STUDENTS ANXIETY IN SPEAKING ENGLISH AT SECOND SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN NOMMENSEN HKBP MEDAN

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the lessons to be learned in school. Learning English is not easy for several students because English is not language belong to our country. Speaking is the way to use language to communicate each other. Speaking is one of the four language skills learned by the students besides reading, listening and writing., As one of the four English skills being developed, speaking is pivotal for students (Bright & McGregor, 1970) There are four of basic skills that students should master in language: they are listening, speaking, reading, and writing. To build good relationships with others in life humans must be able to communicate well. Speaking can be a tool to make students easier to convey ideas, information and feeling.

Speaking can be a challenging task for many students because it needs interactions. The other skills can practice alone, but for speaking, the students cannot really speak alone. That is why the students should find somebody else to speak.To enable students to communicate, it needs to apply the language in real 2 communication. To communicate, the students can use verbal and nonverbal language. In context of speaking, it will be easier if the students use verbal language or speaking orally. Speaking is a speech that has a purpose or intention to be recognized by the speaker and the recipient processes the statement to recognize their intention (Rickheit & Strohner, 2008).

In learning English, the ability to speak English is one of the skills that

students need to master, but there are still many students who feel anxious when

speaking in front of many people. There are several factors that affect the students speaking ability in learning English. (Thornburry 2005) in Indrianty, 2016 states that, lack of vocabularies, improper grammatical, fears of mistakes are some factors that can contribute to speaking failure and cause an acute sense of anxiety when it comes to speak. Those factors are always found in the students. They always make reasons if the teacher asks to them. The Encyclopedia Britannica 2008 ultimate reference suite provides the following definition for anxiety: "a feeling of dread, fear, or apprehension, often with no clear justification"(Amiri & Ghonsooly, 2015). Specifically, anxiety as an unpleasant emotional state or condition that is characterized by subjective feeling of tension, apprehension, and worry, and by activation or arousal of the 3 automatic nervous system" (Spielberger, 1983). It means that anxiety is the result of a negative reaction that arouse when learning English. The reaction also causes excessive fear and nervous effects.

According to (Horwitz et al., 1986), Speaking in the target language is a threatening aspect of foreign language learning. English is not the student first language or mother tongue, speaking English can be a stressful activity for the student. (Al-Saraj, 2014), state that in an English classroom, students don't feel comfortable to speak in front of others. Most of the students become more anxious when they are asked to speak in front of the classroom. (Sinaga et al., 2020), found that students feel afraid and embarrassed to speak in front of the class, because they think that other students will laugh at them when they try are speak in front of the class. This might make the student still stay silent instead of speaking.

This phenomenon happens because of many factors and anxiety is one of the most influencing factors. Anxiety is the main problem of learning process in foreign

language especially in speaking English. As suggested by (Horwitz et al., 1986), teachers and also students feel strongly that anxiety is the main factor of obstacle to speak another language especially English. Speaking is an activity that makes students anxious while in class, many students are highly anxious because they participate in speaking activities.

Based on the observations I have made, the researcher observed the second semester students of English department in NOMMENSEN HKBP UNIVERSITY MEDAN, when students were having a conversation in the Transactional Speaking class with the lecturer, Mrs. Susan, at 1 pm, on the topic of Difficult Subject in College. Researchers observed the signs of anxiety when speaking English experienced by students, to find out which students felt anxious when speaking in front of the class based on the three characteristics of anxiety illustrated by Nevid et al., (2005), such as physical, behavioral and cognitively.

Physically, researchers saw that when students were having a conversation in front of the class with their friends, one of them showed signs of anxiety, namely his hands were shaking, nervousness, making it difficult for students to speak, and also difficulty breathing, so they felt sensitive or irritable. Behaviorally, researchers also saw avoidance behavior towards something, when students were chosen to come forward to have a conversation with their friends, the students immediately avoided it by giving several reasons, so they were postponed from coming forward. Dependent behavior where they are dependent on the person they are talking to, if the person they are talking to does not explore the topic of discussion then they will only answer questions from the other person, and also shaken behavior where even

if they laugh at the slightest bit by their friend, they will immediately feel shaken as can be seen from the sad and embarrassed expression on their face.

