

AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AT MTS SUNAN GIRI SUMBERJAYA

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Abstract

This study used a qualitative descriptive research. The object is 15 students of 7 (Seven) grade of junior high school for the academic year 2022/2023 at Mts Sunan Giri Sumberjaya who will be interview and given a questionnaire To find out the factors that influence the difficulty of speaking in English and To find the way to reduce experiencing speaking anxiety. The result of the research findings demonstrated that many students experience speaking anxiety Speaking anxiety can hinder the process of learning English, therefore students need to think positive thinking when learning that making mistakes is a natural thing when learning and failure is a process towards better learning. Teachers are expected to pay students' attention and to be able to create an enjoyable classroom atmosphere and motivate students to be confident in speaking English.

Keywords: Speaking, Anxiety, Student.

INTRODUCTION

In this modern era of course we still need education to help our lives. It has become a necessity for humans to take education in their lives. Education is a science that contains knowledge, skills and training that is passed down through the learning process. This education often occurs under the guidance of a teacher, parent or self-taught. Education is one of the things that can determine and demand a person's future. Education can also be a benchmark for a person's quality because it can shape personality and knowledge. Character and knowledge development in education are carried out starting from the age of children to adulthood. According to Ki Hajar Dewantara education is the growth and development of children, meaning that it is very important to instill education from an early age to adulthood in order to improve self-quality.¹

In education we also learn "Language" because language is an important in the learning process. Therefore, through education, it must be packaged in such a way that it is well received by students. In language we also need to know the "word" that will be spoken so that we can communicate well and fluently. Linguistics or language share with other sciences a concern to be objective, systematic, consistent, and explicit in its language. Language is a meaningful expression to convey something to others so that it can be understood by listeners. By knowing the language we can more easily to speak and

¹ Jingjing Cui, (2011). Research on High School Students' English Learning Anxiety. Vol. 2, No.4.

communicate with other people. Most everyone knows a language because language has been taught when we were born, taught by parents and the environment so that we are used to capturing the kinds of languages that exist.

Communication is a form of activity in conveying information and expressions to two or more people. There are several aspects that must be considered in building communication such as the clarity of the language used, the context that is discussed according to the flow of communication that is irrational with what is happening. One form of communication is speaking, talking to other people is a way to convey something to other people. According to Tarigan (2008) "Speaking is related to pronunciation of words that aims to convey what will be conveyed either feelings or ideas."² Speaking is an interactive process in constructing meaning that involves the production and reception and processing of information. This means that in speaking activities speakers must use spoken language properly to convey information to others.⁴ In the world of education to convey material or in learning we need communication through speaking. Speaking is the way to use language to communicate with each other, Therefore, to convey the message effectively, the speaker must understand what will be communicated. In the world of education to convey material or in learning we need communication through speaking. One of the most important things in learning English besides writing, reading and listening skills is speaking skills. However, there are many students who feel anxious in speaking English. Therefore, the researcher wants to analyze the factors that cause students to anxious about speaking English. By speaking, people around the world deliveries information and the other people to know what the speaker talks about, it means that speaking is common activities in daily life.

Anxiety is a feeling of discomfort. A person who is insecure, anxious, nervous, doubtful, unhappy, worried and confused in a situation. Anxiety can be felt by anyone, especially students. This anxiety affects the student learning process or student performance, students become an element of their competence and students become late in absorbing the information conveyed by the teacher. Speaking anxiety is a form of feeling afraid and actually anxious when talking about something. In English lessons, speaking skills are always related to communication, But there are many causes of students' anxiety to speak English Several reasons for speaking anxiety can hinder learning. In the learning process students are expected to be able to speak English, but each child has different abilities. anxiety in speaking English are divided into three forms, namely communication apprehension, test anxiety, and fear of negative evaluation. This feeling of anxiety is normal to feel when facing situations that are uncomfortable and trigger worry, such as appearing in front of a crowd or interviews.

A similar phenomenon was also experienced by students at MTs Sunan Giri Sumberjaya. Some students seem to experience anxiety in speaking English. Some students seemed to speak in disbelief. Some are afraid to be asked to speak. The reason the researcher chose Mts Sunan Giri Sumberjaya was because the researcher found a new factor, namely this foundation is one of the foundations that has not implemented English lessons since the Madrasah Ibtidaiyah level in 2017 because English lessons were removed from the Madrasah Ibtidaiyah level curriculum, according to Regent Regulation (PERBUP) Berau Regency Number 48 of 2017 English Subject as Local Content at the Elementary School/Madrasah Elementary School Education Level and the equivalent so that an educational foundation can choose to apply English lessons or not in local content lessons. This can affect English anxiety at the next level, namely at the junior high school level. Due

