AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AND SELF-CONFIDENCE DURING SPEECH ACTIVITIES IN THE ENGLISH CLUB AT MA MU'ALLIMIN SAWAH DANGKA

A THESIS

Submitted in Partial Fulfillment of Requirements for the Degree of Strata 1 (S1) in English Education Study Program

By:

Rahmaniyah Handayani Putri

NIM. 2321066

Advisor:

Dr. Irwandi, SS., M.Pd

NIP. 197912262011011008

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SJECH M. DJAMIL DJAMBEK BUKITTINGGI

BUKITTINGGI

2026 M/1447 H

STATEMENT OF AUTHENTICITY

The following is identity of the undersigned:

Name : Rahmaniyah Handayani Putri

NIM : 2321066

Place/Date of Birth : Salo/ January 30, 2003

Major : English Language Education

Faculty : Tarbiyah and Teacher Training

Thesis Title : *An Analysis of Students' Speaking Anxiety and Self-Confidence during Speech Activities in the English Club at MA Mu'allimin Sawah Dangka.*

I hereby declare that this thesis is my original work, developed independently and free from any form of plagiarism. All sources and external contributions have been duly acknowledged and cited according to academic standards. I fully understand that any violation of this integrity may result in legal consequences and the revocation of my academic degree. This statement is made in good faith and with full responsibility for its veracity.

Bukittinggi, July 2026

The Researcher,

Rahmaniyah Handayani Putri

NIM. 2321066

LETTER OF ADVISOR APPROVAL

Thesis entitled "**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AND SELF-CONFIDENCE DURING SPEECH ACTIVITIES IN THE ENGLISH CLUB AT MA MU'ALLIMIN SAWAH DANGKA**" written by Rahmaniyah Handayani Putri (2321066), English Education Study Program, Faculty of Tarbiyah and Teacher Training. State Islamic University of Sjech M. Djamil Djambek Bukittinggi, academic year 2025/2026, has been granted approval to undertake the Munaqasyah session. This approval is guaranteed and used appropriately.

Bukittinggi, July 2026

Advisor

Dr. Irwandi, SS., M.Pd

NIP. 197912262011011008

ABSTRACT

Rahmaniyah Handayani Putri, NIM. 2321066, *"An Analysis of Students' Speaking Anxiety and Self-Confidence during Speech Activities in the English Club at MA Mu'allimin Sawah Dangka."* Undergraduate Thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sjech M. Djamil Djambek Bukittinggi, 2026.

This qualitative study with a case study design aimed to describe and analyze how students' speaking anxiety and self-confidence manifested during routine speech activities in the English Club at MA Mu'allimin Sawah Dangka. The background of this research was rooted in the phenomenon of students' affective factors in learning English as a Foreign Language (EFL), in which speech activities designed to build students' mental fortitude often inadvertently triggered psychological barriers when speaking in public.

This research employed a descriptive qualitative approach with a case study design. Participants were selected using a purposive sampling technique, consisting of 13 students who were members of the English Club in Class XI-B and one teacher supervisor. Data were collected through non-participant observation across three speech activity sessions, semi-structured interviews, and documentation in the form of students' speaking performance assessment results. Data analysis applied the interactive analysis model proposed by Miles, Huberman, and Saldaña, which comprised data condensation, data display, and conclusion drawing and verification.

The results revealed that students' speaking anxiety most dominantly manifested as communication apprehension, which was triggered by a high dependency on verbatim text memorization rather than by fear of negative evaluation. Most students experienced memory blanks during their speeches due to performance pressure on stage. Meanwhile, students' self-confidence developed progressively through continuous practice, particularly in the aspects of optimism and self-reliance, whereas objectivity remained the weakest affective dimension. This study concluded that the reduction of anxiety and the enhancement of students' self-confidence could be achieved more optimally if the speech preparation process was oriented toward understanding key points rather than rigid text memorization.

Keywords: speaking anxiety, self-confidence, speech activities, English Club, English as a Foreign Language (EFL).

ABSTRAK

Rahmaniyah Handayani Putri, NIM. 2321066, "An Analysis of Students' Speaking Anxiety and Self-Confidence during Speech Activities in the English Club at MA Mu'allimin Sawah Dangka." Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, 2026.

Penelitian kualitatif dengan desain studi kasus ini bertujuan untuk mendeskripsikan dan menganalisis bagaimana kecemasan berbicara (speaking anxiety) dan kepercayaan diri (self-confidence) siswa termanifestasi selama kegiatan speech rutin di English Club MA Mu'allimin Sawah Dangka. Latar belakang penelitian ini berakar dari fenomena faktor afektif siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing (English as a Foreign Language/EFL), di mana kegiatan pidato yang dirancang untuk membangun mental siswa justru kerap memicu hambatan psikologis saat berbicara di depan umum.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Partisipan dipilih menggunakan teknik purposive sampling, yang terdiri atas 13 siswa anggota English Club kelas XI-B dan seorang guru pembina. Data dikumpulkan melalui observasi nonpartisipan pada tiga pertemuan kegiatan speech, wawancara semi-terstruktur, serta dokumentasi berupa hasil penilaian praktik berbicara siswa. Analisis data menerapkan model analisis interaktif Miles, Huberman, dan Saldaña, yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa kecemasan berbicara siswa paling dominan termanifestasi dalam bentuk communication apprehension (kecemasan berkomunikasi), yang dipicu oleh tingginya ketergantungan pada penghafalan teks secara verbatim, bukan oleh ketakutan terhadap penilaian negatif. Sebagian besar siswa mengalami lupa saat menyampaikan pidato akibat tekanan performa di atas panggung. Sementara itu, kepercayaan diri siswa berkembang secara bertahap melalui latihan yang berkelanjutan, terutama pada aspek optimism dan self-reliance, sedangkan aspek objectivity masih menjadi dimensi afektif yang paling lemah. Penelitian ini menyimpulkan bahwa reduksi kecemasan dan peningkatan kepercayaan diri siswa dapat dicapai secara lebih optimal apabila proses persiapan pidato berorientasi pada pemahaman poin-poin utama, alih-alih penghafalan teks secara kaku.

Kata Kunci: kecemasan berbicara, kepercayaan diri, kegiatan speech, English Club, English as a Foreign Language (EFL).

ACKNOWLEDGEMENT



With the name of Allah SWT, the Most Gracious and Most Merciful, all praise is devoted to Allah SWT, the Almighty and the Lord of all creation. By His guidance and blessings, the researcher is finally able to complete this research paper as a requirement for finishing her bachelor's degree. Peace and salutation are also sent to Prophet Muhammad SAW.

This thesis could not have been accomplished without the assistance, guidance, and support from many individuals. Therefore, the researcher would like to convey her deepest appreciation and sincere gratitude to the following people:

1. Prof. Dr. Silfia Hanani, M.Si as the Rector of UIN Sjech M. Djamil Djambek Bukittinggi and also her first, second and third assistants.
2. Dr. Junaidi, S.Ag, M.Pd as Dean of the Faculty of Tarbiyah and Teacher Training.
3. Dr. Widya Syafitri, M.Pd as the Head of English Education Department of UIN Sjech M.Djamil Djambek Bukittinggi.
4. Dr. Irwandi, SS., M.Pd as researcher's thesis advisor, who has always made the time, effort, and thought amidst a busy schedule. Thank you for patiently guiding researcher's step by step, steadily and surely throughout the process. Her mentorship has played a vital role in helping researcher reach this point and complete this thesis.

5. Dr. Widya Syafitri, M.Pd, lecturer of the English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi, for validating the research instruments on 10 June 2026;
6. Dr. Afdaleni, M.Pd, lecturer of the English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi, for validating the research instruments on 15 June 2026;
7. Muthia Rahman, M.Pd, lecturer of the English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi, for validating the research instruments on 23 June 2026;
8. All of the lecturers especially English lecturers who have given their knowledge, ideas, and contributions during this research and helped in the completion of the thesis.
9. The headmaster, teachers, and students of MA Mu'allimin Sawah Dangka, particularly Miss Ridha Fadilah and the Class 11-B English Club members, for their cooperation and openness during data collection;
10. The researcher's beloved family, especially researcher father (Rahmat Saputra), mother (Siska Rinjani), my little sister (Nurhidayah Az Zahwa), Who have been the greatest source of love, strength, and inspiration throughout this journey. Their endless prayers, patience, and sacrifices have become the light that guided the researcher through every challenge. Their faith in the writer's ability never faded, even in moments of doubt and difficulty.
11. To everyone who has been involved in the researcher's journey from the very beginning to the completion of this thesis, sincere gratitude is extended. The

presence, support, and contributions, no matter how big or small, have played a significant role in enabling the researcher to reach this point. The researcher is deeply grateful for every encouragement, prayer, and kindness shown throughout this process.

The researcher hopes that Allah SWT. will always bestow His blessings upon everyone who has been mentioned, as well as those who may not have been named, but whose support and kindness have been deeply felt. This thesis may still contain several weaknesses or shortcomings. Thus, constructive criticism and helpful suggestions are warmly welcomed and greatly appreciated to improve the quality of this work. The researcher hopes that this thesis can provide valuable insights and contribute meaningfully to further research in the future.

Bukittinggi, July 2026

Rahmaniyah Handayani Putri

NIM. 2321066

TABLE OF CONTENT

STATEMENT OF AUTHENTICITY ..... **ii**
LETTER OF APPROVAL ..... **iii**
ABSTRACT ..... **iv**
ABSTRAK ..... **v**
ACKNOWLEDGEMENT ..... **vi**
TABLE OF CONTENT ..... **ix**
LIST OF TABLES ..... **xi**
LIST OF FIGURES ..... **xii**
LIST OF APPENDICES ..... **xiii**
CHAPTER 1 ..... **1**
INTRODUCTION **1**
A. Background of the Research 1
B. Identification of the Problem 6
C. Research Questions 7
D. Research Objectives 7
E. Significance of the Research 7
F. Definition of the Key Terms 9
CHAPTER II **11**
REVIEW OF LITERATURES **11**
A. Theoretical Review 11
B. Relevant Studies 23
C. Conceptual Framework 27
CHAPTER III **29**
RESEARCH METHODOLOGY **29**
A. Type of Research 29
B. Research Setting 29

C. Informants 30
D. Sampling Technique 31
E. Instrument and Technique of Data Collection 32
F. Validity and Reliability of Data 35
G. Trustworthiness of Data 37
H. Technique of Data Analysis 39
CHAPTER IV 41
FINDINGS AND DISCUSSION 41
A. Data Description 41
B. Data Interpretation 62
C. Discussion 64
CHAPTER V 70
CONCLUSION, IMPLICATION, SUGGESTION 70
A. Conclusion 70
B. Implication 72
C. Suggestion 74
REFERENCES 76
APPENDICES 78

LIST OF TABLES

Table 3.1 Aiken V Test Result.....37

Table 4.1 Participant Coding 42

Table 4.2 Three-Meeting Development Trend Summary.....56

Table 4.3 Teacher's Self-Confidence and Anxiety Notes 59

Table 4.4 Expression & Delivery Notes and Total Rubric Scores.....61

Table 4.5 Triangulation of Findings.....62

LIST OF FIGURES

Figures 2.1 Conceptual Framework…….……..27

LIST OF APPENDICES

Appendix 1 SK Pembimbing 78

Appendix 2 Persetujuan Pembimbing 79

Appendix 3 Surat Permohonan Validasi 80

Appendix 4 Validator 1 81

Appendix 5 Validator 2 82

Appendix 6 Validator 3 83

Appendix 7 Surat Izin Penelitian 84

Appendix 8 Surat Selesai Penelitian 85

Appendix 9 Research Guideline 86

Appendix 10 Preliminary Sheet 87

Appendix 11 Instrument of the Research 88

Appendix 12 Preliminary Interview Transcripts Tutor 93

Appendix 13 Preliminary Interview Transcripts Students 98

Appendix 14 Liminary Interview Transcripts Tutor 105

Appendix 15 Liminary Interview Transcripts Students 107

Appendix 16 Documentation 142

CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking is one of the most essential productive skills in language learning, particularly in the context of English as a Foreign Language (EFL). The ability to speak a foreign language publicly requires not only linguistic competence but also psychological readiness, including the management of anxiety and the maintenance of self-confidence. Harmer (2007) states that speaking enables learners to express ideas, opinions, and emotions in real communicative situations, making it a fundamental component of communicative competence.

In the Indonesian EFL context, public speaking activities such as speech performances remain particularly challenging for many students. Ur (1996) explains that EFL learners frequently experience difficulties in speaking due to limited authentic practice opportunities. These difficulties are not exclusively linguistic in nature; they also encompass affective factors such as fear of making mistakes, embarrassment in front of peers, and low self-confidence during oral performance. Such affective barriers can significantly impede students' speaking development, even among learners who possess adequate linguistic knowledge.

Speaking anxiety is recognized as one of the most significant obstacles in foreign language learning. Horwitz, Horwitz, and Cope (1986)

define foreign language classroom anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. In speaking contexts, anxiety can manifest as nervousness, mental blocks, avoidance behaviors, and dependence on memorized text during performance. Krashen's (1985) affective filter hypothesis further explains that high anxiety raises a psychological barrier that blocks comprehensible input and limits language production, thereby directly affecting students' speaking performance.

Alongside anxiety, self-confidence plays a pivotal role in determining the quality of students' speaking performance. Lauster (1978) defines self-confidence as a positive attitude of an individual toward his or her own abilities that allows the individual to develop an assessment of their capacity to achieve what is desired. Students with high self-confidence tend to speak more willingly, take communicative risks, and recover more effectively from errors during performance. Conversely, students with low self-confidence often demonstrate avoidance behaviors, excessive dependence on written notes, and reduced participation in oral activities.

At MA Mu'allimin Sawah Dangka, the English Club is one of the extracurricular programs designed to support students' English language development, particularly speaking ability through speech activities. Based on preliminary observations, the English Club conducts speech activities across several structured meetings. In the first meeting, the teacher delivers

material on public speaking and speech structure. In the second meeting, students practice constructing openings and closings, and begin performing in front of their peers. By the third meeting, students are expected to perform speeches more independently. However, even at the final examination stage, when students are explicitly prohibited from bringing written texts or note cards, the researcher observed that almost all students still brought and read from written materials during their performances.

This pattern of behavior strongly suggests that students have not yet developed sufficient self-confidence to perform speeches without reliance on written support. Preliminary interviews conducted with ten English Club members further confirmed this observation. Seven out of ten students reported experiencing significant nervousness and anxiety before and during their speech performances. Six students admitted that their primary preparation strategy involved memorizing full speech texts verbatim, and that forgetting any part of the memorized text during performance caused them to panic, stop speaking, or lose composure. Three students selected for deeper preliminary interviews expressed concerns about pronunciation errors, vocabulary forgetting under pressure, and fear of negative evaluation by peers.

These findings indicate that anxiety and low self-confidence are the core affective barriers interfering with students' speech performance in the English Club at MA Mu'allimin Sawah Dangka. This condition reflects a broader pattern documented in the EFL literature, in which affective factors

rather than purely linguistic deficiencies are the primary obstacle to students' oral performance development.

Several previous studies have investigated speaking activities and extracurricular English programs in Indonesian EFL contexts. Dayangku Intan (2023) analyzed English Club activities at MAN 1 Bandar Lampung and found that discussion and simulation were the dominant activity types, focusing primarily on implementation aspects of the program. Sri Ningsih (2023) investigated the English Conversation Club at SMPN 1 Kalitidu and identified speaking difficulties including poor pronunciation and low confidence, but focused on teaching strategies rather than on the affective experience of students themselves. More recently, Ikram Bachir (2025) explored the role of speaking clubs in developing EFL students' speaking skills in a university context, finding that speaking clubs helped reduce anxiety and improve confidence broadly. Kardiansyah and Qodriani (2018) similarly found that English extracurricular activities contribute to better speaking performance overall.

However, a significant research gap remains. While these studies acknowledge anxiety and self-confidence as relevant factors, none of them specifically and deeply investigates how speaking anxiety manifests and how self-confidence operates across the specific stages of speech activities in extracurricular English Club programs within Islamic school (madrasah) settings in Indonesia. The unique context of Islamic schools such as MA Mu'allimin Sawah Dangka, where students are highly accustomed to

Arabic-medium memorization and public religious recitation, creates a distinct affective landscape for English speech performance that has not yet been specifically examined in the existing literature.

The urgency of this research is supported by both academic and practical considerations. Academically, Indonesia's Islamic school context presents a unique combination of affective variables — including Arabic-English language competition, peer pressure rooted in Islamic school social norms, and verbatim memorization habits reinforced by Qur'anic learning culture — that are not captured by existing FLCA research conducted primarily in conventional school and university settings. Understanding how anxiety and self-confidence operate in this context will contribute to a more contextually grounded application of Horwitz et al.'s (1986) FLCA framework and Lauster's (1978) self-confidence theory in Indonesian Islamic education.

Practically, this research is urgently needed because the observed pattern — students continuing to read from prohibited written notes during formal speech examinations — indicates that the current speech program has not yet effectively addressed students' affective barriers. Without a systematic understanding of how anxiety and low self-confidence manifest in this specific setting, teachers and program designers cannot develop appropriately targeted interventions. This research therefore aims to provide evidence-based insights that can directly inform the improvement of English Club speech programs in similar Islamic school contexts across West

Sumatra and Indonesia more broadly.

Based on the background, research gap, and urgency described above, the researcher is interested in conducting a study entitled "*An Analysis of Students' Speaking Anxiety and Self-Confidence during Speech Activities in the English Club at MA Mu'allimin Sawah Dangka*."

B. Identification of the Problem

Based on the background above, the problems of this research can be identified as follows:

1. Students experience significant speaking anxiety during speech performances in the English Club.
2. Students demonstrate low self-confidence when performing speeches in front of peers, as evidence by their continued reliance on written notes even when prohibited.
3. Students tend to rely on memorizing speech text verbatim rather than developing genuine communicative confidence.
4. Students exhibit anxiety-related behaviors during speech performance, including nervousness, mental blocks, and fear of pronunciation errors.
5. There is limited documentation and analysis of the affective dimensions (anxiety and self-confidence) experienced by students in the English Club's speech activities.

C. Research Questions

Based on the identification of the problem above, the research questions are formulated as follows:

1. How does speaking anxiety manifest in the speech activities of the English Club at MA Mu'allimin Sawah Dangka?
2. How does self-confidence influence students' participation in the speech activities of the English Club at MA Mu'allimin Sawah Dangka?

D. Research Objectives

Based on the research questions above, the objectives of this research are:

1. To describe and analyze how speaking anxiety manifests in students' participation in English Club speech activities at MA Mu'allimin Sawah Dangka.
2. To describe and analyze how self-confidence influences students' performance in English Club speech activities at MA Mu'allimin Sawah Dangka.

E. Significance of the Research

The significance of this research is divided into theoretical and practical significance.

1. **Theoretical Significance**

This research is expected to contribute to knowledge and understanding regarding the affective dimensions of EFL speaking performance, particularly the roles of speaking anxiety and self-confidence in extracurricular speech activities within Islamic school contexts in Indonesia.

