

**EFL SPEAKING ANXIETY AMONG VOCATIONAL HIGH SCHOOL
STUDENTS**

A Paper

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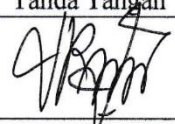
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DECLARATION

I hereby certify that the paper entitled, "EFL SPEAKING ANXIETY AMONG VOCATIONAL HIGH SCHOOL STUDENTS" is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there any claim on the originality of the paper, I would be prepared to take any legal responsibility.

Bogor, Juni 2025



Alif Hamman Akzerino

PREFACE

Bismillaahirrahmanirrahiim.

Alhamdulillahirabbil'aalamiin, first of all, the writer would like to give the greatest gratitude to Allah SWT who has given him strength and endless blessings so that he can write and finish this research paper.

The research entitled, "EFL SPEAKING ANXIETY AMONG VOCATIONAL HIGH SCHOOL STUDENTS" is constructed to fulfill one of the requirements for *Sarjana Pendidikan* Examination in English Language Education Study Program, Faculty of Teachers Training and Educational Sciences, Pakuan University.

The writer realizes that this paper is still far from being perfect both its writing and content. Therefore, he will appreciate all constructive comment, corrections and suggestions for the improvement of this paper. He hopes that this paper will be useful for both himself and those who read it.

Bogor, Juni 2025

Alif Hamman Akzerino

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ABSTRACT

This research investigates the cognitive factors contributing to speaking anxiety among vocational high school students learning English as a foreign language. The research question is: What are the cognitive sources of EFL speaking anxiety among vocational students? The study aims to explore how cognitive aspects such as fear of incomprehension, familiarity with the genre, interlocutor-related anxiety, and language processing demands affect students' anxiety in speaking English. This study used a qualitative descriptive method. The research was conducted at SMK Bhinneka Nusantara with 23 tenth-grade students as participants. Data were collected through questionnaires and interviews. The findings reveal that students commonly experience anxiety due to unfamiliar topics, lack of experience with different speaking genres, fear of negative judgment from listeners, and limited language proficiency. These challenges often lead to hesitation, low confidence, and avoidance of speaking tasks. However, some students try to manage their anxiety through strategies like seeking clarification or continued practice. In conclusion, cognitive factors play a significant role in triggering EFL speaking anxiety. Enhancing students' topic understanding, increasing exposure to various speaking tasks, and providing a supportive learning environment are essential to reduce anxiety and boost students' speaking confidence.

Keywords: Cognitive Factors, EFL, English Speaking, Qualitative research, Speaking Anxiety, Vocational Students

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the most important skills to be developed and enhanced as means of effective communications Leong & Ahmadi (2017). It means that speaking is important to be learned by students in language learning process as speaking is one of tools in communication. Furthermore, Amirah (2013), there are several factors that influence speaking are perceptions, values, emotions, backgrounds, roles, knowledge and relationships. Speaking is important in building communication generate, receive, and process information. It means that the ability to process information and language, that makes speaking become a complex matter in a foreign language.

Many of students cannot speak English because of the focus on grammar rules in English lessons, lack of experiences abroad, limited speaking practice opportunities outside the classroom and feeling anxious while speaking English Abdullah (2016). This fact is in line with what Indriyanti (2016) claimed that, the inability to express ideas due to lack of confidence and this is one of the causes of anxiety when speaking English in class and students who lack self-confidence usually occur when they realize that their interlocutors do not understand when they are having a conversation. It means that students prefer to be silent

than to speak.

According to Fikri (2018), foreign language learning situations are prone to anxiety stimuli. More than half of foreign language learners experience some type of anxiety in their learning. Foreign language learning into the curriculum at school raises difficulties for students in learning it. The difficulties felt by students are caused because the language is not used as everyday language, students need a longer duration to learn a foreign language, as well as the challenges in pursuing the language also contribute to the anxiety felt by students. On the other hand, this is then a potential problem for students in learning foreign languages. Students who are anxious about learning their foreign language may find their lessons less enjoyable. As a result, students' mastery of language and skills in using foreign languages are not optimal. The problem of anxiety in learning in general will make students not interested in being involved in such learning situations. Students will tend to be passive and not actively involved in learning. In fact, in the context of learning a foreign language, the active involvement of learners is very important so that they can understand and practice the foreign language they are learning.

Speaking is considered one of the most crucial skills in language learning to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. However, anxiety becomes

often the main problem experienced by students in the EFL learning process.

Anxiety speaking in a foreign language can be caused by various factors. Bahrudin (2018) claimed, the first one is the fear of being unable to deliver a message in English in an understandable way. Another cause of students' anxiety is shyness. This factor is commonly found in students. Shyness may lead to stage fright, uncontrollable movements when performing in front of the classroom, and stuttering. According to Maba & Mantra (2017), the third factor is discomfort. Discomfort may rise due to inconvenient classroom atmosphere. Students who feel relaxed studying in a particular safe condition will feel more motivated. Moreover, Maba & Mantra (2017), teachers find it easier to teach their students when their students feel relaxed and comfortable in the classroom.

The reason for choosing this topic is because speaking anxiety often happens to high school students. It is an important issue that greatly affects their English learning. This research aims to find out what factor that causes speaking anxiety, so that possible solutions can be found to help reduce it.

B. The Aim of the Study

The aim of this research is to identify and explain the cognitive factors that cause EFL speaking anxiety in Vocational high school

C. Research Question

Based on the background of the study research questions is:

“What are the cognitive factors that cause EFL speaking anxiety in Vocational high school students?”

D. Research Focus

In this study, the researcher focuses on the cognitive factors that cause EFL Speaking Anxiety among students in Vocational high school.

E. Operational Definition

1. Speaking Anxiety

Anxiety is one of the affective variables in mastering a language. It relates to a psychological phenomenon where the effect of this situation works well in the human body's response. According to Brown (2015), foreign language anxiety is “a feeling of intimidation and inadequacy over the prospect of learning a foreign language.” In addition, Oxford defines the language anxiety is “fear or apprehension occurring when a learner is expected to perform in the target language.” Thus, it can influence the quality of oral production and their proficiency toward the target language.

2. English Foreign Language

EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication Gebhard, (2006). He further indicates that in such a setting, the students have few chances to be exposed to English for communication outside the classroom. A similar definition is expressed by Harmer (2007) who defines EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English-speaking countries such as the United States, Britain, Australia, Canada, Ireland, or New Zealand.

F. Research Significance

The research is expected to provide benefits for students so that they can develop their EFL Speaking skills and can minimize the tendency of EFL Speaking Anxiety in the learning process. In addition, this research is also expected to help teachers to design effective learning strategies so that students can develop speaking skills, while creating a conducive classroom atmosphere for student learning. Meanwhile, the benefit of this research for the researcher is to enrich their understanding of EFL speaking anxiety among high school students and serve as a reference for future studies with a broader and deeper scope

CHAPTER II

THEORETICAL FOUNDATION

A. Speaking Skill

Speaking is an essential component of language skills, especially in the English language environment, which enables individuals to carry out oral communication in everyday contexts. According to Miranda and Wahyudin (2023), speaking is considered the most crucial skill to master among the four essential language skills when learning a new language. In addition, there is a difference between micro and macro speaking skills.

Speaking skill is considered a fundamental component of English language competence, particularly in the context of English as a Foreign Language (EFL). This skill goes beyond the mere ability to produce spoken words; it involves the appropriate use of language according to specific social and communicative contexts. According to Suriya (2023) defines, speaking as the ability to use language accurately and appropriately within given social settings, emphasizing that effective spoken communication depends not only on linguistic correctness but also on contextual awareness. In line with this, Kuliahana and Marzuki (2024) describe speaking as an interactive process that incorporates two essential elements: accuracy, which includes mastery of grammar, pronunciation, and vocabulary; and fluency, which refers to the ability to speak smoothly and spontaneously without unnatural pauses.

Furthermore, Mustafa, Manahutu, and Densiana (2022) highlight

that, speaking skill comprises key linguistic elements that support effective communication, especially in digital contexts such as online learning platforms, where clarity of pronunciation and vocabulary choice are critical. Akhter et al. (2021) emphasize the idea that speaking is a core skill in global communication, enabling learners to interact effectively in multicultural environments. In addition, Riadil (2024) highlight that, the concept by stating that speaking skill also involves the ability to manage psychological barriers, such as nervousness and lack of self-confidence, which often hinder students from participating actively in oral interactions. Collectively, these perspectives suggest that speaking skill is a complex and dynamic ability, encompassing linguistic, psychological, and sociocultural dimensions that contribute to successful oral communication in EFL learning.

Speaking skill includes a person's capacity to verbally convey thoughts, viewpoints, and information. In addition to Faxritdinovna (2023), speaking skills include listening skills, conveying logical judgments, and finding solutions in various communication contexts, with the formation of these skills being the main focus in foreign language teaching. Speaking is a skill that allows a person to convey messages through spoken language to fulfill the need to communicate with the surrounding environment—overall, highlighting the importance of speaking skill development in the context of foreign language teaching and how it is essential in meeting the communicative needs of individuals. (Sihotang, 2021).

B. Anxiety

1. Definition of Anxiety

According to Suma and Raman (2023), anxiety is a subjective feeling associated with tension in the mind, unease, and tension in response to threats or conflicts. Studies have consistently demonstrated that anxiety has a negative impact on learning and performance. Numerous forms of academic anxiety have been identified, including computer anxiety, research anxiety, statistics anxiety, mathematics anxiety, writing anxiety, foreign language anxiety, and general test anxiety. This is because anxiety in educational settings tends to be situation- and time-specific (Sutarsyah, 2017).

In addition Terrel and Brown (2006) stated anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. These negative feelings arise as a response to unpleasant and unwanted situations, such as when a person feels threatened, depressed, and does not feel confident about themselves. It can be said that anxiety is a negative reaction that occurs when a person accepts a certain action or situation that is felt to be threatening or frightening. In addition, anxiety can occur because of negative experiences that cause stress or psychological trauma.

2. Language anxiety

The anxiety that is experienced by a person can make a negative impact on various aspects of that person's life. One of them is in the field of language learning. Language anxiety has long been known to be one of the biggest challenges in learning a foreign language. According to Zheng & Cheng (2018), state language anxiety as stimulated by concern and adverse emotional reaction when studying or using a second language. Many students feel anxious when they have to use the foreign language they are learning. In certain situations, students who have a high anxiety level will feel intimidated, depressed, and not confident about their language skills. Furthermore to Sadiq (2017), anxiety is one form of an emotional problem that could positively affect the academic performance of EFL Learners.

Based on the explanation above, it can be concluded that language anxiety is a negative feeling such as anxious or fear that is often experienced by students when learning a foreign language. This feeling often appears at certain times which makes students feel depressed, such as when speaking using the language being learned. Foreign language anxiety experienced by students is quite difficult to deal with, this can also have a negative impact on the development of students' language learning.

The most anxiety students experience in learning foreign language is speaking anxiety. Rahmawati, (2021), highlights that “as much as 90%

students lack self-confidence, while 83% worry about making mistakes, and 64% feel frightened when they do not understand the teacher, with 90% experiencing physical symptoms such as trembling.”

3. Speaking anxiety

According to Sutarsyah (2017), found that speaking the English language was the most significant difficulty experienced by students. Even though they could understand when someone spoke in English, they found it very difficult to respond or speak English. The significant factor that causes speaking anxiety is that students lack confidence in their abilities to feel embarrassed, afraid and anxious to show their speaking skills. It makes students prefer to be silent in class.

Anxious students tend to avoid voluntary answers and participation in oral activities and avoiding speaking in the classroom (Sadiq, 2017). Usually, students who experience speaking anxiety will behave passively in class. They do not talk too much or interact too much during the learning process, and this makes them less noticed by the teacher because active students cover them. This symptom is prevalent in students who experience anxiety. They tend to withdraw from class activities and feel afraid to show up their abilities, and one reason is that they are afraid of making mistakes when speaking, being laughed at and getting negative evaluations from their teachers or friends.