² Junaidi, Setiadi Astrianto Muhammad, "An Analysis of English Student's Speaking Anxiety in Research Proposal Seminar", Thesis (Makassar: Muhammadiyah University of Makassar, 2020), Page 2.

to the lack of learning English at the MI/SD level, they have difficulty learning English lessons because they feel foreign to English lessons. And another reason for choosing the Mts Sunan Giri Sumberjaya foundation as research is that learning at MTs Sunan Giri applies a lot of practices involving skills, but many of the students still feel anxiety when speaking English. Therefore, the purpose of this research is to find out what factors cause anxiety and how students can overcome anxiety in speaking English if anxiety occurs. By knowing the factors of anxiety, students can anticipate to avoid speaking anxiety. Therefore, the author or researcher wants to analyze students' concerns in speaking English in the title "An Analysis of Students' Anxiety in Speaking English at Mts Sunan Giri Sumberjaya".

METHOD

This study used a qualitative descriptive research. In this research, the authors use a qualitative descriptive research. Qualitative descriptive is a research that intends to explain phenomena or social situations experience by someone. For the example are behavior, perceptions, interests, motivations, actions, by means of descriptions in the form of words and language because qualitative research focuses on social phenomena, giving voice to feelings. This descriptive qualitative method aims to obtain complete information about "An analysis of Students' Speaking Anxiety at Mts Sunan Giri Sumberjaya".

The reason the researcher chose Mts Sunan Giri Sumberjaya was because the researcher found a new factor, namely this foundation is one of the foundations that has not implemented English lessons since the Madrasah Ibtidaiyah level in 2017 because English lessons were removed from the Madrasah Ibtidaiyah level curriculum, according to Regent Regulation (PERBUP) Berau Regency Number 48 of 2017 English Subject as Local Content at the Elementary School/Madrasah Elementary School Education Level and the equivalent so that an educational foundation can choose to apply English lessons or not in local content lessons. This can affect English anxiety at the next level, namely at the junior high school level. Due to the lack of learning English at the MI/SD level, they have difficulty learning English lessons because they feel foreign to English lessons. And another reason for choosing the Mts Sunan Giri Sumberjaya foundation as research is that learning at MTs Sunan Giri applies a lot of practices involving skills, but many of the students still feel anxiety when speaking English. Therefore, the purpose of this research is to find out what factors cause anxiety and how students can overcome anxiety in speaking English if anxiety occurs. By knowing the factors of anxiety, students can anticipate to avoid speaking anxiety. To design this research, the researcher collected data using by observation, interviews, questionnaire and documentation.

The author conduct research located at the Mts Sunan Giri Sumberjaya, Malang. Mts Sunan Giri Sumberjaya which is located on Jl. Sunan Giri No. 105 Sumberjaya Gondanglegi Malang. Mts Sunan Giri is one of the institutions where teaching and learning is carried out, which has existed since 1978 and is still active today.

Sources of research data are subjects that we can get data from. Data is also information or materials used in several studies and taken from data sources. Arikunto said that qualitative descriptive research must meet the requirements and completeness of the data. There are two types of data, namely secondary Source and Primary Source.

1. Primary Source

Primary sources are sources of data obtained in oral form and research subjects based on information related to research. The primary data sources in this study

were observations, interviews and questionnaires on English teachers namely "Mrs. Vivin Faridah S.Pd" and 15 students who have speaking anxiety in English lessons in grade 7 (seven) at Mts Sunan Giri Sumberjaya in lesson 2022/2023, Gondanglegi Malang.

2. Secondary Source

Secondary data sources are data obtained indirectly through information, but based on the results of other people's assistance or through documents. This secondary data source is the documentation obtained from the English teacher.

Based on the above, researchers in collecting data used teacher notes and lesson plans from English, namely "Mrs. Vivin Faridah S.Pd" about students who have speaking anxiety in English lessons.

Data collection techniques are the most appropriate steps in research. Data collection techniques are the processes and methods use by the authors to obtain the require data. the purpose of the research is a basis for obtaining data that is accurate and in accordance with applicable standards. So data collection techniques can be done by observation, interviews, questionnaire and documentation.

1. Observation

The observation method is a method used by researchers which includes recording and observation that focuses on phenomena, events or something that is in accordance with research with empirical goals. In this study using the observation method with the procedure of the researcher coming directly to the location of Mts Sunan Giri Sumberjaya to observe the reasons or anxiety factors for 7th grade junior high school students in speaking English and recording directly like the state of the school, so that a clear picture of the object is obtained.

2. Interview

Interviews will be talk face to face or face to face with the informants. In this case the researcher ask several questions to the respondents. The goal is to find information about students' concerns about speaking English. The way taking the samples will be interview with 8 students who were recommended by the school from grade 7 and their English teacher, namely "Mrs. Vivin Faridah S.Pd". at Mts Sunan Giri, Sumberjaya Malang for the 2022/2023 academic year.

