STUDENTS' ANXIETY IN ENGLISH PRONUNCIATION ABILITY OF MEMBER OF ZAWIYAH ENGLISH CLUB

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By:

Muhammad Alfian Giffary

1042018049

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By

Muhammad Alfian Giffary
1042018049
English Education Department

Approved by:

Main Supervisor

Ruly Adha, MS
NIP. 19840830200901 1 006

Co Supervisor

DessyKurniasy, M.Hum
NIDN.0112128204

STATEMENT OF CERTIFICATION

STUDENTS' ANXIETY IN ENGLISH PRONUNCIATION ABILITY OF MEMBER OF ZAWIYAH ENGLISH CLUB

By:

Muhammad Alfian Giffary

1042018049

Has been defended in *Sidang Munaqasah* by the board of Examiner and has been accepted as a Partial Fulfillment of Requirements for *Sarjana (S.Pd)* in English Department of Tarbiyah and Teachers Training Faculty on:

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Board of Examiners:

Chairman,

Ruly Adha, M.S

NIP. 19840830200901 1 006

Secretary,

DessyKurniasy, M.Hum

NIDN.0112128204

Examiner I,

Zahratul Idami, M.Pd.

NIDN. 2021068901

Examiner II,

Mauloeddin Afna, M.Pd

NIDN. 126118401

Certified by:

The Dean of Tarbiyah and Teachers Training Faculty

State Institute of Islamic Studies Langsa

Dr. Zainal Abidin, MA

NIP. 197506032008011009

SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertandatangan di bawahini:

Nama **: Muhammad Alfian Giffary**

Tempat/ Tgl. Lahir **: Langsa, 20 Agustus 2000**

NIM **: 1042018049**

Fakultas/ Prodi **: FTIK/ Tadris Bahasa Inggris (TBI)**

Alamat **: Dusun Simpang IV, Kecamatan Cot Girek, Kabupaten Aceh Utara**

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **"Students Anxiety in English Pronunciation Ability of Member of Zawiyah English Club"** merupakan hasil karya sendiri. Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Langsa, 19 Agustus 2022
Yang Membuat Pernyataan

Muhammad Alfian Giffary
NIM. 1042018005

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I hope that this thesis could provide valuable informations for readers and would also appreciate valuable suggestions from readers related to this thesis. May God bless us forever.

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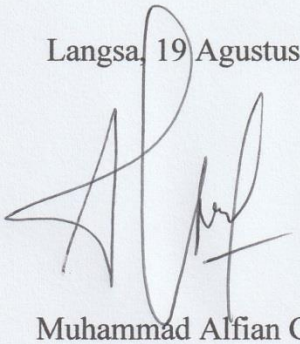

Muhammad Alfian Giffary

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ABSTRACT

M. Alfian Giffary, 2022. Students Anxiety in English Pronunciation Ability of Member of Zawiyah English Club.

Supervisor (1). Ruly Adha, MS **(2)** Dessy Kurniasy, M.Hum.

The purpose of this study was to find the levels of students' anxieties of Zawiyah English Club members in English pronunciation. The type of research was qualitative. The subject of the research was 20 members of Zawiyah English Club at IAIN Langsa. The instrument used was questionnaire. Questionnaire consisted of 20 questions with a close type of questionnaire. After conducting the research, the researcher found that there were 13 respondents who had normal level of anxiety, namely SN, NY, SSH, WS, FN, NF, NEP, GA), ZA, JPA(score 44), FF, R, and M, their score are between 23 to 42 and there were 7 respondents who had mild level of anxiety, namely HM, ML, S, IA, ASM, MFA, and EM, their score are between 45 to 50.

Keywords: *Anxiety, Pronunciation, Phoneme*

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Dr. Zainal Abidin, MA
NIP. 197506032008011009

CHAPTER I

INTRODUCTION

A. Background of Study

Being able to communicate both oral and written in English as a foreign language is one of the most needed basic motivations for Indonesian students to learn English.[1] Mastering English as one of the world's international languages is also a requirement for those who want to find a more decent job in the world. As a result of learning English, students must master four skills to create basil for everyday communication, such as English language components, structure, vocabulary and pronunciation.[2] Those four skills can be meaningful with allocating the ability for attention to learn its language. Components, structure, vocabulary, and pronunciation have an important role to support using daily communication skills.

Among three of English component should be mastered by student to support the English abilities, pronunciation is difficult and complicated for the student. The difficulty of pronunciation to learn does not mean the other two parts are easier than pronunciation. Grammar and vocabulary are tricky to learn, as they require strong activation for brain memorization as well as English grammar.

Most Indonesian students are difficult to pronounce English word correctly, for example when they pronounce the word “children”. It is because of

[1]Vivi Aulia, STKIP PGRI Banjarmasin, Kalimantan Selatan, Indonesia, "Reducing Students’ Pronunciation Anxiety by Utilizing WhatsApp Group in Learning English Consonant Sounds," *ELT Worldwide* Volume 5 No. 2 (2018), 165.

[2] Vivi Aulia, STKIP PGRI Banjarmasin, Kalimantan Selatan, Indonesia, "Reducing Students’ Pronunciation Anxiety by Utilizing WhatsApp Group in Learning English Consonant Sounds," *ELT Worldwide* Volume 5 No. 2 (2018), 166.

difference sound from their mother tongues. Harmer states “that to all of these people, becoming aware of pronunciation issues will be very beneficial not only for their own use but also for their own understanding of spoken English”.[3] Understanding of our mistakes in the conversation is a benefit for speakers to improve again in pronunciation in the future, as Harmer said.

Pronunciation is a part of speech. Pronunciation is a way of pronouncing word in English. When using English we need to pay attention to pronunciation. English itself has a system of vowels, diphthongs, consonants, and clusters. Vowel in English are different from vowel in Indonesia, which only has /a, i, u, e, o/. In English, the vowels consist of /æ, e, ə, ɔ:, ɑ:, ɒ, ɜ:, i:, ʊ, u :, Λ, I/.

English itself is also written and pronounced differently. Sometimes there are people who are good at writing, but they are not good at speaking. For this reason, it is very necessary to learn pronunciation because it can affect someone's assessment of our speaking ability. These problems are not for Zawiyah English Club members, but for all students who learn English. Anxiety can effected speaking ability which causes errors in pronunciation.

Zawiyah English Club is official organization at IAIN langsa engaged in English development. Generally, Zawiyah English Club is a place for all students of IAIN Langsa in learning English. The problem of English learning process at Zawiyah English Club is pronunciation, because many students are unusual in pronouncing the vocabulary.

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[3] Devi Mulatsih and English Education Department, Swadaya Gunung Jati University, Cirebon, Indonesia , "Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon," *Journal of English Language and Learning*, Volume 2 No. 2, (May 2015), 294.

Based on the researcher's observation at Zawiyah English Club, the anxiety that often occurs in Zawiyah English Club members is an error pronunciation. The problem is their self-esteem to talk in English, mispronunciation English word, for example "*diamond*" /ˈdaɪ(ə)mənd/ they will pronounce /dɪamon/, and lack of vocabulary . This is one of all the anxieties in pronunciation practice.

Based on the researcher's experience in learning English at English department IAIN Langsa, there are many reasons to make the member of Zawiyah English Club anxiety in pronunciation practice. The error in pronunciation is due to lack of confidence in self-ability in English; feeling inferior to those who come from the English department, and etc. Regarding to the discussion above, it gives inspiration to the researcher to conduct a research entitled ***"Students Anxiety in English Pronunciation Ability of Member of Zawiyah English Club".***

B. Research Question

The researcher formulated a research question, namely what were the students' levels of anxiety of Zawiyah English Club members in English pronunciation?

C. Purpose of study

The purpose of study was to find out the levels of students' anxiety of Zawiyah English Club members in English pronunciation.

D. Significance of Study

Theoretically**,** this research provides prestigious knowledge about anxiety; and also provides useful information about level of anxiety that can be

experienced by everyone, especially anxiety in learning English. Practically, this research can be guidance for teachers or lecture's who want to reduce the level of anxiety of their students in learning English.