Cognitively, researchers saw that there was worry about something, feelings of disturbance or fear that something would happen in the future, belief that something bad would happen soon without a clear explanation, and also fear of losing control, fear of not being able to overcome the problem, difficulty focusing, and difficulty concentrating. It can be concluded from the above problems that students have signs of anxiety when speaking English. when they are anxious, they cannot speak. When they cannot speak, they become more anxious, and it is the main cause of student anxiety when speaking English.

To support the problem above, the researcher also conducted a *preliminary interview* on January 22 2024 and interviewed two students at the second semester students of English department in NOMMENSEN HKBP UNIVERSITY MEDAN and obtained conclusions that speaking in front of the class is the biggest cause of anxiety that faced by the students .In addition, the importance of studying this problem aims to find out what are the factors that dominate anxiety problems and how to handle them, so that teachers can find the right way so that student speaking activities continue to run well. It will make the students can take their chance to have great skills in speaking English.

Based on the conditions above, the researcher will conduct a study to find and explore the factors that cause students anxiety in speaking English and how they overcome their anxiety with it, under the title, "STUDENT'S ANXIETY IN SPEAKING ENGLISH AT SECOND SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN NOMMENSEN HKBP UNIVERSITY MEDAN".

1.2 The Problem of the Study

Based on the background of the study, the research problem can be formulated as follows:

1. What are the factors affecting students anxiety in speaking English?

2. What are the strategies to minimize students anxiety in speaking English?

1.3 The Objective of the Study

The objectives of the study which are reached in this research:

1. To identify the factors or situations that make the students feel anxious when they are speak English.

2. To find out and describe the strategies to minimize anxiety for the students.

1.4 The Scope of the Study

This research focuses on the factors that cause anxiety and strategies to reduce students anxiety in speaking English at second semester students of english department in NOMMENSEN HKBP UNIVERSITY MEDAN.

1.5 The Significance of the Study

The findings of the research are expected contributive for the students and the other researcher.

1. For students: this research is expected to help students to find out ways to overcome their anxiety problem when speaking English and be able to provide knowledge related to speaking anxiety.

2. For writer : this research can be used as a reference for finding out the problem of speaking anxiety.

3. For the other researcher : this research can be used as reference for further research in the same field and researcher hope other researcher can do research much better and deeper than this research.

4. For teachers or educator : the information could help to understand more information about factors that trigger students anxiety or situations that make students feel anxious when they speak especially in English and also to finding out the strategy to help them in reducing students anxiety and feel more relax when studying in the classroom.

CHAPTER II
REVIEW OF LITERATURE

2.1 Speaking

Speaking is the way to use language to communicate each other. (Nunan, 2003), stated that speaking is the productive oral skill. Speaking is one of skills in learning English. Speaking is a way to show the Intention or opinion through spoken words. It is productive skill in learning language. The most significant the process of learning any language is speaking. Speaking is a fundamental and very efficient form of human communication. It is a process through which people exchange ideas, views, opinions and all other information. It consists of producing systematic verbal utterances to convey meaning.

In learning a language such as English, there are four skills studied by the students such as listening, reading, writing, and speaking. They are requiring the learners to produce something. All of these skills have integrated relation in learning English. Speaking is the most important skill or element for students when their learning language, especially English. Speaking is a process of constructing meaning that involves producing and processing the information (Brown, 1994). The form and meaning of speaking are depend on the context in which it occurs, including the participants the physical environment, and the purposes for speaking.

Speaking becomes an essential thing because one of the purposes of learning a language is to be able to use the language especially in oral communication. Speaking is also a tool for communication with other people. In teaching and learning process, the English teachers often speak English in classroom in order to make the students familiar with English and accustomed to using English

2.1.1 Types of Speaking

There are many speaking activities that can be applied by the teacher to improve students motivation and to improve their speaking skills. According to (Brown, 2001) there some type of classroom speaking performance, they are:

1) Imitative

The first type is imitation speech. Imitative speaking is the human ability to simply repeat or parrot back a word or phrase or perhaps a sentence. The process of imitation allows students to focus on certain elements of language form such as the phonetic, lexical, and grammatical properties of the language. Learners practice an intonation and try to find a certain vowel sound.