3. Questionnaire

Questionnaires are data collection techniques by asking written questions to be answered in writing by the respondents. The aim is to find out the level and factors of students' concerns about speaking English. This questionnaire will be do to 10 students who were recommended by the school from grade 7 at Mts Sunan Giri, Sumberjaya Malang for the 2022/2023 academic year.

4. Documentation

The source documentation of this research is derived from the teacher's notes and the English teacher's lesson, namely ""Mrs. Vivin Faridah S.Pd" " This technique is used to find out documentation data relating to matters that the author will examine. The documentation method in this study was used by researchers to obtain information on students who experience speaking anxiety when speaking English in grade 7 Mts Sunan Giri Sumberjaya.

FINDING

A. The Finding of Observation

The researcher found students' problems in speaking English, the researcher observed and analyzed students' speaking skills through their performance in front of the class. Students find it difficult to demonstrate their ability to speak English, students feel too sensitive, afraid of failure, students misattribute body language, students lack English vocabulary, students are not used to speaking English, students have low confidence in their ability to perform and they find it's difficult to express what they should say. With this, the researchers analyzed and found the student's speaking anxiety factor at Mts Sunan Giri Sumberjaya. As explained by the English teacher, most of the students feel anxiety when speaking English, among the factors being because they are not used to speaking English, not confident, afraid of being wrong, nervous and embarrassed. but the English teacher has his own way of reducing the anxiety of Mts Sunan Giri Sumberjaya students by forming groups, getting students used to speaking English in the class every lesson and getting students to practice speaking English by forming English learning clubs for students.

B. The Finding of Interview

The Finding of Interview from Teacher

The researcher aimed to know the student's factor in speaking anxiety based on the English's teacher opinion namely "Mrs. Vivin Faridah S.Pd". There was 5 question that researcher asked to English teacher. It can be seen in the question and answer below :

1. Question : What is the view of learning English for grade 7 students at Mts Sunan Giri Sumberjaya?
Answer : English is a difficult lessons for students. So far the enthusiasm of students in learning English depends on the chapter being studied. For example, in the Song chapter, students are more enthusiastic about the Song chapter than the Narrative text chapter.
2. Question : Are there any students who experience speaking anxiety when learning English?
Answer : Yes, most students from grade 7 Mts Sunan Giri Sumberjaya feel anxiety in speaking English.
3. Question : What are the factors that influence students when they experience speaking English in class?
Answer : Because they are not used to speaking English, they are not confident, they are afraid of being wrong, nervous and they are embarrassed.
4. Question : What do you think as an English teacher when speaking anxiety occurs in students?
Answer : The teacher needs to increase student confidence by persuading students to study, motivating students that everyone can speak English, and understanding if students make mistakes in speaking English.
5. Question : What is the solution to reduce speaking anxiety in class?
Answer : To reduce students' speaking anxiety, namely by forming or creating groups, getting students used to speaking English in front of the class every lesson and getting students used to practicing speaking English by forming an English learning club for students.

As explained by the English teacher above, many of the students at MTs Sunan Giri Sumberjaya feel anxiety when speaking English, among the factors being because they are not used to speaking English, not confident, afraid of being wrong, nervous and embarrassed. but the English teacher has his own way of reducing the anxiety of Mts Sunan Giri Sumberjaya students by forming groups, getting students used to speaking English in the class every lesson and getting students to practice speaking English by forming English learning clubs for students. Therefore, as a teacher need to know the situation of students and help create a comfortable classroom and environment so that students enjoy more in learning to speaking English.

The Finding of Interview from Students

The results of interviews with students on anxiety in speaking English are divided into three forms, namely communication apprehension, test anxiety, and fear of negative evaluation as follows :

1. Communication Comprehension

Fear of communication in Learning English comes from personal knowledge and personal views of foreign languages when someone has difficulty speaking English. The following are students' opinions on interview questions about students' views on English lessons:

“In my opinion, English is difficult subject to understand.” (P1). “I don’t English lessons because the language is difficult.”(P2). “English is important language, but I have difficulty in learning English because there are many words that I don’t memorize.”(P 3). “English is a difficult subject in pronunciation”. (P4). “I haven’t been able to understand many lessons because the pronunciation is difficult”. (P5). “I feel that English is a confusing language because the vocabulary and pronunciation are the same”.(P6). “For me, Learning English is very difficult because the words and sounds are different.”(P7). “ I don’t know a lot of English vocabulary, so Learning English is difficult for me.” (P8)

2. Test Anxiety

It refers to a type of performance anxiety that results from a fear of failing to speak english. This anxiety is believed to be one of the negative aspects that can reduce students' motivation in speaking English. The following are students' opinions about interview questions about the factors experienced by students in speaking anxiety, As said by students in the interview:

“When I speak English, I feel nervous because I'm not used to it.” (P1). “When the teacher asked me to speak English in front of the class, I was not ready.” (P2). “I feel shy when speaking English in public or in class”. (P3). “Speaking English of course makes me nervous because I am not good at English Lessons”. (P4). “ I rarely speak English in class, so it makes me not confident when I speak English”.(P5). “To be honest, speaking class is something that I avoid when studying English because I am embarrassed that I am not too good at Speaking English”. (P6). “I am including students who are not confident when speaking English because I do not master English”. (P7). “ I'm too anxiety to say it wrong .(P8).