CHAPTER II

REVIEW OF LITERATURE

A. Anxiety

1. Definition of Anxiety

Anxiety is a normal thing to feel when someone faces a situation or hears news that causes fear or worry. However, anxiety needs to be watched out for if it appears for no reason or is difficult to control, because it could be caused by an anxiety disorder.[4] Commonly anxiety can be identified as a feeling of being threatened, tension, apprehension, or worry.

Anxiety has several definitions. According to Carlos and Buskster, anxiety is "a kind of with some kind of physical attention or sinking reaction such as rapid heartbeat, sweaty palms, and tightness stomach.[5] Anxiety arises in response to a certain place. Passer and Smith define anxiety as a state of tension and fear as a natural response to perceived threats. [6] This is what it means people naturally feel anxious when threatened. While according to Ormrod, anxiety is a feeling of restlessness and apprehension.[7]

Actually fear and anxiety are different, even though they have similar sound. Halgin and Whitbourne define the difference between anxiety

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[4]alodokter.com, "*Mengenal Anxiety yang mengganggu dan berbagai jenisnya*, " accessed on 17 June 2022.

[5]Anggiyana Musthachim, *Students' Anxiety in Learning English (Case at the 8th Grade of SMP South Tangerang),* (Skripsi Journalistic Studi Program Faculty Tarbiyah and Teaching Training of UIN Syarif Hidayatullah 2014), 4.

[6] Anggiyana Musthachim, *Students' Anxiety in Learning English (Case at the 8th Grade of SMP South Tangerang),* (Skripsi Journalistic Studi Program Faculty Tarbiyah and Teaching Training of UIN Syarif Hidayatullah 2014), 5.

[7]Jeanne Ellis Ormrod, *Educational Phycology: Developing Learner*, (Boston: Pearson Education Inc., 2011), 401.

and fear, where anxiety is more forward-looking and is a worry and anxiety that something terrible might happen, whereas fear is a natural response to a dangerous situation.[8]

2. Type of Anxiety

Several types of anxiety have been described. Two of the most *state anxiety* and *trait anxiety*, are well known. *State anxiety* is when fear arises facing certain situations. Most people experience state anxiety, including normal anxiety. According to Ormrod, "Temporary anxiety triggered by a threatening situation is referred to as state anxiety."[9] It is a tension or tension specific moments in response to external stimuli. This anxiety arises in a situation or stressful event, it is not permanent. In other words, it is a situational anxiety disappears when the threatening situation disappears. Spiritual anxiety based on medical studies is a situation faced by a person who is unable or difficult to fulfill their spiritual needs.[10] This condition is a disorder of belief systems or values that affect the strength, hope and meaning of life in a person. This spiritual need can be explained based on the concept of individual spiritual understanding itself which is more directed to goals and expectations in life.[11]

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[8]Ricard P. Halgin and Susan Krauss Whitbourne, *Abnormal phycology: Clinical Perspective on physiological Disorder*, (New York: McGraw-Hill, 2007), 148.

[9]Jeanne Ellis Ormrod, *Educational Phycology: Developing Learner*, (Boston: Pearson Education Inc., 2011), 401.

[10]S. Basirah, *et al.*, "Self-Reflection (Muḥāsabah Al-Nafs) in Dealing with Spiritual Distress", *Journal Usuluddin* Volume 50 no. 1 (2022): 46, https://doi.org/10.22452/usuluddin.vol50no1.3.

[11] S. Basirah, *et al.*, "Self-Reflection (Muḥāsabah Al-Nafs) in Dealing with Spiritual Distress", *Journal Usuluddin* Volume 50 no. 1 (2022): 46, https://doi.org/10.22452/usuluddin.vol50no1.3.

However, in some cases the anxiety is more intense and persistent for a long time. This anxiety is called trait fear. Corresponding Ormrod, "Trait anxiety is a pattern of responding to anxiety without a dangerous situation."[12] This fear is part of being human features. People with trait anxiety tend to worry more than most and feel inappropriately threatened by various things in their environment. In other words, trait anxiety is a person's tendency to be nervous or anxious, no matter what situation they are facing.

Anxiety is a normal thing to feel when someone in a situation or hears news. However, anxiety needs to be watched out for if it appears no reason or is difficult to control, because it could be caused by an anxiety disorder. Anxiety is not always be the bad thing. Positive thoughts the anxiety can be used as motivation or encouragement to be able to overcome certain challenges. The example when someone do exam or job interview, anxiety can be motivated their own to learn or preparing for interview for best performance. The thing to remember is when anxiety arises without factor and interfere activities. In this case, you should suspect an anxiety disorder.

Symptoms of anxiety that are felt can be different for each other, depending on the type of anxiety disorder suffered. To determine whether the anxiety that appears is normal or caused by mental disorders, it is necessary to carry out further examination by a psychologist or psychiatrist. The following are the types of anxiety disorders and their symptoms:

a. Generalized Anxiety Disorder (GAD)

[12] Jeanne Ellis Ormrod, *Educational Phycology: Developing Learner*, (Boston: Pearson Education Inc., 2011), 401.

A person who has generalized anxiety disorder can feel anxious or worried continuously and excessively about everything, from work, health, simple thing and natural things that happen every day, such as interacting with other people. For the simple thing, general anxiety disorder is prevalent, chronic, and debilitating disorder. Although, the diagnostic criteria for this disorder have become more consistent in recent years with the publication of the DSM-IV in 1994, there is still debate about the basic criteria required for diagnosis and the duration of symptoms.[13] The example, some research show that the minimum duration of GAD is 6 months and anxiety may not be necessary and may even miss out on a small but significant number of individuals who present with all other symptoms of GAD but for a shorter duration. For the result, every person with this anxiety disorder will find it difficult to carry out daily activities and work. In addition to the emergence of disturbing anxiety, every personal with generalized anxiety disorder may also feel tired, tense, nauseated, headache, hard to focus, congested, and insomnia.[14]

b. Phobia

Phobia is a type of anxiety disorder that causes sufferers to have an excessive fear and tend to be irrational about certain objects, animals, or

[13]psynet.apa.org, "*Generalized Anxiety Disorder",* accessed on 20 June 2022.

[14]alodokter.com, "*Mengenal Anxiety yang mengganggu dan berbagai jenisnya*, " accessed on 20 June 2022.

situations.[15] Phobia sufferer will try to avoid situations and objects that can trigger fear, or try to deal with it while holding back fear and anxiety.

Someone who has a phobia may experience panic attacks or intense fear when they see something or are in a place that triggers the phobia, such as spiders, blood, being in a crowd, dark places, high places, or enclosed spaces. Therefore, people with phobias will usually make every effort to distance themselves from the thing or situation that they fear.

c. PTSD (*post-traumatic stress disorder*)

The defining characteristic of a traumatic event is that it produces fear, helplessness, or anxiety in response to the threat of injury or death. Compared with people who did not experience traumatic events, people who had been exposed to such events had a higher risk of developing PTSD, as well as major depression, panic disorder, generalized anxiety disorder, and substance abuse.[16] They may also have physical symptoms and conditions, particularly high blood pressure, asthma and chronic pain syndromes.

To receive a PTSD diagnosis, a person must exposure to extreme stressors or traumatic events in which he or she develops fear, helplessness, or dread and has at least three different types of symptoms, including reliving the event, avoiding memory of the event, and hyper

[15] alodokter.com, "*Mengenal Anxiety yang mengganggu dan berbagai jenisnya*", accessed on 20 June 2022.

[16] Rachel Yehuda," Post-Traumatic Stress Disorder", England: The New England Journal of Medicine Volume 364 no. 2 (January 10, 2002), 109.

arousal.[17] Revisit Memories of events are unwanted memories of events in the form of distressing images, nightmares, or flashbacks. Avoidance symptoms include attempts to avoid memories of events, including people, places, and even thoughts associated with the event. Hyper arousal symptoms associated with insomnia, irritability, Difficulty concentrating, hyper vigilance, and increased startle response.[18]

d. Panic Attacks

Person with panic disorder who can feel afraid or panic for no apparent reason. Anxiety and panic attacks due to this disorder can appear at any time and occur suddenly or repeatedly. Panic symptoms appear, people with panic disorder can usually feel a number of other symptoms, such as heart palpitations, cold sweats, dizziness, shortness of breath, and body shaking and feeling weak.[19] People with panic disorder cannot predict when the disorder will appear or what triggers. Therefore, not a few people with panic disorder who distance themselves from the social environment for fear of having panic attacks recur in public places.[20]

e. Obsessive Compulsive Disorder (OCD)

OCD is a form of mental health problem that causes sufferers to have uncontrollable thoughts and impulses that are repetitive (obsessions)

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[17] Rachel Yehuda," Post-Traumatic Stress Disorder", England: The New England Journal of Medicine Volume 364 no. 2 (January 10, 2002), 108.

