran bahasa inggris. Aku merasa sendirian sepi karena gak pede nya

	berbicara bahasa inggris didepan umum, namun kesempatan ini bisa buat aku belajar untuk berani.
What is really *Happening* on the photo? (Apa yang terjadi pada gambar?)	• Happening (**theme 2**): keadaan aku saat ini cemas, takut di bully, dan kurang berani untuk berbicara bahasa inggris didepan teman - teman di kelas. Tapi disini aku berfikir kalo kecemasan dan ketakutanku ini wajar. Ada juga beberapa teman - temanku yang ngerasa seperti ini. Kecemasan ini bisa buat aku berlatih berani berbicara di depan umum. Foto 2 membuktikkan dan merefleksikan ketidakpedean ku di pelajaran bahasa inggris. Jika jalan itu bisa rame kalo dari warga nya mengusahakan jalan itu dibuka orang jualan, akan bisa rame sama seperti saya. Jika saya bisa berlatih untuk berani, berarti tergantung dari diri saya mau berlatih atau tidak.
How does your attempt to deal with language anxiety relate to your experience of speaking English? (Bagaimanakah usaha kamu untuk menyelesaikan ketidakpedean dalam berbahasa terkait dengan pengalaman berbicara bahasa inggris ?)	• On (**theme 2**): kecemasan dan ketidakpedean ini menurutku adalah awal dari keberanian aku buat ngomong bahasa inggris. Dari melihat film tanpa subtitle dan lagu - lagu barat yang menurutku jadi bahan terbaik untuk berlatih bahasa inggris dan bisa melatih keberanian ku untuk berbicara bahasa inggris
Why do you feel anxious when speak English in front of your friends or teacher? (kenapa sih kamu ga pede kalo ngomong Bahasa Inggris pada temen atau guru?)	• Why (**theme 2**): aku ga berani berbicara bahasa inggris didepan umum karena menurutku kata - kata di bahasa inggris sedikit susah untuk diucapkan. Dan beberapa huruf engga dibaca yang semestinya seperti bahasa indonesia. Contoh huruf a dibaca e. Perbedaan sederhana ini kadang buat aku sulit memahami. Apalagi banyak kata yang

	susah dibaca nya. Yang buat aku cemas dan gak pede juga karena takut salah ngomong. Apa yang aku omongin kadang engga seusai sama cara pengucapannya. Ditambah takut temen - temen ga ngerti apa yang aku omongin.
How could this image effect your strive to relax your language anxiety? (apakah bisa gambar ini memiliki dampak di usaha kamu untuk memberikan ruang ketidak pedean berbahasa mu?)	• Effect (**theme 2**): gambar ke dua ini bisa membuatku berlatih untuk berani berbicara didepan umum. Gambar dua juga memberi pelajaran kepadaku kalo jalan yang sepi bisa rame jika banyak orang yang berjualan atau membuat jalan itu sebagai jalan penghubung. Sama seperti halnya permasalahan saya yang bisa teratasi jika aku bisa berlatih untuk bisa mengekspresikan kecemasanku untuk berbicara bahasa inggris.
what can you do to help you relax with your anxiety when speaking English (apa yang bisa kamu lakukan untuk memberikan ruang terkait ketidakpedeanmu ketika berbicara bahasa Inggris?)	• Do (**theme 2**): dengan berlatih sama teman - teman terdekatku, aku bisa memberanikan diri untuk berbicara bahasa inggris. Lagu dan film juga bisa menjadi alat untuk membuat aku semakin berani mencoba berlatih berbicara didepan umum. Aku yakin bahwa kecemasan ini bisa terobati dengan sering dilatih dan diasah.