3. Fear of Negative Evaluation

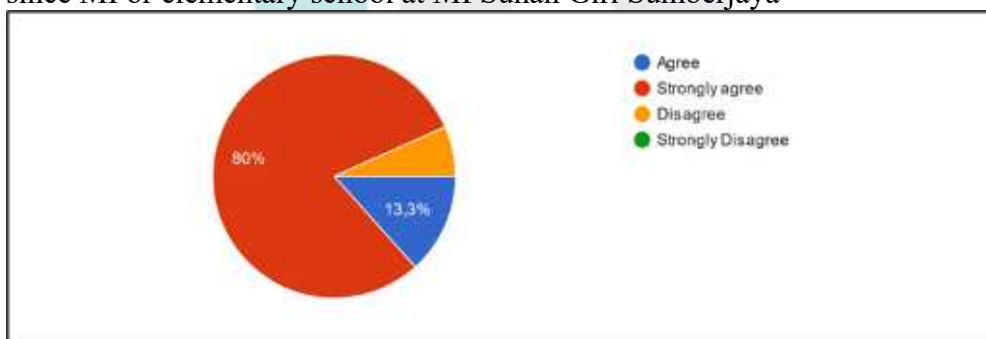
This type of anxiety is about fear of the other's people judgment, fear of bad impressions from other people and high expectations of other people so that you have to give your best continuously. The following are students' opinions about the interview questions about how you feel when you speak English, This can be seen clearly as said by the student:

"I am afraid of being wrong when I pronounce or when I speak English". (P1). "Honestly, I am afraid of being wrong when I speak English in front of other people". (P2). "There are many English vocabulary that I don't understand much, so I'm afraid of failing when I pronounce them". (P3). "I'm not good at speaking English so I'm afraid it's not right when I say it". (P4). "I don't memorize much English vocabulary, I'm afraid to be talked about by friends or other people when I'm wrong". (P5). "when speaking English in front of the class afraid of people's judgment on me". (P6). "I don't often speak English in front of the class or in front of other people". (P7) "I'm afraid my friends and teachers will laugh at me if I speak incorrect English". (P8).

C. The Finding of Questionnaire

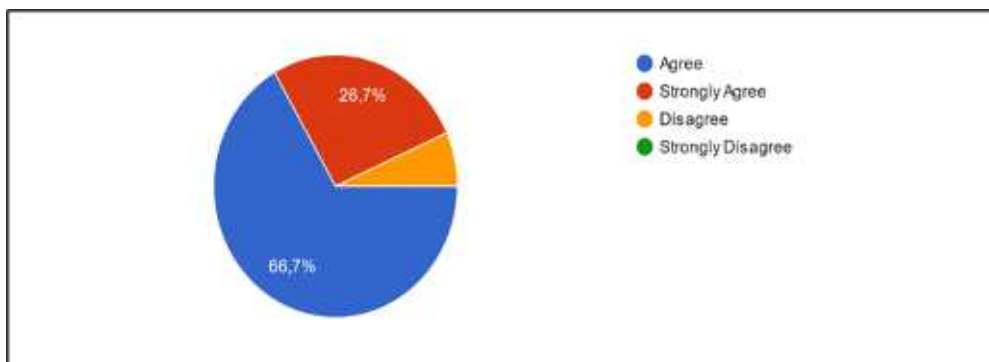
The questionnaire data was collected from the 7 grades of Mts Sunan Giri Sumberjaya, the researcher presented the results. In the questionnaire there are 10 questions for 15 students from class 7 Mts Sunan Giri Sumberjaya. The frequency of each statement is analyzed by dividing the frequency into percentages. The percentages is then entered into the diagram with the following results:

1. I feel speaking English is difficult because I am not familiar with English lessons since MI or elementary school at MI Sunan Giri Sumberjaya