Speaking anxiety is one of the most persistent challenges faced by

EFL learners, especially among students in vocational high schools where communication skills are essential for academic and professional development. The feeling of nervousness, fear of failure, and self-doubt can severely hinder students' willingness and ability to participate in classroom speaking activities. According to Asysyfa, Taufik, and Hadian (2023), students often exhibit speaking anxiety through silence, limited verbal output, or physical symptoms such as sweating and trembling. These responses reflect a psychological barrier that interferes with their language acquisition process and often leads to underperformance in speaking tasks.

Moreover, speaking anxiety does not only affect student behavior, but also has a measurable impact on students' language proficiency. Anzanni and Dewi (2024) conducted a study that revealed a significant negative correlation between speaking anxiety and speaking performance among vocational high school students. Those who experienced high levels of anxiety often performed poorly in speaking assessments due to lack of fluency, limited coherence, and an overall inability to articulate ideas clearly. This finding supports the notion that speaking anxiety is not merely an emotional reaction, but a factor that contributes to real academic consequences, particularly in oral language assessments and public speaking contexts.

Both studies further underline the crucial role of classroom atmosphere and teacher behavior in managing and reducing speaking anxiety. Asysyfa et al. (2023) noted that students often avoid speaking

tasks when they perceive the environment as critical or unsupportive. Feelings of embarrassment or fear of being laughed at by peers can intensify anxiety and prevent students from taking part in discussions or presentations. This is especially problematic in the context of vocational education, where practical language use and confidence in speaking are key learning objectives.

In addition, Anzanni and Dewi (2024) suggest that teacher strategies play a vital role in mitigating anxiety and promoting student engagement. Techniques such as positive reinforcement, low-pressure speaking activities (e.g., pair work, group discussions), and creating a safe space for errors can significantly reduce student apprehension. When teachers focus on encouragement rather than correction, students are more likely to take risks, make mistakes, and learn from them—an essential part of second language development.

The combined findings from both studies emphasize that speaking anxiety in EFL contexts is a multifaceted issue, rooted in both cognitive and affective domains. It affects not only student participation but also their measurable performance and long-term confidence in using English. Therefore, addressing speaking anxiety should be a pedagogical priority, particularly in vocational schools where language is closely tied to students' future careers. Teachers must be equipped to identify signs of anxiety, understand its sources, and implement strategies that foster student confidence and resilience in speaking tasks

4. Factors that Cause Speaking Anxiety

According to Hanifa (2018), cognitive factor is a main factor that cause speaking anxiety. The main factor that cause speaking anxiety to come into play are described and discussed in accordance in central themes appearing from an examination of relevant literature.

Cognitive factors significantly contribute to speaking anxiety among vocational high school students learning English. These factors include fear of incomprehension, lack of familiarity with speaking genres, anxiety when interacting with interlocutors, and difficulties in language processing such as grammar, vocabulary, and pronunciation.. The first important thing that EFL learners should do before communicating with others is to be familiar with their topic. Basically, cognitive factors focus on students' background knowledge as it influences students' speaking performance. EFL students are highly likely to face problems in generating ideas if they are required to talk about unfamiliar topics (Hanifa, 2018). Tuan and Mai (2015) along with Kasbi and Shirvan (2017) identified lack of topical knowledge as the cause of high speaking anxiety that made students speak very little, or not at all, as they could not think of anything to say, and became unwilling to participate in the speaking classroom. Students are highly likely to be anxious when they get input which is above their capacity to respond Mouhoubi- Messadh, (2017), which means that fear of incomprehension of the content can generate anxiety.

Familiarity with the genre is the next factor. Thornbury (2005)

suggested various dimensions for different speaking events in order to classify different speaking genres, namely transactional and interpersonal speaking, interactive and non-interactive speaking, and planned and unplanned speaking. Learners are expected to have a clear concept of those different speaking genres because each of them has its own characteristics and levels of difficulties. Anxiety is also influenced by the speaking genre Hanifa (2018). A number of studies reveal foreign language anxiety mostly arises when students are urged to do an oral production task publicly, like giving a presentation, due to lack of familiarity with that particular speaking genre Raja, (2017). This causes students to feel uncomfortable, shy, and worried while speaking in front of others which then influence the students' ability to control their body movements, facial expressions, and hand gestures.

Another cognitive factor that is considered to be the source of speaking anxiety is connected to interlocutors. Patel and Jain (2008) stated that one of the primary functions of language is communication. Communication is the interaction between two people or more to get or provide information needed. Therefore, the ideas being talked about should be clearly understandable and failure in communication has been reported to be anxiety-breeding by most EFL students Anandari, (2015). Students worry too much that the audience will not comprehend their speech. Moreover, Raja (2017) found that the size of the audience also played a major role on students' performance. In addition, interlocutors' behavior is claimed to

contribute to generate speaking anxiety as well. Studies conducted by Melouah (2013), and Sadeghi et al. (2013) highlight that interlocutors' reaction to the learners' errors and their manner of error correction have been found to be significantly influential in creating a stressful environment for foreign language learners. Being corrected while speaking can be a serious problem as it leads to loss of confidence.

The last source of anxiety related to cognitive factors goes to the demands and stresses of learning a foreign language. Learning to speak a foreign language involves complex mental processing. In order to communicate well, EFL learners must acquire knowledge and competence in certain language components, namely: grammar, vocabulary, comprehension, fluency and pronunciation Brown, (2004). Students should know what they want to say. Moreover, they must be able to pronounce the words clearly. Then, they must know much relevant vocabulary and must be able to put it in a correct order. Once students, especially those who lack self-confidence and low self-esteem, encounter linguistic difficulties, they tend to end up becoming anxious Hanifa, (2018).

C. Related Research

The researcher present the findings from a few of the reviewed studies in this section. The topic covered in this thesis is discussed in the following studies. They are as follows:

The first related research entitled “EFL Speaking Anxiety among Senior High School students and Policy Recommendation” by Amirul et al (2015) this report drew on a larger study which was to describe and understand the sources of senior high school students’ English language speaking anxiety at senior high schools in Jambi, Indonesia. The purpose of this paper was to report some findings from the qualitative interview data on the sources of senior high school students’ English language speaking anxiety at one senior high school in Jambi, Indonesia. Data were collected through demographic profiles and semi-structured interviews with senior high school students. The demographic data were analyzed descriptively while the interview data were transcribed and analyzed line by line to generate and develop codes and themes. An analysis of the interview data revealed that five major themes were related to students’ English language speaking anxiety, including (1) low speaking skill due to lack of vocabulary and grammar, (2) fear of negative responses from others, (3) low self-esteem to speak in English, (4) fear of being evaluated by teachers, and (5) cultural influences to speak English due to a more teacher-centered style. Suggestions and policy implications are also discussed.

The second related research according to Marliah et al (2023) entitled “EFL Students Speaking Anxiety in Indonesian Senior High School” namely one of the essential abilities in learning English is speaking. However, most students believe that speaking English is challenging because they lack vocabulary and are reluctant to express their opinions. Anxiety is a mood that

includes fear, hesitation, and worry about events both in the present and the future. This research aimed to find out the factors causing students' speaking anxiety, the effects of students' speaking anxiety, and the students' strategies to reduce their speaking anxiety. The researchers applied a qualitative research design and used observations and interviews. The population of this study was 90 students in the first grade at SMAN 13 Pangkep Regency, and nine students interviewed by the researchers. The results show that two elements contributed to students' speaking anxiety: linguistic issues (poor pronunciation, vocabulary, and ideas) and non-linguistic issues (lack of self-confidence, lack of preparation, shyness to their peers, and afraid of being laughed at). Speaking anxiety has two different effects on students' speaking abilities: a facilitating influence that encourages them to talk and a debilitating effect that causes them to stutter, blank out, become afraid, or stumble. The students' use of preparation, avoidance of eye contact, and peer assistance helps them to reduce their speaking anxiety.

The last related research according to Nur et al (2022) entitled "Students Speaking Anxiety in EFL of Senior High School" namely the purposes of this research were to determine levels, causes, and solution of students' speaking anxiety in EFL classroom. This research used a mixed-method research. The researchers chose the class of eleventh grade students of senior high school 5 Makassar. The instruments to collect the data were FLCAS questionnaire and semi-structured interview. The results of this research showed that most of the students at "mildly anxious" level with 16

respondents. There are 3 respondents who have “very anxious” level, 11 respondents have “anxious” level, and the last 5 respondents are in “relaxed” level. The researchers found there are five causes which are found by the researchers in this research, they are: fear of mistakes, lack of self-confidence, limited vocabulary, negative evaluation from teacher or friend, and embarrassment (afraid of being laughed). This research also showed that there are six solutions which are found by the researchers in this research, they are using English websites, watching English films, speaking with native speakers, positive thinking, memorizing more English vocabulary, and others (calm down and ignoring the people).

From the three related research, there are three differences between those research and this research. The first is the location for do the research. The second is the purpose for do the research. The last is the instrument for do the research. The purpose I chose vocational high school students to do the research because speaking is one of the most essential skills for EFL learners, especially for vocational students who are expected to be ready for the workplace. Many of these students experience high levels of anxiety when speaking in English, which can significantly affect their learning outcomes and communication skills. By exploring the factors that contribute to speaking anxiety, I hope to provide insights that can help teachers develop more effective strategies to reduce anxiety and improve students speaking performance.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

The qualitative approach was chosen by the researcher as the research design for this study. A qualitative study was designed to gather data regarding the current state of an indicator, or to describe the phenomenon as it exists at the time of the study. There are many different genres, elements, and styles that make up qualitative research, and this introduction chapter emphasizes that there are numerous approaches that can be taken when conducting naturalistic inquiry. Instead of being prescribed, algorithmic, and linear, the investigative methods are typically eclectic, heuristic, and holistic. Additionally, the focus is on the researcher as a human instrument, one who acquires not only exacting abilities but also a sympathetic comprehension and individual inventiveness through the exploration and recording of socially complex life. (Sugiyono, 2019).