A Photovoice Instrument

Photo theme 2:	

Please write your argument narration based on referred theme!	
Instrument (SHOWED)	Argument
What do you want to *Say* about the photo? (Bagaimana pendapat kamu berdasarkan gambar?)	• Say (**theme 2**): dengan adanya penelitian ini, saya mendapat keuntungan untuk mendapat ruang bagi permasalahan gak pedenya saya dalam berkomunikasi bahasa inggris. Saya pengen lancar berbicara seperti halnya gambar aliran sungai dari atas gunung menuju kota. Walaupun akan banyak hambatan, tapi saya harus bisa berusaha untuk bisa lancar ngomong bahasa inggris didepan temen - temenku dikelas. Rasa cemas yang saya alami, akan hilang kalo saya bisa berusaha sabar dan menahan bullyan dari temen - temen yang membuat saya takut dan gak pede.
What is really *Happening* on the photo? (Apa yang terjadi pada gambar?)	• Happening (**theme 2**): ketidakpedean dan ketakutan saya diabaratkan seperti gambar air sungai yang mengalir di sekitar bukit. Aliran air yang mengalir diabaratkan pengalaman berbicara bahasa inggris saya. Aliran air itu akan tetap mengalir sampe ke kota walapun banyak hambatan. Sama seperti halnya semangat saya

	untuk berusaha bisa berani walaupun banyak hambatan.
How does your attempt to deal with language anxiety relate to your experience of speaking English? (Bagaimanakah usaha kamu untuk menyelesaikan ketidakpedean dalam berbahasa terkait dengan pengalaman berbicara bahasa inggris ?)	• On (**theme 2**): semangat saya untuk berani berasal dari dukungan teman - teman dan juga orang tua agar saya tidak malu lagi ketika disuruh maju kedepan. Terkadang aku juga merasa iri melihat temanku yang pandai bahasa inggris bisa berani ngomong didepan kelas. Ini menyemangati saya agar tidak takut lagi. Hal ini juga saya jadikan solusi untuk menghilangkan ketakutan saya selama ini.
Why do you feel anxious when speak English in front of your friends of teacher? (kenapa sih kamu ga pede kalo ngomong Bahasa Inggris pada temen atau guru?)	• Why (**theme 2**): takut dibully dan takut bakal bikin malu itu permasalahan saya di bidang bahasa inggris. Bahasa inggris itu terlihat keren bagi mereka yang dengan mudahnya berkomunikasi dengan orang lain. Tapi buat saya itu permasalahan. Apalagi bahasa inggris itu penting bagi masa depan, tapi saya belum bisa mendapat ruang untuk mengatasi permasalahan saya sekarang.
How could this image effect your strive to relaxing your language anxiety? (apakah bisa gambar ini memiliki dampak di usaha kamu untuk memberikan ruang ketidak pedean berbahasa mu?)	• Effect (**theme 2**): akibat dari ketakutan dan ketidakpedean ini membuat saya mendapat nilai bahasa inggris yang rendah. Belum lagi dikelas saya rata - rata pelajarannya tentang berbicara dan berkomunikasi. Gambar ke dua di penelitian ini memiliki manfaat untukku agar saya bisa semangat untuk berani berbicara bahasa inggris
ketidakpedeanmu ketika berbicara bahasa Inggris?)	youtube, menonton film barat dan mendengarkan lagu berbahasa inggris dengan lirik. Gambar di penelitian ini juga memudahkan saya untuk mendapat solusi agar berani berbicara bahasa inggris.

Instrument Photovoice (Participant 2)

INSTRUMENT PHOTOVOICE *(Wang & Burris, 1997)*

A Photovoice Instrument (Participant 2)

- The theme of the photographs are:

1. Attempts to relax language anxiety in communicating in English.
2. Opportunities to express language anxiety when speaking English.

- Demography of participants

Name   : Naruto (Anonymous)

Age   : 15

Profession : Students

THEME 1

Photo: Theme 1	
Please write your argument narration based on the referred theme!	
Instrument (SHOWED)	Argument
What do you want to *Say* about the photo? (Bagaimana pendapat kamu berdasarkan gambar?)	• Say (Theme 1): kalo dihubungin sama gambar itu, saya itu ga semangat kalo di pelajaran bahasa inggris. Jujur saya itu ga bisa apa - apa dan gapaham banget kalo ada orang ngomong bahasa inggris. Gatau kenapa saya ga semangat kalo ada pelajaran bahasa inggris seperti bunga digambar yang layu. Kadang pengen bisa ngomong sama kakak saya yang pinter bahasa inggris, tapi kalo