2) Intensive

Intensive speaking is actually the next step after the process of imitative speaking. In this type of oral production, students are expected to produce short sentences and demonstrate speaking competence in grammatical, phrasal, lexical, semantic, and phonological relationships. Furthermore, intensive speaking can be started in pair work activities to provide opportunities for students to practice.

3) Responsive

Responsive speaking occurs when the teacher can provide short answers and students ask questions or comments. It usually takes the form of very short conversations, greetings and small talk, simple requests, and comments. This kind of speech can be meaningful and authentic.

4) Transactional

(Dialog) The purpose of this type is to exchange certain information or convey a message. It is an extended form of responsive language. This process includes multiple exchanges and/or multiple participants. Teachers can do this type of speaking show using group work.

5) Interpersonal (Dialog)

Interpersonal exchange is carried out more for the purpose of maintaining social relations than for the transmission of information. Oral production can become more complex with the need to speak in a casual style and use colloquialism, slang, humor, and other aspects of sociolinguistics.

6) Extensive (Monolog)

The language used in this type is more formal. Teachers can give several assignments such as speeches, presentations, summaries, and storytelling for students at intermediate or advanced levels. The teacher can implement some activities to increase students' motivation to speak English well. This activity is also expected to provide more opportunities for students to practice using the language.

2.1.2   Component of Speaking Skill

1) Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation

is the way for students to produce the utterance words clearly when they are speaking. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making

speaker's thoughts easy to follow (Gilbert, 2008:1).

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

2) Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above can be concluded that

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the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover, Nelson (2001:1) states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004:24).

3) Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the

teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005:3).

4) Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

2.1.3 The Function of Speaking

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to (after Jones 1996 and

Burns 1998**):** talks as interaction, talk as transaction, talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches."

1) Talk as interaction

    Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

2) Talk as transaction

    In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

3) Talk as performance

    In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, teling story and so on.

2.1.4   Problems in Speaking English

1) Lack of Confidence

    One of the most common reasons why students cannot speak English is lack of self-confidence. (Nunan, 1999), said that students who lack confidence about themselves and also their English skills must experience

communication fear. Another cause of the lack of self-confidence of students is also related to the lack of encouragement from the teacher. Building students' self-confidence is an important part that teachers must pay attention to. Students are not confident in speaking English in front of the class. Usually, the teacher does not encourage or motivate them to speak in class or in front of large crowds especially speaking English. They learn English but they don't learn how to speak.

2) Shyness in Speaking English Language

Shyness is also one of the biggest factors why students cannot speak English. Feelings of shame make the students mind go blank and they will forget what to say. He & Chen (2010), explained that students feel shy and do not confident because most of them speak English in front of their friends and teachers. They are afraid of being laughed by their friends because of their speaking skills. They do not want to talk in front of the teacher and their friends, because they can't say about what they think and what they want to say. The student cannot remember the correct grammar and vocabulary rules while speaking English.

3) Fear of Making Mistakes

Fear of making mistakes in speaking English is also one of the big problems of students in speaking. (Aftat, 2008), added that this fear was caused by negative corrections and evaluations from teachers and classmates. In addition, students are also afraid of being laughed at by other students or criticized by the teacher. Students are afraid of making mistakes because they are worried that their friends will laugh at them and receive negative criticism

from their classmates if they make mistakes in speaking English. Students don't want to look stupid in front of the class. The fear of making mistakes is a failure to speak English with other people.

4) Lack of Motivation

(Nunan, 1999), said that motivation is very important, because it can affect students' reluctance to speak in English. Lack of motivation is one of the reasons why students cannot speak English. Self-motivation is very important for students, because this motivation will inspire students to stay enthusiastic in learning, especially to learn how to speak in English. Motivation plays a very important role in speaking English. Students' learning motivation can be provided by teachers, classmates, and also their parents. Lack of motivation makes students not interested in speaking English.