[18]North CS, Nixon SJ, Shariat S, et al., *Psychiatric Disorders Among Survivors of the Oklahoma City bombing,* (Oklahoma: JAMA 1999) , 282:755.

[19]alodokter.com, "Mengenal Anxiety yang mengganggu dan berbagai jenisnya," accessed on 21 June 2022.

[20] alodokter.com, "Mengenal Anxiety yang mengganggu dan berbagai jenisnya," accessed on 21 June 2022.

and the emergence of compulsive behaviors. Examples of compulsive behavior include washing hands repeatedly after making direct contact with something that he thinks is not clean.

These thoughts and behaviors cannot be controlled by the sufferer. Although the sufferer may not have the thought or desire to do so, he seems powerless to stop it. This means that OCD can have a very significant influence on various aspects of the life of the sufferer. OCD is a common mental health problem in children, adolescents, and adults around the world. Most OCD diagnoses occur at age 19 and are more likely to affect boys than girls. Unfortunately, causes OCD is still not known for sure. However, there are several factors that increase the risk of developing this mental disorder in a person, such as living environment, heredity or genetics, and brain structure and function, although these factors are still not certain to have a significant effect or not.[21]Someone with mental disorder OCD exhibits symptoms of obsessions, compulsions, or both. These symptoms can greatly affect aspects of the sufferer's life. For example school, work, to relationships with other people.

Obsessions are characterized by recurring thoughts, impulses, or images that a person experiences as distracting, distracting, and mostly non-existent sense, which can cause anxiety and tension in the person. People with OCD often try to suppressor neutralize oneself by being aware of thoughts, impulses or imagine is the result of his own ideas. While

[21]Halodoc.com, Obsessive Compulsive Disorder, accessed on 21 June 2022.

compulsion is characterized by the emergence of repetitive thoughts or behaviors intended to respond to obsessions that arise and are used to prevent or reduce the anxiety (distress) caused by the obsession or to avoiding events or situations that feel scary.[22] So Obsessive-Compulsive Disorder (OCD) is defined as an anxiety disorder that involves unwanted thoughts and impulses or actions repetitive actions intended to suppress these thoughts and impulses.[23]

OCD symptoms can come and go, subside over time, or even get worse. You can prevent symptoms from appearing by avoiding conditions that can trigger obsessions. However, there are also those who choose to consume alcoholic beverages or sedatives to reduce symptoms.

3. Factor of Anxiety

In Horwitz journals entitled "*Foreign language classroom anxiety*" language anxiety with relation to performance evaluation within academic and social contexts, drew parallels between it and three related performance anxieties: communication apprehension (CA), test anxiety, and fear of negative evaluation.[24] In speaking English (foreign language) provide information to understand the source or cause it can come from.

a. Communication Apprehension (CA)

[22] Fuadah Fakhruddiana, 'Penghayatan Dan Zikir Surah An-Nas Untuk Mengurangi Gejala Obsessive-Compulsive Disorder (OCD)', *Jurnal Fakultas Psikologi Universitas Ahmad Dahlan*, 2006, 5.

[23]V.M. Durand, and D.H.Barlow, *Essentials of Abnormal Psychology*. (CA: Thomson Wadsworth 2006), 114.

[24]Horwitz, E.K., *Foreign language classroom anxiety*, (Modern Language Journal, 1986), 125.

According McCroskey, the original conceptual of CA viewed CA as "a broadly based anxiety related to oral communication. The next concepts are mirror modifications of this definition. Some view from McCroskey that CA is "an individual's level fear or anxiety related with either real or anticipated communication with another people or peoples".[25]

Students' personality traits such a shyness and reticence are considered too frequently precipitate CA. these feelings of shyness differential from individual to individual, and from situation to situation. According McCroskey and Bond in Tanveer conclusion about seven CA factors, namely low intellectual skills, low speech skills, voluntary social introversion, social alienation, communication anxiety, low social self-esteem, and ethnic/cultural divergence in communication norms.[26]

The distinction between characteristic CA and situational CA has attracted a lot of attention. This distinction is very helpful for CA researchers in distinguishing between old and new approaches on the topic. Unfortunately, this distinction is seen as a dichotomy, a false dichotomy. Treating all human behavior as arising from state-like situational constraints ignores the strong interaction of these two sources. It has been found that personality elements isolated by psychologists or

[25] Warren H. Jones, Jonathan M. Cheek, Stephen R. Briggs, *Shyness: Perspective on Research and Treatment*, (New York: Springer, 2013), 278.

[26]Muhammad Tanveer, *Investigation of the Factors That Cause Language Anxiety for ESL / EFL Learners in Learning Speaking Skills and the Influence It Casts on Communication in the Target Language*, (Journalistic Study Program Faculty of Education of University Glasgow, 2007).

others are not universally predictable for all individuals in all situations.[27] Likewise, it has not yet been established that we can predict the general behavior of all individuals. Not everyone behaves the same way, even in life-threatening situations. It is therefore important that we reject this false dichotomy between state and nature and consider the origin of CA on the continuum.

b. Test Anxiety

Test anxiety is a situational personality trait that is usually associated with two psychological components: anxiety and emotionality. Test anxiety is an important personal and social issue for a number of reasons, one of which is the ever-present test. It is a very unpleasant experience that plays an important role in the personal phenomenology of many people and affects performance and personality development.[28] The Anxiety Index test reflects self-interest in how well people perform tasks and evaluates their work.

People enter judgment situations with their unique personal characteristics, including assumptions, thoughts, and expectations. A useful starting point for fear analysis begins with the objectivity of the problem situation and its personal interpretation. Regardless of the objective situation, it is the individual's interpretation or cognitive assessment of the situation that leads to behavior. Student already

[27]J. C. McCroskey, 'The Communication Apprehension Perspective', *Avoiding Communication: Shyness, Reticence, and Communication Apprehension*, 1984, 13.

[28]Howard Bell, "Test Anxiety", *Minnesota Medicine*, Volume 93, Issue 11 (2010), 26.

performed creditably on a test will relax and those who have done their best in the exam will get a separate award.

When stress is experienced, the individual immediately feels: "What I will do now is up to me." There are several types of responses to stress. The most adaptive are task-oriented attitudes that lead individuals to take more effective steps to successfully cope with stressful situations. Seeking good advice from someone and studying harder are two adaptive responses to failing an exam.[29] An example of a maladaptive response is denying its importance: "if you fail the test, I'm not having bad luck, right? It is just a test." Anxious responses to failure are to think about problems, engage in self-deprecation, and anticipate future failures.

While stress is in a person's interpretation of a situation, anxiety is a feeling of perceived danger and inability to take responsibility or unfinished business in a satisfactory way. They have some characteristics of anxiety like, such as the situation looks difficult and challenging, does not believe in one's own ability to handle the task, is overly concerned about one's own shortcomings, preoccupations with thinking oneself strong and competing with task-relevant cognitive activities and hoping to anticipate failure to lose appreciation by others. These types can be associated with context through experience. Anxiety can be related to one or more things, such as anticipating. Anxiety comes in a variety of, often

[29]Howard Bell, "Test Anxiety", *Minnesota Medicine*, Volume 93, Issue 11 (2010), 26.

very specific, physical comorbidities. The level of fear and the combination of situations experienced varies from person to person:[30]

1. Anxiety can arise in certain situations that are often considered stressful and the individual feels unable to respond appropriately.
2. It can be experienced in ambiguous situations where the individual has to establish task requirements and personal expectations.
3. It can refer to a class of situations defined by privilege (relationships with specific peer groups, members of family, authority figures, members of the opposite sex; situations requiring language, math, spatial or motoric skills).

c. Fear of Negative Evaluation

Fear of negative evaluation is the next level of "examination anxiety" foreign language anxiety because it is not limited to taking a test situation but can occur in any situation, evaluative such as an interview to enter a university or speaking in a foreign language class.[31] This has a broader meaning that it relates not only to the teacher's evaluation of students but also the perceived reactions of other students.