2. **Practical Significance**

a. For Students

This research is expected to help students recognize and manage their speaking anxiety and develop greater self-confidence in English speech performances.

b. For Teachers and English Club Instructors

This research is expected to provide insights into students' affective experiences during speech activities, enabling instructors to design more supportive and anxiety-reducing speaking programs.

c. For Schools

This research is expected to serve as a reference for developing English Club programs that explicitly address students' affective needs alongside linguistic development.

d. For Future Researchers

This research is expected to serve as a reference for researchers

interested in studying affective factors in EFL speaking development within extracurricular and Islamic school contexts.

F. Definition of Key Terms

To avoid misunderstanding and to ensure clarity, several key terms used in this research are defined as follows.

1. Speaking Anxiety

Speaking anxiety refers to the feelings of worry, nervousness, fear of making mistakes, and apprehension experienced by students before and during speech performances in the English Club.

2. Self-Confidence

Self-confidence refers to students' positive belief in their own speaking ability, their willingness to perform speeches without excessive reliance on written support, and their capacity to manage performance errors constructively.

3. Speech Activities

Speech activities refer to structured speaking activities conducted in the English Club at MA Mu'allimin Sawah Dangka, in which individual students prepare and deliver speeches in English before their peers and the club advisor.

4. English Club

English Club is an extracurricular program at MA Mu'allimin

Sawah Dangka that aims to develop students' English abilities, particularly oral communication, outside formal classroom instruction.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Theory

1. Speaking Skills in EFL Learning

a. Definition of Speaking Skills

Speaking is one of the most fundamental productive skills in language learning, especially in the context of English as a Foreign Language (EFL). Harmer (2007) defines speaking as *"a productive skill"* in which a speaker communicates a message to a listener using sounds and words. Through speaking, learners can express their ideas, opinions, and feelings in real communicative situations. For this reason, speaking is widely regarded as one of the most important skills for language learners to master.

Richards (2008) argues that speaking involves not only the production of sounds and sentences but also the ability to manage real-time interactions and navigate the social and linguistic dimensions of communication simultaneously. For EFL learners in Indonesia, who have limited exposure to authentic English outside the classroom, developing speaking ability requires systematic practice and structured support, particularly in extracurricular programs such as the English Club.

Thornbury (2005) emphasizes that speaking proficiency

requires dedicated effort, regular practice, and meaningful exposure to the target language. In contexts such as MA Mu'allimin Sawah Dangka, where students' daily communication rarely involves English, structured speaking activities become especially important for developing oral communicative competence.

2. Speaking Anxiety

a. Definition of Speaking Anxiety

Speaking anxiety is one of the most extensively studied affective variables in foreign language learning. Horwitz, Horwitz, and Cope (1986) define Foreign Language Classroom Anxiety (FLCA) as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. This anxiety is most frequently and intensely experienced in speaking tasks, where performance is immediate, public, and evaluative.

More recent research continues to refine how this anxiety operates during actual speech production. Zuniga and Simard (2022) demonstrate that foreign language anxiety is closely tied to attentional control during L2 speech production: anxious speakers with weaker attentional control produce significantly more self-repairs hesitations, restarts, and word-searching behavior while speaking, a pattern that closely parallels the blanking and note-

dependence documented later in this study. In a broader review of two decades of anxiety research, Yu (2024) confirms that Horwitz et al.'s (1986) three-component framework remains the dominant and most empirically supported model for understanding language anxiety, while noting that recent studies increasingly examine how anxiety manifests differently across specific task types, such as speech and presentation tasks rather than treating classroom anxiety as a single undifferentiated construct. In speech activity contexts specifically, anxiety is heightened because students must produce extended oral discourse in front of an audience, manage pronunciation and vocabulary under pressure, and risk negative evaluation from peers and instructors.

b. Indicators of Speaking Anxiety

Horwitz et al. (1986) identify three main components of foreign language classroom anxiety, each of which has observable manifestations in speech activity contexts:

1. Communication apprehension: feelings of anxiety and fear associated with real or anticipated communication with other people, manifested as avoidance of speaking turns, very short responses, and hesitation during performance.
2. Test anxiety: apprehension about academic evaluation, manifested as panic when forgetting memorized text,

excessive dependence on written notes, and visible distress during performance.

3. Fear of negative evaluation: concern about others' assessments and expectations of negative judgment, manifested as embarrassment, reduced willingness to attempt difficult linguistic forms, and avoidance of eye contact during performance.

In the context of this study, these indicators are operationalized to describe how speaking anxiety manifests in students' behavior during English Club speech activities at MA Mu'allimin Sawah Dangka.

Although Horwitz et al. (1986) originally labeled the second component of foreign language classroom anxiety as test anxiety, referring broadly to apprehension about academic evaluation in general, more recent public-speaking-anxiety literature suggests that when evaluative pressure specifically arises from being watched and assessed while delivering an oral performance — rather than from a written or knowledge-based test — the construct is more precisely described as audience anxiety: anxiety tied to the presence of an evaluating audience during performance, regardless of audience size (Hasibuan, Manurung, & Ekayati, 2022).

This refinement required one further clarification following discussion with the research advisor. It is important to note that the

English Club's speech activities at MA Mu'allimin Sawah Dangka do culminate in a formal, institutionally scheduled practical examination (Ujian Praktek Bahasa Inggris) held once each semester, and that this examination is scored using a rubric. On the surface, this could suggest that "test anxiety" in its literal sense anxiety about an "exam" would be the more accurate label.

However, this study retained audience anxiety rather than test anxiety as the operational term, because the object of evaluation in this examination was not written or knowledge-based content (such as grammar items, reading comprehension, or recall of factual information under timed conditions), but the live, real-time delivery of a spoken performance in front of an evaluator. The anxiety documented in this study was consistently tied to being watched while retrieving memorized speech, not to the generic academic pressures associated with test-taking (e.g., time limits on answering objective questions, uncertainty about correct answers).

In other words, although the activity was administratively called an "exam," its structure functioned as a graded oral performance rather than a knowledge test, which is why the audience-anxiety construct anxiety tied to the evaluative gaze of an audience during oral delivery, however that delivery is institutionally labeled was judged the more precise fit for the phenomenon observed (Hasibuan, Manurung, & Ekayati, 2022).

This distinction was particularly relevant to the present study, in which the evaluative situation was a one-on-one oral speech examination, and in which the anxiety documented was closely tied to memory retrieval under the gaze of an evaluator rather than to test-taking procedures in the generic sense measured by classroom test-anxiety scales (Quvanch, Qasemi, & Kew, 2024). This memory-retrieval mechanism is further supported by Zuniga and Simard (2022), whose experimental findings link language anxiety directly to breakdowns in real-time speech monitoring and self-repair, offering a plausible cognitive explanation for why a single forgotten word can derail an entire rehearsed performance.

Accordingly, this study adopted audience anxiety as the operational term for this component throughout the analysis, while retaining Horwitz et al.'s (1986) original theoretical foundation as its basis.

c. The Affective Filter Hypothesis and Speaking Anxiety

Krashen's (1985) affective filter hypothesis provides a theoretical explanation of how anxiety interferes with language acquisition and performance. Krashen proposes that affective variables such as anxiety, motivation, and self-confidence function as a metaphorical filter that either facilitates or blocks the processing of language input and output. When the affective filter is high, due to elevated anxiety or low confidence, the learner's ability to process

and produce language is significantly reduced.

This hypothesis is particularly relevant to the speech activities observed in this study, where students who exhibit high anxiety consistently demonstrate reduced fluency, increased dependence on written support, and performance disruptions when they forget parts of their memorized texts. The affective filter hypothesis thus provides a theoretical basis for understanding why anxiety directly impairs students' speech performance quality.

Recent empirical work continues to confirm the centrality of these affective barriers in EFL oral performance. Quvanch, Qasemi, and Kew (2024) found that Afghan EFL undergraduates' speaking anxiety was frequently marked by forgetfulness, difficulty recalling words, and loss of concentration during performance patterns closely mirroring the blanking and note-dependence documented in the present study. Similarly, Wu (2024), in a longitudinal study of EFL oral presentations, demonstrated that anxiety fluctuates across the stages of preparation and performance rather than remaining constant, reinforcing the relevance of examining speech activities as a staged process (preparation, performance, feedback) as adopted in this study.

Hasibuan, Manurung, and Ekayati (2022) further identified audience familiarity and evaluative scoring criteria as significant factors shaping public speaking anxiety, lending further support to

the audience-anxiety framing used in this research. Most recently, Yu's (2024) synthesis of anxiety research reaffirms that these affective mechanisms remain a central and still-developing area of inquiry, rather than a settled question from earlier decades of research.

3. Self-Confidence in Speaking

a. Definition of Self-Confidence

Self-confidence is a key affective variable in speaking performance. Lauster (1978) defines self-confidence as a positive attitude of an individual toward his or her own abilities that allows the individual to develop an assessment of their capacity to achieve what is desired. In the context of EFL speaking, self-confidence refers to students' belief in their ability to communicate orally in English without excessive fear of error or negative evaluation.

Contemporary research on the closely related construct of speaking self-efficacy offers empirical support for Lauster's (1978) conceptualization. Wang and Sun (2024) developed and validated the EFL Speaking Self-Efficacy Scale, confirming that learners' belief in their own capacity to perform a speaking task conceptually parallel to Lauster's self-reliance and optimism aspects is a measurable and distinct construct shaped by prior performance experience, observation of peers, and physiological or emotional

state during performance.

In a 16-week classroom intervention, Li, Wang, Zhao, and Li (2024) further demonstrated that this kind of confidence-related belief is malleable: structured, self-efficacy-based instruction produced measurable gains in students' confidence, motivation, and engagement, lending empirical weight to the assumption underlying the present study that self-confidence in speaking develops through structured, repeated practice such as that provided by the English Club.

Lickerman (2012) further explains that self-confidence in public speaking contexts involves the speaker's trust in their own preparation, their ability to manage unexpected situations during performance, and their resilience in recovering from errors. Students who possess high self-confidence in speaking tend to perform more fluently, attempt more complex linguistic forms, and maintain composure even when they encounter difficulties during performance.

b. Indicators of Self-Confidence in Speaking

Lauster (1978) identifies five key aspects of self-confidence that are applicable to speaking performance contexts:

1. Self-reliance (keyakinan pada kemampuan diri sendiri): the individual's belief that they are capable of performing a task independently. In speaking contexts, this is manifested as

willingness to perform without written support and to continue speaking despite minor errors.

2. Optimism (optimisme): a positive expectation about the outcome of performance. In speaking contexts, optimistic students approach speech performances with the expectation of successful communication rather than anticipated failure.

3. Objectivity (objektif): the ability to assess one's own performance accurately rather than catastrophizing errors. Confident speakers can identify their mistakes constructively without excessive self-criticism.

4. Responsibility (bertanggung jawab): acceptance of personal responsibility for preparation and performance quality. Responsible students invest in thorough preparation and accept ownership of their performance outcomes.

5. Rational thinking and realism (berpikir rasional dan realistis): the ability to evaluate performance situations logically and proportionally. In speaking contexts, this involves not magnifying the significance of minor errors and maintaining proportionate expectations about performance standards.

These five indicators provide the theoretical framework through which students' self-confidence will be analyzed in the

context of English Club speech activities in this study.

c. The Relationship between Self-Confidence and Speaking Performance

Research consistently demonstrates a positive relationship between self-confidence and speaking performance quality. Lickerman (2012) notes that self-confidence in speaking does not necessarily require the absence of anxiety, but rather involves the management of anxiety sufficiently to allow effective communication. Students who develop self-confidence through repeated practice gradually become able to tolerate performance imperfection and to direct their cognitive resources toward communication rather than anxiety management.

In extracurricular speech activity contexts, the development of self-confidence is particularly significant because students perform in a semi-public environment before peers they know well, which can simultaneously motivate and inhibit performance. Thornbury (2005) emphasizes that repeated, supportive performance opportunities are among the most effective ways to build speaking self-confidence, as each successful performance experience accumulates to form a positive self-assessment of oral communicative ability.

4. Speech Activities in the English Club

Speech activities in the context of language education refer to structured activities in which learners prepare and deliver spoken content to an audience. Ur (1996) describes such presentations as activities in which a learner presents prepared oral material to peers. In the English Club context, speech activities encompass all stages of the process, from topic selection and preparation through delivery and post-performance feedback.

Harmer (2007) identifies three key phases in effective speaking activities: the pre-activity stage (preparation), the activity stage (performance), and the post-activity stage (feedback and reflection). In the preparation stage, students select topics, organize content, draft speech outlines, and rehearse delivery. The performance stage involves actual delivery before an audience, requiring students to manage multiple dimensions simultaneously including pronunciation, fluency, and audience engagement. The feedback stage provides students with specific guidance for improvement.

These three stages are reflected in the English Club activities observed at MA Mu'allimin Sawah Dangka: the introductory meeting on public speaking material, the practice meetings for opening and closing construction, the performance practice sessions, and the final speech examination. Understanding how anxiety and self-confidence operate across these stages is the central analytical concern of this study.

5. The English Club as an Extracurricular Speaking Program

English Club is an extracurricular activity that provides students with regular opportunities to practice English outside the formal classroom. Malu and Smedley (2016) explain that English Clubs create a relaxed and low-stakes environment where learners can use English actively. Hamadameen and Najim (2020) further explain that club activities help improve students' communicative skills and confidence through regular practice and peer interaction.

In Islamic school contexts such as MA Mu'allimin Sawah Dangka, the English Club serves an additional function by connecting English language practice with the school's Islamic educational mission. Speech activities often incorporate Islamic themes and Arabic-English bilingual performance, creating a unique affective context in which students' anxiety and self-confidence are shaped not only by English language proficiency concerns but also by the cultural and religious significance of their performance content.

B. Relevant Studies

To support this research, the researcher found some relevant previous studies related to this study. Firstly, the research was conducted by Dayangku Intan (2023) entitled *"An Analysis of English Club Activities at MAN 1 Bandar Lampung in the Academic Year of 2022–2023."* This study aimed to analyze the implementation of English Club activities, including

the activities, media, and materials used during the program. The research used a descriptive qualitative design. The findings showed that discussion and simulation were the dominant activities used in the English Club. In addition, tutors also used lecturing activities, although they were not included in Kayi's theory. The study found that visual and audio-visual media such as slides, LCDs, laptops, and handphones were commonly used during the activities. The materials were mostly taken from the internet and adjusted to the curriculum. The similarity between this study and the present research is that both focus on English Club activities in supporting students' English speaking development. However, the difference is that Dayangku Intan's study focused generally on English Club activities, media, and materials, while the present research specifically focuses on speech activities and how these activities contribute to students' speaking skill development.

The second study was conducted by Sri Ningsih (2023) entitled *"An Analysis of English Conversation Club Activities to Support Student Speaking Skill at SMPN 1 Kalitidu."* This research aimed to investigate the activities conducted in the English Conversation Club, the teaching strategies used by the teacher, and students' opinions about the program. The study employed a descriptive qualitative approach using observation, interviews, and documentation as the instruments for collecting data. The findings revealed that activities such as discussion, conversation, games, guessing words, and monologue were used to improve students' speaking

skills. The teacher applied a game-based approach and used audio-visual media and pictures during the learning process. The study also found that students faced several speaking difficulties, including poor pronunciation, lack of grammatical understanding, nervousness, and low confidence. However, students believed that joining the English Conversation Club helped them improve their confidence and speaking ability. The similarity between this study and the present research is that both analyze extracurricular speaking activities that support students' speaking skills. The difference is that Sri Ningsih's research focused on various conversation club activities in general, while the present research specifically investigates speech activities in the English Club and their contribution to students' fluency, pronunciation, vocabulary use, and self-confidence.

Finally, the research entitled *"Exploring the Role of Speaking Clubs in Developing EFL Students' Speaking Skills"* by Ikram Bachir (2025). This study aimed to explore how speaking clubs support the development of EFL students' speaking skills, particularly in fluency, confidence, vocabulary, and communication practice. The research used a mixed-methods design involving questionnaires distributed to 100 students and semi-structured interviews with oral expression instructors. The findings showed that speaking clubs helped students improve fluency, pronunciation, vocabulary use, and reduce speaking anxiety. Instructors also emphasized that speaking clubs provide a supportive and interactive environment that encourages

students to practice English more confidently. The similarity between this study and the present research is that both discuss extracurricular speaking activities and their contribution to speaking skill development. However, Ikram Bachir's study focused broadly on speaking clubs in higher education settings using a mixed-methods approach, whereas the present research specifically focuses on the processes of speech activities conducted in an English Club at an Islamic senior high school context.

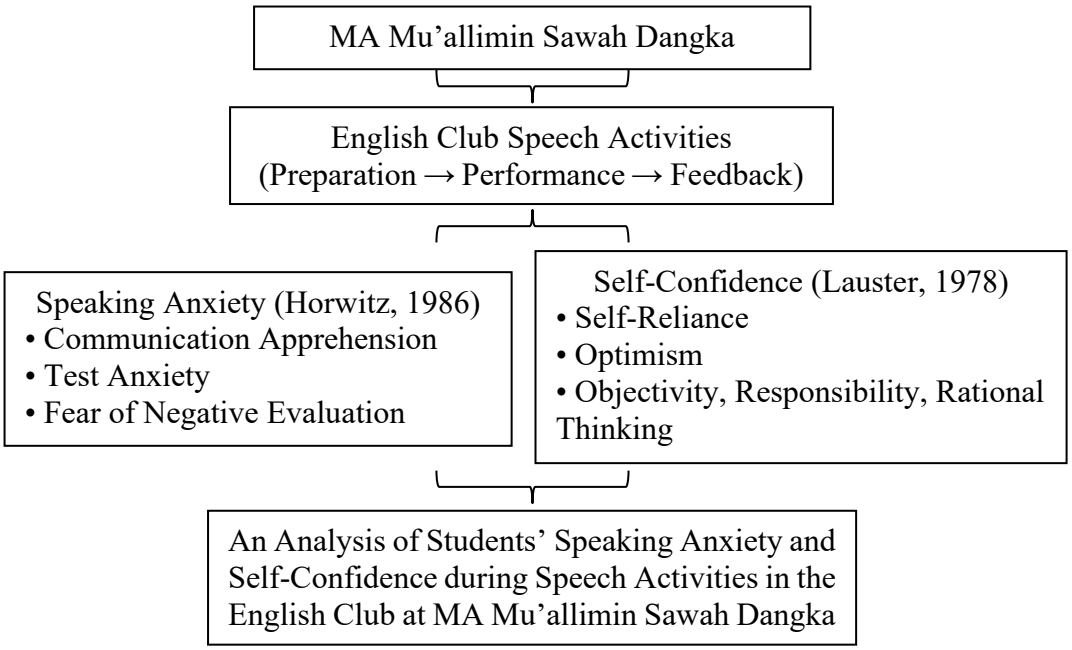
Based on the three previous studies, it can be concluded that there are both similarities and differences with the present research. The similarity is that all studies discuss English Club or speaking-related extracurricular activities that provide students with opportunities to practice English speaking and improve their participation in oral communication. In addition, the studies acknowledge that affective factors such as anxiety and confidence play an important role in students' speaking performance. However, the differences can be seen in the focus of the study, research design, and educational setting. Dayangku Intan (2023) focused on analyzing English Club activities, materials, and media used in the program through a descriptive qualitative design at MAN 1 Bandar Lampung. Sri Ningsih (2023) focused on English Conversation Club activities, teaching strategies, and students' opinions regarding speaking skill development at the junior high school level, while speaking anxiety and self-confidence were only identified as supporting findings. Meanwhile, Ikram Bachir (2025) investigated the role of speaking clubs in improving students'

speaking skills, confidence, and reducing anxiety using a mixed-methods approach at the university level. In contrast, the present research uses a descriptive qualitative case study design to specifically investigate how speaking anxiety manifests and how self-confidence influences students' participation during speech activities in the English Club at MA Mu'allimin Sawah Dangka. Therefore, this research provides a new contribution by focusing particularly on the affective dimensions of speaking performance, namely speaking anxiety and self-confidence, within the context of speech activities in an Islamic senior high school setting.