	liat kakak saya ngomong malah gapaham apa yang diomongin.
What is really *Happening* on the photo? (Apa yang terjadi pada gambar?)	• Happening (Theme 1): keadaan saya sekarang seperti bunga yang layu yang ada di gambar itu. Walopun bunga itu disirami tapi masih kelihatan agak layu. Sama seperti saya yang ga semangat di pelajaran bahasa inggris. Walopun saya sering liat kakak saya ngomong bahasa inggris sama temennya tetep ga bisa buat saya semangat di pelajaran bahasa inggris. Saat pelajaran bahasa inggris, biasanya saya kerja sama temen saya buat ngerjain bareng - bareng soalnya kalo sendiri, ga paham.
How does your attempt to deal with language anxiety relate to your experience of speaking English? (Bagaimanakah usaha kamu untuk menyelesaikan ketidakpedean dalam berbahasa terkait dengan pengalaman berbicara bahasa inggris ?)	• On (Theme 1): sampe saat ini saya belum bisa menemukan cara untuk menambah kepedean saya buat ngomong bahasa inggris. Ditambah guru saya kalo nerangin di kelas pakenya bahasa indonesia campur bahasa jawa. Jadi sedikit banget pake bahasa inggris saat dikelas. Jadinya saya cuma pengen bisa doang tapi bingung biar berani ngomong atau paham gimana.
Why do you feel anxious when speak English in front of your friends of teacher? (kenapa sih kamu ga pede kalo ngomong Bahasa Inggris pada temen atau guru?)	• Why (Theme 1): saya itu takut kalo ngomong soalnya belepotan trus gapaham juga antara tulisannya sama ngomongnya. Tapi untungnya guru saya kalo jelasin dikelas pake nya bahasa indonesia jadi saya sedikit paham. Tapi saya bingung kalo materi nya baca teks. Kebanyakan ga paham sama artinya. Jadi saya harus pake kamus. Trus takut juga kalo guru saya bully saya kalo ngomong.

How could this image effect your strive to relaxing your language anxiety? (apakah bisa gambar ini memiliki dampak di usaha kamu untuk memberikan ruang ketidak pedean berbahasa mu?)	• Effect (Theme 1): sejujurnya saya ga bisa kalo diminta ngomong bahasa inggris. Kadang kalo praktek ngomong sering dikoreksi sama guru saya. Apalagi suka di plesetin sama temen - temen kalo pas ngomong bahasa inggris didepan kelas sambil ketawa. Kadang saya malu sama guru dan temen - temen. Jadinya sampe sekarang saya ga bisa bahasa inggris baik pas ngomong atau nulis.
what can you do to help you relax with your anxiety when speaking English (apa yang bisa kamu lakukan untuk memberikan ruang terkait ketidakpedeanmu ketika berbicara bahasa Inggris?)	• Do (Theme 1): saya sering bertanya ke kakak saya tentang arti sebuah bahasa inggris. Saya juga nanya ke temen cowok saya yang paham sama bahasa inggris. Kalo ke temen cewek suka ga pede sama takut aja. Saya juga sering diajak nonton film sama kakak saya yang pake bahasa inggris. Kadang kakak saya ngajak buat latihan, tapi saya gamau karena ga pede aja.

A Photovoice Instrument

Photo: Theme 1

Please write your argument narration based on the referred theme!

Instrument (SHOWED)	Argument

What do you want to *Say* about the photo? (Bagaimana pendapat kamu berdasarkan gambar?)	• Say (Theme 1): saya sadar kalo saya itu lemah dan kurang di pelajaran bahasa inggris kalo pas berkomunikasi atau ulangan speaking. Jujur, saya pengen banget bisa ngomong lancar atau seenggaknya paham banget apa yang diobrolin pake bahasa inggris seperti di film. Selama ini saya suka banget nonton film yang pake teks bahasa inggris untuk menambah motivasi saya di pelajaran bahasa inggris dan biar tambah semangat buat bisa ngomong dan paham sm apa yang diobrolin.
What is really *Happening* on the photo? (Apa yang terjadi pada gambar?)	• Happening (Theme 1): sejak di kelas 7 smp, saya takut dan kurang di saat mendapat pelajaran bahasa inggris. Mungkin karena di sd saya engga dapet pelajaran bahasa inggris, jadi waktu smp, sedikit bingung kalo pas pelajaran bahasa inggris. Sebenernya saat ada tugas dan ulangan saya menyontek temen saya dan dikerjain bareng - bareng. Cuma yang bikin saya pengen banget bisa walopun sampe sekarang di kelas 9 masih belum bisa disaat liat guru ngobrol pake bahasa inggris dan nonton film. Pengen bisa hanya ga tau gimana caranya.
How does your attempt to deal with language anxiety relate to your experience of speaking English? (Bagaimanakah usaha kamu untuk menyelesaikan ketidakpedean dalam berbahasa terkait dengan pengalaman berbicara bahasa inggris ?)	• On (Theme 1): selama ini yang saya lakukan hanya menyontek disaat ada tugas dan minta bantuan kakak ku untuk ngerjain tugas saya. Kadang kakak pengennya saya belajar dan diajari sama kayak. Tapi saya pengen yang cepet selese. Jadinya, kakak saya yang ngerjain. Tapi kalo kakak gabisa bantu karena sibuk, saya biasanya nyontek temen saya yang pinter bahasa inggris.