Believing that although communication apprehension, test anxiety, and negative evaluation are useful concepts for the definition of foreign language anxiety, it is more than a conglomeration of these three concepts "we understand foreign language anxiety as a distinct complex of self-

[30]Howard Bell, "Test Anxiety", *Minnesota Medicine*, Volume 93, Issue 11 (2010), 28.

[31]Muhammad Tanveer, *Investigation of the Factors That Cause Language Anxiety for ESL / EFL Learners in Learning Speaking Skills and the Influence It Casts on Communication in the Target Language*, (Journalistic Study Program Faculty of Education of University Glasgow, 2007).

perceptions, beliefs, feelings, and behaviors."[32] Related to language learning in the classroom arising from the uniqueness of the language learning process". What makes language learning a distinct and unique process is its interaction with the concept of "self".

4. Strategies to Reduce Students' Anxiety

Based on research by Kondo and Ying-Ling in 2004 in an article by Ravica, Ummi, and Evi about strategies that become references for overcoming foreign language anxiety: namely, preparation, relaxation, positive thinking, looking for peers and resignation.

a. Preparation

Preparation stage which refers to students' efforts to overcome their anxious feelings by improving their way of learning.[33] Preparation is the strategy most often used to relieve anxiety. This has a relationship between not being able to speak with language anxiety. Many who are learning a foreign language feel nervous when they are not prepared before practicing. There are many ways to prepare including reading the material, asking if not, and so on.

Preparation is a solution that has two positive implications: the first is the strategy allows anxious learners to know that they really have the same position as good learners. This is supported by

[32] Muhammad Tanveer, *Investigation of the Factors That Cause Language Anxiety for ESL / EFL Learners in Learning Speaking Skills and the Influence It Casts on Communication in the Target Language*, (Journalistic Study Program Faculty of Education of University Glasgow, 2007).

[33] Ravica Rayani, Ummi Rasyidah, and Evi Kasyulita, "Students' Anxiety in English Learning (A Study At the Eight Grade of Smp N 1 Tambusai)", *Article*, 2016, 5.

MacIntyre, Noels and Clement in a journal owned by Ravica, Ummi and Evi on the titled "Student Anxiety in English Learning (Studies in Grade Eight of SMP N 1 Tambusai)."[34] Inside is a journal that records anxious students tend to underestimate their own abilities. This makes it difficult for them to acquire a second language. The second is this strategy shows them how to control their anxiety, discomfort, and stress. Good preparation gives students good results in terms of showing them that feeling anxious is normal and they should not worry about practicing pronunciation.

b. Relaxation

The second strategy which is relaxation related with the methods to reduce the phenomenon of anxiety. Some anxious students may feel "audience fear" when they have to speak in front of the class or public or when they are being indicated by the leacture to answer the question. Of all strategies, relaxation is a strategy to reduce fear. Grasha, in "Second Language anxiety and coping Strategies" cited in article "Students' anxiety in English Learning" by Ravica, ummi, and evi suggests the way to reduce tension which is breathing deeply in and out for three to five time is an effective.[35] When someone already prepared and still struggling with the feeling of anxiety and fear,

[34]Ravica Rayani, Ummi Rasyidah, and Evi Kasyulita, "Students' Anxiety in English Learning (A Study At the Eight Grade of Smp N 1 Tambusai)", *Article*, 2016, 4.

[35]Ravica Rayani, Ummi Rasyidah, and Evi Kasyulita, "Students' Anxiety in English Learning (A Study At the Eight Grade of Smp N 1 Tambusai)", *Article*, 2016, 4.

relaxation, which involves strategy at that aim at reducing anxiety symptoms.

This strategy only provides a quick relaxation technique. It is not effective enough for students with high anxiety because it focuses only on physically relieving anxiety and may not work for longer than just a few moments.

c. Positive Thinking

Positive thinking is related to positive psychology. Positive psychology phenomena have been found in Greek and Eastern philosophy, the Bible, historical records, and the linguistic origins of words that provide important information about human strengths. Positive psychology is also derived from humanistic psychology, which focuses on uniquely human issues such as self-actualization, hope, love, health, creativity, nature, being, personality, and meaning.[36] Humanistic psychology established itself as the first organized form of positive psychology. It emerged in the 1950s as a third force in psychology to deal with behaviorism and psychoanalysis. The discipline, which includes Abraham Maslow, Carl Roger, and Rollo May, emphasizes phenomenological views of human experience and seeks to understand human behavior through qualitative research.[37]

[36]Zarghuna Naseem and Ruhi Khalid, 'Positive Thinking in Coping with Stress and Health Outcomes: Literature Review', *Journal of Research and Reflections in Education*, volume 4. no 1 (2010), 45 <http://www.ue.edu.pk/jrre>.

[37]Zarghuna Naseem and Ruhi Khalid, 'Positive Thinking in Coping with Stress and Health Outcomes: Literature Review', *Journal of Research and Reflections in Education*, volume 4. no 1 (2010), 44 <http://www.ue.edu.pk/jrre>.

She tends to go beyond psychological medical models to provide a non-pathological view of people.

Positive thinking which leads anxious learners to develop a positive self-image. They use different ways, such as imagining themselves fine, trying to be confident, thinking about something pleasant, or not thinking about the consequences. This strategy tends to focus on the learner's personal emotions. Preparation and relaxation contribute to successful learning to reduce the learner's fear. Basically, anxious students have the same high level of knowledge as confident students. What distinguishes it is a matter of psychological factors, such as mental disorders, fear of making mistakes will lower self-esteem, shame and not daring to communicate with the environment.

d. Peer Seeking

Peer seeking strategies is an effort to consult other learners who are also interested in learning a foreign language.[38] Some anxious students manage their language anxiety by comparing themselves to others with the same problem. These students can find the right study partner to talk to, or start a small support group with others who are going through the same thing. This strategy is a great solution, especially if students can share their experiences and strategies with their study partners.

[38]Ravica Rayani, Ummi Rasyidah, and Evi Kasyulita, "Students' Anxiety in English Learning (A Study At the Eight Grade of Smp N 1 Tambusai)", *Article*, 2016, 6.

However, it may lose its sense of belonging. Relying on a partner or two reduces a sense of belonging to the class and creates a divide between anxious and non-anxious learners. This gap creates a sense of isolation in the classroom. To eliminate the isolation of learners in the classroom, Koba, Ogawa and Wilkinson (In Using the Community Language Approach to Cope with Language Anxiety) propose the use of Community Language Learning (CLL).[39] They believe CLL can provide anxiety-reducing techniques through the use of discussion groups and fun teaching methods. CLL can work for learners whose anxiety stems from an uncomfortable classroom atmosphere. It may not be very effective in relieving anxiety caused by different cognitive abilities and personalities.

The phenomenon of peer seeking suggests that appropriate teaching should also receive more attention and should also be seen as a way to reduce anxiety. Therefore, the level of language anxiety should be analyzed before starting a second language course. Learners should be grouped according to their anxiety level rather than their age. Therefore, I believe CLL is more effective when classified according to students' language anxiety levels.

e. Resignation

The last strategy, the resignation strategy, refers to the learner's reluctance to release anxiety by avoiding the learning process.

[39]The Asian Conference, *SURVIVING & THRIVING Education In Times Of Change Special Issue No. 4. Social and Psychological Context of Education. ICT. Language and Literature* (Tokyo: Toshi Center Hotel, 2020), 339.