C. Conceptual Framework

To easily understand the theorical framework, the researcher made a conceptual framework using figure below.

Figure 1. Conceptual Framework



The diagram above illustrates the conceptual framework of this research. The framework begins with students' affective factors in speaking, particularly speaking anxiety and self-confidence, which often emerge during speech activities in the English Club. The speech activities are conducted through three stages: preparation, performance, and feedback (Harmer, 2007). During these stages, students prepare their speeches, perform in front of an audience, and receive feedback from teachers and peers.

To analyze these affective factors, this research applies the theory of speaking anxiety proposed by Horwitz et al. (1986), which includes communication apprehension, test anxiety, and fear of negative evaluation, as well as the theory of self-confidence proposed by Lauster (1978), which includes self-reliance, optimism, objectivity, responsibility, and rational thinking. Furthermore, Krashen's (1985) Affective Filter Hypothesis explains that high anxiety may hinder students' speaking performance, while strong self-confidence may support better participation in speech activities. Therefore, this research aims to describe and analyze students' speaking anxiety and self-confidence during speech activities in the English Club at MA Mu'allimin Sawah Dangka.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This study employed a qualitative research design, specifically a descriptive qualitative case study approach. Creswell (2014) explains that qualitative research is concerned with understanding social phenomena from the perspective of the participants and with describing processes, meanings, and experiences in depth and detail. A qualitative approach was appropriate for this study because the primary objective was to understand and describe how speaking anxiety and self-confidence manifested in students' experience of speech activities.

More specifically, this study adopted a case study design. Yin (2018) defines a case study as an empirical inquiry that investigates a contemporary phenomenon in depth within its real-world context. The case in this study was the speech activities of the English Club at MA Mu'allimin Sawah Dangka.

B. Research Setting

This research was conducted at MA Mu'allimin Sawah Dangka, Agam Regency, West Sumatera, Indonesia, during the academic year 2025/2026. MA Mu'allimin Sawah Dangka is an Islamic Senior High School (Madrasah Aliyah) operating within an Islamic Boarding School environment. The researcher selected this school as the research site because

it operates an active English Club extracurricular program in which students are regularly engaged in speech activities, making it a particularly relevant setting for studying the phenomena of speaking anxiety and self-confidence during oral performance.

C. Informants

The informants in this study consisted of two groups. The primary informant was the English Club advisor (referred to as GT — Guru Tutor throughout this study), who served as the English Club's supervising teacher and conducted the formal speech examination. As the individual who directly observed all student performances across both practice sessions and the final examination, GT provided a particularly rich source of observational data regarding students' anxiety and self-confidence behaviors.

The supporting informants were thirteen active English Club members from Class XI-B, selected as interview participants. These students provided first-person accounts of their experiences of speaking anxiety and self-confidence during speech activities. In line with the principle of participant confidentiality in qualitative reporting, student participants are referred to using the codes ST1–ST13 throughout this study, while the English Club advisor is referred to as GT.

D. Sampling Technique

Participants were selected through purposive (criterion-based) sampling (Creswell, 2014; Patton, 2015), drawing on the wider group of active English Club members in Class XI-B. The single criterion applied at this stage was active involvement in the Club's speech activities combined with willingness to provide in-depth information; thirteen students meeting this criterion were selected as interview participants.

The decision to stop at thirteen participants was governed by the principle of data saturation (Miles, Huberman, & Saldaña, 2014), which holds that data collection should continue until no new information, themes, or categories emerge from subsequent data points. In this study, saturation began to occur from approximately the tenth interview: from that point onward, participants' responses consistently echoed patterns already identified in earlier interviews, including the universal experience of blanking during performance, the near-universal reliance on written notes, the dominant role of verbatim memorization habits, and the distinction between participants who prepared by point-based understanding versus those who memorized verbatim. No new categories were introduced in interviews ten through thirteen; these three additional interviews served solely to confirm that saturation had genuinely been reached. As a result, the researcher concluded data collection with thirteen participants, confident that additional interviews with the remaining cohort members would not produce new thematic findings.

E. Instrument and Technique of Data Collection

1. Instrument of the Research

This research employed multiple data collection instruments: observation (non-participant), semi-structured interviews, and documentation. These instruments were selected to systematically capture the manifestations of speaking anxiety and self-confidence during the English Club's speech activities.

a. Observation Checklist

Non-participant observation of English Club speech activity sessions was the primary data collection technique. The researcher conducted observations across three meetings of the speech activity program, using an observation checklist that had been developed based on the theoretical indicators of speaking anxiety (Horwitz et al., 1986) and self-confidence (Lauster, 1978). Each observation session was documented through a structured checklist of fourteen indicators as well as chronological field notes.

b. Interview Guide

Semi-structured interviews were conducted with the English Club advisor and selected student participants. Separate interview guides were developed for the teacher and students, each grounded in the theoretical indicators of speaking anxiety

and self-confidence. Interviews were conducted in Indonesian or English as preferred, audio-recorded with consent, and subsequently transcribed for analysis.

c. Documentation

Document analysis supplemented observation and interview data, including English Club activity plans, speech preparation materials, and available assessment records. Documents analyzed included the school's official speech examination assessment sheets (Blanko Penilaian Ujian Praktek Bahasa Inggris) for the full Class XI-B cohort (N = 26), comprising the teacher's qualitative notes on each student's self-confidence and anxiety level during the practical examination and the rubric-based total scores across four aspects (Content & Organization, Fluency, Pronunciation & Intonation, and Expression & Delivery, 25 points each, 100 points total), as well as the accompanying English Speech Delivery Assessment Rubric used as the scoring reference.

It is important to note that the speech practical examination at MA Mu'allimin Sawah Dangka was conducted in a one-on-one format, with each student entering the examination room individually to perform before the supervising teacher (GT). This format is a formal institutional regulation established by the school, not a decision made by the

researcher. These documents provided population-level data against which the interview-based subsample findings could be triangulated.

2. Technique of Data Collection

The data in this study were collected through three techniques, namely non-participant classroom observation, semi-structured interview, and documentation. These techniques were conducted systematically to obtain comprehensive data regarding the manifestation of speaking anxiety and self-confidence during the English Club's speech activities.

a. Observation

Non-participant observations were conducted during three English Club speech activity meetings. The researcher observed students' verbal and non-verbal behaviors during the preparation, performance, and feedback stages of speech activities using the structured observation checklist.

b. Interview

Semi-structured interviews were conducted individually with the English Club advisor and each of the thirteen student participants after observations were completed. Interviews were audio-recorded with participants' consent and transcribed verbatim for subsequent analysis.

c. Documentation

Documentation data were collected from the school's official speech examination records, including rubric-based assessment sheets and the teacher's qualitative observation notes for all twenty-six cohort members. These documents were used to provide population-level triangulation data complementary to the interview-based subsample findings.

F. Validity and Reliability of Instruments

Prior to data collection, the three research instruments the observation checklist, the interview guide for the teacher, and the interview guide for students were validated by three expert validators using the content validity method. According to Sugiyono (2013), the validity of an instrument is contingent upon its capacity to measure its intended purpose. Content validity was assessed through expert judgment, in which subject-matter experts systematically evaluated each instrument to determine whether its items accurately represented the theoretical constructs under investigation.

The content validity of each instrument was quantified using Aiken's V formula (Aiken, 1985), calculated from validators' ratings on a four-point scale. The three validators reviewed the instruments in chronological order. First, Dr. Widya Syafitri, M.Pd (NIP. 198007262015032002), Head of the English Education Study Program at UIN Sjech M. Djamil Djambek

Bukittinggi, on 10 June 2026, with the conclusion that the instruments were valid for direct use without revision. Second, Dr. Afdaleni, M.Pd., lecturer of the English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi, on 15 June 2026, with the conclusion that the instruments were valid for use with minor revisions (valid untuk dicoba dengan revisi sesuai saran). Third, Muthia Rahman, M.Pd., lecturer of the English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi, on 23 June 2026, with the conclusion that the instruments were valid for direct use without revision.

The specific suggestions from Dr. Afdaleni, M.Pd. incorporated prior to data collection were: (1) operationalizing the terms "panic" and "distress" in Observation Indicator 4 into more behaviorally specific, observable actions; (2) rewriting Observation Indicator 7 to reduce the subjective interpretation required of the observer; (3) revising Observation Indicator 11 to focus on directly observable preparation behaviors; (4) adding a specificity criterion to Teacher Interview Question 4 to elicit more targeted responses; and (5) reframing Student Interview Question 11 to reduce leading toward a positive answer, and simplifying Student Interview Question 12 to elicit a more focused response.

The result of Aiken V showed that the instrument aspect of this research was valid and the result of the Aiken V test was displayed in table 3.1 below.

Table 3.1 Aiken V Test Result

Table 3.1 Aiken's V Test Result — Observation Checklist

No. Item	Validator 1	Validator 2	Validator 3	S1	S2	S3	Sum S	n(c-1)	V	Keterangan
1	5	5	5	4	4	4	12	12	1	Validity is High
2	5	5	5	4	4	4	12	12	1	Validity is High
3	5	5	5	4	4	4	12	12	1	Validity is High
4	5	4	5	4	3	4	11	12	0,9166667	Validity is High
5	5	5	5	4	4	4	12	12	1	Validity is High
6	5	5	5	4	4	4	12	12	1	Validity is High
7	5	4	5	4	3	4	11	12	0,9166667	Validity is High
8	5	5	5	4	4	4	12	12	1	Validity is High
9	5	5	5	4	4	4	12	12	1	Validity is High
10	5	5	5	4	4	4	12	12	1	Validity is High
11	5	4	5	4	3	4	11	12	0,9166667	Validity is High
12	5	5	5	4	4	4	12	12	1	Validity is High
13	5	5	5	4	4	4	12	12	1	Validity is High
14	5	5	5	4	4	4	12	12	1	Validity is High
Rata-rata									**0,9821429**	**Validity is High**

Table 3.2 Aiken's V Test Result — Teacher Interview Guide

No. Item	Validator 1	Validator 2	Validator 3	S1	S2	S3	Sum S	n(c-1)	V	Keterangan
1	5	5	5	4	4	4	12	12	1	Validity is High
2	5	5	5	4	4	4	12	12	1	Validity is High
3	5	5	5	4	4	4	12	12	1	Validity is High
4	5	4	5	4	3	4	11	12	0,9166667	Validity is High
5	5	5	5	4	4	4	12	12	1	Validity is High
6	5	5	5	4	4	4	12	12	1	Validity is High
7	5	5	5	4	4	4	12	12	1	Validity is High
Rata-rata									**0,9880952**	**Validity is High**

Table 3.3 Aiken's V Test Result — Student Interview Guide

No. Item	Validator 1	Validator 2	Validator 3	S1	S2	S3	Sum S	n(c-1)	V	Keterangan
1	5	5	5	4	4	4	12	12	1	Validity is High
2	5	5	5	4	4	4	12	12	1	Validity is High
3	5	5	5	4	4	4	12	12	1	Validity is High
4	5	5	5	4	4	4	12	12	1	Validity is High
5	5	5	5	4	4	4	12	12	1	Validity is High
6	5	5	5	4	4	4	12	12	1	Validity is High
7	5	5	5	4	4	4	12	12	1	Validity is High
8	5	5	5	4	4	4	12	12	1	Validity is High
9	5	5	5	4	4	4	12	12	1	Validity is High
10	5	5	5	4	4	4	12	12	1	Validity is High
11	5	4	5	4	3	4	11	12	0,9166667	Validity is High
12	5	4	5	4	3	4	11	12	0,9166667	Validity is High
Rata-rata									**0,9861111**	**Validity is High**

G. Trustworthiness of Data

In this research, the trustworthiness of data was ensured through several strategies to guarantee the credibility, transferability, dependability, and confirmability of the findings (Creswell, 2014).

Credibility was maintained by employing triangulation methods,

combining observation, semi-structured interviews, and documentation to cross-check and validate the data collected from different sources. Member checking was also conducted, in which key findings were shared with selected participants for verification, to ensure that the researcher's interpretations accurately reflected participants' experiences and perspectives. This helps to provide a comprehensive understanding of students' speaking anxiety and self-confidence during speech activities in the English Club at MA Mu'allimin Sawah Dangka.

Transferability was addressed by providing detailed descriptions of the research context, participants, and procedures, enabling readers to assess the applicability of the findings to similar settings, such as other English clubs or extracurricular language programs at comparable institutions.

Dependability was ensured by maintaining a clear audit trail of all research activities, including data collection and analysis processes, so that the research can be examined and repeated if necessary.

Confirmability was achieved by practicing reflexivity, where the researcher continuously reflects on potential biases and ensures that the findings are grounded in the data rather than personal assumptions (Shenton, 2004).

By implementing these trustworthiness strategies, this research aims to produce reliable and valid insights into students' speaking anxiety and self-confidence during speech activities in the English Club at MA Mu'allimin Sawah Dangka.

H. Technique of Data Analysis

In this qualitative research, the researcher used the data analysis model developed by Miles, Huberman, and Saldana (2014). This model was chosen because it offers a systematic yet flexible analysis process. There are three main stages in this process: data condensation, data display, and drawing and verifying conclusions. This process is continuous and interrelated, from the beginning to the end of the research (Miles, Huberman, & Saldana, 2014).

1. Data Collection

Data collection was carried out in stages: before the research begins, during the process, and afterwards. In a qualitative approach, data collection was not limited by time due to its flexible nature and continuous development as the research progresses. The techniques used include interviews, observation, and documentation. All of these complement each other so that the data collected truly reflects the actual conditions in the field.

2. Data Condensation

Once the data has been collected, the next step is to filter and simplify it. This process is called data condensation. Researcher select the most relevant information, then summarize it to make it more focused and easier to analyze. According to Miles (2014), this activity involves selecting, simplifying, and transforming raw data into a more

organized and meaningful form. Data condensation can come from field notes, interview transcripts, or other documents related to the research.

3. Data Display

After the data has been summarized, the next step is to present the data in an easy-to-understand format. Data presentation can take the form of narratives, tables, graphs, or diagrams. In this research, the data will be presented descriptively in the form of narrative text. This presentation makes it easier for researchers to see patterns or relationships between pieces of information, so that the results of the research can be conveyed more clearly and logically (Miles, 2014).

4. Conclusion Drawing and Verification.

The final stage is to draw conclusions from the analyzed data. This process is carried out carefully, considering all findings. Researchers also verify conclusions through triangulation techniques, which involve comparing data from various sources such as interviews, observations, and documents. The aim is to ensure that the research results are truly valid and reliable. This process is repeated to ensure that the conclusions drawn are not rushed or subjective.

Overall, Miles and colleagues' model helps researchers manage complex data so that it can be analyzed more sharply and deeply, thereby enabling research results to make a meaningful contribution to the academic world.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research on speaking anxiety and self-confidence in the speech activities of the English Club at MA Mu'allimin Sawah Dangka. The findings are organized into three parts: data description, data interpretation, and discussion, which are presented in the following sections.

A. Data Description

This section presents the data obtained during the research process from three main sources: semi-structured interviews, non-participant observation, and document analysis. The data are presented objectively based on the results of the interviews, observation, and documents, without interpretation or theoretical analysis, which will be discussed in the following sections.

1. Description of the Research Setting and Participants

This research was conducted at MA Mu'allimin Sawah Dangka, Agam Regency, West Sumatra, an Islamic Senior High School (Madrasah Aliyah) operating within a Islamic Boarding School environment. The case under study was the speech activities of the English Club, an extracurricular program in which students prepared, performed, and received feedback on English-Language speeches. Data were collected through semi-structured interviews with thirteen active

English Club members and the English Club advisor, supported by non-participant classroom observation across three speech activity meetings, and analysis of the club's speech-related documents. The interview guides and observation checklist used in this study had previously been validated by three expert validators: Dr. Widya Syafitri, M.Pd. (10 June 2026, valid without revision), Dr. Afdaleni, M.Pd. (15 June 2026, valid with minor revisions which were incorporated before data collection), and Muthia Rahman, M.Pd. (23 June 2026, valid without revision).

In line with the principle of participant confidentiality in qualitative reporting, student participants are referred to using the codes ST1-ST13 throughout this chapter, while the English Club advisor is referred to as GT (Guru Tutor). Table 4.1 presents the coding used.

Table 4.1 Participant Coding

Code	Participant	Role
ST1	Iman Nabil Walid (Abil)	English Club member
ST2	Muhammad Hanif Habibi (Habib)	English Club member
ST3	Ibnu Aulia Aziz (Ibnu)	English Club member
ST4	Muhammad Geovani Desandi (Geo)	English Club member
ST5	Fakhri Zhafran Irfandy (Fakhri)	English Club member
ST6	Adib Syafer Bayhaqi (Syafer)	English Club member
ST7	Alfikri Hanif (Fikri)	English Club member
ST8	Itsbatul Mu'arif (Mu'arif)	English Club member
ST9	Rama Habib Zain (Rama)	English Club member
ST10	Muhammad Sayyid Alif (Sayyid)	English Club member

Code	Participant	Role
ST11	Teuku Rifat Alfardy (Rifat)	English Club member
ST12	Dzu Nun Al Shaleh (Zunun)	English Club member
ST13	Muhammad Syauqi (Syauqi)	English Club member
GT	Miss Ridha Fadila	English Club advisor / teacher

The English Club's Class 11-B cohort, from which the case study study participants were drawn, consisted of twenty-six active students in total. Thirteen of these twenty- six were selected as interview participants through purposive sampling (Creswell, 2014). The decision to stop at thirteen participants was governed by the principle of data saturation (Miles, Huberman, & Saldaña, 2014), which holds that data collection should continue until no new information, themes, or categories emerge from subsequent data points.

In this study, saturation began to occur from approximately the tenth interview: from that point onward, participants' responses consistently echoed patterns that had already been identified in earlier interviews, including the universal experience of blanking during performance, the near-universal reliance on written notes, the dominant role of verbatim memorization habits, and the distinction between participants who prepared by point-based understanding versus those who memorized verbatim. No new categories were introduced in interview ten through thirteen; these three additional interviews served solely to confirm that saturation had genuinely

been reached rather than being a temporary clustering of similar responses.