2.2 Anxiety

Commonly anxiety can be identified as a feeling of being threatened, Feeling nervous, panic feeling like the world is speeding up or slowing down, feeling like other people are looking at you. Anxiety may be caused by a mental condition or a physical condition. Anxiety is a feeling of fear, dread, and uneasiness. It might cause sweat, feel restless and tense, and have a rapid heartbeat. It can be a normal reaction to stress.

Anxiety negatively influences language learning, Anxiety has long been a potential problem in speaking classroom. Anxious student will have difficulty in their speaking According to (Ormrod, 2011), "Anxiety can interfere with several aspects of cognition in speaking process. Anxious student may be disturbed in paying attention to what needs to be learned, process in information effectively,

retrieving information, and demonstrating skill that have previously been learned".
In other words, speaking anxiety belongs to debilitating anxiety because it can
hinder language learning.

According to (Horwitz et al., 1986), there are three components of language
anxiety: communication apprehension, test anxiety, and fear of negative evaluation.
People with communication fear are shy about communicating with friends or
others and also have difficulty speaking in public and listening to spoken messages.
In language classes, students are required to communicate with each other and are
sometimes asked to speak in groups. Students with communication anxiety tend to
develop language.

2.2.1 Characteristic of Anxiety

According (Nevid et al., 2005) there are three characteristics of anxiety that
occurs in the student that is:

1) **Physically,** include nervousness, arms and limbs that vibrate or tremble, sweat,
   mouth or throat feels dry, difficulty speaking, difficulty breathing, heart
   palpitations or tight-knit, dizziness, feeling weak or numb, frequent urination ,
   feeling sensitive, or irritable.

2) **Behaviorally,** includes avoidance behavior, attachment and dependent
   behavior, shaken behavior.

3) **Cognitively,** covering worry about something, feelings of disturbance or fear of
   something happening in the future, the belief that something terrible will happen
   soon without a clear explanation, fear of losing control, fear of inability to
   overcome problems, thinking that everything can no longer be controlled, finds
   it difficult to focus and concentrate.

2.2.2 Factors of Anxiety

According (Ernawati & Fatma, 2012) there are two factors influence the students' anxiety that is the internal and external factor.

1. **The external factors**

   a) Lack of preparation

      Many research studies state that preparation is one of the main factors that make students anxious. Preparation is at the top of the list of how to deal with anxiety. Therefore, it is clear that lack of preparation is one of the problems that occurs and contributes to students' anxiety in speaking class.

   b) Limited vocabularies

      Those sentences showed one's difficulty in regarding vocabulary. However limited vocabulary night hindered the process of learning a language. Thus limited vocabulary should be noted as one of factors contributing anxiety.

   c) Friends/classmates

      Classmates are having important role in learning language. Friends often make anxious situation makes learners feel nervous and uncomfortable when they speak. Feeling uncomfortable when being stared at by other students while speaking is one of anxiety sources which commonly experienced by students. Fear of negative evaluation from peers was common factor appeared in language learning. Yet, even it was a natural sense; classmates still become factors contributing student's anxiety in learning process.

2. The internal factors

a) Lack of self confidence

Anxious students will fail in learning a foreign language. In other words, those who excel in language classes are those who have low anxiety. This means that a lack of self-confidence is one of the important factors that need to be considered, because it really determines the success of learning.

b) Shyness

Shyness is an emotional thing that many students experience when they are asked to speak in English class. In learning activities in the classroom, shyness can be a source of problems for students, especially in speaking classes. Speaking in front of people is one of the most common phobias encountered by students, and that feeling of shame makes their minds go blank or they will forget what to say. Their inability to demonstrate their ability to speak is also much influenced by their shyness. Shyness plays an important role in students' speaking

c) Fear of Mistake

(Aftat, 2008), adds that this fear is linked to the issue of correction and negative evaluation. Generally, students don't want to make mistakes and are embarrassed if they look bad in front of their classmates. But this actually hinders the learning process, especially when speaking in a foreign language. Psychologically, people don't want to look bad. Instead of speaking, students tend to be silent.motivation which shows that it builds student motivationerformance.

2.2.3 Types of Anxiety

According to (Ellis, 1994), anxiety is divided into three types. They are trait anxiety, state anxiety, and situation specific anxiety.