Anxious learners may easy to giving up, stop paying attention, accept the situation, stop trying, and even fall asleep in class. It appears to be an extreme strategy. This may be because "accepting reality" is one of many ways to relieve stress and tension. They don't want to try again after failing because they fear more pressure. You might be wondering, "Why should I study hard when I'm always failing?" This explanation is also supported by Ely, cited in Turula's in article Student' Anxiety in English Learning (A STUDY AT THE EIGHT GRADE OF SMP N 1 TAMBUSAI). She noted that one characteristic of anxious learners is a lack of risk-taking. Resignation appears to be a possible strategy.[40]

However, this only provides a temporary quick fix. Later, these students may face bigger problems. They may not be able to master a second language properly, and they may not be able to pass exams. Also, they may not be able to find jobs that require proficiency in the language. It seems to me that there is a contradiction between learners who manage language anxiety through readiness and compliance with learning perceptions. First, people who used supplements believed that being unable to complete tasks would lower their academic self-esteem. Therefore, they study harder to achieve good academic performance and maintain their self-esteem, although

[40]Ravica Rayani, Ummi Rasyidah, and Evi Kasyulita, "Students' Anxiety in English Learning (A Study At the Eight Grade of Smp N 1 Tambusai)", *Article*, 2016, 5.

this can also be potentially dangerous cited Argaman and Abu-rubia.[41] Anxious learners may overlearn. As a result, they may spend an inordinate amount of time studying before the exam. They are very worried about their test scores. As a result, errors in testing can put a greater burden on them than before.

Conversely, those learners who use resignation as a solution believe that all their learning efforts may be worthless. The reason for this difference in perception can be understood psychologically, as it relates to the concept of defense mechanisms.[42] Defense mechanisms refer to the inner conflict between desire and reality. By using preparatory strategies, learners initially hope to get good grades or master a second language. They may feel like they can control their fears when reality tells them.

B. Pronunciation Concept

The word "pronunciation" indicates that this is not about an alternative theory of English phonology, nor is it an attempt to justify the use of a phonemic framework, except in relation to ease of understanding mentioned in the previous section.[43] The term "pronunciation" includes both phonetics and phonology. In addition, it includes the rhythm of English that is

[41]Osnat Argaman and Salim Abu-Rabia, "The Influence of Language Anxiety on English Reading and Writing Taks Among Native Hebrew Speakers", *Language, Culture, and Curriculum*, volume 15. no 2 (2002).

[42]Ravica Rayani, Ummi Rasyidah, and Evi Kasyulita, "Students' Anxiety in English Learning (A Study At the Eight Grade of Smp N 1 Tambusai)", *Article*, 2016, 6.

[43]Alan Crutendent, "*Grimson's Pronunciation of English"* Eight Edition, (London: Routledge, 2014), 4.

"Supersegment" which actions on a longer path of speech than sounds or phonemes. How prosodic processing emphasizes words and phrases, and how pitch, loudness, and length help create rhythm and intonation. The use of the word "pronunciation" also indicates that it refers to spelling, especially vowels and consonants. So there are instructions on how learners pronounce what they read and how they converse in conversation.

Pronunciation is the action of pronounce the true sounds of letters in words, and the true accents and quantity of syllables. Pronunciation is the kind to use the correct rhythm, stress, and intonation of a word. However, pronunciation is the action result of producing the sounds of speech, such as: articulation stress and intonation, often with reference to some normal level of correctness. Many words can be sound in different ways on various individuals, depend on many factors, such as: the area in which us grew up and the area in which we are now live.[44] There are many reasons why pronunciation is important, for the example improved pronunciation shows that students have become native-like in their categorical of sounds. This means it is not only about sound like narrative speaker, but also makes learners know which sound in word.

[44]Devi Mulatsih, '*Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon'*, Academic Journal Perspective : Education, Language, and Literature, 2.2 (2018), 295.

C. Zung Self-rating Anxiety Scale (ZSAS)

Zung Self-rating Anxiety Scale (ZSAS) is a questionnaire used to record problems and assess the quantity of anxiety levels.[45] Zung has revealed its validity and reliability and the results are good. The study showed that the internal consistency of the psychiatric and non-psychiatric samples was adequate with good overall correlation of items and good test reliability.

The Zung Self-rating Anxiety Scale (ZSAS) contains 20 questions: 5 positive questions and 15 negative questions describing anxiety symptoms. Each item is assessed based on the frequency and duration of symptoms that occur: (1) rarely or never, (2) sometimes, (3) often, and (4) almost always experiencing these symptoms. The scores for each question are added up to become 1 (one) global score with a score range of 20-80. The Zung Self-rating Anxiety Scale (ZSAS) has been widely used as a screening tool. This questionnaire is also often used to assess survivors and after a person has received therapy for the anxiety disorder they are experiencing.[46] But in this study, the researcher made adjustments to achieve the results and purposes of this study by conducting an assessment of the scope to be studied.

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[45]Sarah Damayanti R.P. Marbun, *Perbedaan Tingkat Kecemasan Dan Depresi Pada Mahasiswa Sistem Perkuliahan Tradisional Dengan Sistem Perkuliahan Terintegrasi (Studi Observasi pada Mahasiswa Angkatan 2012 dan 2013 Program Studi Pendidikan Dokter Fakultas Kedokteran Universitas Diponegoro)*, (Semarang: Universitas Diponegoro, 2016), 17.

[46]Sarah Damayanti R.P. Marbun, *Perbedaan Tingkat Kecemasan Dan Depresi Pada Mahasiswa Sistem Perkuliahan Tradisional Dengan Sistem Perkuliahan Terintegrasi (Studi Observasi pada Mahasiswa Angkatan 2012 dan 2013 Program Studi Pendidikan Dokter Fakultas Kedokteran Universitas Diponegoro)*, (Semarang: Universitas Diponegoro, 2016), 17.

D. Previous Study

Anggiyana Mustachim, a student of the English Education Study Program State Islamic University of Syarif Hidayatullah Jakarta conducted a research entitled "Students' Anxiety in Learning English (*A Case Study at the 8th Grade of SMPN 9 South Tanggerang*)". In this study, the researcher focused on investigated foreign language anxiety or learning English. Method in this context is to identify what the factors that may contribute to anxiety in English learning environment based on the students' perspective. The researcher used a qualitative descriptive method to explain the problem. The researcher chose 15 anxious students were selected as the participant. The data were gathered through structured interviews and classroom observation. From the result, the researcher found that speaking in front of the class, being laughed at by other, incomprehensible input, students' beliefs about language learning, teacher personality, and lack of preparation were the six factors that may contribute to the students' anxiety in learning English.[47]

The second, Neila Izzati a student of the English Education Study Program State Islamic University of Sultan Syarif Riau conducted a research entitled "The Correlation between Students' Pronunciation Anxiety and Their Willingness to Communicate at Senior High School Babussalam Pekanbaru" In this study, the researcher focused on pronunciation anxiety. Pronunciation anxiety is an important determinant of students' WTC in the classroom. However, according to preliminary research, it was found that the

[47]Anggiyana Mustachim, *Students' Anxiety in Learning English (A Case Study at the 8th Grade of SMPN 9 South Tanggerang)*, (Jakarta: UIN Syarif Hidayatullah, 2014), 34.

pronunciation of the students at the school was not very good. Then, taking into account some of the factors that affect communication, it was also found that they were afraid because of their pronunciation.

This study aimed to explore the relationship between pronunciation anxiety and willingness to communicate in high school students. This study is a correlation study. One tool, the questionnaire, was used to collect the data for this study. The population of this study is 120 students. In sampling, the researchers then used a simple random sample to select 30 students from all classes. The data was analyzed by SPSS 2.0 using the product moment formula, and the average pronunciation anxiety score of the students was 67 points, which was a good level. It is also categorized as good level. The data analysis is concluded that observed is 0.897. It means that Ha was accepted, or there is a significant correlation. It is categorized as "Very High Level"[48]

The last research paper was a research "An Analysis on the English Speaking Anxiety of the Third Semester Students of English Department in Muhammadiyah University of Makassar" conducted by Sulfiani.[49] In this study, the researcher focused on find out the factors that causing student's anxiety in speaking English and the types of students' anxiety in speaking English. The purpose of this study is to find out the factors that cause students' English speaking anxiety and the types of English speaking students' anxiety

[48]Neila Izzati, *The Correlation between Students' Pronunciation Anxiety and Their Willingness to Communicate at Senior High School Babussalam Pekanbaru*, (Riau: UIN Sultan Syarif, 2019), 68.