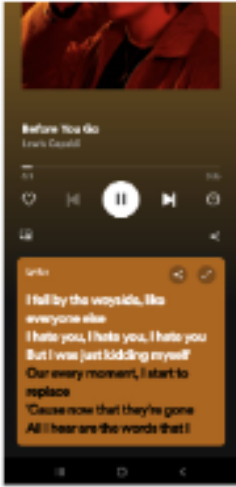|	
Why do you feel anxious when speak English in front of your friends of teacher? (kenapa sih kamu ga pede kalo ngomong Bahasa Inggris pada temen atau guru?)	• Why (Theme 1): takut aja belepotan dan emang susah buat dipahami. Apalagi kalo diajak ngobrol sama guru saya, pasti saya banyak diemnya dan sering pakai bahasa indonesia saat jawab. Yang bikin ga pede, kadang kakak ngasi tau kalo saya ga bakal bisa, kalo gamau praktek. Tapi saya malu kalo praktek sama kakak saya. Kakak juga ngasi tau bakal rugi kedepannya. Itu bikin saya takut. Kadang takut bakal ga bisa apa - apa ga seperti orang - orang yang lancar ngomong bahasa inggris.
How could this image effect your strive to relaxing your language anxiety? (apakah bisa gambar ini memiliki dampak di usaha kamu untuk memberikan ruang ketidak pedean berbahasa mu?)	• Effect (Theme 1): saya sudah berusaha untuk belajar dengan kakak dan menonton film yang pake bahasa inggris walopun sampek sekarang masih belum bisa. Sebenarnya saya lebih suka film anime, seperti naruto. Ga sering - sering aja nonton film luar negeri karena emang ga suka. Tapi kalo semisal lagi pengen belajar bahasa inggris ya nonton tapi seringnya ditemenin sama kakak kalo libur. Kadang abis nonton masih sedikit paham beberapa kata bahasa inggris yang saya pahami. Tapi kalo kelamaan ga di pakek, kadang ilang.
what can you do to help you relax with your anxiety when speaking English (apa yang bisa kamu lakukan untuk membantumu dalam memberikan ruang terkait ketidakpedeanmu ketika berbicara bahasa Inggris?)	• Do (Theme 1): hal - hal yang saya lakukan untuk pinter ngomong bahasa inggris minta belajar sama kakak. Walopun kadang bosenin dan malu juga kalo belajar sama kakak. Apalagi kakak suka bully ga jelas kalo pas ngajarin. Kadang bikin males. Nonton film seperti ini menurut saya bisa bikin ngerti kata - kata di bahasa inggris walaupun banyak ga ngertinya.

THEME 2

Photo: Theme 2

Please write your argument narration based on referred theme!