1. Trait Anxiety

According to (Horwitz & Young, 2011), trait anxiety is pattern of responding with anxiety even in non-threatening situations. Such anxiety is part of a person's character. People with anxiety traits tend to worry more than most people and feel inappropriately threatened by some things in around them. It can be said that it is an aspect of personality or character. In this type of anxiety students usually feel insecure, they tend to be nervous and feel very worried, even afraid when they speak in front of their friends, especially if they are asked to speak in front of the class. Some students are often so worried and nervous in any situation or class.

2. State Anxiety

Most people experience state anxiety which is also known as normal anxiety. Anxiety is a temporary feeling of anxiety caused by a threatening situation (Horwitz & Young, 2011). State anxiety is the fear experienced at a certain point in time in response to a particular situation. It is nervousness or tension at any given moment. This type of anxiety arises in certain situations or in stressful and non-permanent events. In other words, it is the feeling of situational anxiety that goes away when the threatening situation also goes away. It is a combination of situation-specific nature and anxiety. This can happen when students are asked by the lecturer to speak automatically or only give time to prepare for a few minutes.

3. Specific Situation Anxiety

Specific situation anxiety refers to the persistent and variable nature of anxiety. This occurs because of a certain type of situation or event, such as public speaking, exams, or class participation. In this type, students are anxious in certain 19 times and situations. Situation-specific anxiety such as when they face exams. When undergoing the mid test for role play, they tend to relax even though they feel nervous because there are several friends who collaborate with them in performance. Nevertheless, they are very nervous and very difficult to solve when they have to perform individually or in monologues.

2.3 The Strategies in Reducing Speaking Anxiety

According to (Kondo & Ying-Ling, 2004), there are several strategies to reducing language anxiety in speaking English.

1. Relaxation

Relaxation is a state in which a person is free from tension and anxiety. Relaxation is the process of reducing the effects of stress on our minds and bodies. Relaxing can be an effective stress reliever and can help benefit our mind, body, and spirit. Typical relaxation items are: take a deep breath, calm down, close your eyes, shake your body, touch your hair, play with your hands, look at your watch, etc. Relaxation can reduce stress and anxiety hormones and can also increase blood flow to the brain.

2. Preparation

Preparation is the action or process of getting ready for some occasion, test, or duty. Preparation is the process of getting ready for some opportunity, test, 20 or assignment. The preparation can be to reduce the uncertainty the speaker may feel

about the upcoming performance, thereby reducing speaking anxiety. Typical preparation items are: Try to use English, study hard, ask friends for help, check the dictionary, ask the teacher some questions, listen carefully to what the teacher says, try to perform better, try to get into the habit of studying English every day , prepare better, try to read carefully, concentrate on class, search for material from Google, and so on.

3. Positive Thinking

Positive thinking may reflect our outlook on life and our attitude toward our self. Positive thinking means that the speaker is trying to divert his mind from negative thoughts that can hinder performance, especially in speaking performance. Thinking positively means think the best is going to happen, not the worst. Positive thinking items are: be confident, enjoy the lesson, believe in yourself, calm down, tell yourself that we can do it, pray, not to think about the consequences, tell our self that we are not anxious, enjoying English, thinking of jokes, imagining that we are giving a great performance, using anxiety to motivate ourselves, not taking it seriously and etc.

4. Concentration

Concentration refers to the action or power of focusing one's attention. This strategy aims at giving good performances so as to minimize opportunities for mistakes that can be raised even further the anxiety the speaker experiences. This strategy aims to give a good appearance to minimize the chance of making mistakes that can cause anxiety experienced by the speaker. The general ones are: try to speak slowly and concentrate on what the student has to do.

5. Peer Seeking

Peer seeking is distinguished from students' willingness to seek out other students who appear to have difficulty understanding the class and/or controlling their anxiety. For anxious students, the awareness that others have the same problem can serve as a source of emotional regulation through social comparison. Typical items for peer seeking are: try to ignore the other students, telling ourselves that a problem that is difficult for us is also difficult for others, telling ourselves that others should be anxious, looking for others who have difficulty understanding class, talking to friends in the classroom and etc.