[49] Sulfiani, *An Analysis on the English Speaking Anxiety of the Third Semester Students of English Department in Muhammadiyah University of Makassar*, (Makassar: Universitas Muhammadiah, 2020), 3.

in the third semester of the English Department of Makassar Muhammadiyah University. This study employed a descriptive-qualitative approach and applied targeted sampling techniques. Respondents included 15 anxiety-disordered students from the third semester of F-level students in the English Department of the University of Muhammadiyah in Makassar. Data were collected through observation checklists, distribution of open-ended questionnaires, and interviews. The results of this study show that there are 5 factors that make students afraid of speaking English. The top factor was fear of making mistakes, followed by lack of vocabulary, lack of self-confidence, friends/classmates, and task type. Researcher also finds out 3 types of anxiety that the students experiencing in their speaking anxiety, the most factor is communication apprehension, following by test anxiety and fear of negative evaluation.[50]

[50]Sulfiani, *An Analysis on the English Speaking Anxiety of the Third Semester Students of English Department in Muhammadiyah University of Makassar,* (Makassar: Universitas Muhammadiah, 2020), 52.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research was a qualitative research. According to Creswell, qualitative research methods consist of data analysis steps and the methods used to present the data, interpret it, validate it and demonstrate the potential results of learning. Furthermore, since the structure of the qualitative drafting of the project can vary considerably from one study to another, the section on methods should also include written commentary on the nature of the final product. Therefore, the researcher applies a qualitative descriptive by showing the narrative not the numbers, and do the data the information is more objective and easier to understand. Therefore, the researcher would like to analyze the difficulties that most students make when translating Indonesian into English.[51] The method of studying the case allows the author to examine a specific student in an attempt to examine the author to try to understand the language anxiety case.

B. Object of Study

The object of study was a member of the Zawiyah English Club. Zawiyah English Club or abbreviated as ZEC was formed on October 12, 2012 and is one of the student activity units at IAIN Langsa (UKM-ZEC). Zawiyah English Club was formed because a group of IAIN Langsa students wanted to learn English together. They decided to from the Zawiyah English Club as an official organization that oversees the field of education, especially English. ZEC

[51] Creswell, *Research Design*, (California: Sage publications, 2018), 255-256.

currently has 20 management people from various majors at IAIN Langsa. Every year ZEC opens recruitment for those who want to join as a member or organizer. In 2021 the number of new members who were successfully recruited amounted to 80 people from every department at IAIN Langsa. The number of members of the Zawiyah English Club who became the research object was 20 people.

C. Sampling

The subjects of this study were Zawiyah English Club Members as Organizer. Researcher chose 20 members in Zawiyah English Club as Organizer. The researcher also used purposive sampling in selecting the subject. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study.[52]

D. Source of Data

Suharsimi Arikunto defines data as the result of the researcher's notes in the context of facts and data.[53] The degree of data divides the types of data into two categories, namely primary data and secondary data. In this thesis, the researcher had primary data and secondary data. Primary were data taken from a questionnaire. The sources of data for qualitative research can come from many sources including documentation, interviews, observations, audiovisual records, and physical artifacts.[54] Data from this research was gathered from the

[52] Researchmethodology.net *"Purposive sampling"* accessed on 12th February 2023.

[53]Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*,(Jakarta: Rineka Cipta, 2011), 100.

[54] Creswell, John W. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. (Yogyakarta: Pustaka Pelajar. 2012) 14.

participants. The main data is from students' questionnaire, the supporting data is this research. The researcher gave a questionnaire with 20 questions which were distributed to 20 members of Zawiyah English Club. Secondary data were from all reference books related to students' anxiety in pronunciation written by some experts.

E. Technique of Collecting Data

In this research, the researcher used questionnaire in collecting data. Questionnaire is a data collection technique that consists of a list that is arranged systematically for respondents to fill out. The questionnaire is made up of several parts, including instructions for completion, information about the participant's personality (name, address, gender, occupation, age, and so on), and a list of questions compiled methodically. The questionnaire made by the researcher consisted of 20 questions. This questionnaire was distributed to 20 member of Zawiyah English Club. This type of questionnaire was a closed questionnaire which meant that the students only chose one answer that had provided by the researcher and the students did not need to explain their answers.[55]

Table 3.1

Self-Anxiety Rating Scales' in Pronunciation Practice

No	Questions	Never	Occasionally	Sometimes	frequently

[55] Rahmadi, *Pengantar Metodologi Penelitian*, (Banjarmasin: Antasari Press. 2011).85.

1	Feel more nervous and anxious when I pronounce English word.	1	2	3	4
2	Feel scared when asked to pronounce English words.	1	2	3	4
3	It's easy to panic when finding unfamiliar English words.	1	2	3	4
4	Feel insecure when you want to pronounce English words.	1	2	3	4
5	It's difficulty controlling tongue when asked to pronounce English words.	1	2	3	4
6	Find English words are hard for me to pronounce it.	1	2	3	4
7	There is an emphasis on English words are difficult for me to pronounce.	1	2	3	4

8	It's being pessimistic when cannot pronounce English words.	1	2	3	4
9	Feel calm and chill when being asked to pronounce English words.	1	2	3	4
10	Heart beat when asked to pronounce English words.	1	2	3	4
11	Unconfident makes me doing a lot of pronounce English words mistake.	1	2	3	4
12	Difficult to focus when asked to read a text in English.	1	2	3	4
13	Unprepared makes me feel uptight.	1	2	3	4
14	Unconfident in pronunciation when in front of classmates.	1	2	3	4
15	Overconfidence makes me not focus on pronounce in English words.	1	2	3	4

16	Fear of thing that made me seem bad in pronounce English words, make me never tried again.	1	2	3	4
17	Lack of preparation makes me forget when practicing pronunciation in front of the classmate.	1	2	3	4
18	Restlessness makes it difficult for me to use the emphasis in pronunciation.	1	2	3	4
19	Overthinking that makes me not optimal in English pronunciation.	1	2	3	4
20	Feel too worry when in the learning English pronunciation process.	1	2	3	4

Table 4.2

Indicators of Anxiety

Anxiety	Common anxiety signs and symptoms
Anxiety Disorder	• Feeling nervous, restless or tense • Having a sense of impending danger, panic or doom

	• Having an increased heart rate • Breathing rapidly (hyperventilation) • Sweating • Trembling • Feeling weak or tired • Trouble concentrating or thinking about anything other than the present worry • Having trouble sleeping • Experiencing gastrointestinal (GI) problems • Having difficulty controlling worry • Having the urge to avoid things that trigger anxiety

F. Time and Research Setting

This research was conducted at IAIN Langsa which is located in Merandeh, Langsa, Aceh Province. This research was conducted from 6 June to 3 August, 2022. This research was conducted to Zawiyah English Club member.

G. Technique of Data Analysis

According to Miles and Huberman in Umar Sidiq and MiftahulChoiri book[56], there are three series of activities performed in the analysis data, which are as follows:

1. Reducing data entails summarizing, selecting the main points, focusing on what is important, looking for themes and patterns, and discarding what is

[56]Sidiq Umar, *Metodologi Penelitian Kualitatif*.(Ponorogo: CV. Nata Karya. 2019).78-84.

unnecessary. Thus, the reduced data will provide a clearer picture, making it easier for research to collect additional data and look for it when necessary. The researcher at this stage sorted out the main points and then discarded the points that were not needed so that the reduced data gave clear results and made the research easier.

2. Data Presentation Following the reduction of the data, the steps the data will now be displayed. Data presentation is important in qualitative research. Can take the form of a short description Diagrams, category relationships, and the like With It will be easier if the data is displayed. Plan to comprehend what occurred following work based on previous work comprehended it. The researcher presented the data in the form of a brief description of the points that were previously sorted to be displayed.
3. Conclusion Illustration/Verification. The third phase of data analysis, According to Miles and Huberman, qualitative means drawing conclusions and verifying them. Conclusion in qualitative research might well be able to answer problem formulation from the start, but it is also possible that it will not, because, as previously stated, difficulty and problem definition in qualitative research is still time limited and will develop after the research was in field. The researcher draws conclusions and answered the problem formulation of the problems listed at the beginning of the study. The researcher explained and concluded the difficulties and solutions made by the students.