Instrument (SHOWED)	Argument
What do you want to *Say* about the photo? (Bagaimana pendapat kamu berdasarkan gambar?)	• Say (Theme 2): gambar kedua ini adalah gambar burung yang gabisa terbang bebas dan diibaratkan seperti keadaan saya ketika dikelas bahasa inggris. Saya merasa tertekan, gabisa bebas, ga tenang, dan pastinya gapunya kesempatan untuk memberikan ruang bagi saya di ketidakpedean saya ini. Burung ini merasa takut akan orang yang memegang sangkarnya. Sama seperti saya yang merasa takut saat diajak berbicara bahasa inggris dikelas.
What is really *Happening* on the photo? (Apa yang terjadi pada gambar?)	• Happening (theme 2): gambar ke dua menjelaskan tentang gambaran saya saat dikelas bahasa inggris. Perasaan tidak tenang, takut, minder, dan ga pede sering menghantui perasaan saya saat kelas bahasa

	inggris berlangsung. Kesempatan untuk memberikan ruang bagi permasalahan saya pun gabisa karena sampai saat ini, saya belum tau cara menyelesaikan masalah ini bagaimana. Seperti diibaratkan keadaan burung didalam sangkar yang takut ketika saya atau orang lewat didekat sangkarnya.
How does your attempt to deal with language anxiety relate to your experience of speaking English? (Bagaimanakah usaha kamu untuk menyelesaikan ketidakpedean dalam berbahasa terkait dengan pengalaman berbicara bahasa inggris ?)	• On (Theme 2): kalo masalah dengan usaha saya untuk memberikan ruang dalam mengatasi permasalahan selama ini masih belum bisa nemu. Selama ini kalo saya merasa belum dapet cara untuk mengatasi permasalahan, saya lebih sering menghindar dan melupakan permasalahan. Dengan cara main game online menurut saya cara terbaik untuk belajar bahasa inggris apalagi bahasa yang dipakai di game online hampir seluruhnya pake bahasa inggris. Jadi kesempatan saya untuk mengatasi permasalahan saya dengan bermain game.
Why do you feel anxious when speak English in front of your friends of teacher? (kenapa sih kamu ga pede kalo ngomong Bahasa Inggris pada temen atau guru?)	• Why (Theme 2): banyak faktor yang menurut saya kenapa saya ga pede saat pelajaran bahasa inggris berlangsung. Pertama, saya takut kalo ngomong, perkataan saya bakal belibet. Kedua, takut guru saya menilai kalo kemampuan bahasa inggris saya paling rendah diantara teman - teman. Ketiga, karena kata - kata didalam bahasa inggris susah untuk dipahami. Yang terakhir, karena gaada support dari lingkungan saya bahwa bahasa inggris ini penting, jadi saya anggep ga terlalu penting belajar bahasa inggris.

How could this image effect your strive to relaxing your language anxiety? (apakah bisa gambar ini memiliki dampak di usaha kamu untuk memberikan ruang ketidak pedean berbahasa mu?)	• Effect (Theme 2): gambar kedua ini cukup bisa memberikan dukungan bagi saya agar lebih semangat lagi belajar bahasa inggris. Ditambah lagi gambar yang saya ambil ini menggambarkan kondisi saya di pelajaran bahasa inggris saat ini. Walaupun saya menurut saya bahasa inggris ini sangat sulit, namun saya yakin akan ada kesempatan bagi saya untuk bisa. Selama 3 tahun di sekolah menengah pertama, saya masih belum mampu menulis kalimat bahasa inggris dengan lancar, apalagi berbicara dengan menggunakan bahasa inggris.
what can you do to help you relax with your anxiety when speaking English (apa yang bisa kamu lakukan untuk memberikan ruang terkait ketidakpedeanmu ketika berbicara bahasa Inggris?)	• Do (Theme 2): seperti yang sudah dijelaskan di poin 2, yang saya lakukan biasanya bermain game online yang menggunakan bahasa inggris untuk alat pembelajaran saya. Walaupun sampe saat ini belum ada hasil, namun saya sedikit tau beberapa arti di dalam kata bahasa inggris.

A Photovoice Instrument

Photo: Theme 2

Please write your argument narration based on the referred theme!

Instrument (SHOWED)	Argument
What do you want to *Say* about the photo? (Bagaimana pendapat kamu berdasarkan gambar?)	• Say (Theme 2): menurut saya tentang gambar yang kedua ini sedikit menjelaskan kondisi saya saat diluar jam sekolah, terutama di luar pelajaran bahasa inggris. Baik di materi membaca teks didepan kelas ataupun praktek berbicara dengan teman sekelas. Gambar ini mengibaratkan bahwa usaha saya untuk memberikan dampak yang positif pada kepercayaan diri saya. Mendengarkan lagu di platform online membantu saya karena saya bisa membaca teks bahasa inggris nya dan belajar untuk menyesuaikan cara membacanya. Tapi, walaupun hal ini saya lakukan beberapa kali, namun saya belum bisa percaya diri dan belum mendapatkan kesempatan untuk kebebasan atas ketakutan saya.