2.4   Previous of The Study

1.Salsabila Shafira (2021) with the title "Speaking Anxiety on an EFL Undergraduate Students". This previous study aims to describe what are the causes of English foreign language in speaking. The result of this previous study stated that high levels of anxiety are caused by several matters such as fear of negative evaluation from peers and teachers,communication apprehension, low self-confidence, test anxiety, feeling and form of anxiety, and teacher's correction.

The difference is the subject of this previous study is undergraduate students, but this study used the second semester student's of English Department in Nommensen HKBP University Medan. The similarity is the way of collecting data, this previous study and this study use observations and interviews.

2. Andriyani Dwi Fera (2020) with the title "Students' Anxiety on Speaking Performance at the Eight Grade of MTS Negeri 5 Karanganyar". The result of this research is the researcher has found some factors which caused student anxiety when speaking performance. These are personal and interpersonal anxieties, learners' beliefs about language learning, instructor beliefs about language

testing,instructor-learners interaction, classroom procedures, and language testing. But factors of the research use are from the statement of Shen and Chiu. The factors of students speaking anxiety are divided into three parts. The first is communication apprehension, the second is test anxiety and the third is fear of negative evaluation. The research also found some strategies that were used by students to overcome their anxiety in speaking performance. Those are preparation, relaxation, positive thinking, peer seeking, and resignation. The strategy most used by students in eighth grade is to overcome 29 their anxiety in speaking by using relaxation and positive thinking. This has similarities with the research method for reducing students' speaking anxiety.

The differences between this previous study and this research are: first, the subject of the research. The subject of this previous study is students Eight grade. But the subject of this research is the second-semester student's of English Department in Nommensen HKBP University Medan. The second is the techniques of collecting data, the techniques of collecting data in this previous study are interviews and questionnaires. But, this research uses observation, and interviews.
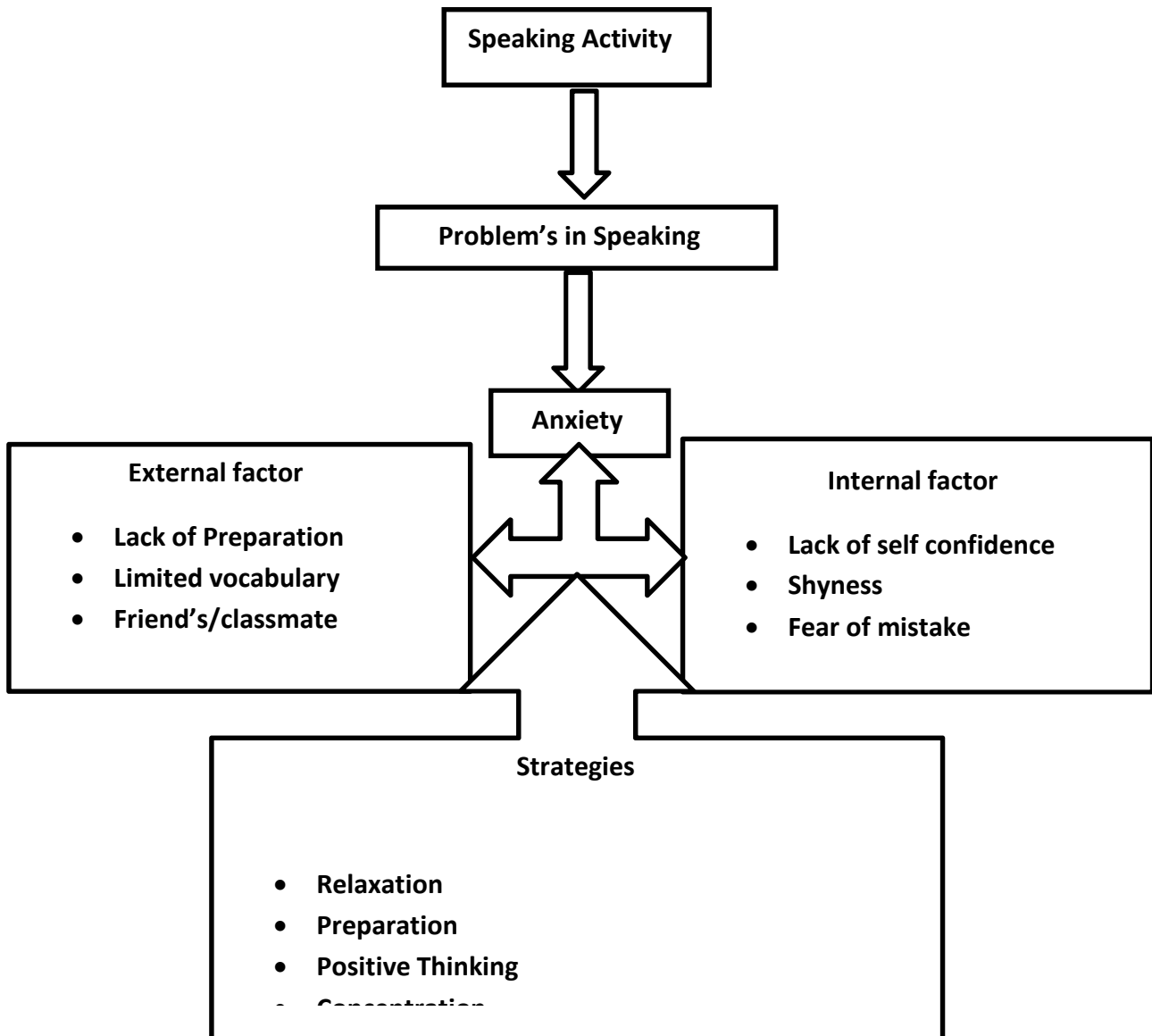
3. Rini Kesuma Siregar(2019) with the title of "Students' Anxiety on Their Public Speaking". The result of this study said that students are at a medium level and deep levels of anxiety related to different abilities matter. This study also revealed students with a medium level of anxiety are more relaxed, fluent, and have better pronunciation when speaking in front of their friends, whereas students who have high anxious feeling tends to panic and sometimes forget what they will say.