As a result, the researcher concluded data collection with thirteen participants, confident that additional interviews with the remaining members of the data altogether: their speech performance data, including rubric scores and behavioral observations, were captured through the teacher's formal speech examination assessment records for the full twenty-six-member cohort, which served as a population-level triangulation source complementary to the interview-based subsample findings.

2. Findings on Speaking Anxiety in Speech Activities

Following Horwitz et al. (1986) framework, speaking anxiety was analyzed through three components: communication apprehension, test anxiety, and fear of negative evaluation.

a. Communication Apprehension

Twelve of the thirteen student participants reported feeling nervous before performing their speech, with only ST7 reporting that he no longer felt this way. For most participants, the content of the speech-rather than its opening or closing-was identified as the most anxiety-provoking part, generally because of the fear of forgetting what had been prepared.

"Mm... they like to move their hands or their foot. And sometimes they look away to avoid eye contact to the audience." GT, describing students' anxiety behaviors during speech performance.

"The content part... because sometimes there are things that

get forgotten, so I get a bit nervous." ST1.

One participant's response stood out as distinct from the content-focused pattern: ST13 identified the audience's gaze itself, rather than the content, as the primary trigger.

"If, for example, I am stared at by other people, that is what makes me nervous." ST13.

These findings, supported by GT's observation of avoidance behaviors such as reduced eye contact and restless hand or foot movement, indicate that communication apprehension in this setting is expressed mainly through anticipatory nervousness and physical restlessness rather than complete avoidance of speaking, since no participant reported refusing to perform altogether.

b. Test Anxiety

Test anxiety emerged as the most consistent and most strongly evidenced indicator across the data set. All thirteen participants reported having gone blank or forgotten part of their speech at least once during performance, and twelve of the thirteen admitted to bringing written notes during the final examination despite this being explicitly prohibited; only ST4 reported rarely doing so, relying instead on memorization. The reasons given for bringing notes clustered into two related patterns: fear of forgetting or going blank, and lack of confidence in what had been memorized.

"I was afraid of forgetting. Without the paper, I felt like I had nothing to hold on to." ST2 (Habib), describing his reason for bringing notes.

"Because I am still not confident with what I have memorized." ST8 (Mu'arif).

A contextually important detail that further illuminates the nature of test anxiety in this study is that the final speech examination at MA Mu'allimin Sawah Dangka was conducted in a strictly one-on-one format, as stipulated by the school's formal examination regulations. Each student entered the examination room individually and performed before the supervising teacher (GT) alone; no classmates were present as an audience during the examination itself.

This institutional arrangement means that the note-dependence and blanking observed during the examination reported by twelve of thirteen participants cannot be attributed to peer audience pressure, since peers were not present. Instead, these behaviors reflect a form of evaluative anxiety that persisted even in a comparatively low-social-pressure, one-on-one examination context.

This finding strengthens the conclusion that the dominant anxiety in this setting is test anxiety rooted in internal memorization failure, rather than fear of peer judgment, because the removal of a

peer audience through the one-on-one examination format did not eliminate the anxiety or the note-dependent behavior.

GT confirmed this pattern directly and offered a culturally grounded explanation that had not been anticipated at the proposal stage: she linked students' dependence on verbatim recall to their long-standing habit of Qur'anic memorization (Hafiz), in which exact wording matters, rather than English-medium speech, where paraphrasing while preserving meaning is acceptable.

"*I think it's also the habits of their hafiz Qur'an, maybe. They like to remember all the things that they have to deliver... I think it's because they don't really understand what they will deliver. If they can make the text by themselves, it will be easier for them to remember and deliver the speech without looking at the text*." GT.

This explanation was echoed in the preliminary interview with the advisor, who observed that once a memorized word is missed, the rest of the memorized sequence collapses entirely, whereas an understanding-based delivery would allow the student to substitute a different word and continue.

c. Fear of Negative Evaluation

In contrast to communication apprehension and test anxiety, fear of negative evaluation was the least strongly endorsed component. Nine of the thirteen participants explicitly denied being afraid of being judged negatively by peers for speaking English,

several explaining this with reference to a shared sense of being co-learners.

"No, because we are all still learning together." ST11 (Rifat) and ST13 (Syauqi), independently giving near-identical reasoning.

However, when the question was narrowed specifically to embarrassment over pronunciation mistakes, responses became more mixed: ST3, ST8, ST9, ST12, and ST13 reported feeling embarrassed at least sometimes, while the remainder denied this. This suggests that fear of negative evaluation in this context operates narrowly, around specific pronunciation slips, rather than as a generalized fear of speaking English in front of peers. At the same time, GT's preliminary account indicated that peer teasing does exist in the wider classroom culture and can suppress confidence in susceptible students, illustrating that this dimension, while underreported by most students themselves, is not absent from the social environment of the English Club.

3. Findings on Self-Confidence in Speech Activities

Following Lauster's (1978) framework, self-confidence was analyzed through five aspects: self-reliance, optimism, objectivity, responsibility, and rational thinking.

a. Self-Reliance

All thirteen participants reported being able to continue their speech after making a mistake, although two participants (ST9, ST10) hedged their answers with qualifiers such as “possibly” or “maybe, after pausing to think first,” indicating that this ability, while present, was not yet fully automatic for every student. GT corroborated this trend at the group level, observing a clear difference between early practice sessions and the final examination.

“In the first practice, mostly they don’t feel very confident... after we have some practices, in the final exam they look more confident to talk in front of their friends.” GT

b. Optimism

Every participant reported feeling more confident after repeated practice, and all thirteen affirmed that the English Club’s speech activities had helped them become braver about speaking English, despite many of the same participants still reporting nervousness and test anxiety. This indicates that optimism in this group functioned less as the absence of anxiety and more as a growing trust that performance would improve with repetition, consistent with Lickerman’s (2012) view that confidence does not require the absence of anxiety.

“It’s very helpful.” ST2 (Habib), on whether English Club activities helped him become braver.

c. Objectivity

Objectivity, the ability to view a small mistake as something that does not ruin the whole performance was the most divided indicator in the data set. Nine participants (ST1, ST2, ST3, ST4, ST5, ST8, ST9, ST11, and ST12 with some qualification) reported that small mistakes did not ruin their overall performance and that they could continue calmly. In contrast, ST7 and ST13 reported that mistakes did ruin their performance, while ST6 and ST10 gave mixed answers, indicating that their experience varied from one performance to another.

"It feels like once it gets messed up in the middle, it stays messed up until the end." ST7 (Fikri).

"That is something we had already prepared, then forgotten — that ruins it. Suddenly everything else gets forgotten too." ST13 (Syauqi), describing how one forgotten word can trigger a cascading blank.

Notably, both participants who reported the strongest catastrophizing pattern (ST7 and ST13) were also among those who described preparing through full verbatim memorization, suggesting a link between memorization-based preparation and lower resilience to small errors.

d. Responsibility

Two distinct preparation patterns emerged under this indicator. The majority of participants (ST2, ST3, ST4, ST6, ST7, ST8, ST10, ST13) described preparing by writing out and then memorizing their speech text word-for-word. A smaller number of participants described a more understanding-based, point-based approach.

"I do not memorize the whole text. I practice by repeating the main points of what I want to say." ST11 (Rifat), describing his preparation strategy.

ST1 similarly described reviewing the key points of his content rather than rehearsing a fixed verbatim script. Across nearly all participants, however, one preparation behavior was shared regardless of memorization style: rehearsing in front of a mirror and/or in front of friends before the actual performance, a strategy explicitly recommended by GT as part of her anxiety-reduction approach.

e. Rational Thinking

Rational thinking, closely related to objectivity, was reflected in the way some participants normalized mistakes as a natural part of a shared learning process rather than a personal failure. This proportional framing was most explicit among the participants who also showed the strongest objectivity and self-reliance, suggesting

that these two aspects of self-confidence tend to develop together rather than independently.

4. Findings across the Stages of Speech Activities

Drawing on Harmer's (2007) three stages of speaking activities; preparation, performance, and feedback, the data were further organized to show how anxiety and self-confidence operated at each point in the process.

1. Preparation stage. Students prepared mainly through memorization (verbatim or point-based) combined with mirror or peer rehearsal. The choice between verbatim and point-based memorization at this stage appeared to be the single strongest predictor of how participants later responded to forgetting during performance.

2. Performance stage. This stage carried the highest concentration of anxiety indicators: nervousness, blanking, and reliance on notes were reported almost universally here. A noteworthy contextual detail is that the final speech examination was conducted one-on-one with the supervising teacher, in accordance with the school's formal examination regulations, rather than in front of peers. This means that no peer audience was present during the examination itself. Despite the absence of a peer audience, note-dependence and blanking persisted at similarly high rates as in peer-witnessed practice sessions, providing strong evidence that test anxiety tied to

evaluation and verbatim memorization habits rather than fear of peer judgment specifically is the dominant driver of anxiety during the examination.

3. Feedback stage. All participants who were asked reported feeling more confident after receiving feedback from the teacher. GT noted, however, that this increase in general confidence did not always translate into correction of specific habitual behaviors; she gave the example of students continuing to apologize in their closing despite being repeatedly told not to, attributing this to ingrained closing habits that persist independently of feedback on content.

5. Observation Findings across Three Meetings

In addition to interviews and the teacher's formal assessment records, the researcher conducted structured non-participant observation across three speech activity meetings. Each meeting was documented through a fourteen-indicator observation checklist (validated by three expert validators) and chronological field notes. The results of all three meetings are presented below as primary observational evidence supporting the interview-based and document-based findings.

a. Meeting 1 (Pertemuan 1)

First meeting was conducted from 13.00–14.10 WIB at Class 11-B, attended by 24 of 26 students (C3 and C17 absent). This meeting was dominated by high indications of speaking anxiety:

students were heavily dependent on written text, avoided eye contact, and displayed clear physical anxiety expressions such as a shaking voice, nervous hand movements, and nervous laughter after errors. Self-confidence indicators were only visible in a small number of better-prepared students. [See Table 4.5 and Table 4.6 in Appendix 1.]

Based on Meeting 1, it was concluded that speaking anxiety was highly dominant across all three components of Horwitz et al.'s (1986) framework, that dependence on written text was the most prominent finding (more than 70% of students brought and read from notes despite this being discouraged), and that self-reliance was visible in only two to three students who were able to perform without fully depending on text.

b. Meeting 2 (Pertemuan 2)

Second meeting was conducted from 13.00–14.22 WIB, attended by 25 of 26 students (C17 again absent). This meeting showed a moderate but clearly identifiable developmental trend. Speaking anxiety remained dominant, particularly among students performing for the first time at this meeting, but the intensity of several anxiety expressions decreased compared to Meeting 1. The most significant qualitative development was the first spontaneous initiative from a student (C3) who voluntarily asked to repeat the opening part of her speech after receiving feedback from the teacher

an event that did not occur at all in Meeting 1 and that marked an early indicator of growing self-reliance and optimism (Lauster, 1978). [See Table 4.7 and Table 4.8 in Appendix 2.]

A systematic comparison between students who had already performed in Meeting 1 and those performing for the first time in Meeting 2 showed a consistent pattern: experienced performers glanced at their text less often, paused for shorter periods before speaking, maintained more upright posture, and did not stop completely, while first-time performers in Meeting 2 displayed patterns nearly identical to the majority of students in Meeting 1. This supports the argument that repeated exposure contributes to a gradual decrease in speaking anxiety, consistent with Krashen (1985).

c. Meeting 3 (Pertemuan 3 / Final Session)

Third meeting was the closing session of the speech performance series, attended by all 26 students for the first time in the observation period. This meeting showed the most significant qualitative change compared to Meetings 1 and 2. Three indications stood out most prominently: (1) not a single student stopped completely mid-performance, compared to three students in Meeting 1 and two in Meeting 2; (2) the number of students performing without depending on text increased nearly threefold, from approximately two to three students in Meeting 1 to approximately

eight to nine students in Meeting 3; and (3) for the first time, approximately four students spontaneously volunteered to re-perform their speech to improve their score, a strong marker of growing self-confidence (Lauster, 1978). [See Table 4.9 and Table 4.10 in Appendix 3.]

Even so, speaking anxiety had not entirely disappeared by Meeting 3. Fear of negative evaluation was still visible in a number of students through minimal eye contact and brief nervous laughter, and test anxiety was still observable through continued, though reduced, dependence on text for some students. This finding is consistent with the literature stating that foreign language anxiety is a condition that requires time and repeated exposure to decrease meaningfully (Horwitz et al., 1986; Krashen, 1985).

d. Three-Meeting Development Trend

Table 4.11 summarizes the developmental trend observed across the three meetings, providing a longitudinal view that complements the cross-sectional interview and document data.

Table 4.2 Three-Meeting Development Trend Summary

Aspect	Meeting 1	Meeting 2	Meeting 3
Dependence on written text	±18/24 students (dominant)	±15/25 students (decreasing)	±10/26 students (sharp decrease)

Aspect	Meeting 1	Meeting 2	Meeting 3
Stopped mid-speech	3 students (needed teacher help)	2 students (recovered independently)	0 students (did not occur)
Physical anxiety expressions	Intense & dominant	Decreasing, more controlled	Significantly decreased
Self-reliance (without text)	±2–3 students	±4–5 students	±8–9 students
Active eye contact with audience	Almost none	±3–4 students	±8 students
Re-performance initiative	None	1 student	4 students (spontaneous)
Response to feedback	Passive (nodding, taking notes)	Beginning to be active (1 question)	Very active (±5 questions, peer comments)
Speech completed without major interruption	±60% of students	±80% of students	±100% of students

This longitudinal observational pattern provides strong triangulating evidence for the interview-based finding that optimism and self-reliance developed steadily with repeated practice, while also showing, through the persistence of some anxiety indicators even at Meeting 3, that the development of objectivity and complete freedom from test anxiety required more time than three meetings could provide.

6. Document Analysis: Teacher's Formal Speech Examination Records

To further strengthen triangulation, the researcher obtained the official speech examination assessment sheets completed by GT for the entire Class 11-B cohort (N = 26), recorded in June 2026 on the school's standard Blanko Penilaian Ujian Praktek Bahasa Inggris. As previously noted, this examination was conducted in a one-on-one format, an established school regulation, in which each student performed individually before the supervising teacher without any peer audience present. This format enabled GT to provide detailed individual observations that would not have been possible in a group examination setting. The documents included the accompanying English Speech Delivery Assessment Rubric covering four aspects; Content & Organization, Fluency, Pronunciation & Intonation, and Expression & Delivery (25 points each, 100 points total) and the teacher's handwritten notes on each student's self-confidence and anxiety level. Because this document covers the full class rather than only the thirteen interviewed participants, it provides a valuable point of comparison between the interview-based subsample and the wider population from which it was drawn. To preserve confidentiality in this report, class members are coded C1–C26.

Table 4.3 Teacher's Self-Confidence and Anxiety Notes, Class 11-B (N = 26)

Code	Self-Confidence Note (Teacher)	Anxiety Level Note (Teacher)
C1	Avoid eye contact	No problem – sometimes looks around
C2	Avoid; not bad – can be better	A bit nervous
C3	Avoid eye contact	A bit nervous
C4	Not bad – can be better	No problem
C5	Not bad	No problem
C6	Not bad – low voice	No problem
C7	Very good	No problem
C8	Very good – confident	No problem
C9	Very good	No problem
C10	Avoid eye contact	No problem
C11	Very good	No problem
C12	Low voice – avoid eye contact	Sometimes distracted by friends
C13	Low voice – not bad	No problem
C14	Good	No problem
C15	Very good	No problem
C16	Very good – loud voice	No problem – calm
C17	Not bad	No problem
C18	Very good	No problem – very calm – slow – clear
C19	Very good – confident	No problem
C20	Avoid eye contact	No problem
C21	Avoid eye contact	Read the text; sometimes did not finish
C22	Very good	Sometimes distracted but managed well
C23	Very good	No problem – calm

Code	Self-Confidence Note (Teacher)	Anxiety Level Note (Teacher)
C24	Very good – sometimes avoids eye contact	No problem
C25	Good	Speaks too fast
C26	Low voice – no expression	A bit nervous

Across the 26 records, the teacher's anxiety-level notes marked "no problem" for nineteen students (about 73%), "a bit nervous" for three students (about 12%), and other specific notes for the remaining four students. This is a notable complement to the interview findings: whereas all thirteen interviewed students reported feeling nervous before performing and having experienced blanking at some point, the teacher's real-time observation during the actual one-on-one examination recorded the large majority as showing no observable anxiety problem in the moment of delivery. The one-on-one format of the examination, which removed the peer audience entirely likely contributed to this observation, as students were not exposed to the social evaluation of classmates during their performance. Read together, this suggests that the anxiety most participants described in interviews was predominantly anticipatory felt before and while waiting to perform rather than persisting as a visibly acute behavioral state throughout the performance itself.

Table 4.4 Expression & Delivery Notes and Total Rubric Scores, Class 11-B (N = 26)

Code	Expression & Delivery Note	Total Score (/100)
C1	A bit flat	75
C2	A bit flat	70
C3	A bit flat	70
C4	Can be better	78
C5	Try hard	70
C6	Not bad	66
C7	Very good	86
C8	Very good (+)	84
C9	A bit flat (while)	76
C10	Can be better	70
C11	Can be better	72
C12	Very good	78
C13	Try hard	78
C14	Good	72
C15	Very good (+)	93
C16	Very good	81
C17	Good	70
C18	Very good	90
C19	Very good (+)	95
C20	A bit flat	70
C21	Not observed / unclear	68
C22	Very good (+)	95
C23	Good	78

Code	Expression & Delivery Note	Total Score (/100)
C24	A bit flat	88
C25	A bit flat	70
C26	Not observed / unclear	70

The numeric rubric totals ranged from 66 to 95 out of 100 (M ≈ 77.4, N = 26). Examining the Expression & Delivery aspect specifically — the rubric category most directly tied to self-confidence — seven students (about 27%) received the descriptive note "a bit flat," while eight students (about 31%) were rated "very good" on this aspect.

B. Data Interpretation

This section interprets the data presented in the previous section by triangulating the student interview data, the teacher interview data, and the researcher's observation notes for each indicator, in order to support the credibility of the findings through data triangulation (Denzin, 1978; Lincoln & Guba, 1985).