What is really *Happening* on the photo? (Apa yang terjadi pada gambar?)	• Happening (Theme 2): saya sering menggunakan musik beserta liriknya seperti contoh di gambar. Dari sini saya sedikit memperoleh keuntungan dalam belajar berbicara bahasa inggris walaupun tidak paham artinya. Ditambah lagi, kita bisa menyesuaikan cara ngomong dan pengucapan dari lirik yang dinyanyikan. Terkadang ada beberapa kata yang sedikit menyulitkan saya dan suasana ketika belajar lewat lagu dengan di sekolah sangat berbeda. Disini saya benar2 belum bisa mengaplikasikan pembelajaran lewat musik dengan pembelajaran disekolah secara benar. Hal ini membuat saya bingung kenapa tetap ga bisa ngomong dengan benar walaupn sering mendengarkan musik.
How does your attempt to deal with language anxiety relate to your experience of speaking English? (Bagaimanakah usaha kamu untuk menyelesaikan ketidakpedean dalam berbahasa terkait dengan pengalaman berbicara bahasa inggris ?)	• On (Theme 2): seperti yang sudah saya jelaskan di poin sebelumnya bahwa dengan mendengarkan lagu bisa memberikan saya kesempatan untuk mengekspresikan ketidakpedean saya saat kelas bahasa inggris berlangsung. Tapi ga hanya itu. Saya juga nonton film untuk menambah pemahaman saya tentang bahasa inggris. Dikarenakan kurang adanya dukungan dari lingkungan, membuat saya berfikir bahwa bahasa inggris menakutkan dan membuat saya bingung. Dampak dari kurang adanya dukungan dari orang - orang terdekat juga memuat saya malu berbicara bahasa inggris dan menganggap pelajaran ini sangat sulit dipahami.

Why do you feel anxious when speak English in front of your friends of teacher? (kenapa sih kamu ga pede kalo ngomong Bahasa Inggris pada temen atau guru?)	• Why (Theme 2): kurangnya pemahaman akan pentingnya bahasa inggris bagi kehidupan setelah sekolah, kurangnya dukungan dari orang tua untuk mempelajari bahasa inggris dengan baik, dan kurangnya kepercayaan diri yang membuat saya takut, malu, dan ga semangat untuk mempelajari bahasa inggris lebih dalam. Beberapa hal tersebut masih saya rasakan sampe kelas 9 smp. Ditambah lagi kurangnya latihan dikarenakan tidak ada dukungan dari lingkungan sekitar rumah dan dikelas.
How could this image effect your strive to relaxing your language anxiety? (apakah bisa gambar ini memiliki dampak di usaha kamu untuk memberikan ruang ketidak pedean berbahasa mu?)	• Effect (Theme 2): sebenarnya, gambar dengan tema 2 diatas hanya sebuah gambar biasa. Untuk dampak yang saya rasakan mungkin saya bisa mendapatkan alat untuk membantu saya dalam berlatih bahasa inggris lewat musik. Tapi, menurut saya lewat musik pun engga cukup tanpa praktik langsung. Kakak saya memberi tau kalo mau keluar dari zona nyaman saya yang ga pede, saya harus belajar berani buat praktik. Tapi sampe saat ini saya belum berani untuk mencoba.
what can you do to help you relax with your anxiety when speaking English (apa yang bisa kamu lakukan untuk membantumu dalam memberikan ruang terkait ketidakpedeanmu ketika berbicara bahasa Inggris?)	• Do (Theme 2): hal yang bisa saya dapat saat menggunakan aplikasi pemutar musik seperti gambar diatas adalah saya bebas memilih lagu yang saya suka dan bisa diputar kapanpun dan dimana pun. Jadi saya punya kesempatan yang banyak untuk belajar bahasa inggris dan praktik berbicara bahasa inggris. Walaupun saya malu untuk berlatih didepan umum, tapi saya yakin saya bisa belajar berbicara bahasa inggris dimana pun dan kapanpun.