 The differences between this previous study and this research is the technique of collecting data, the techniques of collecting data in previous study are interviews,

and questionnaires. But, this research uses observation, and interviews. The similarity this previous study and this research lies in the background, which has the same problem that the cause of students anxiety is when students speaking English in front of the class

2.5 Conceptual Framework

figure 1.1 conceptual Framework of "Student's Anxiety in Speaking English at Second Semester Student's of English Department In Nommensen HKBP University Medan"

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                    ┌─────────────────────┐
                    │  Speaking Activity  │
                    └─────────────────────┘
                               ⇓
                    ┌─────────────────────┐
                    │ Problem's in Speaking│
                    └─────────────────────┘
                               ⇓
                    ┌─────────────────────┐
                    │       Anxiety       │
                    └─────────────────────┘
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External factor

- **Lack of Preparation**
- **Limited vocabulary**
- **Friend's/classmate**

Internal factor

- **Lack of self confidence**
- **Shyness**
- **Fear of mistake**

Strategies

- **Relaxation**
- **Preparation**
- **Positive Thinking**
- **Concentration**

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researcher used descriptive qualitative with phenomenology approach as a concern with developing explanations of social phenomena. (Creswell, 2012), states that a qualitative research is typically be used to establish the importance of the central idea and to explore the problem and develop an understanding of small individuals in social problem. Qualitative research was employed to explore the phenomenon in order to understand practices and behaviors in real social situations for small individuals' problems. Therefore, this research used a descriptive method to reveal the phenomenon of speaking anxiety in students.

Phenomenology approach is an approach that tries to describe the essence of a phenomenon by exploring it from the perspective of those who have experienced it (Teherani et al., 2015). This approach investigated human everyday experiences while suspending the researchers' assumptions about the phenomenon. The aim of the phenomenology approach was to describe the meaning of the experience in terms of what and how it was experienced. This approach identified a phenomenon as perceived by the individual in a situation. It was also used to study similarities in the behavior of a group of people.