Table 4.5 Triangulation of Findings

Indicator	Student Interview Data	Teacher Interview / Observation
Communication Apprehension	12/13 nervous before performing; content cited as main trigger	Hand/foot movement, avoided eye contact observed
Test Anxiety	13/13 experienced blanking; 12/13 brought notes despite prohibition	Repeating, looking at notes; linked to Qur'anic memorization habit; one-on-one exam format confirmed

Indicator	Student Interview Data	Teacher Interview / Observation
		behavior is evaluative not peer-driven
Fear of Negative Evaluation	9/13 denied general fear; mixed on pronunciation embarrassment	Peer teasing (‘sok Inggris’) reported as contextual pressure
Self-Reliance	13/13 could continue after a mistake (2 with hedging)	Visible confidence gain from first practice to final exam
Optimism	13/13 felt braver after practice and after joining the Club	Strategy of repeated practice explicitly used to build confidence
Objectivity	9/13 resilient to small mistakes; 4/13 catastrophizing or mixed	Linked to verbatim memorization pattern
Responsibility	Majority memorize verbatim; minority prepare by key points	Mirror/peer rehearsal used almost universally
Feedback Response	13/13 felt more confident after feedback	General confidence rises; specific habits (e.g., closing apology) persist

Taken together, the triangulated data indicate that communication apprehension and test anxiety were the most consistently corroborated components of speaking anxiety across all three data sources, while fear of negative evaluation was comparatively muted at the level of students' self-report but remained present as an underlying social dynamic (peer teasing) noted by the teacher. For self-confidence, self-reliance and optimism showed the strongest convergence between interview and observation data, both improving consistently from the first to the final meeting, whereas objectivity remained the least developed and most divided aspect across all three sources, and was consistently linked, across both interview and document data, to a verbatim memorization preparation strategy.

Read together with the document analysis, this suggests that the anxiety most participants described in interviews was predominantly anticipatory felt before and while waiting to perform rather than persisting as a visibly acute behavioral state throughout the performance itself, since the teacher's real-time notes during the one-on-one examination recorded the large majority of the full cohort as showing no observable anxiety problem in the moment of delivery.

The roughly three-way split found in the Expression & Delivery ratings of the full 26-student cohort (flat, moderate, and very good delivery) mirrors the divide found in the thirteen-student interview data under Lauster's (1978) objectivity indicator, reinforcing that this is a genuine sub-group pattern within the cohort rather than an artifact of the smaller interview sample. The three-meeting observation data, meanwhile, provide a longitudinal confirmation of these cross-sectional patterns, showing that dependence on written notes and instances of complete mid-speech stoppage decreased steadily from Meeting 1 to Meeting 3, in parallel with the interview-based finding that anxiety was responsive to repeated practice.

C. Discussion

1. How Speaking Anxiety Manifests in Speech Activities (Research Question 1)

The findings indicate that speaking anxiety among English Club members at MA Mu’allimin Sawah Dangka manifests predominantly

through test anxiety rather than through generalized communication apprehension or fear of negative evaluation. Although nervousness before performing (communication apprehension) was nearly universal, it functioned mainly as a precursor to the more disruptive pattern observed once performance began: forgetting memorized content and, in response, falling back on prohibited written notes.

This pattern was directly traceable, through the teacher's account, to a specific cultural mechanism the carry-over of verbatim Qur'anic memorization habits into English speech preparation, that is not part of the standard FLCA model as originally formulated by Horwitz et al. (1986). Fear of negative evaluation, by contrast, was comparatively muted at the level of students' self-report, though it remained present as an underlying social dynamic (peer teasing) noted by the teacher.

Crucially, the one-on-one format of the final examination stipulated by the school's institutional regulations provides additional analytical leverage for interpreting the dominant anxiety type. Because the examination was conducted individually, with each student performing before only the supervising teacher and without any peer audience, the persistence of note-dependent behavior and blanking during the examination cannot be explained by fear of peer judgment.

This institutional feature thus functions as a natural form of contextual control in the analysis, isolating evaluative anxiety from peer-audience anxiety and providing strong evidence that test anxiety rooted in

memorization habits, rather than fear of peer evaluation, is the primary anxiety mechanism operating in this setting. The three-meeting observation data reinforced this conclusion: dependence on written notes fell from roughly eighteen of twenty-four students in Meeting 1 to roughly ten of twenty-six students in Meeting 3, while episodes of complete mid-speech stoppage disappeared entirely by Meeting 3, indicating that test anxiety, although the most dominant component, was also the most responsive to repeated practice.

2. How Self-Confidence Influences Students' Participation in Speech Activities (Research Question 2)

Self-confidence in this study did not develop as a single, uniform trait but as a set of unevenly developing aspects. Optimism and self-reliance showed the most consistent gains, indicating that repeated practice opportunities within the English Club consistent with Thornbury's (2005) emphasis on repeated, supportive performance experience reliably build students' general willingness to keep trying.

Objectivity, however, remained the weakest and most variable aspect: a meaningful minority of participants still experienced a single small error as capable of derailing an entire performance. Because this catastrophizing pattern co-occurred specifically with verbatim memorization as a preparation strategy, the findings suggest that self-confidence in speech performance is influenced not only by amount of practice but by the type of preparation strategy a student adopts. This refines

Lauster's (1978) self-confidence framework for this context: students can simultaneously hold strong optimism *("I will get better")* while lacking objectivity *("one mistake ruins everything"),* showing that the five aspects of self-confidence do not necessarily progress at the same rate.

The observation data across three meetings provide a longitudinal illustration of this uneven development: self-reliance, measured through the number of students performing without text, increased steadily from Meeting 1 to Meeting 3, while the first spontaneous re-performance initiative a strong marker of optimism did not appear until Meeting 2 and only became common in Meeting 3.

3. Relation to Krashen's Affective Filter Hypothesis

Krashen's (1985) affective filter hypothesis offers a useful explanation for the blanking episodes reported by all thirteen participants. When a memorized sequence is interrupted by a single forgotten word, the affective filter appears to spike sharply, blocking further production entirely — consistent with participants' own descriptions of everything else "getting forgotten too" once one part is missed.

This is a more abrupt, all-or-nothing version of the filter effect than is typically described in the literature, and it appears specific to verbatim-memorization-based delivery: participants who prepared by understanding key points rather than memorizing exact wording (e.g., ST11) described being able to substitute different words and continue, implying a lower or

more gradual rise in the affective filter when production is not tied to exact recall.

Conversely, the consistent gains in optimism and self-reliance across the sample, as well as across the three observation meetings, support the conceptual framework's proposition that repeated, low-stakes practice within the English Club gradually lowers the affective filter over time.

4. Relation to Previous Studies

These findings both confirm and extend the three previous studies discussed in Chapter II. Like Sri Ningsih (2023) and Ikram Bachir (2025), this study found that extracurricular speaking activities are associated with improved confidence over time. However, where Dayangku Intan (2023) and Sri Ningsih (2023) treated anxiety and confidence as secondary, descriptive observations within a broader study of club activities, this research isolated the specific affective mechanism, memorization-driven test anxiety that drives much of the anxiety reported here. This is also a partial divergence from the broader FLCA literature (Horwitz et al., 1986; MacIntyre & Gardner, 1994), which places heavier emphasis on fear of negative peer evaluation as a central anxiety component; in this Islamic school setting, that component was comparatively muted, while test anxiety linked to a religiously rooted memorization culture was dominant.

5. The Islamic School Context: Memorization Culture, Dakwah Purpose, and Peer Dynamics

Several findings in this chapter are best understood in light of the school's specific Islamic educational context. First, the teacher's explanation linking verbatim note-dependence to hafiz Qur'an memorization habits offers a culturally specific account of test anxiety that would not be visible in a conventional school setting. Second, the preliminary interview data indicated that the underlying purpose of the speech program is tied to the school's dakwah (Islamic preaching) mission, meaning that speech performance carries not only academic but also religious-social significance for students, which may intensify the seriousness with which they approach verbatim accuracy. Third, peer teasing directed at students who attempt to speak English ("sok Inggris") was reported by the teacher as a discouraging social dynamic, even though most students did not name this directly as a source of fear when asked. Taken together, these contextual elements support the argument made in Chapter I that affective barriers to English speech performance in Islamic school extracurricular settings are shaped by a distinct combination of religious-educational habits and social norms not captured by FLCA research conducted in conventional school and university contexts.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

This study was conducted to investigate how speaking anxiety manifests in the speech activities of the English Club at MA Mu'allimin Sawah Dangka and to explore how self-confidence influences students' participation in those activities.

Regarding the first research question, the findings showed that speaking anxiety among English Club members manifested primarily as test anxiety rather than as generalized communication apprehension or fear of negative evaluation. Although nervousness before performing was reported by nearly all participants, this anxiety became most disruptive once performance began, when students went blank and, in response, relied on written notes despite this being explicitly prohibited during the final examination. This pattern was traced to a specific cultural habit rather than a generic classroom fear: the advisor linked students' dependence on verbatim recall to their long-standing practice of Qur'anic memorization (hafiz), in which exact wording matters, unlike English-medium speech in which paraphrasing while preserving meaning is acceptable. The one-on-one format of the final examination, an established school regulation in which no peer audience was present, further confirmed that this note-dependence and blanking reflected internal evaluative anxiety rather than fear of peer judgment. Fear of negative evaluation itself was comparatively

muted at the level of students' self-report and was tied mainly to specific pronunciation mistakes rather than a generalized fear of speaking English in front of peers.

Regarding the second research question, the findings showed that self-confidence among English Club members developed unevenly across its different aspects rather than as a single, uniform trait. Optimism and self-reliance showed the strongest and most consistent gains, supported by repeated practice and supportive feedback; this was reflected in the longitudinal observation data, where students performing without written text increased from approximately two to three students in Meeting 1 to approximately eight to nine students in Meeting 3. Objectivity, however, remained the weakest and most divided aspect: a meaningful minority of students still experienced a single small mistake as capable of ruining an entire performance, and this vulnerability was closely associated with a verbatim, word-for-word memorization strategy rather than an understanding-based, point-focused approach. Across the preparation, performance, and feedback stages of speech activities, anxiety was most acute during the performance stage, and the feedback stage reliably increased students' general confidence without always correcting specific habitual behaviors, such as the closing-apology habit noted by the advisor.

However, the findings revealed that affective barriers were reduced but not entirely eliminated within a single semester. The three-meeting observation data and the teacher's formal assessment records of the full

twenty-six-member cohort both showed a steady decline in anxiety indicators and a steady increase in self-confidence indicators from Meeting 1 to Meeting 3, yet a discernible sub-group of students, those avoiding eye contact, displaying flat delivery, or speaking in a low voice, persisted even at the point of the final examination.

B. Implication

The findings of this study imply that speaking anxiety in an Islamic boarding school extracurricular setting cannot be fully explained through the standard Foreign Language Classroom Anxiety model of Horwitz et al. (1986) alone. Because the most dominant component in this setting was test anxiety rooted in a religiously grounded verbatim memorization habit rather than fear of peer judgment, the findings imply that affective barriers to English speech performance are shaped by a distinct combination of religious-educational habits and social norms that is not captured by FLCA research conducted in conventional school and university contexts. This extends Krashen's (1985) affective filter hypothesis by suggesting that the filter can rise sharply and disrupt performance entirely once a single memorized word is forgotten, a more abrupt pattern than typically described in the literature, and one that appears specific to verbatim-memorization-based delivery rather than understanding-based delivery.

The study also implies that self-confidence, as conceptualized by Lauster (1978), does not develop as a unified trait but as a set of aspects that

can progress at different rates. Students in this study could simultaneously hold strong optimism while still lacking objectivity, which implies that programs intended to build students' confidence in speaking need to address each aspect of confidence separately rather than assuming that general practice will improve all aspects at once.

In addition, the findings imply that the type of preparation strategy a student adopts has a direct affective consequence: verbatim memorization was associated with lower resilience to small mistakes, whereas point-based, understanding-driven preparation allowed students to substitute words and continue speaking. This implies that how students are taught to prepare for a speech performance matters as much as how often they practice.

Finally, the finding that the one-on-one examination format did not remove note-dependence or blanking implies that reducing peer audience pressure alone is not sufficient to reduce speaking anxiety when the anxiety is rooted in memorization habits. This suggests that examination design and feedback practices in speech-based extracurricular programs, particularly in Islamic school settings where speech performance also carries a dakwah (Islamic preaching) purpose, need to be considered together with students' preparation habits rather than treated as an independent variable.

C. Suggestion

Based on the conclusions and implications of this research, several suggestions can be proposed for different parties.

1. For Students

Students are suggested to prepare their speeches by understanding and rehearsing key points rather than memorizing the text word-for-word, since point-based preparation in this study was associated with greater resilience to small mistakes. Continuing the practice of mirror and peer rehearsal before performance is also recommended, as this strategy was widely used and positively associated with increased confidence.

2. For the English Club Advisor and English Teachers

Advisors and teachers are suggested to explicitly teach paraphrasing and point-based delivery techniques as part of the preparation stage rather than allowing verbatim memorization to remain the default strategy. Reinforcing specific feedback points through repeated, focused practice on one habitual issue at a time may help feedback translate more effectively into lasting behavioral change. A peer-mentoring model, in which more confident students support smaller groups of peers, is also a promising direction for reducing the discouraging effects of peer teasing on lower-confidence students.

3. For the School

Given the confirmed role of English Club speech activities in building students' bravery to speak English in service of the school's dakwah mission, and given the clear positive trend observed across the three meetings documented in this study, the school is encouraged to continue and, where possible, expand structured scheduling and resourcing for this program.

4. For Future Researchers

Future researchers are suggested to conduct comparative studies examining memorization-based versus understanding-based preparation strategies and their differential effects on speaking anxiety and self-confidence. Further investigation into the specific dynamics of peer teasing ("sok Inggris") and its relationship to fear of negative evaluation in Islamic school contexts is also recommended, as is a longitudinal design capable of tracking confidence development across a full academic year rather than a single semester.

REFERENCES

Bachir, I. (2025). *Exploring the role of speaking clubs in developing EFL students' speaking skills*. University of Mohamed Khider Biskra, Algeria.

Bowen, G. A. (2009). *Document analysis as a qualitative research method*. Qualitative Research Journal, 9(2), 27–40.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.).* SAGE Publications.

Denzin, N. K. (1978). *The Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.).* SAGE Publications.

Geertz, C. (1973). *The interpretation of cultures*. Basic Books.

Hamadameen, A. K., & Najim, M. S. (2020). *The effect of English language clubs on EFL learners' speaking skill*. UHD Journal of Arts and Sciences, 5(1), 55-64.

Harmer, J. (2007). *The practice of English language teaching (4th ed.)*. Pearson Longman.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign language classroom anxiety*. The Modern Language Journal, 70(2), 125–132.

Intan, D. (2023). *An analysis of English club activities at MAN 1 Bandar Lampung in the academic year of 2022–2023*. Raden Intan State University.

Krashen, S. D. (1985). *The input hypothesis: Issues and implications. Longman. Lauster, P. (1978).* The personality test (D. M. Stiel, Trans.). Pan Books.

Lauster, P. (1978). *The personality test (D. M. Stiel, Trans.).* Pan Books.

Lickerman, A. (2012). *The undefeated mind: On the science of constructing an indestructible self*. Health Communications.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

MacIntyre, P. D., & Gardner, R. C. (1994). *The subtle effects of language anxiety on cognitive processing in the second language*. Language Learning, 44(2), 283–305.

Malu, K. F., & Smedley, B. (2016). *Community-based English clubs*. English Teaching Forum, 54(3), 10–23.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Q*ualitative data analysis: A methods sourcebook (3rd ed.)*. SAGE Publications.

Ningsih, S. (2023). *An analysis of English conversation club activities to support student speaking skill at SMPN 1 Kalitidu*. IKIP PGRI Bojonegoro.

Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.

Saldaña, J. (2016). *The coding manual for qualitative researchers (3rd ed.)*. SAGE Publications.

Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, R & D*. Alfabeta.

Thornbury, S. (2005). *How to teach speaking. Pearson Longman*.

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.

Yin, R. K. (2018). *Case study research and applications: Design and methods (6th ed.)*. SAGE Publications.

APPENDICES

Appendix 1. SK Pembimbing

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-0185/Un.26.1/HK.00.5/03/2025

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA
PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh M. Djammil Djambek Bukittinggi an. **Rahmaniyah Handayani Putri, NIM 2321066** tanggal 11 Maret 2025 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"The Influence of English Club (EC) Program on Students' Self-Confidence in Speaking English in MTs Tahfizul Quran Sawah Dangka"***

KEDUA : Menunjuk Saudara :

Nama	: **Dr. Irwandi, SS., M. Pd**
NIP	: **197912262011011008**
Pangkat/Gol.Ruang	: Penata Tk.I/III/d
Jabatan	: Lektor
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 11 Maret 2025
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. JUNAIDI, S. Ag, M. Pd
NIP.197706162003121003

Appendix 2. Persetujuan Pembimbing

PERSETUJUAN PEMBIMBING

Skripsi dengan judul **"An Analysis of Students' Speaking Anxiety and Self-Confidence during Speech Activities in the English Club at MA Mu'allimin Sawah Dangka"** yang disusun oleh **Rahmaniyah Handayani Putri (2321066)** yang telah memenuhi persyaratan ilmiah dan disetujui untuk **Melakukan Uji Validasi Instrumen Penelitian** pada Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan.

Bukittinggi, 10 June 2026

Pembimbing,

Dr. Irwandi, SS., M.Pd

NIP: 197912262011011008

Appendix 3. Surat Permohonan Validasi

PERMOHONAN VALIDASI

Kepada Yth.

Bapak/Ibu Ketua Program Studi

Di Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan dibawah ini:

Nama	: Rahmaniyah Handayani Putri
NIM	: 2321066
Fakultas/Prodi	: FTIK/PBI
Judul Skripsi	: AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AND SELF-CONFIDENCE DURING SPEECH ACTIVITIES IN THE ENGLISH CLUB AT MA MU'ALLIMIN SAWAH DANGKA
Pembimbing	: Dr. Irwandi, SS., M. Pd

Dengan ini bermaksud untuk mengajukan permohonan kepada Bapak/Ibu, sekiranya Bapak/Ibu berkenan untuk melakukan validasi mengenai instrument penelitian yang saya susun.

Demikianlah surat permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya, atas pertimbangan Bapak/Ibu saya ucapkan terimakasih.

Bukittinggi, 10 June 2026

Mengetahui,
Ketua Prodi,

Dr. Widya Syafitri, M. Pd
NIP. 198007262015032002

Pemohon,

Rahmaniyah Handayani Putri
NIM. 2321066

Appendix 4. Validator 1

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Widya Syafitri, M.Pd

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama **Rahmaniyah Handayani Putri (2321066)** dengan judul **"AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AND SELF-CONFIDENCE DURING SPEECH ACTIVITIES IN THE ENGLISH CLUB AT MA MU'ALLIMIN SAWAH DANGKA"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam penyusunan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 10 June 2026

Validator

Dr. Widya Syafitri, M.Pd

NIP. 19800726 201503 2002

Appendix 5. Validator 2

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Afdaleni. M.Pd., M.Pd.

Jabatan : Dosen PBI / UIN Bukittinggi

Dengan ini menyatakan bahwa mahasiswa yang bernama **Rahmaniyah Handayani Putri (2321066)** dengan judul **"AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AND SELF-CONFIDENCE DURING SPEECH ACTIVITIES IN THE ENGLISH CLUB AT MA MU'ALLIMIN SAWAH DANGKA"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam penyusunan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 15 Juni 2026
Validator



Dr. Afdaleni. M.Pd., M.Pd.
NIP. 196404091989032001

Appendix 6. Validator 3

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama **Rahmaniyah Handayani Putri (2321066)** dengan judul **"AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AND SELF-CONFIDENCE DURING SPEECH ACTIVITIES IN THE ENGLISH CLUB AT MA MU'ALLIMIN SAWAH DANGKA"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam penyusunan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 23 June 2026

Validator

Muthia Rahman, M.Pd

NIP.