Through in-field, interviews and questionnaires, the data was gathered from respondents' perspectives. The objective is to investigate some features of a specific circumstance. The causes of anxiety are discussed in this study. The majority of the research activities will be conducted in the field, which is why the researcher selected it as their approach. A descriptive-qualitative research methodology, centered on SMK Bhinneka Nusantara School students, will be employed in this study. The following is the research designs

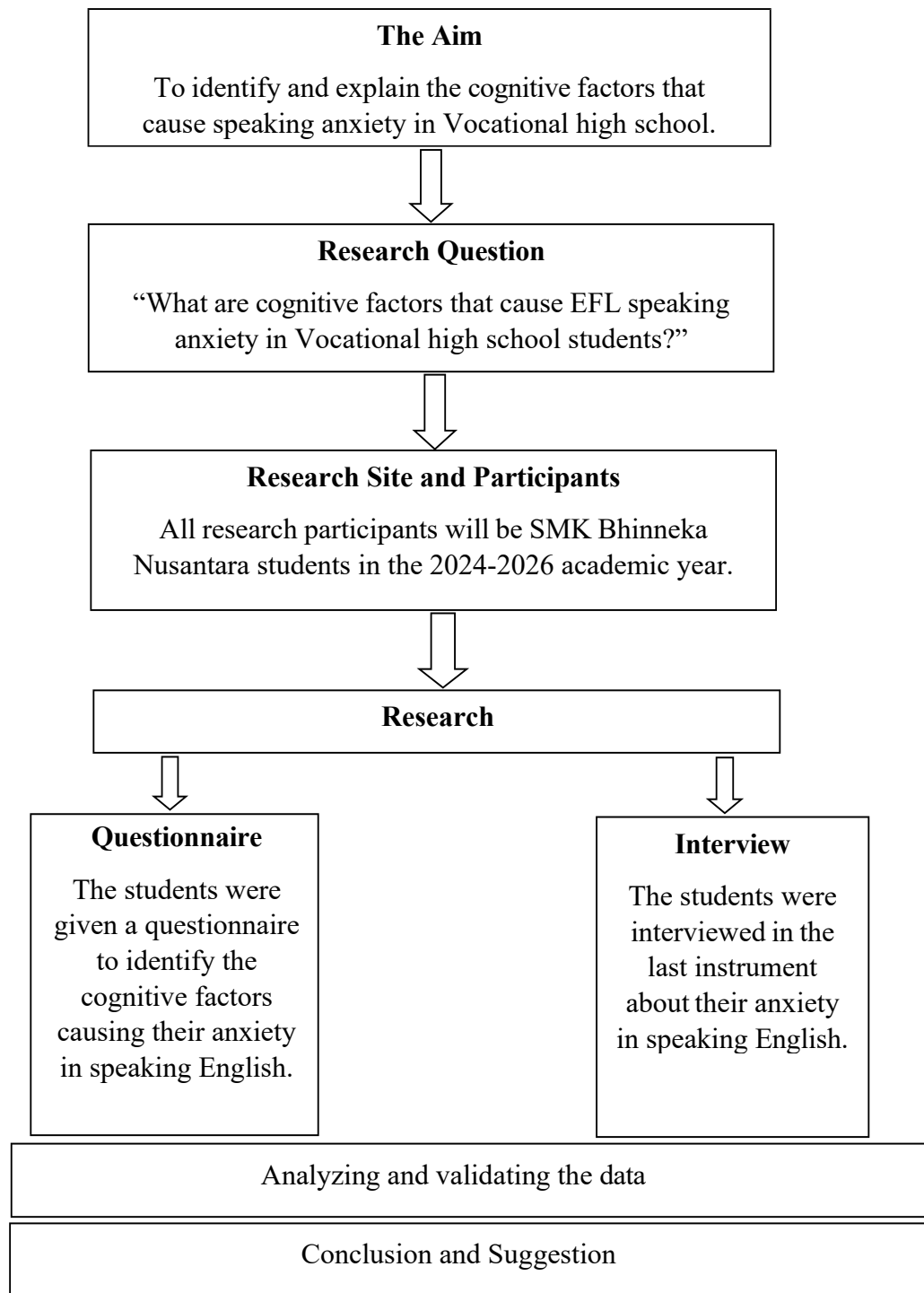


Figure 3.1 the Research Design

B. Research Site and Participants

This research is conducted at SMK Bhinneka Nusantara in Jati Makmur Bekasi. This school was selected as the research site because the students possess characteristics that align with the objectives of the study and represent the intended research population. The participants in this research were 23 tenth-grade students. The sample of this research was selected using purposive sampling, which means that participants were intentionally chosen based on specific characteristics relevant to the research objectives. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which is best enable participants to answer the research questions.

C. Research Instrument

The quality of data collection, research instruments, and data results are the two main factors that impact the quality of research. The research use a variety of tools and methods to collect data. The following are the tools that researchers use are:

1. Questionnaire

In this research the researcher used a likert scale questionnaires with close-ended questions. According to Hamed (2019), the likert scale was simple to construct and likely to produce a highly reliable scale. Moreover, from the participants' perspective, it was easy to read and complete. According to Creswell (2014), questionnaires have two types of questions;

open-ended question and close-ended question. In this research, the researcher used close-ended questions because they were easier for the students to answer. The questionnaire was designed to obtain relevant information and data related to EFL speaking anxiety among vocational high school students. The indicators included fear of incomprehension, familiarity with speaking genres, anxiety related to interlocutors, and the demands and stress of learning a foreign language. The questionnaire consisted of 15 statements.

2. Interview

The interview is the main data of this research. According to Adler & Clark (2014), an interview is an interactive form of data collection as compared to a survey. In an interview, the questions are asked directly by the researcher. An interview may be face-to-face, via phone or nowadays even online with or without videos. In this interview the researcher used open-ended questions to interview the participants. In the case of open ended questions, the respondents were expected to express their own ideas. For this, an open text field will be provided on the survey form (Jain 2021). The indicators are the fear of incomprehension, familiarity with the genre, connected to interlocutors and demands and stress of learning a foreign language. The interview consist of 15 statements

D. Research Procedure

In this research, the researcher used two methods: a questionnaire and

an interview. The study was conducted at SMK Bhinneka Nusantara after receiving permission from the English teacher. First, the students were given a close-ended questionnaire through Google Form to identify their level of speaking anxiety in English. Then, the researcher conducted interviews to explore the students' answers in more depth. After collecting the data, the researcher analyzed the results. Finally, the findings were explained through description, interpretation, and conclusions.

E. Data Analysis

The data collected and analyzed as follow:

1. Data analysis of questionnaire

The data analysis from the close-ended questionnaire were collected from the respondents. The questionnaire was distributed through Google Forms and was based on a four-point Likert scale: strongly agree, agree, disagree, and strongly disagree. After the students participants have filled in the questionnaire, the researcher were analyzed the data.

2. Data analysis of interview

The students were interviewed by the researcher based on their answers to a questionnaire. The aim of this interviews is to appropriate deeper analysis on the results of the questionnaire to extend the description of analysis. The researcher used audio recording as supporting tools in the interviews to make it easier to memorize the

answer from respondents and Google form to support the data gathering process.

BAB IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This chapter presents the description and analysis of data gathered through two instruments: a questionnaire and interview sessions. The participants consisted of 23 tenth-grade students who completed the questionnaire. Meanwhile, three students were purposively selected for interviews. The data collection process took place from May 22nd to June 22nd, 2025. The collected data were then analyzed and interpreted to answer the research question: "What are the cognitive factors that contribute to EFL speaking anxiety among vocational high school students?"

1. Data Questionnaire

The questionnaire was the first instrument for gathering the data. It was distributed using Google forms and consisted of close-ended questions with four response options: "strongly disagree," "disagree", "agree", and "strongly agree". These questions were designed to reflect four key indicators: the fear of incomprehension, familiarity with the genre, connected to interlocutors and demands and stresses of learning a foreign language. The results of the questionnaire are presented as follows:

a. The fear of incomprehension

The first indicator gathered from questionnaire is the fear of incomprehension. Three statements are given to define the percentage of speaking anxiety related to the fear of incomprehension in Vocational high school students. The result of the fear of incomprehension can be seen in the following table:

No	Questions	Percentage			
		1	2	3	4
1	I feel anxious when I cannot understand the communication that is taking place.	13%	21,7%	47.8%	17%
2	I find it difficult to communicate when I do not have a clear understanding of the topic being discussed	4,3%	17,4%	47,8%	30,4%
3	I feel anxious when I am asked to explain something I do not understand.	4,3%	17,4%	56,5%	21,7%

Table 4.1.1

The result of questionnaire the fear of incomprehension

1) I feel anxious when I cannot understand the communication that is taking place.

The majority of students (around 48%) agreed that they feel anxious when they do not understand what is being communicated. When combined with those who strongly agreed (17%), (around 65%) of respondents experience anxiety in such situations. This shows that not understanding conversations in English is a major source of anxiety for many students.

2) I find it difficult to communicate when I do not have a clear understanding of the topic being discussed.

A significant majority of students (78.2%) either agreed or strongly agreed that they struggle to communicate when they do not understand the topic. This suggests that lack of understanding is one of the biggest barriers to speaking confidently in English.

3) I feel anxious when I am asked to explain something I do not understand.

This was the most agreed-upon statement, with nearly (78.2%) of students indicating they feel anxious when required to explain something they do not understand. This confirms that being put on the spot

without sufficient comprehension leads to high anxiety levels.

b. Familiarity with the genre

The second indicator gathered from questionnaire is familiarity with the genre. Five statements are given to define the percentage of speaking anxiety related to familiarity with the genre. The result of familiarity with the genre can be seen in the following table:

No	Questions	Percentage			
		1	2	3	4
4	I feel anxious when I have to speak but do not understand the situation in a type of communication that focuses on exchanging information or goods/services (Transactional).	0%	30,4%	56,5%	13%
5	I feel anxious when I have to speak but do not understand the situation in a type of communication that involves	13%	26,1%	43,5%	17,4%

	speaking effectively with others, either one-on-one or in a group (Interpersonal)				
6	I feel anxious when I have to speak but do not understand the situation in a conversation where two or more people take turns speaking and listening, allowing for clarification or repetition (Interactive)	4,3%	26,1%	52,5%	17,4%
7	I feel anxious when I have to speak but do not understand the situation in a speaking activity where there is no direct response from the listener, such as in a speech or presentation (Non-interactive)	4,3%	26,1%	52,5%	17,4%
8	I feel anxious when giving a presentation in front of an audience.	17,4%	26,1%	30,4%	26,1%

Table 4.2.1

The result of questionnaire familiarity with the genre

4) I feel anxious when I have to speak but do not understand the situation in a type of communication that focuses on exchanging information or goods/service (Transactional).

A majority of students (69.5%) agreed or strongly agreed that they feel anxious during transactional communication when they do not understand the situation. This shows that lack of context or understanding in practical exchanges (e.g., asking for services or giving information) often causes anxiety.

5) I feel anxious when I have to speak but do not understand the situation in a type of communication that involves speaking effectively with others, either one-on-one or in a group (Interpersonal).

About (61%) of students expressed anxiety in interpersonal communication when they lack understanding of the situation. This includes speaking with classmates, teachers, or small groups. A noticeable portion (around 39%) disagreed or strongly disagreed, showing some variation in confidence levels.

6) I feel anxious when I have to speak but do not understand the situation in a conversation where two or more people take turns speaking and listening, allowing for clarification or repetition (Interactive)

Around (70%) of students agreed or strongly agreed that they feel anxious in interactive communication (e.g., discussions or role plays), especially when unsure of the context. This suggests that even though these conversations allow clarification, they still trigger anxiety for many.

7) I feel anxious when I have to speak but do not understand the situation in a speaking activity where there is no direct response from the listener, such as in a speech or presentation (Non-interactive)

Same as the previous item, about 70% of students reported anxiety during non-interactive speaking, such as presentations or speeches. This shows that lack of immediate feedback and uncertainty about audience understanding can increase nervousness.

8) I feel anxious when giving a presentation in front of an audience.

This item had a more even distribution of responses. While about 56.5% agreed or strongly agreed that they feel anxious during presentations, a significant 43.5% disagreed. This suggests that public speaking anxiety is present but not universal, and may depend on individual confidence or experience levels.

c. Connected to interlocutors

The third indicator gathered from questionnaire is connected interlocutors. Three statements are given to define the percentage of speaking anxiety related with connected to interlocutors. The result of connected to interlocutors can be seen in the following table:

No	Questions	Percentage			
		1	2	3	4
9	I feel anxious if the audience does not understand the speech I am delivering.	8,7%	34,8%	43,5%	13%
10	I feel anxious when I have to speak in front of more than 10 people.	13%	21,7%	39,1%	26,1%

11	I feel anxious when the listeners notice mistakes while I am speaking	8,7%	21,5%	56,5%	13%
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Table 4.3.1

The result of questionnaire connected to interlocutors

9) I feel anxious if the audience does not understand the speech I am delivering.

About (56.5%) of students felt anxious when the audience did not understand their speech. Meanwhile, (43.5%) disagreed or strongly disagreed, suggesting that more than half are concerned about being misunderstood, which may affect their speaking confidence.

10) I feel anxious when I have to speak in front of more than 10 people.

A total of (65.2%) of students reported anxiety when speaking in front of more than 10 people. Public speaking clearly remains a major trigger for speaking anxiety, especially in larger groups. Only (34.7%) of students felt more comfortable in that setting.