3.2 Data and Source of Data

In this research, the population and samples are taken from the second semester students of the English department at NOMMENSEN HKBP UNIVERSITY MEDAN. The researcher chooses group A, which consists of 25

students. The researcher selects the second semester because the students in this class have various anxiety factors, and the researcher wants to know how the students control their anxiety when speaking English.

3.3   The Instrument of Collecting Data

The main research was conducted by collecting data through interviews and questionnaires, with communication media and Google Forms to make it easier for researchers to find data through questionnaires. Then from the data the researcher can find out the factors and strategies of anxiety in English-speaking students through questions given by the researcher.In this study, the researcher used a guideline interview as the research instrument. The interview involved collecting information by asking a number of questions orally, to be answered orally as well. In the interview, the tool used was an interview guide. The interview guide was adapted from Tanveer (2007) regarding the factors that cause students' anxiety in speaking English. The researcher made sure the interview questions were clear. The researcher interviewed several students using Google Forms, creating a new form containing questions for the students to fill out to understand their opinions about the material and activities. It took 10 to 15 minutes to obtain all the answers to the questions.

Questionnaire items were open-ended questionnaire Siniscalco (2005: 26) states that open-ended questionnaire is not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text. It means that an open questionnaire was useful to represent the general respondents were feelings by write down short text. The research uses open-ended questionnaire results to know the students' feelings on their speaking

performance to find out the factors of anxiety by students and the strategies to reduce their anxiety in speaking class. The research has used open-ended questionnaire result to know the students' feelings on their speaking performance to find out factors of students' anxiety and the strategies to reduce their anxiety to speaking class. The research gave 3 questions from 25 students. The questionnaire gives through Google form, then give through the link that sends by WA. The purpose of the research has to give the questionnaire to analyze factors of students' and students' strategies to reduce anxiety. The research was grouped through questionnaire result. The research did that thing in order to make data research.

Close-ended questionnaire was found about the general student English learning experience, especially experience related to the anxiety of learning English and the way students reduce the anxiety of speaking English. The closed questionnaire used to ask questions respondents to answer questions related to factors of students' anxiety and reduce student anxiety by going through the Google form. To, make it easier for research to find data.

3.4   Technique of Analyzing Data

The data analysis for the present study was done by applying the procedures suggested by (Miles, Huberman, & Saldana, 2014) by data condensation, data display, drawing and verifying conclusions. Data analysis is conducted as follows:

1. Data condensation

    Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger (Miles,

Huberman, & Saldana, 2014). In data condensation, the researcher reduced information during the research activities if data was unimportant or did not support students strategies in coping with reading academic text and students problem have in coping with reading. Moreover, the results of interview was transcribed in written form and summarized by separating main things relating to research problems. The data that did not support the students strategies in coping with reading academic text and students problem have in coping with reading were reduced.

2. Data display

A display is an organized, compressed assembly of information that allows conclusion drawing and action (Miles, Huberman, & Saldana, 2014). In this step, the researcher organized and displayed the data of students' strategies gathered using questions in-depth interview logically-systematically. The data from questions was presented in table form and explained in descriptive text. Moreover, the results of interview were explained systematically according to the research questions. The results of questions and interview were linked and connected each other. As the second component in analyzing data, this technique was used arranging the information, description, or narration to draw conclusion.

3. Conclusion and Verification

This activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand (Miles, Huberman, & Saldana, 2014). Verification, integrally linked to conclusion drawing, entails revisiting

the data as many times as necessary to cross check or verify these emergent conclusions. In this step, after conducted data condensation and data display, the researcher drew conclusion and verification. It started from data collection until data analysis by taking the points that refer to formulation of research problem. After drawing the conclusion, the next is verification by back to the field notes, with argumentation and review.

3.5 Trustworthiness

In qualitative research, trustworthiness of a research is important to evaluate its worth. The researcher determines the credibility of the findings to make sure the findings and interpretations are accurate through member checking. According to Sugiyono (2016), member check is the process of checking data obtained by researcher to data providers. This aims to test the credibility or validity of the data. In this research, after collecting data the researcher conducted a member check to the participants that had examined previously. Its aim to check the data was valid or not. The researcher showed the data from the interview that has been transcribed to the participants to ensure that what they have said in the interview is in accordance with what the researcher has transcribed.