Appendix 7. Surat Izin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0485/Un.26.1/PP.07/05/2026 Bukittinggi, 07 Mei 2026
Lamp :1 (Satu) rangkap
Hal :Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**RAHMANIYAH HANDAYANI PUTRI**
NIM	:	**2321066**
Semester	:	10
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***An Analysis of Presentation Activities in the English Club in Developing Students' Speaking Skills at MA Mu'allimin Muhammadiyah Sawah Dangka***
Lokasi Penelitian	:	Ponpes Tahfizh Al Quran Muallimin Muhammadiyah Sawah Dangka
Waktu	:	Mei 2026 s.d Selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. JUNAIDI, M.Pd
NIP 197706162003121003

Appendix 8. Surat Selesai Penelitian

معهد محمدية المعلمين لتحفيظ القران
MAJELIS DIKDASMEN PIMPINAN DAERAH MUHAMMADIYAH BUKITTINGGI
MADRASAH ALIYAH (MA)
PONDOK PESANTREN TAHFIZHUL QUR'AN MU'ALLIMIN MUHAMMADIYAH
(PROGRAM KHUSUS HAFALAN QUR'AN & BAHASA ARAB)
SAWAH DANGKA - KABUPATEN AGAM - SUMBAR
Alamat : Sawah Dangka Tigo Kampuang Gadut Kec. Tilatang Kamang. Telp (0752) 31871 Kab. Agam - Sumbar
/mualliminsawahdangka www.mualliminsawahdangka.sch.id ppmualliminswhdangka@gmail.com

بسم الله الرحمن الرحيم

SURAT KETERANGAN TELAH SELESAI PENELITIAN
Nomor : 065/MA.III.4.AU/F/2026

Yang bertanda tangan dibawah ini :

Nama	: ILHAM, Lc
NBM	: 1216049
Jabatan	: Kepala Madrasah Aliyah Mu'allimin Muhammadiyah Sawah Dangka Kabupaten Agam

Dengan ini menerangkan bahwa :

Nama	: Rahmaniyah Handayani Putri
NIM	: 2321066
Program Studi	: Pendidikan Bahasa Inggris
Judul	: An Analysis of Students' Speaking Anxiety and Self-Confidence during Speech Activities in the English Club at MA Mu'allimin Sawah Dangka

Telah selesai mengadakan penelitian pada Mei 2026 di MA PP Mu'allimin Muhammadiyah Sawah Dangka. Selama mengadakan penelitian sepengetahuan kami yang bersangkutan tidak menyimpang dari kerangka penelitian dan bersikap sopan serta patuh pada peraturan yang berlaku.

Demikianlah surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Sawah Dangka, 13 Juni 2026
Kepala Madrasah,

ILHAM, Lc
NBM. 1216049

Appendix 9. Research Guideline

Variable	Theory	Indicator	Sub-Indicator	Technique of Data Collection	Item Number
Speaking Anxiety	Horwitz et al. (1986)	Communication Apprehension	Avoidance, hesitation, short responses	Observation, Student Interview	O:1-3 / I-S:1-3
	Horwitz et al. (1986)	Test Anxiety	Panic when forgetting, note dependence, distress during exam	Observation, Student Interview	O:4-6 / I-S:4-6
	Horwitz et al. (1986)	Fear of Negative Evaluation	Embarrassment, avoidance of complex forms, reduced eye contact	Observation, Student & Teacher Interview	O:7-8 / I-S:7-8 / I-T:1-2
	Krashen (1985): Affective Filter Hypothesis	High affective filter reduces performance quality	Reduced fluency, increased memorization dependence, performance breakdown	Observation, Interview	O:1-8 / I-S:1-8
Self-Confidence	Lauster (1978): 5 Aspects of Self-Confidence	Self-Reliance	Performs without written support, continues despite errors	Observation, Student Interview	O:9-10 / I-S:9-10
	Lauster (1978): 5 Aspects of Self-Confidence	Optimism, Objectivity, Responsibility, Rational Thinking	Positive expectations, proportional error evaluation, preparation	Student & Teacher Interview, Documentation	I-S:11-15 / I-T:3-6

			investment, honest self-assessment		
Speech Activities	Harmer (2007): Stages of Speaking Activities	Preparation, Performance, Feedback Stages	Topic preparation, rehearsal, speech delivery, anxiety manifestation, response to feedback	Observation, Interview, Documentation	O:11-14 / I-S:15 / I-T:5-6

Appendix 10. Preliminary Sheet

A. Teacher Preliminary Interview

1. How long has the English Club been conducted at MA Mu'allimin Sawah Dangka?
2. What is the main purpose of speech activities in the English Club?
3. How often are speech activities conducted in one semester?
4. How do you assess students' speaking ability in general?
5. Why do students still experience difficulties in speaking performance?

B. Students' Preliminary Interview

1. Apakah kamu merasa kesulitan berbicara Bahasa Inggris di depan umum?
2. Apakah yang paling sulit saat harus speech dalam Bahasa Inggris?
3. Apakah kegiatan English Club menurutmu membantu kemampuan speaking kamu?

Appendix 11. Instrument of the Research

1. Observation Checklist

No	Indicators	Observation Focus	Yes	No	Notes
1	Speaking Anxiety Indicators	Students avoid taking speaking turns voluntarily (communication apprehension)			
2		Students hesitate significantly before speaking (communication apprehension)			
3		Students give very short or incomplete responses when asked to speak (communication apprehension)			
4		Students show panic or distress when forgetting parts of their speech text (test anxiety)			
5		Students bring and read from written notes or text cards during performance (test anxiety)			
6		Students become silent or stop speaking mid-performance due to forgetting (test anxiety)			
7		Students show visible embarrassment (blushing, nervous laughter) during performance (fear of negative evaluation)			
8		Students avoid eye contact with audience during performance (fear of negative evaluation)			
9	Self-Confidence Indicators	Students perform speech without relying on written support (self-reliance)			
10		Students continue speaking and recover composure after making			

		errors (self-reliance)			
11	Speech Activity Stages	Students appear to have prepared speech content before performance (preparation stage)			
12		Students engage actively during practice sessions (preparation stage)			
13		Students receive and respond to feedback constructively (feedback stage)			
14		Students show change in anxiety/confidence level after feedback (feedback stage)			

2. Semi-Structured Interview

A. Interview Sheet for Teacher

No	Indicators	Questions	Theory Base
1	Communication Apprehension	What kinds of anxiety or nervousness do students usually show during speech performances?	Horwitz et al. (1986)
2	Test Anxiety	How do students behave when they forget parts of their speech during performance?	Horwitz et al. (1986)
3	Self-Confidence Development	Do you observe differences in students' confidence levels between the first practice and the final examination? Please describe.	Lauster (1978)

4	Self-Reliance/ Optimism	Which students tend to show greater self-confidence during performances, and what behaviors indicate this?	Lauster (1978)
5	Feedback Response	How do students respond to your feedback after speech performances? Do you observe changes in their confidence?	Harmer (2007)
6	Anxiety Management	What strategies do you use to help students reduce their anxiety and build confidence in speech activities?	Krashen (1985)
7	Test Anxiety/ Low Self-Confidence	Why do you think most students still read from notes during the final examination even though it is prohibited?	Horwitz et al. (1986); Lauster (1978)

B. Interview Sheet for Students

No	Indicators	Questions	Theory Base
1	Communication Apprehension	Apakah kamu merasa gugup sebelum tampil speech? / Do you feel nervous before performing your speech?	Horwitz et al. (1986): Communication Apprehension
2	Communication Apprehension	Bagian mana dari kegiatan speech yang paling membuat kamu cemas? / Which part of the speech activity makes you most anxious?	Horwitz et al. (1986): Communication Apprehension

3	Test Anxiety	Apakah kamu pernah tiba-tiba diam atau lupa saat tampil di depan teman-teman? Apa yang kamu rasakan saat itu? / Have you ever gone blank or forgotten during performance? What did you feel?	Horwitz et al. (1986): Test Anxiety Component
4	Test Anxiety	Mengapa kamu membawa teks atau catatan saat tampil speech, meskipun sudah dilarang? / Why do you bring notes during performance even when it is prohibited?	Horwitz et al. (1986): Test Anxiety Component
5	Fear of Negative Evaluation	Apakah kamu takut dinilai buruk oleh teman-teman saat berbicara bahasa Inggris? / Are you afraid of being judged negatively by peers when speaking English?	Horwitz et al. (1986): Fear of Negative Evaluation
6	Fear of Negative Evaluation	Apakah kamu merasa malu ketika membuat kesalahan pengucapan saat tampil? / Do you feel embarrassed when making pronunciation errors during performance?	Horwitz et al. (1986): Fear of Negative Evaluation
7	Self-Reliance / Optimism	Apakah kamu merasa lebih berani tampil speech setelah berlatih beberapa kali? / Do you feel more confident performing after several practice sessions?	Lauster (1978): Self-Reliance & Optimism Aspects
8	Self-Reliance	Bisakah kamu tetap melanjutkan speech jika kamu melakukan kesalahan di tengah-tengah penampilan? / Can you	Lauster (1978): Self-Reliance Aspect

		continue your speech if you make a mistake during performance?	
9	Responsibility	Apa yang kamu lakukan untuk mempersiapkan diri sebelum tampil speech? / What do you do to prepare before performing your speech?	Lauster (1978): Responsibility Aspect
10	Self-Confidence Development	Setelah menerima masukan dari guru, apakah kamu merasa lebih percaya diri untuk penampilan berikutnya? / After receiving feedback, do you feel more confident for the next performance?	Lauster (1978): Optimism & Rational Thinking Aspects; Harmer (2007)
11	Overall Self-Confidence	Apakah kegiatan speech di English Club membantumu menjadi lebih berani berbicara bahasa Inggris? / Do speech activities help you become braver in speaking English?	Lauster (1978): 5 Aspects; Krashen (1985): Affective Filter
12	Objectivity	Apakah kamu merasa kesalahan kecil saat tampil speech merusak seluruh penampilanmu, atau kamu bisa tetap melanjutkan dengan tenang? / Do you feel that small mistakes during your speech performance ruin your entire performance, or are you able to continue calmly?	Lauster (1978)

Appendix 12. Sample Interview Transcripts – Tutor (Ms. Ridha)

Researcher : Rahmaniyah Handayani Putri (NIM. 2321066)

Informant : Ms. Ridha Fadila (English Club Advisor / Teacher)

Place : MA Mu'allimin Sawah Dangka

Date : May 12th, 2026

Type : Preliminary Interview (Audio-Recorded)

—— Opening ——

Me: Assalamu'alaikum, Miss.

Ms. Ridha: Wa'alaikumsalam Warrahmatullahi Wabarakatuh.

Me: Perkenalkan nama saya Rahmaniyah Handayani Putri, mahasiswi UIN Syekh M. Djamil Djambek Bukittinggi. Hari ini saya izin untuk mewawancarai Miss untuk beberapa pertanyaan preliminary penelitian skripsi saya. Apakah Miss bersedia?

Ms. Ridha: Ya, ya, silakan.

—— Q1: How long has the English Club been running? ——

Me: Sudah berapa lama English Club ini berjalan di Madrasah Aliyah Mu'allimin Sawah Dangka, Miss?

Ms. Ridha: Sebenarnya, Miss baru bergabung di sini tahun 2022 dan saat itu English Club-nya sudah ada, hanya saja karena gurunya terbatas jadi belum berjalan maksimal. Yang benar-benar berjalan dengan baik itu mulai tahun 2024. Karena gurunya sudah banyak yang bersedia meluangkan waktu untuk program English Club, jadi baru di tahun 2024 English Club-nya betul-betul aktif berjalan.

—— Q2: Since when has speech become part of the program? ——

Me: Sejak kapan kegiatan speech mulai menjadi bagian dari program English Club, Miss?

Ms. Ridha: Dari tahun 2024 itu sebenarnya sudah ada, cuma mungkin belum jadi fokus karena kebanyakan kami masih menggunakan modul yang dicari sendiri — bukan buku dari sekolah. Jadi untuk speaking sehari-hari dulu yang dilatih di English Club. Tapi yang benar-benar fokus ke speech ini baru setahun terakhir ini.

—— Q3: Main purpose of speech activity ——

Me: Apa tujuan utama Miss memasukkan speech activity dalam program English Club?

Ms. Ridha: Kita pengennya yang terutama, karena ini sekolah filii ya, bisa pandai berdakwah. Jadi nanti berdakwahnya itu tidak harus selalu pakai bahasa Indonesia. Mungkin bisa sesekali mereka juga bisa menyampaikan speech dalam bahasa Inggris. Jadi kegiatan berdakwah itu bisa dimulai dengan bahasa Indonesia, kemudian ada juga yang berpidato menggunakan bahasa Inggris atau bahasa Arab.

—— Q4: Frequency of speech activities ——

Me: Seberapa sering kegiatan speech dilakukan dalam satu semester, Miss?

Ms. Ridha: Satu semester itu untuk penilaiannya dua kali, di akhir masing-masing semester.

—— Q5: Curriculum / syllabus ——

Me: Apakah ada kurikulum atau silabus khusus yang digunakan untuk kegiatan speech ini, Miss?

Ms. Ridha: Kalau silabus dan kurikulum khusus itu tidak ada. Lebih ke inisiatif guru yang mengajar saja. Untuk speaking secara umum ada buku dan mengikuti kurikulum yang tersedia, tapi tambahan kegiatan speech itu dari guru yang mengajar saja.

—— Q6: Assessment of students' speaking ability ——

Me: Bagaimana Miss menilai kemampuan speaking siswa secara umum?

Ms. Ridha: Sebenarnya kalau sudah mulai berbicara, mereka sudah lumayan, tapi untuk mengawalinya itu kayaknya masih kurang percaya diri. Apalagi kalau ada teman yang berkomentar seperti 'sok Inggris', jadi mereka malu. Terus mungkin karena mereka lebih banyak terekspos bahasa Arab, jadi mereka sebenarnya lebih percaya diri berbahasa Arab daripada bahasa Inggris.

—— Q7: Aspects that need improvement ——

Me: Dari hasil tes speaking sebelumnya, aspek apa yang sudah bagus dan aspek apa yang masih perlu ditingkatkan?

Ms. Ridha: Yang perlu ditingkatkan itu confidence-nya. Sama pronunciation, karena biasanya kalau bahasa Arab dan bahasa Indonesia, apa yang tertulis juga dibaca. Kalau bahasa Inggris, tulisan dan cara bacanya kan berbeda, jadi kebanyakan mereka takut salah. Padahal tidak apa-apa salah, nanti kalau dibetulkan mereka tahu yang benarnya apa. Jadi kayaknya lebih ke confidence-nya saja yang kurang. Kalau yang bagusnya, mereka kalau mencari bahan speech sudah punya banyak referensi dari pelajaran agama, sudah banyak yang akan disampaikan, tapi mungkin cara menyusunnya yang belum bagus.

Me: Untuk aspek khususnya, Miss, seperti fluensi atau yang lainnya?

Ms. Ridha: Fluensi mungkin masih kurang. Mereka lebih bagus di listening — ketika mendengar orang berbicara bahasa Inggris mereka paham — tapi ketika mau merespons atau mengungkapkan sesuatu, itu yang susah, jadi terbata-bata.

—— Q8: Difference between practice and formal test performance ——

Me: Apakah ada perbedaan yang Miss lihat antara performa siswa saat latihan biasa dengan saat tes formal?

Ms. Ridha: Biasanya kalau tes sudah mulai grogi. Jadi ketika grogi, yang sudah dibaca atau dihafalkan sebelumnya jadi lupa. Sebenarnya masalahnya mungkin lebih ke pengaruh kebiasaan hafalan. Mereka kan terbiasa menghafal, seperti menghafal Al-Qur'an. Jadi mungkin terpengaruh juga — sistemnya kalau speech

itu seharusnya kita pahami isinya, tidak harus sama persis dengan teks. Kata-katanya boleh berbeda asalkan maknanya sama. Tapi karena mereka sudah terbiasa dengan hafalan, jadi harus persis seperti yang tertulis. Jadi kosakata juga perlu ditambah.

Me: Jadi kalau tidak sesuai teks, nge-blank begitu ya, Miss?

Ms. Ridha: Ya, jadi ketika dia tidak tahu kata-kata yang datang setelah itu, langsung hilang semuanya. Padahal tinggal ganti dengan kata yang lain, kemudian lanjutkan.

—— Q9: Why speaking scores are not yet optimal ——

Me: Mengapa menurut Miss nilai tes speaking siswa belum mencapai hasil yang optimal, meskipun mereka sudah sering latihan?

Ms. Ridha: Salah satunya seperti yang tadi, kata-katanya harus persis sama. Jadi kayaknya kosakata harus ditambah dan diulang lagi pemahaman bahwa tidak harus sama persis, asal kita paham dengan isi yang kita sampaikan, nah itu akan mengalir saja nanti kata-katanya. Jadi kayaknya pemahaman terhadap isi yang disampaikan itu yang masih kurang.

—— Q10: Outstanding students and students needing more guidance ——

Me: Siswa mana yang menurut Miss paling menunjukkan perkembangan, dan siswa mana yang masih perlu bimbingan lebih?

Ms. Ridha: Kalau yang sudah bagus sudah mulai banyak. Ada Syauqi, awalnya percaya dirinya sudah ada, dan pemahamannya sudah mulai bagus. Awalnya mungkin dia tidak tahu apa yang disampaikan, hanya menyampaikan ulang yang dihafalkan. Tapi sekarang sudah mulai nampak dia paham apa yang dia sampaikan. Yang mungkin agak kurang itu Rifat, kurang serius sebenarnya, banyak bercandanya. Kadang-kadang karena dia suka bercanda di kelas, ketika di depan, dicia-cia teman-temannya, jadi blank, hilang semua yang sudah dihafal. Mungkin itu juga salah satunya — sifat sebagian anak yang kalau ada teman berbahasa

Inggris bilang 'ih, sok Inggris'. Kan kalau bahasa Arab mereka biasa saja. Kenapa harus bahasa Inggris yang dicia-cia.

── Q11: Reason for repeating basic speech material ──

Me: Mengapa Miss memutuskan untuk kembali memberikan materi dasar tentang definisi speech dan public speaking di awal program?

Ms. Ridha: Speech itu kan bukan membaca ya. Kebanyakan selama ini mereka terpaku pada teks yang sudah ditulis. Pengennya itu lebih mengalir, bukan yang harus dihafal kemudian diutarakan. Jadi memberi pemahaman lagi bahwa speech itu bukan membaca, tapi apa yang dipahami kemudian disampaikan. Karena kebanyakan yang sering terjadi adalah speech yang cepat, tidak ada jeda, tidak ada naik turun intonasi, ekspresinya juga kurang. Jadi kalau diulang lagi misalnya speech tentang ajakan, bagaimana cara kita dengan gestur dan ekspresi wajah juga mengajak seseorang. Jadi menekankan itu lagi supaya anak-anak lebih bagus lagi dalam delivering speech-nya.