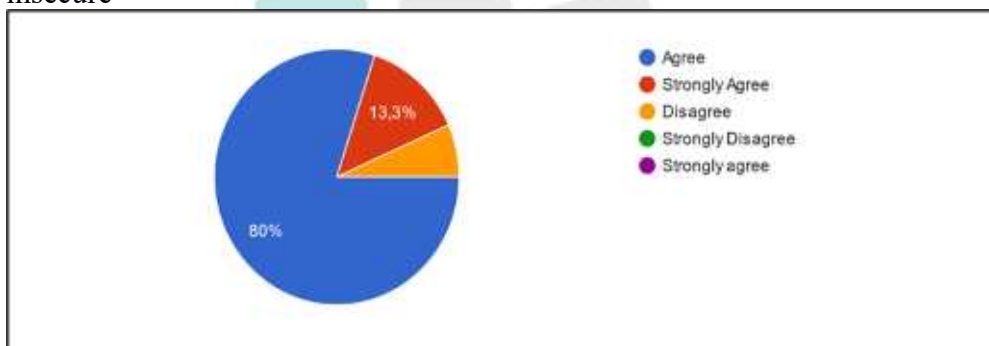
Based on the chart above, number 1 shows the percentage of students who find learning English difficult because they are not used to it since MI or elementary school. Of the fifteen students there were 80% of students "Strongly Agree" with the statement, there were 13,3% of students who "Agree" and the remaining 6,7% chose "Disagree" on the statement. It can be concluded that many of them strongly agree that they feel anxious when speaking English because they are not used to it since MI or elementary school. And finally when they move to MTs or junior high school they experience difficulties when learning English, especially in terms of speaking English.

2. I find speaking English difficult to understand because the writing and pronunciation are not the same



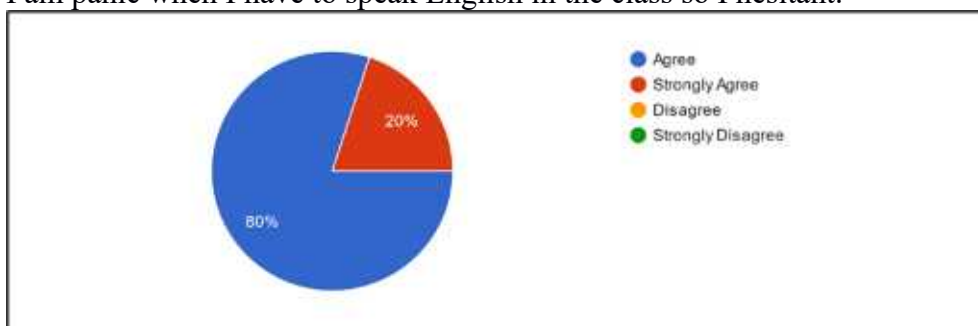
The chart in number 2 tells about the percentage of students who experience difficulties when speaking English. This showed that 66.7% of students who "agree" with the statement, then 26.7% of students who think "Strongly Agree" and finally students who "Disagree" only 6.7% with the statement. In English lessons, it is undeniable that the writing and pronunciation are different, so the writer concludes that students do not master English because the pronunciation is difficult for them.

- I keep thinking that other students are better at speaking English than me so I feel insecure



The graph above informs that most students feel other students are better than themselves when speaking English so that it makes their self-confidence decrease. This is because 80% of students said "Agree" and also 13.3% of students said "Strongly agree" who thought that their friends were better at speaking English, and the remaining 6.7% where there was only 1 student who "Disagree". It can be concluded that they have a high sense of insecurity when they see or hear their friends speak English better than them and they do not believe in their own abilities so they become insecure when speaking English.

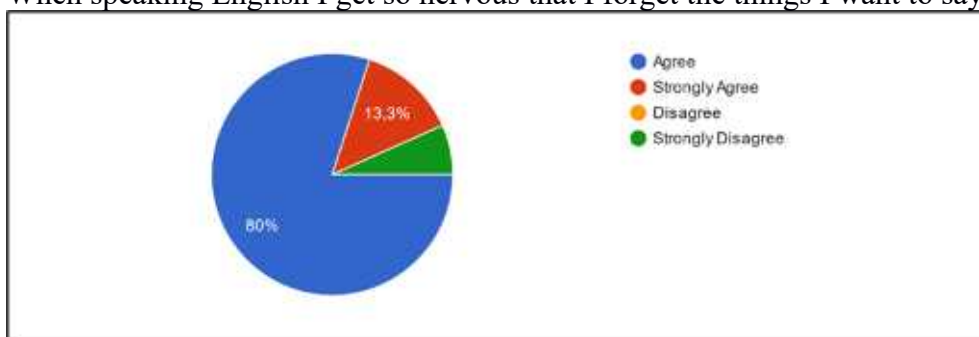
- I am panic when I have to speak English in the class so I hesitant.