11) I feel anxious when the listeners notice mistakes while I am speaking

The majority of students (69.5%) agreed or strongly agreed that they feel anxious when others notice their mistakes. This shows that fear of being judged for making errors is a significant source of anxiety, and may discourage students from speaking freely in English.

d. Demands and stresses of learning a foreign language

The fourth indicator gathered from questionnaire is demands and stressed of learning a foreign language. Four statements are given to define the percentage of speaking anxiety related to demands and stresses of learning a foreign language. The result of demands and stresses of learning a foreign language can be seen in the following table:

No	Questions	Percentage			
		1	2	3	4
12	My English grammar skills affect my speaking ability.	13%	8,7%	56,5%	21,7%
13	A lack of vocabulary affects my speaking ability	4,3%	30,4%	43,5%	21,7%

14	My lack of ability to understand English sentences makes me feel anxious when I have to speak in English	4,3%	13%	47,8%	34,8%
15	I experience anxiety when I am required to speak English using correct pronunciation.	4,3%	21,7%	56,5%	17,4%

Table 4.4.1

The result of questionnaire demands and stresses of learning a foreign language

12) My English grammar skills affect my speaking ability.

Most students (78.2%) agreed or strongly agreed that their grammar skills affect their speaking ability. This shows that grammar is an important factor in students' confidence and fluency when speaking English. Only a few students (21.7%) felt grammar did not have much impact.

13) A lack of vocabulary affects my speaking ability.

A total of (65.2%) of students agreed or strongly agreed that lacking vocabulary affects their ability to speak English. Meanwhile, about (34.7%) did not feel

strongly affected, suggesting that vocabulary is important for most, but not all students.

14) My lack of ability to understand English sentences makes me feel anxious when I have to speak in English.

A large majority of students (82.6%) reported feeling anxious when they do not understand English sentences. This shows that comprehension is a major trigger of anxiety, and students may hesitate to speak when they are unsure about meaning or structure.

15) I experience anxiety when I am required to speak English using correct pronunciation.

About (73.9%) of students agreed or strongly agreed that they feel anxious about using correct pronunciation. This suggests that pronunciation is a common concern, as many students worry about making errors or sounding unnatural.

2. Data Interview

The second instrument used in this research was an interview. This session aimed to explore about the feeling of students speaking anxiety. The

total of interview were 15 statements and there were three students that participated in this interview based on the questionnaire responses, most participants agreed rather than disagreed and the interviews statements according on four indicators: the fear of incomprehension, familiarity with the genre, connected to interlocutors, and demands and stresses of learning a foreign language. During the interviews, the writer used a voice recorder to help accurately capture and describe the data and Google form to support the data gathering process.

a. The fear of incomprehension

First indicators explored in the interview is the fear of incomprehension. This refers to the anxiety participants feel when they do not fully understand what is being said or when they are unsure about the topic during communication.

Excerpt#1

Question 1: How do you feel when you do not understand what someone is speaking to you in English? What do you usually do in that situation?

R#1: *Saya merasa cemas, dapat menimbulkan kesalah pahaman terhadap lawan bicara, yang saya lakukan adalah bertanya lagi tentang komunikasi yang saya tidak pahami*

[I feel anxious because it might cause a misunderstanding with the person I'm talking to. What I usually do is ask again about the part of the conversation I do not understand]

R#2: *Saya merasa cemas, ketika tidak memahami komunikasi yang disampaikan jadinya saya merasa bingung*

[I feel anxious when I do not understand what is being said, and it makes me feel confused.]

R#3: *Saya merasa cemas, mungkin saya cuma diam saja dan mengamati apa yang sedang terjadi*
[I feel anxious, and sometimes I just stay quiet and observe what is happening.]

The responses from R#1, R#2, and R#3, students generally feel anxious when they do not understand what someone is saying in English. R#1 expressed concern about potential misunderstandings and usually responds by asking for clarification. R#2 stated that the lack of understanding caused feelings anxious and confused. Meanwhile, R#3 mentioned tend to stay quiet and simply observe what is happening. These responses suggest that unfamiliar or unclear communication often leads to anxiety, confusion, or silence among students. To help address this issue, it is important to encourage students to ask questions and develop better listening skills, which can reduce their anxiety and improve their confidence in communication.

Excerpt#2

Question 2: How do you feel when you have to communicate but you do not understand the topic being discussed? What do you do?

R#1: *Saya merasa cemas, dan yang saya lakukan adalah mendengarkan topiknya saja dan tidak ikut bicara karena saya tidak paham dengan komunikasinya.*

[I feel anxious, and what I do is just listen to the topic without joining the conversation because I do not understand it.]

R#2: *Saya merasa cemas dan mungkin saya Cuma mendengarkan aja dan bertanya tentang topic yang dibicarakan*

[I feel anxious, and maybe I just listen and ask questions about the topic being discussed.]

R#3: *Saya merasa cemas dan mungkin saya rasa bingung apa yang ingin di katakan tapi saya akan memahami pembicaraanya dan mulai berkomunikasi ketika saya paham apa yang sedang dibicarakan*

[I feel anxious and sometimes confused about what to say, but I try to understand the conversation and start speaking when I know what is being talked about.]

The responses from R#1, R#2, and R#3 show that students generally feel anxious when they have to communicate but do not understand the topic being discussed. R#1 chooses to remain silent and only listen, avoiding participation due to a lack of understanding. R#2 also prefers to listen but takes a more active approach by asking questions to gain clarity. R#3 experiences anxiety and confusion but tries to understand the conversation first before engaging in it. These responses indicate that unfamiliarity with the topic leads to hesitation and anxiety. However, some students attempt to cope by seeking clarification or waiting until they feel more confident to contribute.

Excerpt#3

Question 3: How do you feel when you are asked to talk about something you do not understand? What do you do?

R#1: *Saya merasa cemas, paling yang saya lakukan adalah memberitahukan bahwa saya tidak mengerti apa yang harus saya sampaikan*

[I feel anxious, and what I usually do is tell them that I do not understand what I should say.]

R#2: *Saya merasa cemas dan tidak yakin, saya akan meminta penjelasan atau mencari informasi terlebih dahulu karena dengan mencari suatu informasi mungkin saya bisa memahami apa yang harus dibicarakan*

[I feel anxious and unsure. I will ask for an explanation or look for information first, because by finding some information, I might be able to understand what needs to be speaking about.]

R#3: *Saya merasa cemas dan sedikit takut untuk menyampaikan tapi saya harus mencari informasi terlebih dulu*

[I feel anxious and a bit afraid to speak, but I know I need to find information first.]

The responses from R#1, R#2, and R#3, show that being asked to talk about something they do not understand triggers anxiety among students. R#1 responds by openly admitting their lack of understanding and choosing not to speak. R#2 feels anxious and uncertain but tries to overcome it by seeking clarification or looking for information to better understand the topic. Similarly, R#3 expresses anxiety and fear but also emphasizes the need to find information before attempting to speak. These responses show that while the students feel anxious in such situations, many prefer to take proactive steps like asking questions or gathering information to manage their anxiety and prepare themselves to communicate effectively

b. Familiarity with the genre

Second indicator explored in the interview is familiarity with the genre. This refers to the anxiety participants experience when trying to speak in different types of communication situations, such as transactional, interpersonal, interactive, and non-interactive.

Excerpt#4

Question 4: How do you feel when you have to speak in a communication situation that focuses on exchanging information or goods/services (Transactional), but you do not understand the topic?

R#1: *Saya merasa cemas karena tidak tahu apa yang harus saya sampaikan*

[I feel anxious because I do not know what I should say.]

R#2: *Saya merasa cemas, bingung dan tidak percaya diri saya akan bertanya untuk klarifikasi atau mencari informasi agar bisa berkomunikasi dengan tepat*

[I feel anxious, confused, and not confident. I will ask for clarification or look for information so I can communicate properly.]

R#3: *Saya merasa cemas dan gugup atau bahkan bingung tapi harus mencerna informasi dan melakukan komunikasi dengan baik*

[I feel anxious, nervous, or even confused, but I know I have to process the information and communicate well.]

The responses from R#1, R#2, and R#3 reveal that students experience speaking anxiety in transactional communication situations, especially when they do not understand the topic. R#1 expresses a sense of uncertainty, not knowing what to say, which leads to anxiety. R#2 describes feeling anxious, confused, and lacking confidence, but tries to overcome it by seeking clarification or additional information. Similarly, R#3 admits to feeling anxious, nervous, and confused, but still attempts to process the information and engage in communication effectively. These responses highlight that a lack of understanding in transactional situations causes

anxiety, but students generally try to manage it through clarification and persistence in communication.

Excerpt#5

Question 5: How do you feel when you have to speak in an interpersonal communication situation whether one-on-one or in a group but you do not understand the topic?

R#1: *Saya merasa cemas, karena saya tidak tau apa yang harus saya sampaikan*

[I feel anxious because I do not know what to say.]

R#2: *Saya merasa cemas canggung dan tidak nyaman mungkin saya akan mendengarkan lebih dahulu apa yang sedang dibicarakan lalu bila tetap tidak mengerti juga paling saya akan bertanya langsung ke lawan bicara saya apa maksud dari pembicaraanya*

[I feel anxious, awkward, and uncomfortable. I usually listen first to understand what is being talked about, and if I still do not understand, I will ask the speaker directly what they mean.]

R#3: *Saya merasa cemas dan lebih cemas lagi bila harus berkomunikasi dengan 1 kelompok*

[I feel anxious, and even more anxious when I have to communicate with a group.]

The responses from R#1, R#2, and R#3 show that interpersonal communication situations whether one-on-one or in a group can trigger speaking anxiety when students do not understand the topic. R#1 highlights a basic concern of not knowing what to say, which leads to anxiety. R#2 describes a deeper emotional response, including feeling awkward and uncomfortable, but also shows an effort to understand by listening first and then asking for clarification if necessary. R#3 emphasizes that speaking in a group context heightens their anxiety even more. Overall, these responses indicate

that unfamiliarity with the topic in interpersonal interactions can cause significant anxiety, especially when the setting involves more people, but students attempt to cope by observing, listening, or seeking clarification.

Excerpt#6

Question 6: How do you feel when you have to speak in an interactive communication situation such as a face-to-face or telephone conversation where two or more people take turns speaking and listening, allowing for clarification or repetition, but you do not understand the topic being discussed?

R#1: *Saya akan merasa cemas, karena saya bingung apa yang harus dibicarakan*

[I feel anxious because I'm confused about what to speak about.]

R#2: *Saya merasa cemas dan mungkin aja saya akan panic karena tidak memahami hal yang dibicarakan*

[I feel anxious, and I might even panic because I do not understand what is being speaking about.]

R#3: *Saya akan sedikit cemas, karena saya bingung harus bicara apa*

[I feel a bit anxious because I'm confused about what to say.]

The responses from R#1, R#2, and R#3 show that interactive communication situations, such as face-to-face or telephone conversations where turn-taking occurs, can lead to significant speaking anxiety when the topic is not understood. R#1 and R#3 both express confusion about what to say, resulting in anxiety. R#2 shows a stronger emotional reaction, stating that the lack of understanding may even cause panic. These findings suggest that real-time exchanges requiring immediate responses can increase pressure and

heighten anxiety, particularly when students are unsure about the topic being discussed.

Excerpt#7

Question 7: How do you feel when you have to speak in a non-interactive communication situation such as giving a speech or presentation where there is no immediate response from the audience, but you do not fully understand the topic being discussed?

R#1: *Saya merasa cemas, karna takut ketika selesai presentasi di tanya tentang apa itu yang saya presentasi kan*

[I feel anxious because I'm afraid that after my presentation, I'll be asked questions about what I presented.]

R#2: *Saya akan cemas, dan merasa gugup juga tidak yakin juga mungkin saya kurang percaya diri dalam hal ini*

[I feel anxious, nervous, and unsure, maybe because I lack confidence in this situation.]