── Q12: Specific weaknesses observed ──

Me: Kelemahan spesifik apa yang Miss lihat dari speech siswa sebelumnya sehingga materi dasar perlu diulang?

Ms. Ridha: Pemahaman materi, sama ekspresi. Kurang ekspresif sebenarnya, jadi datar saja seperti membaca.

── Q13: Routine or situational? ──

Me: Apakah pengulangan materi ini merupakan kebiasaan rutin atau hanya pada kondisi tertentu saja?

Ms Ridha: Kayaknya cuma pada kondisi tertentu saja. Kalau sudah paham dan sudah bagus, kayaknya tidak perlu diulang. Lebih ke dilancarkan latihannya saja.

── Q14: Hopes after the speech program ──

Me: Apa harapan Miss terhadap perkembangan speaking siswa setelah rangkaian kegiatan speech ini selesai?

Ms. Ridha: Mudah-mudahan bisa lebih percaya diri, lebih lancar, pronunciation-nya bagus, ekspresinya bagus. Karena tujuan awalnya kan untuk berdakwah. Masa orang berdakwah diam saja, tidak ada intonasinya, bacanya datar. Mudah-mudahan bisa jadi da'i yang bersemangat kalau disampaikan dalam bahasa Inggris juga.

── Q15: Improvements for the program going forward ──

Me: Apakah ada hal yang ingin Miss perbaiki dari metode atau proses kegiatan speech yang selama ini berjalan?

Ms. Ridha: Pengennya nanti kalau sudah nampak yang bagus-bagus, bisa dikelompokkan. Jadi satu orang yang bagus ini membina juga teman-temannya sekitar dua atau tiga orang. Jadi dia jadi role model untuk teman-temannya. Karena mungkin kalau sama kita dilatih terus mereka malu, tapi mungkin sama teman lebih leluasa. Jadi seperti peer teaching, tapi dalam kelompok kecil.

── Closing ──

Me: Baik, Miss. Terima kasih banyak sudah meluangkan waktunya. N : Sama-sama, Rahma.

Me: Assalamu'alaikum, Miss.

Ms. Ridha: Wa'alaikumussalam Warrahmatullahi Wabarakatuh.

Appendix 13. Preliminary Interview Transcript – Students

Transcript 1 – Student (Muhammad Syauqi)

Lokasi/Place: Ruang English Club, MA Mu'allimin Sawah Dangka

Me: Apakah kamu merasa gugup sebelum tampil speech?

(Student) MS: Iya, sangat gugup. Bahkan dari malam sebelumnya saya sudah tidak bisa tidur nyenyak karena kepikiran mau tampil. [Yes, very nervous. Even the night before I could not sleep well because I kept thinking about the performance.]

Me: Bagian mana yang paling membuat kamu cemas?

(Student) MS: Yang paling bikin takut itu kalau tiba-tiba lupa di depan orang banyak. Saya sudah hafal, tapi pas di depan teman-teman, kepala jadi kosong. [The scariest part is suddenly forgetting in front of everyone. I had memorized it, but when I stood in front of my friends, my mind went blank.]

Me: Apakah kamu pernah benar-benar lupa saat tampil?

(Student) MS: Pernah. Waktu ujian speech kemarin, saya lupa satu paragraf dan langsung panik. Saya lihat ke kertas yang saya bawa diam-diam, padahal kata Bu guru tidak boleh. [Yes. During the speech exam, I forgot one paragraph and panicked immediately. I secretly looked at the paper I brought, even though the teacher said it was not allowed.]

Me: Kenapa kamu tetap membawa teks meskipun sudah dilarang?

(Student) MS: Saya takut lupa. Kalau tidak bawa kertas, rasanya seperti tidak ada pegangan. Takut jadi diam panjang di depan semua orang. [I was afraid of forgetting. Without the paper, I felt like I had nothing to hold on to. I was afraid of standing silent for too long in front of everyone.]

Me: Apakah kamu takut dinilai jelek oleh teman-teman?

(Student) MS: Iya. Apalagi kalau sampai salah pengucapan atau lupa, pasti teman-teman tertawa atau menilai saya tidak pintar. [Yes. Especially if I mispronounce something or forget, my friends will laugh or think I am not smart.]

Me: Apakah setelah berlatih beberapa kali kamu merasa lebih berani?

(Student) MS: Sedikit lebih baik. Setelah latihan pertama dan dapat masukan dari guru, saya jadi tahu bagian mana yang perlu diperbaiki. Tapi tetap masih takut untuk tampil tanpa kertas. [A little better. After the first practice and getting feedback from the teacher, I knew which parts to improve. But I was still afraid to perform without paper.]

Me: Menurut kamu, apa manfaat ikut kegiatan speech di English Club?

(Student) MS: Manfaatnya ada. Saya jadi lebih terbiasa berdiri di depan orang. Meskipun masih takut, setidaknya sudah pernah merasakan tampil, jadi tidak terlalu kaget. [There are benefits. I am more accustomed to standing in front of people. Even though I am still afraid, at least I have experienced performing, so it is not so shocking.]

Transcript 2 – Student (Adib Syafer Bayhaqi)

Me: Apakah kamu merasa gugup sebelum tampil speech?

(Student) ASB: Gugup pasti, tapi saya coba tarik nafas dulu sebelum maju. Biasanya lebih tenang setelah beberapa kalimat pertama keluar. [Of course I am nervous, but I try to take a deep breath before going up. Usually it gets calmer after the first few sentences come out.]

Me: Apakah kamu pernah tiba-tiba lupa saat tampil?

(Student) ASB: Pernah dua kali. Yang pertama saya berhenti cukup lama sampai teman-teman mulai berbisik. Yang kedua sudah lebih bisa saya tangani, langsung coba lanjut dengan kalimat yang saya ingat. [It happened twice. The first time I stopped or a while until my friends started whispering. The second time I handled it better, immediately trying to continue with sentences I remembered.]

Me: Kenapa kamu membawa catatan ke ujian speech meskipun dilarang?

(Student) ASB: Bukan untuk dibaca terus-terusan. Tapi sebagai jaga-jaga kalau benar-benar blank. Rasanya lebih aman punya cadangan. [Not to read from continuously. But as a safety net in case I go completely blank. It feels safer to have a backup.]

Me: Apakah kamu takut dinilai buruk oleh teman-teman?

(Student) ASB: Dulu sangat takut. Tapi sekarang sudah mulai berpikir bahwa teman-teman juga pasti merasakan hal yang sama. Jadi tidak terlalu khawatir lagi, meskipun tetap ada rasa tidak nyaman. [I used to be very afraid. But now I have started thinking that my friends must feel the same way. So I am not too worried anymore, although there is still discomfort.]

Me: Apakah kamu merasa lebih percaya diri setelah berlatih beberapa kali?

(Student) ASB: Iya, pasti. Latihan membuat saya lebih familiar dengan materi dan tahu bagaimana harus berdiri dan berbicara. Feedback dari guru juga membantu karena saya tahu apa yang kurang. [Yes, definitely. Practice makes me more familiar with the material and I know how to stand and speak. Feedback from the teacher also helps because I know what is lacking.]

Me: Apa yang kamu lakukan untuk mempersiapkan diri sebelum tampil?

(Student) ASB: Saya menulis teks speech sendiri, lalu berlatih di depan cermin atau merekam suara saya. Kadang saya juga minta teman untuk mendengarkan. [I write the speech text myself, then practice in front of a mirror or record my voice. Sometimes I also ask a friend to listen.]

Transcript 3 – Student (Muhammad Geovani Desandi)

Me: Apakah kamu merasa gugup sebelum tampil speech?

(Student) MGD: Sangat gugup. Ini pertama kali saya harus tampil speech dalam bahasa Inggris. Tangan saya sampai gemetar saat menunggu giliran. [Very nervous.

This was my first time performing a speech in English. My hands were shaking while waiting for my turn.]

Me: Bagian apa yang paling sulit dalam kegiatan speech?

(Student) MGD: Bagian paling sulit adalah pengucapan. Saya sering tidak yakin apakah cara saya mengucapkan kata sudah benar atau salah. Dan kalau salah, saya malu karena semua teman mendengar. [The hardest part is pronunciation. I am often unsure whether my pronunciation is correct or wrong. And if it is wrong, I feel embarrassed because all my friends can hear it.]

Me: Apakah kamu membawa teks saat ujian speech?

(Student) MGD: Iya saya bawa, tapi sebenarnya saya malu karena sudah dibilang tidak boleh. Saya mencoba untuk tidak terlalu sering melihatnya, tapi kalau sudah lupa, otomatis mata saya turun ke kertas. [Yes I brought it, but I was actually embarrassed because we were told not to. I tried not to look at it too often, but when I forgot, my eyes automatically went down to the paper.]

Me: Apakah kamu takut dinilai teman-teman?

(Student) MGD: Iya, sangat. Apalagi teman laki-laki kadang berkomentar kalau ada yang salah pengucapan. Itu bikin saya semakin tidak berani. [Yes, very much. Especially male classmates sometimes comment when someone mispronounces something. That makes me even less brave.]

Me: Apakah setelah ikut English Club kamu merasa ada perubahan dalam kepercayaan diri kamu?

(Student) MGD: Ada sedikit perubahan. Setidaknya sekarang saya sudah berani berdiri di depan kelas, meskipun masih sambil baca teks. Sebelum masuk English Club, saya tidak akan berani sama sekali tampil di depan orang. [There is a small change. At least now I am brave enough to stand in front of the class, even if I am still reading from the text. Before joining English Club, I would not have been brave enough to perform at all.]

Transcript 4 – Student (Rama Habib Zain)

Me: Bagaimana perasaan kamu saat harus tampil speech di depan teman-teman?

(Student) RHZ: Jujur, saya lebih suka menulis daripada harus bicara di depan orang. Tapi karena ini wajib di English Club, saya ikut saja. Rasanya seperti ujian yang tidak bisa dihindari. [Honestly, I prefer writing to speaking in front of people. But since it is required in English Club, I join anyway. It feels like an unavoidable test.]

Me: Apakah kamu pernah benar-benar berhenti bicara saat tampil karena lupa?

(Student) RHZ: Pernah, pas latihan kedua. Saya lupa bagian closing dan berdiri diam selama kira-kira 10 detik. Rasanya seperti waktu berhenti dan semua orang menatap saya. [Yes, during the second practice. I forgot the closing part and stood silently for about 10 seconds. It felt like time had stopped and everyone was staring at me.]

Me: Apa yang membuat kamu tetap membawa kertas ke ujian?

(Student) RHZ: Pengalaman waktu latihan bikin saya tidak mau mengambil risiko lagi. Kalau ada kertas, setidaknya saya punya pegangan kalau sampai blank. Meskipun saya tahu itu tidak boleh. [The experience during practice made me not want to take that risk again. With paper, at least I have something to hold onto if I go blank. Even though I know it is not allowed.]

Me: Apakah feedback dari guru membantu kamu merasa lebih percaya diri?

(Student) RHZ: Iya, apalagi kalau gurunya memberitahu bagian yang bagus dulu sebelum yang perlu diperbaiki. Itu bikin saya merasa usaha saya dihargai dan motivasi saya naik. [Yes, especially when the teacher mentions the good parts first before what needs improvement. That makes me feel my effort is appreciated and my motivation increases.]

Transcript 5 – Student (Teuku Rifat Alfardy)

Me: Apa yang paling kamu takutkan saat harus tampil speech?

(Student) TR: Yang paling saya takutkan adalah kalau teman-teman atau guru langsung melihat kesalahan saya dan menilai saya tidak mampu berbicara bahasa Inggris. [What I fear most is if my friends or teacher immediately notice my mistakes and judge that I am not capable of speaking English.]

Me: Bagaimana kamu mempersiapkan diri untuk speech?

(Student) TR: Saya menulis teks lengkap kemudian menghafal kata per kata. Saya berlatih berkali-kali di rumah sampai saya merasa bisa mengucapkan setiap kata dengan benar. Tapi ternyata saat di depan teman-teman, situasinya berbeda dan saya tetap gugup. [I write a complete text and then memorize it word by word. I practice many times at home until I feel I can pronounce every word correctly. But when I am in front of my friends, the situation is different and I am still nervous.]

Me: Mengapa kamu menghafal kata per kata, bukan hanya memahami isi speech?

(Student) TR: Karena saya tidak percaya diri dengan kemampuan bahasa Inggris saya untuk membuat kalimat sendiri secara spontan. Kalau sudah hafal teksnya, saya merasa lebih aman. Tapi kalau lupa satu kata, semuanya jadi hancur. [Because I do not trust my English ability to form sentences spontaneously. If I have memorized the text, I feel safer. But if I forget one word, everything falls apart.]

Me: Apakah kamu merasa kegiatan English Club membantumu secara keseluruhan?

(Student) TR: Iya, meski saya masih takut. Yang saya rasakan adalah saya jadi lebih tahu tentang struktur speech yang benar, dan saya sudah bisa maju ke depan kelas. Ini sudah kemajuan bagi saya karena dulu saya tidak berani sama sekali. [Yes, even though I am still afraid. What I feel is that I now know more about correct speech structure, and I can already walk to the front of the class. This is already progress for me because I was not brave at all before.]

Appendix 14. Liminary Interview Transcript – Tutor (Ms. Ridha)

Berikut adalah transkrip lengkap dari rekaman wawancara tersebut:

Me: Assalamu'alaikum Warrahmatullahi Wabarakatuh, Miss.

Miss Ridha: Wa'alaikumsalam Warrahmatullahi Wabarakatuh.

Me: Oh, boleh izin perkenalan dulu, Miss, dengan Miss-nya?

Miss Ridha: Eh, saya Rida Fadilah, pengajar di sekolah di Pondok Pesantren Mualimin Sawah Dangka, eh sekaligus mengajar untuk ekstrakurikuler di kelas 11.

Me: Oke. Eh, langsung pertanyaan ya, Miss. The first question, what kinds of anxiety or nervousness do students usually show during speech performance?

Miss Ridha: Mm, anxiety... They like to apa ya? Move their hands or their foot, yeah. Eh, and sometimes they look away to avoid uh apa namanya? Eye contact to the audience, gitu.

Me: Oke. The second question, how do students behave when they forget parts of their speech during performance?

Miss Ridha: Mm, they like to repeat themselves. Uh, sometimes they, uh, look at their friends or, uh, they also sometimes look at their draft or the text to remind them again about the test or the what they have to say. Mhm.

Me: The third question, do you observe differences in students' confidence levels between the first practice and the final examination? Please describe, Miss.

Miss Ridha: Mm, most of them, yeah, I can see most of them make some differences between the first practice and the final exam. In the first practice, uh, mostly they don't feel very confident. Uh, they feel afraid to stand in front of their friends, yeah. And then after, uh, we have some practices, and then in the final exam, uh, they look more enjoy or they look more, uh, confident to talk in front of their friends.

Me: Oke Miss. And the fourth question, which students tend to show greater self-confidence during performance, and what behaviors indicate this?

Miss Ridha: Mm, I think, uh, the high achiever students, yeah, show most, uh, self-confidence in the performance because, uh, when you can see, uh, the high achiever students stand in front of their friends, mm, they speak, uh, calmly, they talk, uh, or they deliver the speech without rush, and I think because of they also, uh, can understand what they talk about. Yeah, so they feel more confident in front of, uh, talking in front of their friends.

Me: Oke, Miss. And the fifth question, how do students respond to your feedback after speech performance? Do you observe changes in their confidence?

Miss Ridha: Mm, yeah, I think they accept the, the feedback. Mm, but some, uh, some of the students, I think forget maybe, yeah, about the feedback that I have given to them because, uh, especially when they have the closing, uh, I told them not to, uh, apologize about the mistake they made, they made, yeah. But they still do it because maybe that's the habits of, uh, closing the, speech, yeah. And for confidence, yeah, um, yeah, for confidence and anxiety maybe, yeah. Uh, yeah, like moving, moving hands, moving legs, yeah. Uh, I think, yeah, they try to reduce [tertawa] or they try to not moving their, uh, hands or, or legs anymore.

Me: Oke, Miss. And the next question, what strategies do you use to help students reduce their anxiety and build confidence in speech activities?

Miss Ridha: Mm, yeah, by asking them to stand in front of their friends, deliver the speech, yeah, and ask them to practice in front of their friends or in front of the mirror, I think that's also good enough to reduce anxiety, yeah.

Me: Oke. And the last question, what do you think most students still read from notes during the final examinations even though it is prohibited?

Miss Ridha: Mm, I think it's also the habits of their, uh, hafiz Qur'an maybe, yeah. They like to remember all the things that they have to, uh, deliver. Yeah, so I think it's because they not really understand about what they will deliver. Um, maybe if

they can make it by themselves, the text, yeah, it will be easier for them to remember, uh, the text with, and then deliver the speech without looking at the text.

Me: Oh, it's good. Eh, ini ada yang pertanyaan di luar itu, Miss. Untuk metode ujiannya apakah memang satu per satu di kelas, empat mata dengan guru pengawas, atau ada di depan kelas dengan teman-temannya, Miss?

Miss Ridha: Oh, cuman dengan guru aja.

Me: Dengan guru, Miss. Oke. Thank you, Miss.

Miss Ridha: Oke, you're welcome.

Appendix 15. Liminary Interview Transcripts (Students)

(IMAM NABIL WALID)

Me: Assalamu'alaikum. Kalau boleh tahu dengan siapa namanya?

Iman Nabil Walid: Wa'alaikumussalam. Perkenalkan nama saya Iman Nabil Walid.

Me: Panggilannya?

Nabil: Biasa dipanggil Abil.

Me: Abil?

Nabil: Iya, Abil.

Me: Oke, Kakak mulai ya, Kak. Apakah Abil merasa gugup sebelum tampil speech?

Nabil: Oh, sebelum tampil ya memang merasa gugup, Kak.

Me: Oke. Bagian mana dari kegiatan speech yang paling Abil cemas... yang paling membuat cemas?

Nabil: Bagian...

Me: Entah isi atau pembukaannya?

Nabil: Isinya, Kak. Bagian isinya.

Me: Kenapa isinya?

Nabil: Karena kadang takut kan ada yang terlupa, jadi agak gugup, Kak.

Me: Oke. Apakah Abil pernah nggak tiba-tiba diam atau lupa saat tampil di depan teman-teman?

Nabil: Pernah, Kak.

Me: Apa yang Abil rasakan saat itu?

Nabil: Agak... agak cemas tuh, Kak. Cemas karena takut hilang apa yang telah diingat tuh, Kak.

Me: Oke. Terus, apakah saat speech Abil pernah nggak dilarang membawa teks atau catatan speech, tapi tetap Abil bawa?

Nabil: Pernah, Kak. Pernah.

Me: Kenapa dibawa?

Nabil: Untuk dasarnya, Kak, untuk sebagai landasannya, Kak.

Me: Oke. Apakah Abil takut dinilai buruk oleh teman-teman saat berbicara bahasa Inggris?

Nabil: Ndak, ndak.

Me: Oh, enggak. Apakah Abil merasa malu ketika membuat kesalahan pengucapan saat tampil?

Nabil: Hmm...

Me: Misalkan bahasa Inggrisnya salah gitu cara ngomongnya. Malu enggak?