The following chart shows that as many as 80% of students "Agree" feel panic when they speak English. But also, there are 20% of them "Strongly Agree" with the

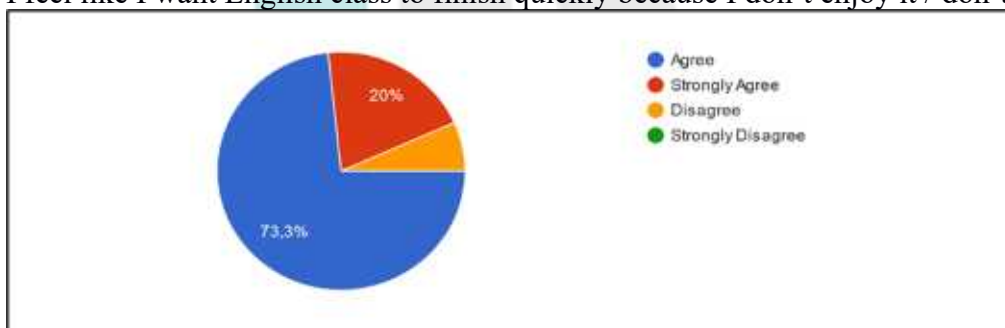
statement. This anxiety is evidenced by panic and hesitation if they are not prepared to speak English in front of the class.

5. When speaking English I get so nervous that I forget the things I want to say



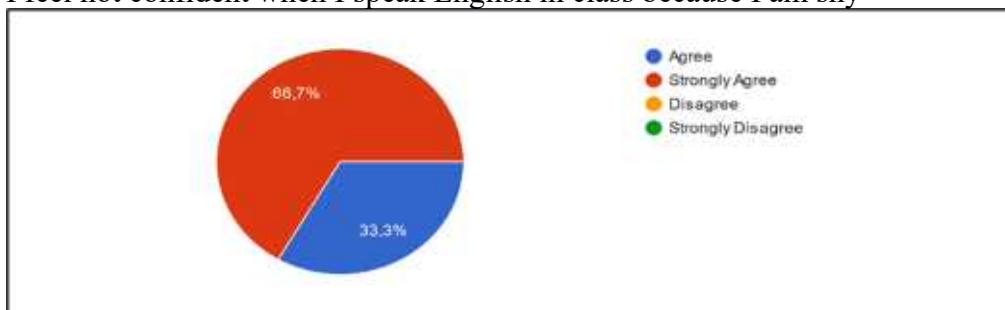
From the chart above there are fifteen students where 80% of students respond "Agree" and 13.3% of students respond "Strongly Agree". In addition, apparently only 1 person "Strongly Disagree" with the statement. This concludes that many of them feel anxious and nervous when speaking English so that they forget what they are going to say. Some students overcome their nervousness when speaking English by preparing themselves.

6. I feel like I want English class to finish quickly because I don't enjoy it / don't like it



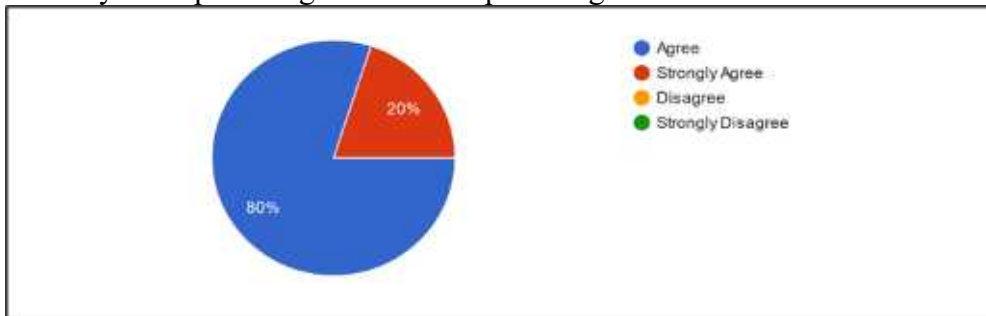
The chart above tells us that most students support the statement. There were 20% of students who "Strongly Agree" to the statement, while there were 73.3% who "Agree" and also 6.7% who "Disagree" from students who responded to agree with the statement.

7. I feel not confident when I speak English in class because I am shy



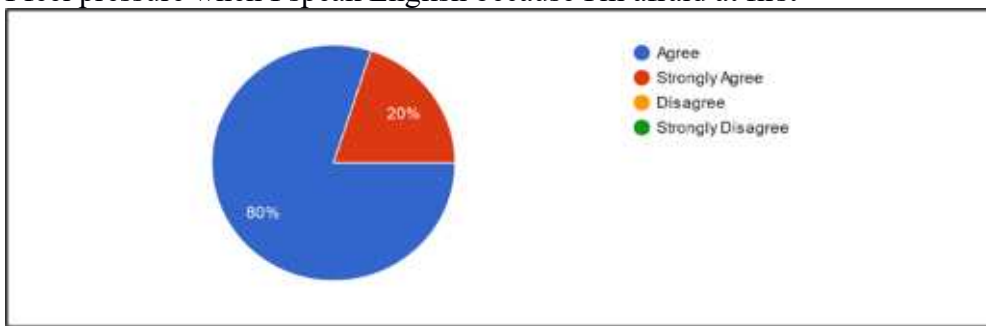
Regarding this statement, the author sees that there are 66.7% of students who state "Strongly Agree". Then 33.3% of students gave an "Agree" response. In this conclusion, most students strongly agree that they feel insecure and embarrassed when speaking English.