R#3: *Saya akan merasa cemas pas sedang pidato penyampaian yang saya berikan kurang jelas, pasti saya akan selalu kepikiran hal itu dan saat saya pidato pasti nampak gugup dan kurang percaya diri*

[I feel anxious when giving a speech if my delivery is unclear. I tend to overthink this, and as a result, I often appear nervous and lack confidence during the speech.]

The responses from R#1, R#2, and R#3 reveal that non-interactive communication situations, such as giving a speech or presentation, can be a significant source of anxiety—especially when students are not confident in their understanding of the topic. R#1 expresses worry about being questioned afterward, highlighting a fear of being exposed for not fully grasping the material. R#2 notes feelings of nervousness and low self-confidence, which affect their ability to present effectively. R#3 emphasizes how a lack of clarity

in their speech delivery increases anxiety and leads to visible signs of nervousness, such as appearing unsure or lacking confidence. Overall, the lack of immediate feedback in non-interactive settings does not reduce anxiety; instead, it creates additional pressure due to fear of later judgment and self-doubt about performance.

Excerpt#8

Question 8: How do you feel when you are giving a presentation in front of an audience, but the listeners do not understand the content you are presenting?

R#1: *Saya merasa tidak cemas, karena nanti saya akan mengulangi presentasi tersebut hingga para pendengar paham apa yang saya sampaikan*

[I do not feel anxious because I will repeat the presentation until the audience understands what I'm saying.]

R#2: *Saya merasa cemas, dan kecewa juga ada rasa khawatir juga sebab pendengar ga ngerti tentang presentasi yang saya sampaikan*

[I feel anxious and disappointed, and also worried because the audience doesn't understand the presentation I gave.]

R#3: *Saya merasa sedikit cemas, tapi saya akan tetap menjelaskan apa yang mereka tidak paham sampai mereka paham*

[I feel a little anxious, but I will still explain what they do not understand until they get it.]

The responses from R#1, R#2, and R#3 show a range of emotional reactions when the audience does not understand the content being presented. R#1 remains calm and confident, stating that they do not feel anxious because they are willing to repeat the presentation until the audience understands. In contrast, R#2 experiences a stronger emotional response, feeling anxious,

disappointed, and worried due to the lack of audience comprehension, which may indicate concern about personal performance or effectiveness. R#3 feeling a bit anxious, they remain determined to clarify the message until it is understood. Overall, these responses suggest that while the situation may trigger anxiety, students often adopt proactive strategies to manage misunderstandings and maintain communication effectiveness.

c. Connected to interlocutors

Third indicator explored in the interview is connected to interlocutors. This refers to the anxiety participants experience when trying to speak to interlocutors. Interlocutors are identified as a significant cognitive factor contributing to speaking anxiety among EFL students. Miscommunication and fear of not being understood can heighten anxiety Anandari (2015). Audience size also impacts performance (Raja, 2017), while interlocutors' reactions and error correction methods may create a stressful environment, leading to a loss of confidence in learners Melouah and Sadeghi et al., (2013).

Excerpt#9

Question 9: How do you feel when delivering a speech but the audience does not understand the content of your speech?

R#1: *Saya merasa tidak cemas, karna nanti saya akan menjelaskan pidato saya supaya para pendengar bisa memahami apa yang saya sampaikan*

[I do not feel anxious, because I will explain my speech so that the audience can understand what I am trying to convey.]

R#2: *Saya merasa cemas bahkan frustrasi karena pendengar ga ngerti pidato yang sudah saya sampaikan*

[I feel anxious and even frustrated because the audience doesn't understand the speech I delivered.]

R#3: *Saya merasa sedikit cemas, tapi saya akan tetap meneruskan apa yang akan saya pidatikan walau agak sedikit malu karena terasa seperti ngomong sendiri*

[I feel a little anxious, but I will still continue my speech even though I feel a bit embarrassed, as it feels like I'm talking to myself.]

The responses, to reflect different levels of anxiety and coping strategies when the audience does not understand a speech. R#1 expresses no anxiety, showing confidence and a willingness to re-explain the speech to ensure audience comprehension. R#2, on the other hand, feels both anxious and frustrated, indicating emotional discomfort when communication fails. R#3 feels mild anxiety and embarrassment, but chooses to continue speaking despite feeling like they are speaking without engagement. These responses highlight that while misunderstanding during a speech can lead to varying degrees of anxiety, students often show resilience by continuing to deliver their message or trying to clarify it.

Excerpt#10

Question 10: How do you feel when speaking in front of more than 10 listeners?

R#1: *Saya akan merasa cemas, karena malu diliat banyak orang*
[I feel anxious because I'm embarrassed to be seen by many people.]

R#2: *Saya merasa sedikit cemas, tapi saya tetap harus merasa fokus walau saya sedikit tegang*

[I feel a little anxious, but I still need to stay focused even though I'm a bit tense.]

R#3: *Saya akan merasa cemas dan gugup karena diliat banyak orang*

[I feel anxious and nervous because many people are watching me.]

The responses, show that speaking in front of more than 10 listeners generally causes anxiety among students. R#1 feels anxious due to embarrassment from being watched by many people. R#2 also experiences slight anxiety and tension but emphasizes the importance of staying focused during the situation. Similarly, R#3 expresses feelings of anxiety and nervousness, particularly because of the attention from a large audience. Overall, these responses indicate that a larger audience tends to increase anxiety, though some students attempt to manage it by maintaining focus and composure.

Excerpt#11

Question 11: How do you feel when the audience notices a mistake while you are speaking?

R#1: *Saya akan merasa cemas karna takut para pendengar menyimpulkan apa yang saya bicarakan takut menyimpulkan kesimpulan yang membuat orang salah paham*

[I would feel anxious because I am afraid that the audience might draw conclusions from what I say that could lead to misunderstandings.].]

R#2: *Saya akan merasa cemas dan merasa malu langsung ingin segera memperbaiki kesalahan tersebut agar komunikasi tetap lancar*

[I feel anxious and embarrassed, and I immediately want to fix the mistake so the communication can go smoothly.]

R#3: <i>Saya merasa cemas agak sedikit malu dan jadi malah agak sedikit gugup saat berbicara</i> [I feel anxious, a bit embarrassed, and it makes me a little nervous when speaking.]

The responses, highlight that students generally feel anxious when the audience notices a mistake during their speaking. R#1 feels worried that their mistake might lead to misunderstandings from the audience. R#2 expresses both anxiety and embarrassment, and has a strong desire to immediately correct the error to maintain smooth communication. R#3 also experiences anxiety, slight embarrassment, and increased nervousness while continuing to speak. These responses suggest that being aware of an audience's reaction to mistakes significantly impacts students' confidence and emotional state during communication.

d. Demands and stresses of learning a foreign language

Last indicator explored in the interview is demands and stresses of learning a foreign language. Another cognitive factor that contributes to speaking anxiety among EFL learners relates to the demands and stress of learning a foreign language. According to Brown (2004), effective communication in a foreign language requires learners to develop competence in several essential language components, such as grammar, vocabulary, pronunciation, fluency, and comprehension. Learners must know what they want to

say, possess sufficient vocabulary, arrange words correctly, and articulate them clearly. However, when students—particularly those with low self-confidence and low self-esteem face linguistic challenges, they are more likely to experience anxiety, Hanifa (2018).

Excerpt#12

Question 12: How do you feel when you have to speak, but your English grammar skills are not very good?

R#1: *Saya akan merasa cemas, karna takut salah membaca dan yang mendengar jadi salah paham apa yang saya baca*
[I feel anxious because I'm afraid of reading something wrong, and the listeners might misunderstand what I read.]

R#2: *Saya akan merasa cemas dan merasa kurang percaya diri*
[I feel anxious and lack confidence.]

R#3: *Sayaa merasa cemas dan gugup yang saya lakukan akan ngomong secara perlahan-lahan*
[I feel anxious and nervous, so I try to speak slowly.]

The responses above, show that poor grammar skills contribute significantly to speaking anxiety among students. R#1 feels anxious due to fear of making mistakes that might lead to misunderstandings by the listeners. R#2 also experiences anxiety and a lack of self-confidence when speaking with weak grammar. R#3 feels anxious and nervous, and as a coping strategy, chooses to speak more slowly. These responses show that limited grammar ability affects students' confidence and delivery, making them more cautious and apprehensive when speaking English.

Excerpt#13

Question 13: How do you feel when you have to speak, but your English vocabulary skills are not very good?

R#1: *Saya merasa cemas, takut pendengar salah paham*

[I feel anxious because I'm afraid the listeners will misunderstand.]

R#2: *Saya akan merasa cemas saya merasa terbatas terhadap vocabulary ini dan kadang frustrasi*

[I feel anxious because I have limited vocabulary, and sometimes it makes me feel frustrated.]

R#3: *Saya merasa cemas, gugup juga dan kurang percaya diri tapi itu memotivasi saya untuk terus belajar dan memperbaiki kemampuan bahasa Inggris saya*

[I feel anxious, nervous, and lack confidence, but it motivates me to keep learning and improving my English skills.]

The responses above, reveal that limited vocabulary skills are a significant source of speaking anxiety. R#1 feels anxious due to the fear that listeners might misunderstand them. R#2 experiences anxiety and frustration caused by a restricted vocabulary range, which creates a communication barrier. R#3 also feels anxious, nervous, and lacks confidence; however, this challenge becomes a source of motivation to improve their English skills. Overall, these responses highlight that vocabulary limitations can negatively impact students' confidence but also encourage some to strive for better language proficiency.

Excerpt#14

Question 14: How do you feel when you have to speak, but you have limited understanding of English sentence structure?

R#1: *Saya merasa cemas juga ragu dan takut salah bicara dan takut pendengar salah mengartikan apa yang saya katakan*
[I feel anxious, unsure, and afraid of saying something wrong, and I'm also worried that the listeners might misunderstand what I say.]

R#2: *Saya akan merasa cemas, palingan saya akan diam saja terus pelajari tentang penggunaan kalimat dalam bahasa Inggris dulu*
[I will feel anxious, and I'll probably stay quiet and focus on learning how to use English sentences first.]

R#3: *Saya akan merasa sedikit cemas, karena tidak tau apa yang harus saya katakan*
[I will feel a bit anxious because I do not know what to say.]

The responses show that, limited understanding of English sentence structure contributes notably to speaking anxiety. R#1 feels anxious, hesitant, and afraid of making mistakes that could lead to being misunderstood by listeners. R#2 also experiences anxiety and prefers to stay silent while focusing on learning sentence structure first, showing a strategy of avoidance combined with self-improvement. R#3 expresses mild anxiety due to uncertainty about what to say. These responses highlight that lacking knowledge of sentence construction affects confidence and may lead to silence, hesitation, or fear of miscommunication.

Excerpt#15

Question 15: How do you feel when you have to speak, but your English pronunciation is not very good?

R#1: *Saya akan merasa cemas dan juga kurang percaya diri*
[I will feel anxious and also lack confidence.]

R#2: *Saya akan merasa cemas, paling saya diam aja lalu pelajri tentang pelafalan dulu*

[I will feel anxious, and I'll probably stay quiet and focus on learning pronunciation first.]

R#3: *Saya akan merasa sedikit cemas, karena saya kurang begitu ngerti*

[I would feel a bit anxious because I do not really understand.]

The responses above, demonstrate that limited English pronunciation skills contribute significantly to learners' speaking anxiety. R#1 indicates experiencing both anxiety and a lack of self-confidence, highlighting the psychological impact of perceived phonological inadequacy. R#2 reveals a strategy of withdrawal choosing silence and focusing on improving pronunciation first suggesting that anxiety may lead to communicative avoidance. Meanwhile, R#3, although reporting only mild anxiety, still reflects an underlying discomfort. Collectively, these responses suggest that pronunciation difficulties not only hinder oral performance but also negatively affect learners' willingness to communicate, self-efficacy, and overall language development.