CHAPTER IV

FINDING AND DISSCUSION

A. Result of Questionnaire

The questionnaire consisted of 20 questions which were closed questionnaire. The respondents only chose one answer from 4 options, namely: never, occasionally, sometimes, and frequently. Questionnaires were given to 20 respondents. The results of the questionnaire were as follows:

1. Feel more nervous and anxious when I pronounce English word.

   From 20 respondents, the respondents who answered 'Never' were 4, namely NEP, HM, SSH, EM. The respondents who answered 'Occasionally' were 9, namely MFA, M, WS, IA, ASM, ML, R, SN, and FF. The respondents who answered 'Sometimes' were 7, namely NY, S, NF, JPA, GA, FN, and ZA and there was no respondent who answered 'Frequently'.

2. Feel scared when asked to pronounce English words.

   From 20 respondents, the respondents who answered 'Never' were 7, namely EM, HM, SSH, M, ASM, R, and SN. The respondents who answered 'Occasionally' were 9, namely NEP, MFA, IA, ML, ZA, FN, GA, JPA, NF, S, and NY. The respondents who answered 'Sometimes' were 2, namely FF and WS, and there was no respondent who answered 'Frequently'.

3. It's easy to panic when finding unfamiliar English words.

   From 20 respondents, the respondents who answered ‘Never’ were 6, namely WS, HM, MFA, M, ZA, and NEP. The respondents who answered ‘Occasionally’ were 11, namely ASM, R, SN, FF, S, NF, JPA, GA, FN, ML, and NY. The respondents who answered ‘Sometimes’ were 3, namely EM, IA and SSH, and there was no respondent who answered ‘Frequently’.

4. Feel insecure when you want to pronounce English words.

   From 20 respondents, the respondents who answered ‘Never’ were 4, namely HM, WS, NF and FN. The respondents who answered ‘Occasionally’ were 13, namely SSH, NEP, M, NY, ML, ZA, GA, FF, SN, R, ASM, IA and EM. The respondents who answered ‘Sometimes’ were 3, namely S, MFA and JPA, and there was no respondent who answered ‘Frequently’.

5. It's difficulty controlling tongue when asked to pronounce English words.

   From 20 respondents, the respondents who answered ‘Never’ were 7, namely FN, HN, FF, GA, NF, NY and M. The respondents who answered ‘Occasionally’ were 11, namely EM, ASM, R, SN, ZA, NEP, WS, MFA, S, IA, SSH. The respondents who answered ‘Sometimes’ were 2 respondents, namely ML, JPA, and there was no respondent who answered ‘Frequently’.

6. Find English words are hard for me to pronounce it.

   From 20 respondents, only one respondent who answered ‘Never’ namely FN. The respondents who answered ‘Occasionally’ were 10, namely R, SN, FF, ZA, NY, M, NEP, WS, JPA, S. The respondents who answered ‘Sometimes’ were 9, namely HM, EM, ASM, NF, GA, ML, MFA, AI, SSH, and there was no respondent who answered ‘Frequently’.

7. There is an emphasis on English words are difficult for me to pronounce.

   From 20 respondents, the respondents who answered ‘Never’ were two, they are FN and AZ The respondents who answered ‘Occasionally’ were 8, namely R, NF, GA, ML, M, NEP, JPA, and S. The respondents who answered ‘Sometimes’ were 10, namely HM, EM, ASM, SN, FF, NY, WS, MFA, IA, SSH, and there was no respondent who answered ‘Frequently’.

8. Its being pessimistic when cannot pronounce English words.

   From 20 respondents, , the respondents who answered ‘Never’ were 7, namely FN, HM, R, SN, GA, NY, NEP. The respondents who answered ‘Occasionally’ were 8, namely EM, FF, ZA, M, JPA, MFA, IA, SSH. The respondents who answered ‘Sometimes’ were 3 respondents, namely ML, WS, S, and two respondents answered ‘Frequently, they are ASM and NF.

9. Feel calm and chill when being asked to pronounce English words.

   From 20 respondents, the respondents who answered ‘Never’ were 4, namely FN, R, NF, and M. The respondents who answered

‘Occasionally’ were 5, namely HM, FF, JPA, MFA, and IA. The respondents who answered ‘Sometimes’ were 4, namely EM, ML, NEP, SSH, and 6 respondents answered ‘Frequently’. They are ASM, SN, GA, ZA, NY, WS, and S.

10. Heart beat when asked to pronounce English words.

    From 20 respondents, the respondents who answered ‘Never’ were 4, namely EM, M NEP, SSH. The respondents who answered ‘Occasionally’ were 10, namely FN, ASM, R, SN, GA, ZA, NY, WS, JPA, and IA. The respondents who answered ‘Sometimes’ were 6, namely HM, FF, ML, MFA, S, and there was no respondent who answered ‘Frequently’.

11. Unconfident makes me doing a lot of pronounce English words mistake.

    From 20 respondents, the respondents who answered ‘Never’ were 6, namely FM, EM, R, NF, GA, SSH. The respondents who answered ‘Occasionally’ were 4, namely ASM, ML, MFA, IA, The respondents who answered ‘Sometimes’ were 6, namely HM, NY, MFA, IA, and only one respondent answered ‘Frequently’, namely ASM.

12. Difficult to focus when asked to read a text in English.

    From 20 respondents, the respondents who answered ‘Never’ were 7, namely FN, ASM, FF, GA, ZA, M, NEP. The respondents who answered ‘Occasionally’ were 10, namely HM, EM, R, SN, NF, ML, NY, WS, JPA, SSH. The respondents who answered ‘Sometimes’ were 3,

namely MFA, S, IA, and there was no respondent who answered ‘Frequently’.

13. Unprepared makes me feel uptight.

From 20 respondents, the respondents who answered ‘Never’ were 2, namely FN and NF. The respondents who answered ‘Occasionally’ were 13, namely S, SSH, EM, R, SN, FF, GA, ZA, NY, M, NEP, WS, JPA. The respondents who answered ‘Sometimes’ were 4 respondents, namely ASM, ML, MFA, IA, and only one respondent answered ‘Frequently’, namely HM.

14. Unconfident in pronunciation when in front of classmates.

From 20 respondents, the respondents who answered ‘Never’ were 4, namely ASM, NF, NY, MFA. The respondents who answered ‘Occasionally’ were 10, namely FN, R, SN, FF, GA, ZA, M, NEP, WA, IA. The respondents who answered ‘Sometimes’ were 6 respondents, namely HM, EM, ML, JPA, S, SSH, and there was no respondent who answered ‘Frequently’.

15. Overconfidence makes me not focus on pronounce in English words.

From 20 respondents, the respondents who answered ‘Never’ were 5, namely FN, NF, M, NEP, WS. The respondents who answered ‘Occasionally’ were 7, namely R, FF, ZA, ML, JPA, MFA, S. The respondents who answered ‘Sometimes’ were 7, namely EM, ASM, SN, GA, NY, IA, SSH, and only one respondent answered ‘Frequently’, namely HM.

16. Fear of thing that made me seem bad in pronounce English words, make me never tried again.

    From 20 respondents, the respondents who answered ‘Never’ were 11, namely FN, HM, ASM, SN, FF, NF, ZA, M, NEP, WS, MFA. The respondents who answered ‘Occasionally’ were 7, namely R, GA, ML, NY, JPA, S, IA. The respondents who answered ‘Sometimes’ were 2, namely EM, SSH and there was no respondent who answered ‘Frequently’.

17. Lack of preparation makes me forget when practicing pronunciation in front of the classmate.

    From 20 respondents, only one respondent answered ‘Never’, namely NF. The respondents who answered ‘Occasionally’ were 13, namely FN, ASM, R, SN, FF, GA, ZA, ML, M, NEP, WS, JPA, and S. The respondents who answered ‘Sometimes’ were 6, namely HM, EM, NY, MFA, IA, SSH and there was no respondent who answered ‘Frequently’.