8. I felt my heart pounding fast when I speak English in front of the class



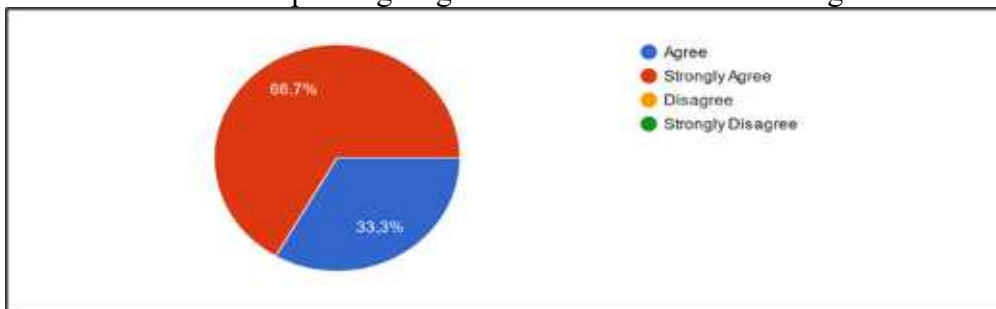
Related to the statement that there are 80% of students who are "agree" with this statement. And the remaining 20% chose "Strongly Agree". This is evidenced by the percentage of 100% of them giving responses agreeing that they feel their heart pounding fast when they speak English in front of the class, this makes it difficult for them to speak or speak English.

9. I feel pressure when I speak English because I'm afraid at first



Based on the graph above, it can be seen that many students feel pressured first when asked to speak English, there are 80% of students "Agree" and also 20% of students "Strongly agree" with the statement. This shows them they have to prepare well before speaking English in order to feel more enjoy it.

10. I feel confused when speaking English because of the lack of English vocabulary



The following final chart explains the percentages that there are 66.7% who think "Strongly Agree" and 33.3% who think "Agree" to the statement. as they explained in the interview above, many of them do not understand much or memorize English vocabulary so this can make students anxiety and confused when they want to speaking English.

DISCUSSION

The objective of this study is to know the factor of student's speaking anxiety and give the solution to improve student's speaking ability in English at Mts Sunan Giri, Sumberjaya. Based on the analysis of questionnaires and interviews, the researcher found that all indicators were experienced by the students in the speaking performance.

A. The Result of Interview

No	Types of Anxiety of Speaking	The Reason
1	Communication Apprehension	Speaking English is difficult, they don't understand much, they don't like it, it's difficult to pronounce and they don't memorize English vocabulary much.
2	Test – Anxiety	feel unfamiliar with English, not confident, nervous, unprepared, shy and too anxious so avoid speaking English.
3	Fear or Negative Evaluation	afraid of being wrong, afraid of wrong pronunciation, lack of vocabulary and afraid of people's judgment

Source : Interview with Respondents. 2023

B. The Result of Questionnaire

No	Question	A	SA	D	SD	Total	%
1	I feel speaking English is difficult because I am not familiar with English lessons since MI or elementary school	2	12	1	0	15	100%
2	I find speaking English difficult to understand because the writing and pronunciation are not the same	10	4	1	0	15	100%
3	I keep thinking that other students are better at speaking English than me so I feel insecure	12	2	1	0	15	100%
4	<u>I am</u> panic when I have to speak English in class so I hesitant	12	3	0	0	15	100%
5	When speaking English I get so nervous that I forget the things I want to say	12	2	0	1	15	100%
6	I feel like I want English class to finish quickly because I don't enjoy it / don't like it	11	3	1	0	15	100%
7	I feel not confident when I	10	5	0	0	15	100%

	speaking English in class because I am shy						
8	I felt my heart pounding fast while I speak English in the class	12	3	0	0	15	100%
9	I feel pressure when I speak English because I'm afraid at first	12	3	0	0	15	100%
10	I feel confused when speaking English because of the lack of English vocabulary	5	10	0	0	15	100%

Source : Questionnaire from respondents. 2023

The objective of this study is to know the factor of student’s speaking anxiety and give the solution to improve student’s speaking ability in English at Mts Sunan Giri, Sumberjaya. The findings from research above about anxiety in speaking English are divided into three forms, namely communication apprehension, test anxiety, and fear of negative evaluation.