B. Data Analysis

This research aims to explore the factors that cause speaking anxiety among vocational high school students who are learning English as a foreign language (EFL). The data were collected through questionnaires and interviews with students, focusing on four key cognitive indicators:

the fear of incomprehension, familiarity with the genre, connected to interlocutors, and demands and stresses of learning a foreign language, as explained below:

1. The fear of incomprehension

One of the main cognitive factors contributing to EFL speaking anxiety among vocational high school students is the fear of incomprehension. This fear arises when students do not fully understand the topic or content being discussed during communication. As a result, they feel unsure about what to say and are afraid of making mistakes. This uncertainty often causes hesitation, silence, or complete withdrawal from speaking activities. Hanifa (2018) emphasized that learners are likely to become anxious when they are exposed to input that exceeds their level of understanding. If students do not understand the content of a conversation or task, they struggle to respond properly, which makes them reluctant to speak. This fear can also be linked to a lack of topical knowledge. When students are unfamiliar with the subject being discussed, they face difficulties in generating ideas and organizing their thoughts, which further increases anxiety.

Based on the data from the questionnaire shows that many vocational high school students feel anxious when they do not understand what is being discussed in English. A large number of students (65%) said they feel nervous when they cannot follow the conversation. Even more students (78.2%) said they find it hard to speak when they are unsure about the topic. The highest

agreement (78.2%) was for the statement that they feel anxious when they are asked to explain something they do not understand. These results show that not understanding the topic or the communication is one of the biggest reasons students feel anxious when speaking English. It makes them feel unsure, nervous, and less confident to speak. Therefore, helping students improve their understanding of English content can help reduce their anxiety and make them more confident in speaking activities.

Based on the interview reveal that fear of incomprehension is a major source of speaking anxiety among students. When they do not understand what is being said or are unfamiliar with a topic, they commonly experience feelings of anxiety, confusion, and hesitation. Some respond by remaining silent, while others attempt to reduce anxiety by asking questions or seeking additional information. This indicates that limited comprehension in communication settings hinders students' confidence and participation, but also highlights their willingness to cope through clarification and active listening.

The findings indicate that a lack of topical knowledge significantly contributes to speaking anxiety among vocational high school students. When students do not understand the topic being discussed, they often feel nervous, confused, and reluctant to speak. This is in line with Hanifa (2018), who explained that EFL students often find it difficult to express their ideas when dealing with unfamiliar topics. Similarly, Tuan and Mai (2015), as well as Kasbi and Shirvan (2017), found that limited topical knowledge leads to reduced participation and increased anxiety in speaking classrooms. The data from both

the questionnaire and the interview support these studies, showing that students frequently experience anxiety when asked to speak without adequate understanding. Furthermore, as Mouhoubi-Messadh (2017) explains, receiving input beyond one's capacity to comprehend can intensify anxiety, which was reflected in students' behavior some chose to remain silent, while others attempted to seek clarification. Therefore, helping students build background knowledge and ensuring comprehension before speaking tasks may effectively reduce anxiety and enhance speaking performance.

2. Familiarity with the genre

According to Hanifa (2018), students may experience anxiety when they do not have a clear understanding of the speaking genre or are not used to the format of the task. Thornbury (2005) also classified speaking into different genres such as transactional, interpersonal, interactive and non-interactive which require different strategies and levels of preparation. Without familiarity or practice in these various forms, students may struggle to perform well, which increases their fear of failure. Raja (2017) highlighted that students often become nervous during public speaking activities because they are not used to expressing their ideas in front of an audience. This unfamiliarity with the genre makes them feel shy, uncomfortable, and worried about making mistakes. As a result, their body language, facial expressions, and gestures can also be affected by their anxiety.

The data shows from questionnaire that many vocational high school students feel anxious when they have to speak in different types of communication, especially when they do not fully understand the situation. Most students (70%) said they feel nervous during transactional, interactive, and non-interactive speaking activities if they are unfamiliar with the context. This includes things like asking for help, taking part in group discussions, or giving a speech. When it comes to interpersonal communication, such as talking one-on-one or in small groups, about (61%) of students also said they feel anxious if they do not understand what's happening in the conversation. However, some students (39%) felt more confident in these situations. For public speaking, like giving a presentation, the responses were more mixed. Around (56.5%) said they feel anxious, while (43.5%) said they do not. This shows that some students are more comfortable with public speaking, possibly because of past experience or stronger confidence. Overall, the findings suggest that unfamiliarity with the speaking situation or genre is a key cause of speaking anxiety. Students tend to feel more anxious when they are unsure about how to communicate in different settings. Helping students become more familiar with different speaking tasks and giving them practice in various situations can help reduce this anxiety and improve their speaking confidence.

Based on the interview reveals that students commonly experience speaking anxiety across various communication contexts transactional, interpersonal, interactive, and non-interactive especially when they do not fully understand the topic. Feelings of anxiety, confusion, and lack of confidence are prevalent,

often resulting in hesitation or silence. However, many students attempt to manage this anxiety by seeking clarification, gathering information, or continuing to speak despite discomfort. This demonstrates not only the challenges posed by limited comprehension but also the students' willingness to cope through active engagement and persistence.

The findings from both the questionnaire and interviews show that many vocational high school students experience speaking anxiety, especially when they are not familiar with the communication context or the speaking genre. This supports Hanifa, (2018) view that a lack of understanding or experience with certain speaking tasks can lead to anxiety. Thornbury's (2005) classification of speaking genres transactional, interpersonal, interactive, and non-interactive also highlights how each type requires different strategies, which may increase anxiety if students are not well-prepared. Overall, the key factor behind students' speaking anxiety is unfamiliarity with the situation or task. With more exposure, practice, and support, students can become more confident and reduce their anxiety in different communication settings.

3. Connected to interlocutors

Another important cause of speaking anxiety is related to the people students interact with, known as connected to interlocutors. Language is meant for communication, and when students feel their message is not understood, it increases their anxiety Anandari, (2015). Many students worry that their audience won't understand what they are trying to say, which makes them

nervous. The size of the audience also matters larger audiences can make students feel more pressured Raja, (2017). In addition, how listeners react to students' mistakes can affect their confidence. If they are corrected in a harsh or uncomfortable way while speaking, it can make them feel more anxious and lower their self-confidence Melouah & Sadeghi et al, (2013). This shows that a supportive and understanding environment is very important in reducing speaking anxiety.

The data from questionnaire shows that many students experience anxiety in situations where they feel judged or misunderstood. Over half of the students (56.5%) feel anxious when the audience does not understand their speech, showing that being misunderstood affects their confidence. A larger number (65.2%) feel anxious when speaking in front of more than 10 people, highlighting that public speaking in larger group increases anxiety. Most students (69.5%) also feel nervous when their mistakes are noticed by listeners, showing that fear of judgment is a strong cause of anxiety. These findings suggest that audience size, fear of mistakes, and fear of not being understood are major factors that contribute to speaking anxiety among students.

The interview data indicate that students experience significant speaking anxiety in various public communication contexts, particularly when facing comprehension challenges, large audiences, or errors in delivery. When the audience fails to understand the content of a speech or presentation, students report a range of emotional responses, including anxiety, frustration, and embarrassment. Similarly, speaking in front of more than ten listeners

heightens anxiety due to increased self-awareness and fear of negative evaluation. Furthermore, making mistakes during speech delivery and being aware of the audience's reaction exacerbates feelings of nervousness and self-doubt. Despite these challenges, some students demonstrate coping strategies such as attempting to clarify misunderstandings, maintaining focus, and correcting mistakes promptly. These findings underscore the impact of social and cognitive pressures on students' speaking performance and highlight the need for supportive communication training that fosters resilience, self-efficacy, and adaptive strategies in public speaking contexts.

The findings reveal that students' interaction with interlocutors significantly contributes to speaking anxiety. Many students feel anxious when they believe the audience does not understand them, when they speak in front of large groups, or when their mistakes are noticed. This is supported by Anandari (2015), who found that communication failure is a common source of anxiety among EFL learners. Similarly, Raja (2017) emphasized that audience size affects students' speaking performance, with larger audience's often increasing nervousness. Furthermore, Melouah (2013) and Sadeghi et al. (2013) identified that interlocutors' reactions, particularly harsh or unfriendly error correction, can create a stressful environment and reduce students' confidence. Data from both the questionnaire and the interview confirm that comprehension difficulties, public error correction, and large audience sizes are major triggers of anxiety. Despite these challenges, some students attempt to manage their anxiety by seeking clarification, focusing, or correcting themselves. These

findings suggest the need for supportive and empathetic classroom practices that help learners build resilience and confidence when interacting with others in English-speaking contexts.

4. Demands and stresses of learning a foreign language

Another major source of speaking anxiety comes from the demands and stresses of learning a foreign language. To speak well, students must understand and use grammar, vocabulary, pronunciation, fluency, and meaning. They need to know what to say, how to say it clearly, and how to form correct sentences. If students struggle with these language skills especially those with low confidence they often feel anxious. This shows that the pressure to perform well in a new language can create stress and lead to speaking anxiety.

The data from questionnaire shows that, the pressure of learning and using English correctly is another strong cause of speaking anxiety. Many students feel that grammar, vocabulary, sentence understanding, and pronunciation all affect their ability to speak. The data supports this (78.2%) of students said grammar affects their speaking, while (65.2%) said a lack of vocabulary limits their ability. A large number (82.6%) feel anxious when they do not understand English sentences, and (73.9%) feel nervous about using correct pronunciation. These results show that students often worry about making mistakes in language use, especially when they are unsure about grammar or pronunciation.

This fear can lower their confidence and increase their anxiety when speaking English.

Based on interview results, that limited grammar, vocabulary, sentence structure, and pronunciation skills are major causes of speaking anxiety among students. These weaknesses lead to fear of making mistakes, lack of confidence, and concern about being misunderstood. Some students choose to remain silent or avoid speaking, while others feel motivated to improve. Overall, language limitations significantly affect students' confidence and willingness to speak in English

The findings indicate that many students experience speaking anxiety due to challenges in mastering key language components such as grammar, vocabulary, pronunciation, and comprehension. Brown (2004) emphasizes that speaking a foreign language requires complex mental processing and sufficient mastery of these linguistic elements. When students are unsure about how to structure their sentences or pronounce words correctly, they tend to feel nervous and afraid of making mistakes. This is especially true for students with low self-confidence, as noted by Hanifa (2018), who found that linguistic difficulties often trigger anxiety among EFL learners. Data from the questionnaire and interviews confirm that most students feel pressured when they lack understanding of what to say and how to say it properly. Nevertheless, students demonstrate a willingness to continue learning and practicing, suggesting that with appropriate support and consistent practice, their confidence and speaking performance can significantly improve.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher discovered that vocational high school students who are learning English as a foreign language often experience speaking anxiety. This anxiety typically appears when they are required to speak English in various settings such as classroom discussions, oral presentations, or informal conversations. Many of them report feelings of nervousness, fear of making mistakes, and concern about being judged by others. These negative emotions can interfere with their ability to communicate clearly and confidently.

The findings reveal that EFL speaking anxiety among vocational high school students is mainly caused by cognitive factors such as fear of not understanding the topic, unfamiliarity with speaking genres, anxiety related to interlocutors, and language-related difficulties. Students often feel nervous, hesitant, and lack confidence when faced with unclear topics, unfamiliar speaking contexts, large audiences, or when struggling with grammar, vocabulary, and pronunciation. Despite these challenges, some students use coping strategies like asking for clarification, staying focused, and practicing regularly. Therefore, improving topic comprehension, increasing exposure to varied speaking tasks, and providing supportive

environments and consistent practice can effectively help reduce speaking anxiety and enhance students' confidence in using English.