18. Restlessness makes it difficult for me to use the emphasis in pronunciation.

    From 20 respondents, the respondents who answered ‘Never’ were 6, namely FN, EM, NF, GA, M, SSH. The respondents who answered ‘Occasionally’ were 11, namely R, SN, FF, ZA, ML, NY, NEP, WS, JPA, MFA, S. The respondents who answered ‘Sometimes’ were 3, namely HM, ASM, IA, and there was no respondent who answered ‘Frequently’.

19. Overthinking that makes me not optimal in English pronunciation.

    From 20 respondents, the respondents who answered 'Never' were 5, namely FF, GA, NY, M, NEP. The respondents who answered 'Occasionally' were 10, namely FN, EM, R, SSH, SN, NF, ZA, ML, JPA, MFA. The respondents who answered 'Sometimes' were 5, namely HM, ASM, IA, WS, S and there was no respondent who answered 'Frequently'.

20. Feel too worry when in the learning English pronunciation process.

    From 20 respondents, the respondents who answered 'Never' were 9, namely FN, ASM, FF, GA, ZA, NY, M, NEP and WS. The respondents who answered 'Occasionally' were 3, namely R, JPA, and IA. The respondents who answered 'Sometimes' were 6, namely HM, EM, SN, NF, ML, S and 2 respondents answered 'Frequently'. They are MFA and SSH.

B. Discussion

From the data that has been collected, the researcher found the level of anxiety of 20 respondents. The interpretation of anxiety level in taken from zung selfa's scale, namely the score of normal level of anxiety is 20-40; the score of mild level of anxiety is 45-59; the score of the moderate level of anxiety is 60-74; and the score of severe level of anxiety is 75-80. The average score they got was 39.85. It showed that almost all respondents were at the normal anxiety level and mild anxiety level. There were 13 respondents who had normal level of anxiety, namely SN (score 42), NY (score 42), SSH(score 42), WS(score 31), FN(score 27), NF(score 27), NEP(score 23), GA(score 38), ZA(score 38), JPA(score 44),

FF(score 36), R(score 35), and M(score 29) and there were 7 respondents who had mild level of anxiety, namely HM(score 46), ML(score 48), S(score 50), IA(score 50), ASM(score 57), MFA(score 47), and EM(score 45). The data can be seen in the following table 4.1.

Table 4.1

Name of Respondents from Zawiyah English Club

No	Name Initials	Major/ Semester	NIM	Score	Level of Anxiety
1	SN	TBI/VI	1041019011	42	Normal
2	NY	TBI/VI	1041019032	42	Normal
3	HM	TBI/VIII	1042018060	46	Mild
4	WS	KPI/IV	3012020024	31	Normal
5	FN	EKS/VI	4022019012	27	Normal
6	NEP	TBI/VI	1041019030	23	Normal
7	ML	HKI/VI	2022019045	48	Mild
8	S	TBI/VI	1041019030	50	Mild
9	IA	PGMI/VI	1052019038	50	Mild
10	SSH	TBI/II	1042021028	42	Normal
11	NF	MKS/VI	2032019007	27	Normal
12	GA	TBI/VI	1042019041	38	Normal

13	JPA	TBI/VI	1042019005	44	Normal
14	FF	TBI/II	1042021007	36	Normal
15	ASM	TBI/II	1042021005	57	Mild
16	R	TBI/II	1042021005	35	Normal
17	MFA	PAI/II	1012021077	47	Mild
18	M	TBI/II	1042021008	29	Normal
19	ZA	EKS/IV	4022020066	38	Normal
20	EM	TBI/VI	1042019002	45	Mild

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, the researcher found that there were 13 respondents who had normal level of anxiety, namely SN (score 42), NY (score 42), SSH(score 42), WS(score 31), FN(score 27), NF(score 27), NEP(score 23), GA(score 38), ZA(score 38), JPA(score 44), FF(score 36), R(score 35), and M(score 29) and there were 7 respondents who had mild level of anxiety, namely HM(score 46), ML(score 48), S(score 50), IA(score 50), ASM(score 57), MFA(score 47), and EM(score 45).

B. Suggestion

The researcher provided some suggestions as follows:

1. The lecturers should have appropriate methods of learning English so that the students do not feel anxiety in learning English.
2. The students should improve their abilities in pronunciation.

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APPENDICES

Name of Respondents from Zawiyah English Club Members

No	Name	Major/ Semester	NIM
1	Sahdan	TBI/VI	1041019011
2	Novita Yanti	TBI/VI	1041019032
3	Heri Munanda	TBI/VIII	1042018060
4	Wahyudin Syahputra	KPI/IV	3012020024
5	Farah Nabilah	EKS/VI	4022019012
6	Nadia Eka Putri	TBI/VI	1041019030
7	M. Lutfi	HKI/VI	2022019045
8	Setiawati	TBI/VI	1041019030
9	Intan Azhari	PGMI/VI	1052019038
10	Syukiat Safiah Hanum	TBI/II	1042021028
11	Nurul Fadhilah	MKS/VI	2032019007
12	Ghinaldi Anhar	TBI/VI	1042019041
13	Jasima Putri Aulia	TBI/VI	1042019005
14	Fadly Febrian	TBI/II	1042021007
15	Aulia Shinta Mayang	TBI/II	1042021005
16	Rohman	TBI/II	1042021005
17	M. Fikri Alkhairi	PAI/II	1012021077
18	Mawaddah	TBI/II	1042021008
19	Zoen Aryandy MZ	EKS/IV	4022020066

20	Ella Mahyuni	TBI/VI	1042019002

Self-Anxiety Rating Scales' in Pronunciation Practice

No	Questions	Never	Occasionally	Sometimes	frequently
1	Feel more nervous and anxious when I pronounce English word.	1	2	3	4
2	Feel scared when asked to pronounce English words.	1	2	3	4
3	It's easy to panic when finding unfamiliar English words.	1	2	3	4
4	Feel insecure when you want to pronounce English words.	1	2	3	4
5	It's difficulty controlling tongue when asked to pronounce English words.	1	2	3	4
6	Find English words are hard for me to pronounce it.	1	2	3	4
7	There is an emphasis on English words are difficult for me to pronounce.	1	2	3	4

8	It's being pessimistic when cannot pronounce English words.	1	2	3	4
9	Feel calm and chill when being asked to pronounce English words.	1	2	3	4
10	Heart beat when asked to pronounce English words.	1	2	3	4
11	Unconfident makes me doing a lot of pronounce English words mistake.	1	2	3	4
12	Difficult to focus when asked to read a text in English.	1	2	3	4
13	Unprepared makes me feel uptight.	1	2	3	4
14	Unconfident in pronunciation when in front of classmates.	1	2	3	4
15	Overconfidence makes me not focus on pronounce in English words.	1	2	3	4
16	Fear of thing that made me	1	2	3	4

	seem bad in pronounce English words, make me never tried again.				
17	Lack of preparation makes me forget when practicing pronunciation in front of the classmate.	1	2	3	4
18	Restlessness makes it difficult for me to use the emphasis in pronunciation.	1	2	3	4
19	Overthinking that makes me not optimal in English pronunciation.	1	2	3	4
20	Feel too worry when in the learning English pronunciation process.	1	2	3	4

AUTOBIOGRAPHY

1. Name : Muhammad Alfian Giffary
2. Place/Date of Birth : Langsa, 20 Agustus 2000
3. Sex : Male
4. Religion : Islam
5. Marital Status : Single
6. Occupation : Student
7. NIM : 104201049
8. Adress : Dusun Simpang IV
9. Educational Background :

No.	Tahun Ajaran	Nama Instansi
1.	2005-2006	TK No 1 Cot Girek
2.	2006-2012	SDN 2 Cot Girek
3.	2012-2015	Pesantren Terpadu Dayah Nurul Iman
4.	2016-2018	SMAN 1 Cot Girek
5.	2018-2023	IAIN Langsa, FTIK, Pendidikan Bahasa Inggris

10. Fathers Name : Harjanto
11. Mothers Name : Rina Aryani