In the communication apprehension students argue that speaking English is difficult, they don't understand much, they don't like it, it's difficult to pronounce and they don't memorize English vocabulary much. we can see that students think English is a subject that is difficult to understand. This is also supported by the statements of other students. It shows that English is a subject that is difficult to understand. Many of the 7th graders of Mts Sunan Giri Sumberjaya feel weak in English lessons, especially in speaking such as lack of vocabulary and difficulty in pronunciation.

In the Test Anxiety students feel unfamiliar with English, not confident, nervous, unprepared, shy and too anxious so avoid speaking English. This refers to a type of performance anxiety that results from the fear of failing to speak English. This anxiety is believed to be one of the negative aspects that can reduce students' motivation to speak English. students experience anxiety because almost all students feel nervous and shy which makes students anxious to speak English in front the class. And it shows that when they practice English in their activities or in English lessons. They feel shy, afraid of being wrong, not confident when they speak English in front of the class.

In the Fear or Negative Evaluation are students feel afraid of being wrong, afraid of wrong pronunciation, lack of vocabulary and afraid of people's judgment. In the case of English learners, fear occurs in situations where the learner has to speak in front of an audience or in public. students feel worried first about people's assessment of themselves when speaking English. Some feel afraid of failure or fear of making mistakes in front of other people.

And according to Damayanti and Listyani (2020) stated that speaking anxiety was a major problem in their study. They found that making mistakes, lack of confidence and shame were other factors that can cause speaking anxiety. ³

The results of this study show similarities about speaking anxiety that a person experiences. However, the difference in this research is that communication anxiety causes students to have difficulty speaking English fluently and correctly. The anxiety found in speaking English was because they felt unfamiliar with English lessons since MI /

³ Fuad Sholiki. “ Communication students’ anxiety in speaking skill practice”, Journal of English Language Teaching, Vol 1 (2022) Page 33.

Elementary school so they were not confident while speaking English in public or in the class, feeling panicked when asked to speak English, feeling embarrassed when speaking because of a lack of vocabulary. In English, students feel nervous and have fast breathing when speaking English which causes them to forget what they want to convey and students are afraid of making mistakes when speaking English in front of the class so they are worried about other people's negative assessment of them. All of this is caused by factors that make students feel anxious when speaking English. And the researchers also found ways to reduce speaking anxiety at Mts Sunan Giri by making preparations at first, avoiding the eye contact, maintaining the body language, positive thinking and carrying small to memorize it when speaking English.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the data analysis, the researcher can be concluded that this research was conducted with qualitative research. The objective of this study is to know the factor of student's speaking anxiety and give the solution to improve student's speaking ability in English at MTs Sunan Giri, Sumberjaya. The researcher found that all indicators were experienced by the students in the speaking performance. The result of the research findings above, indicated that students speaking generally had a feeling of anxiety, in terms of communication apprehension, test anxiety, and fear of negative evaluation. Almost all respondents feel these three factors when speaking English.

Communication anxiety causes students to have difficulty speaking English fluently and correctly. The anxiety found in speaking English was because they felt unfamiliar with English lessons since MI / Elementary school so they were not confident while speaking English in public or in the class, feeling panicked when asked to speak English, feeling embarrassed when speaking because of a lack of vocabulary. In English, students feel nervous and have fast breathing when speaking English which causes them to forget what they want to convey and students are afraid of making mistakes when speaking English in front of the class so they are worried about other people's negative assessment of them. All of this is caused by factors that make students feel anxious while speaking English.

Students' anxiety in speaking English is the main problem in this study, The researchers also found ways to reduce speaking anxiety at Mts Sunan Giri by making preparations at first, avoiding the eye contact, maintaining the body language, positive thinking and carrying small to memorize it when speaking English. Therefore, students need to think positive thinking when learning that making mistakes is a natural thing when learning and failure is a process towards better learning.

Suggestions

After conducting this research, the researcher made some suggestions as follows:

1. For Students

For students, they need to realize and understand that making mistakes in speaking English is normal and failure is a process for better learning. In addition, students also have to practice speaking English because it will affect their performance. The more often they practice, the more confident they will be speaking in front of many people so that they can improve their quality in speaking English by believing in their own abilities.

2. For Teachers

After this research it can be concluded that the most dominant student anxiety is caused by a lack of self-confidence. Therefore, the researcher wants to give some suggestions to English teachers, especially in the learning process. Teachers are expected to pay attention to the factors that cause students' anxiety to speak English in class. The teacher is expected to be able to create an enjoyable classroom atmosphere and motivate students to be confident in speaking English.

3. For the Future Researchers

In this research, the researcher realizes that the research design is very simple. There are still many weaknesses that can be seen. Therefore, for future researcher, it is hoped that other scholars can perfect this research with a better design. It is suggested to future researchers to continue this research by conducting more in-depth research related to strategies to reduce the anxiety of speaking English that they feel in class.

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