This study provides valuable insights into the cognitive sources of speaking anxiety in the vocational school context, an area that is often overlooked. Fear of incomprehension, unfamiliarity with speaking genres, anxiety related to interlocutors, and language-related difficulties, the study highlights the need for targeted instructional strategies. It is hoped that these findings can inform English teachers, curriculum developers, and schools to design more supportive speaking activities that reduce anxiety and promote active oral participation among students.

B. Suggestion

Based on the conclusion, there are several suggestions that can be given to teachers, schools, and future researchers in order to help reduce English speaking anxiety among vocational high school students.

For teachers are encouraged to support students in overcoming their speaking anxiety by addressing the key indicators found in this study. First, to reduce fear of incomprehension, teachers should provide clear topic explanations, relevant vocabulary lists, and listening activities before speaking tasks. Second, teachers should gradually introduce students to various speaking genres transactional, interpersonal, interactive, and non-interactive so students become more familiar and confident in different communication settings. Third, teachers should foster a supportive

classroom environment where students feel safe to make mistakes. Feedback should be constructive, and students should be encouraged to ask questions or seek clarification. Lastly, continuous support in improving grammar, vocabulary, pronunciation, and sentence structure is necessary to help students build their linguistic confidence.

For schools, play a significant role in reducing students' speaking anxiety. Schools should create more opportunities for students to speak English in both formal and informal contexts, such as through English clubs, speech competitions, role-play activities, and English Days. These activities help students become more familiar with different speaking situations. Additionally, schools should provide professional development for teachers on how to handle speaking anxiety in the classroom, especially related to managing audience related fear, language limitations, and comprehension challenges. Ensuring a positive and non-threatening school environment can also increase students' motivation and reduce their hesitation when speaking English.

For future researchers are encouraged to explore each indicator of EFL speaking anxiety in greater detail. Studies can focus specifically on one or more factors, such as fear of incomprehension, unfamiliarity with speaking genres, interaction with interlocutors, or difficulties with language use. Further research could also examine effective strategies or interventions that help vocational high school students manage their anxiety in speaking tasks. Comparative studies between different educational levels or school

types may also provide a broader understanding of how context influences speaking anxiety. This would contribute to the development of more targeted and practical solutions in future teaching and learning.

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APPENDICES

1. APPENDICES 1: INSTRUMENT PENELITIAN

KUESIONER DAN INTERVIEW PENELITIAN

EFL SPEAKING ANXIETY AMONG VOCATIONAL HIGH SCHOOL STUDENTS

Dalam rangka penyelesaian skripsi. Saya, Alif Hamman Akzerino bermaksud melakukan penelitian ilmiah untuk penyusunan skripsi dengan judul “EFL SPEAKING ANXIETY AMONG VOCATIONAL HIGH SCHOOL STUDENTS”. Sehubung dengan hal tersebut, saya sangat mengharapkan kesediaan para siswa untuk meluangkan waktunya sejenak untuk mengisi beberapa pertanyaan pada interview ini.

Atas perhatian dan kerja samanya, saya ucapkan terima kasih.

Nama :

Kelas :

Jenis kelamin :

PETUNJUK PENGISIAN:

Bacalah setiap pernyataan dengan cermat, kemudian beri tanda centang (✓) pada kolom yang sesuai dengan tingkat kesetujuan kamu terhadap pernyataan tersebut.

Skala:

1 = Sangat Tidak Setuju

2 = Tidak Setuju

3 = Setuju

4 = Sangat Setuju

No	Pernyataan	1	2	3	4
A	The fear of incomprehension				
1	Saya merasa cemas ketika saya tidak bisa memahami komunikasi yang sedang terjadi				
2	Saya akan sulit berkomunikasi ketika saya tidak memiliki pemahaman pada topik yang di bicarakan				
3	Saya merasa cemas ketika saya diminta menyampaikan hal yang tidak saya pahami				
B	Familiarity with the genre				
4	Saya merasa cemas ketika harus bicara namun tidak memahami situasi dari jenis komunikasi yang fokus pada pertukaran informasi atau barang/jasa (Trancactional)				

No	Pernyataan	1	2	3	4
5	Saya merasa cemas ketika harus bicara namun tidak memahami situasi dari kemampuan berbicara dengan orang lain secara efektif, baik satu lawan satu maupun dalam kelompok (Interpersonal)				
6	Saya merasa cemas ketika harus bicara namun tidak memahami situasi dari percakapan dimana dua atau lebih orang bergantian berbicara dan mendengarkan, memungkinkan untuk meminta klarifikasi atau pengulangan Contoh: Percakapan tatap muka atau telepon. (Interactive)				
7	Saya merasa cemas ketika harus bicara namun tidak memahami situasi dari berbicara tanpa adanya respons langsung dari pendengar, seperti pidato atau presentasi (Non-interactive)				
8	Saya merasa cemas ketika melakukan presentasi di depan umum				
C	Connected to interlocutors				
9	Saya merasa cemas jika pendengar tidak memahami pidato yang saya sampaikan				
10	Saya merasa cemas ketika harus berbicara di depan umum lebih dari 10 orang pendengar				
11	Saya merasa cemas ketika pendengar menemukan kesalahan pada saat saya berbicara				

No	Pernyataan	1	2	3	4
D	Demands and stresses of learning a foreign language				
12	Kemampuan grammar bahasa Inggris saya mempengaruhi kemampuan bicara saya				
13	Kurangnya penguasaan vocabulary mempengaruhi kemampuan bicara saya				
14	Kurangnya kemampuan saya dalam memahami kalimat bahasa Inggris membuat saya cemas ketika harus berbicara dalam bahasa Inggris				
15	Saya merasa cemas ketika saya harus berbicara bahasa Inggris dengan pronunciation yang benar				

Questions about the fear of incomprehension

1. Apa yang Anda rasakan ketika Anda tidak memahami komunikasi yang sedang terjadi? Apa yang Anda lakukan?
2. Apa yang Anda rasakan ketika Anda harus berkomunikasi namun Anda tidak memiliki pemahaman terhadap topik apa yang dibicarakan? Apa yang Anda lakukan?
3. Apa yang Anda rasakan ketika Anda diminta menyampaikan hal yang tidak Anda pahami? Apa yang Anda lakukan?

Questions about familiarity with the genres

1. Apa yang Anda rasakan ketika Anda harus bicara dalam situasi dari jenis komunikasi yang fokus pada pertukaran informasi atau barang/jasa (Transactional) namun Anda tidak memahami hal tersebut?
 2. Apa yang Anda rasakan ketika Anda harus bicara dalam situasi dari kemampuan berbicara dengan orang lain secara efektif, baik satu lawan satu maupun dalam kelompok (Interpersonal) namun Anda tidak memahami hal tersebut?
 3. Apa yang Anda rasakan ketika Anda harus bicara dalam situasi dari percakapan dimana dua atau lebih orang bergantian berbicara dan mendengarkan, memungkinkan untuk meminta klarifikasi atau pengulangan (Interactive) Namun Anda tidak memahami hal tersebut?
Contoh: Percakapan tatap muka atau telepon.
 4. Apa yang Anda rasakan ketika Anda harus bicara dalam situasi dari berbicara tanpa adanya respons langsung dari pendengar, seperti pidato atau presentasi (Non-interactive) namun Anda tidak memahami hal tersebut?
 5. Apa yang Anda rasakan ketika Anda melakukan presentasi di depan umum namun pendengar tidak memahami presentasi yang Anda sampaikan?
-

Questions about connected to interlocutors

1. Apa yang Anda rasakan ketika saat berpidato namun pendengar tidak memahami pidato yang Anda sampaikan?

2. Apa yang Anda rasakan ketika berbicara di depan lebih dari 10 orang pendengar?
 3. Apa yang Anda rasakan ketika para pendengar menemukan kesalahan saat Anda berbicara?
-

Questions about demands and stress learning a foreign language

1. Apa yang Anda rasakan ketika harus berbicara namun kemampuan grammar bahasa Inggris Anda kurang baik?
2. Apa yang Anda rasakan ketika harus berbicara namun kemampuan vocabulary bahasa Inggris Anda kurang baik?
3. Apa yang Anda rasakan ketika Anda harus berbicara namun Anda kurang memahami penggunaan kalimat dalam bahasa Inggris?
4. Apa yang Anda rasakan ketika harus berbicara namun kemampuan pronunciation bahasa Inggris Anda kurang baik?

APPENDIX 2: DATA QUESTIONNAIRE

- 1) I feel anxious when I cannot understand the communication that is taking place.

Response	Percentage	Approximate Number of Students
Strongly Disagree (1)	13%	3 students
Disagree (2)	21.7%	5 students
Agree (3)	47.8%	11 students
Strongly Agree (4)	17%	4 students

Table 4.1.2 Questionnaire 1

- 2) I find it difficult to communicate when I do not have a clear understanding of the topic being discussed.

Response	Percentage	Approximate Number of Students

Strongly Disagree (1)	4.3%	1 student
Disagree (2)	17.4%	4 students
Agree (3)	47.8%	11 students
Strongly Agree (4)	30.4%	7 students

Table 4.1.3 Questionnaire 2

3) I feel anxious when I am asked to explain something I do not understand.

Response	Percentage	Approximate Number of Students
Strongly Disagree (1)	4.3%	1 student
Disagree (2)	17.4%	4 students
Agree (3)	56.5%	13 students
Strongly Agree (4)	21.7%	5 students

Table 4.1.4 Questionnaire 3

4) I feel anxious when I have to speak but do not understand the situation in a type of communication that focuses on exchanging information or goods/service (Transactional).

Response	Percentage	Approximate Respondents
Strongly Disagree (1)	0%	0 students
Disagree (2)	30.4%	7 students
Agree (3)	56.5%	13 students
Strongly Agree (4)	13%	3 students

Table 4.2.2 Questionnaire 4

5) I feel anxious when I have to speak but do not understand the situation in a type of communication that involves speaking effectively with others, either one-on-one or in a group (Interpersonal).

Response	Percentage	Approximate Respondents
Strongly Disagree (1)	13%	3 students
Disagree (2)	26.1%	6 students
Agree (3)	43.5%	10 students
Strongly Agree (4)	17.4%	4 students

Table 4.2.3 Questionnaire

6) I feel anxious when I have to speak but do not understand the situation in a conversation where two or more people take turns speaking and listening, allowing for clarification or repetition (Interactive)

Response	Percentage	Approximate Respondents
Strongly Disagree (1)	4.3%	1 student
Disagree (2)	26.1%	6 students
Agree (3)	52.5%	12 students

Strongly Agree (4)	17.4%	4 students
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Table 4.2.4 Questionnaire 6

7) I feel anxious when I have to speak but do not understand the situation in a speaking activity where there is no direct response from the listener, such as in a speech or presentation (Non-interactive)

Response	Percentage	Approximate Respondents
Strongly Disagree (1)	4.3%	1 student
Disagree (2)	26.1%	6 students
Agree (3)	52.5%	12 students
Strongly Agree (4)	17.4%	4 students

Table 4.2.5 Questionnaire 7

8) I feel anxious when giving a presentation in front of an audience.

Response	Percentage	Approximate Respondents
Strongly Disagree (1)	17.4%	4 students
Disagree (2)	26.1%	6 students
Agree (3)	30.4%	7 students
Strongly Agree (4)	26.1%	6 students

Table 4.2.6 Questionnaire 8

9) I feel anxious if the audience does not understand the speech I am delivering.

Response	Percentage	Approximate Respondents
Strongly Disagree (1)	8.7%	2 students
Disagree (2)	34.8%	8 students
Agree (3)	43.5%	10 students
Strongly Agree (4)	13%	3 students

Table 4.3.2 Questionnaire 9

10) I feel anxious when I have to speak in front of more than 10 people.

Response	Percentage	Approximate Respondents
Strongly Disagree (1)	8.7%	2 students
Disagree (2)	34.8%	8 students
Agree (3)	43.5%	10 students
Strongly Agree (4)	13%	3 students

Table 4.3.3 Questionnaire 10

11) I feel anxious when the listeners notice mistakes while I am speaking

Response	Percentage	Approximate Respondents
Strongly Disagree (1)	8.7%	2 students
Disagree (2)	34.8%	8 students

Agree (3)	43.5%	10 students
Strongly Agree (4)	13%	3 students

Table 4.3.4 Questionnaire 11

12) My English grammar skills affect my speaking ability.

Response	Percentage	Approximate Respondents
Strongly Disagree (1)	13%	3 students
Disagree (2)	8.7%	2 students
Agree (3)	56.5%	13 students
Strongly Agree (4)	21.7%	5 students

Table 4.4.2 Questionnaire 12

13) A lack of vocabulary affects my speaking ability.

Response	Percentage	Approximate Respondents
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Strongly Disagree (1)	4.3%	1 student
Disagree (2)	30.4%	7 students
Agree (3)	43.5%	10 students
Strongly Agree (4)	21.7%	5 students

Table 4.4.3 Questionnaire 13

14) My lack of ability to understand English sentences makes me feel anxious when I have to speak in English.

Response	Percentage	Approximate Respondents
Strongly Disagree (1)	4.3%	1 student
Disagree (2)	13%	3 students
Agree (3)	47.8%	11 students
Strongly Agree (4)	34.8%	8 students

Table 4.4.4 Questionnaire 14

15) I experience anxiety when I am required to speak English using correct pronunciation.

Response	Percentage	Approximate Respondents
Strongly Disagree (1)	4.3%	1 student
Disagree (2)	13%	3 students
Agree (3)	47.8%	11 students
Strongly Agree (4)	34.8%	8 students

Table 4.4.5 Questionnaire 15

APPENDIX 3: DATA INTERVIEW

RESPONDENT #1 FADIA LATIFA

ANSWER:

1. Saya merasa cemas, dapat menimbulkan kesalah pahaman terhadap lawan bicara,yang saya lakukan adalah bertanya lagi tentang komunikasi yang

saya tidak pahami.

2. Saya merasa cemas, dan yang saya lakukan adalah mendengarkan topicnya saja dan tidak ikut bicara karena saya tidak paham dengan komunikasinya.
3. Saya merasa cemas, paling yang saya lakukan adalah memberitahukan bahwa saya tidak mengerti apa yang harus saya sampaikan
4. Saya merasa cemas karena tidak tahu apa yang harus saya sampaikan
5. Saya merasa cemas, karena saya tidak tau apa yang harus saya sampaikan
6. Saya akan merasa cemas, karena saya bingung apa yang harus dibicarakan
7. Saya merasa cemas, karna takut ketika selesai presentasi di tanya tentang apa itu yang saya presentasi kan
8. Saya merasa tidak cemas, karena nanti saya akan mengulangi presentasi tersebut hingga para pendengar paham apa yang saya sampaikan
9. Saya merasa tidak cemas, karna nanti saya akan menjelaskan pidato saya supaya para pendengar bisa memahami apa yang saya sampaikan
10. Saya akan merasa cemas, karena malu diliat banyak orang
11. Saya akan merasa cemas karna takut para pendengar menyimpulkan apa yang saya bicarakan takut menyimpulkan kesimpulan yang membuat orang salah paham
12. Saya akan merasa cemas, karna takut salah membaca dan yang mendengar jadi salah paham apa yang saya baca
13. Saya merasa cemas, takut pendengar salah paham
14. Saya merasa cemas juga ragu dan takut salah bicara dan takut pendengar salah mengartikan apa yang saya katakana

15. Saya akan merasa cemas dan juga kurang percaya diri

RESPONDENT #2 MUHAMMAD ABDUL AZIS

ANSWER:

1. Saya merasa cemas, ketika tidak memahami komunikasi yang disampaikan jadinya saya merasa bingung.
2. Saya merasa cemas dan mungkin saya cuma mendengarkan aja dan bertanya tentang topic yang dibicarakan
3. Saya merasa cemas dan tidak yakin, saya akan meminta penjelasan atau mencari informasi terlebih dahulu karena dengan mencari suatu informasi mungkin saya bisa memahami apa yang harus dibicarakan Saya merasa cemas karena tidak tahu apa yang harus saya sampaikan
4. Saya merasa cemas, bingung dan tidak percaya diri saya akan bertanya untuk klarifikasi atau mencari informasi agar bisa berkomunikasi dengan tepat Saya akan merasa cemas, karena saya bingung apa yang harus dibicarakan
5. Saya merasa cemas canggung dan tidak nyaman mungkin saya akan mendengarkan lebih dahulu apa yang sedang dibicarakan lalu bila tetap tidak mengerti juga paling saya akan bertanya langsung ke lawan bicara saya apa maksud dari pembicaraanya
6. Saya merasa cemas dan mungkin aja saya akan panic karena tidak memahami hal yang dibicarakan

7. Saya akan cemas, dan merasa gugup juga tidak yakin juga mungkin saya kurang percaya diri dalam hal ini Saya akan merasa cemas, karna takut salah membaca dan yang mendengar jadi salah paham apa yang saya baca
8. Saya merasa cemas, dan kecewa juga ada rasa khawatir juga sebab pendengar ga ngerti tentang presentasi yang saya sampaikan
9. Saya merasa cemas bahkan frustrasi karena pendengar ga ngerti pidato yang sudah saya sampaikan
10. Saya merasa sedikit cemas, tapi saya tetap harus merasa fokus walau saya sedikit tegang
11. Saya akan merasa cemas dan merasa malu langsung ingin segera memperbaiki kesalahan tersebut agar komunikasi tetap lancar
12. Saya akan merasa cemas dan merasa kurang percaya diri
13. Saya akan merasa cemas saya merasa terbatas terhadap vocabulary ini dan kadang frustrasi
14. Saya akan merasa cemas, palingan saya akan diam saja terus pelajari tentang penggunaan kalimat dalam bahasa Inggris dulu
15. Saya akan merasa cemas, paling saya diam aja lalu pelajri tentang pelafalan dulu

RESPONDENT #3 RIZKY SURYA PRATAMA

ANSWER:

1. Saya merasa cemas, mungkin saya cuma diam saja dan mengamati apa yang sedang terjadi.

2. Saya merasa cemas dan mungkin saya rasa bingung apa yang ingin di katakan tapi saya akan memahami pembicaraanya dan mulai berkomunikasi ketika saya paham apa yang sedang dibicarakan
3. Saya merasa cemas dan sedikit takut untuk menyampaikan tapi saya harus mencari informasi terlebih dulu
4. Saya merasa cemas dan gugup atau bahkan bingung tapi harus mencerna informasi dan melakukan komunikasi dengan baik
5. Saya merasa cemas dan lebih cemas lagi bila harus berkomunikasi dengan 1 kelompok
6. Saya akan sedikit cemas, karena saya bingung harus bicara apa
7. Saya akan merasa cemas pas sedang pidato penyampaian yang saya berikan kurang jelas, pasti saya akan selalu kepikiran hal itu dan saat saya pidato pasti nampak gugup dan kurang percaya diri
8. Saya merasa sedikit cemas, tapi saya akan tetap menjelaskan apa yang mereka tidak paham sampai mereka paham
9. Saya merasa sedikit cemas, tapi saya akan tetap meneruskan apa yang akan saya pidatikan walau agak sedikit malu karena terasa seperti ngomong sendiri
10. Saya akan merasa cemas dan gugup karena diliat banyak orang
11. Saya merasa cemas agak sedikit malu dan jadi malah agak sedikit gugup saat berbicara
12. Sayaa merasa cemas dan gugup yang saya lakukan akan ngomong secara perlahan-lahan

13. Saya merasa cemas, gugup juga dan kurang percaya diri tapi itu memotivasi saya untuk terus belajar dan memperbaiki kemampuan bahasa Inggris saya
14. Saya akan merasa sedikit cemas, karena tidak tau apa yang harus saya katakan
15. Saya akan merasa sedikit cemas, karena saya kurang begitu ngerti

APPENDIX 4: SURAT SK

YAYASAN PAKUAN SILIWANGI
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SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor: 363/SK/DEK/PAU/2025

TENTANG
PENANGKATAN HASIL BELAJAR (SKRIPSI)
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang

1. Bahwa oleh karena pentingnya peningkatan akademik, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku;
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan;
3. Dengan mengacu pada surat mutasi bagi mahasiswa untuk menempuh ujian Sarjana;
4. Ujian Sarjana harus terselesaikan dengan baik.

Mengingat

1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Peraturan Pemerintah Nomor 32 Tahun 2013, tentang Perubahan atas Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan;
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan;
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/UN/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.

Memperhatikan

Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan

Pertama

Mengangkat Saudara

Abdul Rozyid, M.Pd. : Pembimbing Utama

Poppy Sofia Hidayati, M.Pd. : Pembimbing Pendamping

Nama : ALIF HAMMAN AKZERINO

NPM : 031118006

Program Studi : PENDIDIKAN BAHASA INGGRIS

Judul Skripsi : EFL SPEAKING ANXIETY AMONG SENIOR HIGH SCHOOL STUDENTS

Kedua

Keseluruhan yang bersangkutan diberlakukan hok dan langgang sesuai serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga

Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperfunya.

Ditetapkan di Bogor
Tanggal 15 Januari 2025

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan
Abdul Rozyid, M.Pd.
NPM. 031118006

Tembusan

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

APPENDIX 5: SURAT IZIN PENELITIAN

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
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Jalan Pakuan Kota Pro. 413, E-mail: Bag@pak.ac.id, Telp: (021) 8171468 Bogor

Nomor: 199/IN/DEK/UNP/2025
Perihal: Izin Penelitian
22 Mei 2025

Yth. Kapten Sisk Bhinnika Nusantara
di
Tumail

Dalam rangka penyusunan tugas, bersama ini kami hadapkan mahasiswa

Nama : ALIF HAMMAN AKZERINO

NPM : 031118006

Program Studi : PENDIDIKAN BAHASA INGGRIS

Semester : Akhir

Untuk mengetahui penelitian di instansi yang Bapak/Ibu pemin, Alasan kegiatan penelitian yang akan dilakukan pada tanggal 22 Mei 2025 s.d 22 Juni 2025 mengenai: EFL SPEAKING ANXIETY AMONG VOCATIONAL HIGH SCHOOL STUDENTS

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

di Bogor
dan komputersikan

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan
Abdul Rozyid, M.Pd.
NPM. 031118006

APPENDIX 6: SURAT SELESAI PENELITIAN

**YAYASAN PENDIDIKAN PEMBANGUNAN NASIONAL JAYA**
SMK BHINNEKA NUSANTARA BEKASI
KOMPETENSI KEAHLIAN :
1. PERBANKAN 2. REKAYASA PERANGKAT LUNAK 3. TEKNIK SEPEDA MOTOR
Jl. Lurah Itih RT.04/04 Kel. Jatisari Kec. Jatisari Kota Bekasi 17426 Telp. (021) 22817649

SURAT KETERANGAN
No : 269/SMK BHINNUS/VI/2025

Yang bertanda tangan dibawah ini :

Nama : Sugito Junaedi, S.Pd
Jabatan : Kepala Sekolah
Unit Kerja : SMK BHINNEKA NUSANTARA Kota Bekasi

Menerangkan bahwa mahasiswa ;

Nama : Alif Hamman Akzerino
NIM : 031118006
Program Studi : Pendidikan Bahasa Inggris
Universitas : Pakuan

Telah melaksanakan tugas penelitian di SMK BHINNEKA NUSANTARA Kota Bekasi pada tanggal 22 Mei 2025 sampai dengan 22 Juni 2025 dalam rangka penyusunan skripsi dengan judul “ *ELF SPEAKING ANXIETY AMONG VOCATIONAL HIGH SCHOOL STUDENTS* ”.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana semestinya.

Hormat kami,
Kepala, SMK BHINNEKA NUSANTARA


Sugito Junaedi, S.Pd