Nabil: Ndak, Kak.

Me: Enggak. Apakah Abil merasa lebih berani tampil speech setelah berlatih beberapa kali?

Nabil: Iya, masih berani.

Me: Bisakah Abil tetap melanjutkan speech jika Abil melakukan kesalahan di tengah-tengah penampilan?

Nabil: Masih bisa, masih bisa. Masih bisa lanjut, Kak.

Me: Apa yang Abil lakukan untuk mempersiapkan diri sebelum tampil pidato?

Nabil: Me... mengulang-ulang apa yang akan ditampilkan, Kak. Mencari judulnya apa yang ingin ditampilkan dan mengulang-ulangnya setidaknya dasarnya itu, Kak.

Me: Oh, poinnya?

Nabil: Iya, Kak. Poin dari isi teksnya.

Me: Oke. Setelah menerima masukan dari guru, apakah Abil merasa lebih percaya diri untuk penampilan berikutnya?

Nabil: Percaya diri, Kak.

Me: Apakah kegiatan speech di English Club membantu Abil menjadi lebih berani berbicara bahasa Inggris?

Nabil: Iya, Kak.

Me: Dan yang terakhir nih, apakah Abil merasa kesalahan kecil saat tampil speech merusak seluruh penampilan Abil? Atau masih bisa dilanjutkan dengan tenang aja?

Nabil: Masih bisa dilanjutkan, Kak. Masih bisa.

Me: Oke. Makasih ya, Abil.

Nabil: Iya, Kak.

(MUHAMMAD HANIF HABIBI)

Me: Assalamu'alaikum.

Habib: Wa'alaikumussalam Warrahmatullahi Wabarakatuh.

Me: Iya. Eh, kalau boleh tahu siapa namanya?

Habib: Muhammad Hanif Habibi.

Me: Panggilannya?

Habib: Habib.

Me: Habib. Kakak mulai ya? Apakah Habib merasa gugup sebelum tampil speech?

Habib: Oh... sedikit, Kak.

Me: Sedikit. Bagian mana dari kegiatan speech yang paling membuat Habib cemas?

Habib: Bagian ketika tampil ke depannya, Kak.

Me: Tampil ke depannya?

Habib: Iya.

Me: Kalau sudah tampil?

Habib: Hilang lagi.

Me: Hilang lagi. Oke. Apakah Habib pernah enggak tiba-tiba diam atau lupa saat tampil di depan teman-teman?

Habib: Pernah.

Me: Pernah. Apa yang Habib rasakan saat itu?

Habib: Oh, memikirkan... oh rasanya itu cemas, Kak. Tapi memikirkan apa yang mau disampaikan lagi, Kak.

Me: Oke. Terus, apakah saat speech Habib pernah dilarang membawa teks atau catatan speech, tapi tetap Habib bawa?

Habib: Pernah.

Me: Pernah? Kenapa dibawa?

Habib: Karena memang belum, belum matang persiapannya, Kak. Jadi...

Me: Oke. Terus?

Habib: Terus dibawa, biar kalau lupa bisa...

Me: Dilihat. Oke. Apakah Habib takut dinilai buruk oleh teman-teman saat berbicara bahasa Inggris?

Habib: Tidak.

Me: Tidak. Apakah Habib merasa malu ketika membuat kesalahan pengucapan saat tampil?

Habib: Tidak.

Me: Tidak. Apakah Habib merasa lebih berani tampil speech setelah berlatih beberapa kali?

Habib: Iya.

Me: Bisakah Habib tetap melanjutkan speech jika Habib melakukan kesalahan di tengah-tengah penampilan?

Habib: Bisa, insyaallah.

Me: Oke. Apa yang Habib lakukan untuk mempersiapkan diri nih sebelum tampil?

Habib: Ya seperti memahami teks tersebut, lalu menghafal... nah itu, Kak.

Me: Itu. Ada tampil di depan kaca seperti yang dibilang tutor?

Habib: Oh, pernah. Oh, pernah. Pernah.

Me: Oke.

Habib: Bahkan tampil di depan teman-teman dulu.

Me: Oh iya, bagus bagus. Selanjutnya, setelah menerima masukan dari guru, apakah Habib merasa lebih percaya diri untuk penampilan berikutnya?

Habib: Iya.

Me: Terus, apakah kegiatan speech di English Club membantu Habib menjadi lebih berani berbicara bahasa Inggris?

Habib: Sangat membantu.

Me: Oke, yang terakhir. Apakah Habib merasa kesalahan kecil saat tampil speech bisa nih merusak seluruh penampilan Habib? Atau kayak, ya udah jalan aja dengan tenang dilanjutin?

Habib: Jalanin aja dengan tenang.

Me: Oke, jadi nggak ngaruh?

Habib: Nggak ngaruh, nggak.

Me: Oke, terima kasih Habib.

Habib: Iya, Kak.

(IBNU AULIA AZIZ)

Me: Oke. Assalamu'alaikum Warrahmatullahi Wabarakatuh. Kalau boleh tahu dengan siapa namanya?

Ibnu: Nama Ibnu Aulia Aziz.

Me: Panggilannya?

Ibnu: Ibnu, Kak.

Me: Ibnu. Kita mulai ya? Apakah Ibnu merasa gugup sebelum tampil speech?

Ibnu: Iya.

Me: Iya. Bagian mana dari kegiatan speech yang paling membuat Ibnu cemas?

Ibnu: Bagian untuk tampil di depan.

Me: Tampil ke depan. Isinya?

Ibnu: Isinya... iya.

Me: Apakah Ibnu pernah tiba-tiba diam atau lupa saat tampil di depan teman-teman?

Ibnu: Pernah.

Me: Apa yang Ibnu rasakan saat itu?

Ibnu: Kayak...

Me: Grogi?

Ibnu: Iya, gugup.

Me: Terus, apakah saat speech Ibnu pernah dilarang membawa teks atau catatan speech?

Ibnu: Pernah.

Me: Tapi dibawa juga?

Ibnu: Dibawa.

Me: Iya. Kenapa dibawa?

Ibnu: Karena masih ragu.

Me: Masih ragu dengan?

Ibnu: Dengan isi yang akan disampaikan.

Me: Oke. Apakah Ibnu takut dinilai buruk oleh teman-teman saat berbicara bahasa Inggris?

Ibnu: Tidak.

Me: Tidak. Terus, apakah Ibnu merasa malu ketika membuat kesalahan pengucapan saat tampil?

Ibnu: Sedikit.

Me: Sedikit. Apakah Ibnu merasa lebih berani tampil speech setelah berlatih beberapa kali?

Ibnu: Iya, lebih berani.

Me: Oke. Bisakah Ibnu tetap melanjutkan speech jika Ibnu melakukan kesalahan di tengah-tengah penampilan?

Ibnu: Mmm, bisa.

Me: Bisa. Apakah yang Ibnu lakukan untuk mempersiapkan diri nih sebelum tampil pidato?

Ibnu: Dengan menghafal teks pidato tersebut.

Me: Hanya menghafal?

Ibnu: Menghafal dan me... mengulang-ulang.

Me: Mengulang-ulang. Setelah menerima masukan dari guru, apakah Ibnu merasa lebih percaya diri untuk penampilan berikutnya?

Ibnu: Ya.

Me: Apakah kegiatan speech di English Club membantu Ibnu menjadi lebih berani berbicara bahasa Inggris?

Ibnu: Ya.

Me: Apakah Ibnu merasa kesalahan kecil saat tampil speech bisa merusak seluruh penampilan Ibnu?

Ibnu: Tidak.

Me: Tidak. Berarti masih bisa dilanjutkan dengan tenang? Oke, ini pertanyaan terakhir. Terima kasih Ibnu.

Ibnu: Ya, Kak.

(MUHAMMAD GEOVANI DESANDI)

Me: Oke, Assalamu'alaikum Warrahmatullahi Wabarakatuh. Dengan siapa namanya?

Geo: Wa'alaikumussalam. Nama Geo, Kak. Muhammad Geo Fandi Desandi.

Me: Geo. Oke, bisa Kakak mulai?

Geo: Bisa.

Me: Yang pertama, apakah Geo merasa gugup sebelum tampil speech?

Geo: Mungkin kadang-kadang iya. Apabila jarang... ndak sering latihan sebelumnya, maka pas tampil tuh gugup.

Me: Gugup. Yang selanjutnya, bagian mana dari kegiatan speech atau pidato yang paling membuat Geo cemas?

Geo: Maksudnya, Kak?

Me: Ah, bagian mana dari kegiatan speech? Contohnya kayak opening-nya kah, atau isinya, atau gimana?

Geo: Di isinya, Kak.

Me: Di isinya. Terus, apakah Geo pernah nggak tiba-tiba diam atau lupa saat tampil di depan teman-teman?

Geo: Iya, pernah. Tapi beralih ke kata-kata yang lain.

Me: Oh gitu. Apa yang Geo rasakan saat terdiam itu?

Geo: Grogi.

Me: Grogi. Terus, mengapa Geo membawa teks atau catatan saat tampil speech, walaupun sudah dilarang?

Geo: Jarang, Kak.

Me: Oh, memang jarang bawa?

Geo: Pakai teks. Emang sering dihafal dulu, Kak.

Me: Oke. Apakah Geo takut dinilai buruk oleh teman-teman saat berbicara bahasa Inggris?

Geo: Enggak.

Me: Enggak. Apakah Geo merasa malu ketika membuat kesalahan pengucapan saat tampil?

Geo: Hmm, sedikit.

Me: Apakah Geo merasa lebih berani tampil speech setelah berlatih beberapa kali?

Geo: Mungkin, Kak.

Me: Mungkin. Bisakah Geo tetap melanjutkan speech jika Geo melakukan kesalahan di tengah-tengah penampilan?

Geo: Bisa.

Me: Bisa. Apa yang Geo lakukan untuk mempersiapkan diri ini sebelum tampil speech?

Geo: Persiapan matang-matang biar nggak grogi di depan... di depan.

Me: Ah, selain itu? Atau ada menghafal atau gimana?

Geo: Iya, menghafal.

Me: Ada tampil di depan teman-teman?

Geo: Biasanya coba dulu, Kak, di... di kelas, di depan teman, diperhatikan orang.

Me: Oke. Selanjutnya, setelah menerima masukan dari guru, apakah Geo merasa lebih percaya diri untuk penampilan berikutnya?

Geo: Iya.

Me: Apakah kegiatan speech di English Club membantu Geo menjadi lebih berani berbicara bahasa Inggris?

Geo: Iya.

Me: Pertanyaan terakhir, apakah Geo merasa kesalahan kecil saat tampil... speech itu bisa merusak seluruh penampilan Geo? Atau masih bisa lanjut dengan tenang aja?

Geo: Lanjut aja dengan tenang, Kak.

Me: Oke, terima kasih. Ini pertanyaan terakhir, Geo.

Geo: Iya, Kak.

(FAKHRI ZHAFRAN IRFANDY)

Me: Oke, Assalamu’alaikum. Kalau boleh tahu dengan siapa?

Fakhri: Fakhri Zhafran Irfandy.

Me: Panggilannya?

Fakhri: Fakhri.

Me: Fakhri. Bisa Kakak mulai ya? Pertanyaan pertama, apakah Fakhri merasa gugup sebelum tampil pidato?

Fakhri: Agak gugup.

Me: Agak gugup. Selanjutnya, bagian mana dari kegiatan pidato yang paling membuat Fahri cemas?

Fakhri: Oh, mengekspresikan katanya.

Me: Mengekspresikan kata. Selanjutnya, apakah Fakhri pernah tiba-tiba diam atau lupa saat tampil di depan teman-teman?

Fakhri: Pernah.

Me: Apa yang Fakhri rasakan saat itu?

Fakhri: Eh, tiba-tiba tegang aja.

Me: Oh, oke. Selanjutnya, mengapa... apakah kamu ada membawa teks atau catatan saat tampil speech, meskipun sudah dilarang?

Fakhri: Kadang-kadang ada.

Me: Untuk apa itu?

Fakhri: Untuk melihat sekali-sekali.

Me: Oke. Apakah Fakhri takut nggak dinilai buruk oleh teman-teman saat berbicara bahasa Inggris?

Fakhri: Nggak, tidak.

Me: Apakah kamu merasa malu nggak ketika membuat kesalahan pengucapan saat tampil?

Fakhri: Nggak.

Me: Apakah kamu merasa lebih berani tampil speech setelah berlatih beberapa kali?

Fakhri: Berani.

Me: Berani. Bisakah Fakhri tetap melanjutkan speech jika kamu melakukan kesalahan di tengah-tengah penampilan?

Fakhri: Bisa.

Me: Bisa. Apa yang Fakhri lakukan untuk mempersiapkan diri sebelum tampil speech?

Fakhri: Oh, latihan membaca speech.

Me: Membaca itunya, teksnya?

Fakhri: Membaca teksnya.

Me: Ada dihafal atau gimana?

Fakhri: Ada.

Me: Ada tampil dengan teman-teman?

Fakhri: Oh, ada juga.

Me: Ada. Setelah menerima masukan dari guru, apakah Fakhri merasa lebih percaya diri untuk penampilan berikutnya?

Fakhri: Iya.

Me: Apakah kegiatan speech di English Club membantu Fakhri menjadi lebih berani berbicara bahasa Inggris?

Fakhri: Iya, membantu.

Me: Membantu. Terakhir ini, apakah Fakhri merasa kesalahan kecil saat tampil speech bisa merusak tuh seluruh penampilan Fahri?

Fakhri: Ndak.

Me: Ngga. Berarti bisa dilanjutkan dengan tenang?

Fakhri: Iya.

Me: Oke, terima kasih banyak Fakhri.

Fakhri: Iya, Kak.

(ADIB SYAFER BAYHAQI)

Me: Assalamu'alaikum, nama Kakak Rahmaniyah. Kalau boleh tahu dengan siapa namanya?

Syafer: Nama saya Adib Syafer Bayhaqi.

Me: Panggilannya?

Syafer: Panggilan bisa Adib atau Syafer.

Me: Oke, Kakak mulai ya? Apakah Syafer merasa gugup sebelum tampil speech?

Syafer: Lumayan.

Me: Lumayan. Selanjutnya, bagian mana dari kegiatan speech yang paling membuat cemas?

Syafer: Isinya.

Me: Isinya, oke. Apakah kamu pernah enggak tiba-tiba diam atau lupa saat tampil di depan teman?

Syafer: Pernah.

Me: Pernah. Itu apa yang dirasakan saat itu?

Syafer: Emang cemas atau gugup ya.

Me: Cemas dan gugup. Selanjutnya, apakah kamu membawa teks atau catatan saat tampil speech, meski sudah dilarang?

Syafer: Masih.

Me: Kenapa gitu?

Syafer: Karena untuk melihat poin-poin.

Me: Oke. Selanjutnya, apakah kamu takut dinilai buruk enggak oleh teman-teman saat berbicara bahasa Inggris?

Syafer: Enggak juga.

Me: Enggak. Oke, apakah kamu merasa malu ketika membuat kesalahan pengucapan saat tampil?

Syafer: Enggak.

Me: Enggak. Selanjutnya, apakah kamu merasa lebih berani tampil speech setelah berlatih beberapa kali?

Syafer: Iya.

Me: Iya. Bisakah kamu tetap melanjutkan speech, pidato itu jika kamu melakukan kesalahan di tengah-tengah penampilan?

Syafer: Bisa.

Me: Bisa. Apa yang kamu lakukan untuk mempersiapkan diri sebelum tampil speech?

Syafer: Boleh ulang... Kak?

Me: Apa yang dilakukan untuk mempersiapkan diri sebelum tampil pidato itu?

Syafer: Mengulang-ulang isi speech.

Me: Menghafal juga berarti?

Syafer: Iya.

Me: Iya. Setelah menerima masukan dari guru, apakah kamu merasa lebih percaya diri untuk penampilan berikutnya?

Syafer: Mungkin.

Me: Mungkin. Apakah kegiatan speech di English Club membantumu menjadi lebih berani berbicara bahasa Inggris?

Syafer: Lebih berani.

Me: Yang terakhir, apakah kamu merasa kesalahan kecil saat tampil speech merusak seluruh penampilanmu?

Syafer: Awak?

Me: Apakah ada merasa kesalahan kecil saat tampil speech merusak penampilan, atau bisa dilanjutkan dengan tenang?

Syafer: Kadang-kadang.

Me: Apanya yang kadang-kadang?

Syafer: Kadang-kadang tuh hancur gitu, udah. Tapi kadang-kadang bisa dilanjutin.

Me: Oh, gitu. Oke, ini pertanyaan terakhir. Terima kasih ya.

(ALFIKRI HANIF)

Me: Assalamu'alaikum Warahmatullahi Wabarakatuh. Ini dengan siapa kalau boleh tahu?

Fikri: Perkenalkan nama saya AlFikri Hanif.

Me: Panggilannya?

Fikri: Fikri.

Me: Fikri. Baik, Kakak panggil nama Fikri ya. Yang pertama, apakah Fikri merasa gugup sebelum tampil speech?

Fikri: Jujur, eh setelah saya... kayaknya enggak lagi, Kak.

Me: Oh, enggak. Yang kedua, bagian mana dari kegiatan speech yang paling membuat Fikri cemas?

Fikri: Mmm... speech... enggak ada sih, Kak, tapi kalau... ter... apa, mepet.

Me: Oh iya. Terus selanjutnya, apakah Fikri pernah tiba-tiba diam atau lupa saat tampil di depan teman-teman? Apa yang Fikri rasakan saat itu kalau diam?

Fikri: Kalau dari rasa... kalau rasa takut, gugup, enggak ada, Kak. Tapi cuma kayak malu.

Me: Malu. Oke. Selanjutnya, mengapa Fikri membawa teks atau catatan saat tampil speech, meskipun sudah dilarang?

Fikri: Kalau pas lupa, Kak, bisa ditengok, jadi bisa lanjut baca.

Me: Jadi pegangan note-taking gitu?

Fikri: Iya.

Me: Selanjutnya, apakah Fikri takut enggak dinilai buruk oleh teman-teman saat berbicara bahasa Inggris?

Fikri: Bisa jadi, Kak.

Me: Bisa takut. Selanjutnya, apakah Fikri merasa malu ketika membuat kesalahan pengucapan saat tampil? Dijawab, dijawab. Tidak?

Fikri: Tidak.

Me: Oh, tidak. Selanjutnya, apakah Fikri merasa lebih berani tampil speech setelah berlatih beberapa kali?

Fikri: Iya, Kak.

Me: Selanjutnya, bisakah Fikri tetap melanjutkan speech jika Fikri melakukan kesalahan di tengah-tengah penampilan?

Fikri: Bisa jika bawa teks.

Me: Oh. Eh apa yang Fikri lakukan untuk mempersiapkan diri sebelum tampil speech?

Fikri: Seperti yang Miss Rida bilang, persiapan eh bahan materi terus tampil di depan kaca sebelum tampil di khalayak umum.

Me: Itu Fikri lakukan semua?

Fikri: Iya.

Me: Selanjutnya, setelah menerima masukan dari guru, apakah Fikri merasa lebih percaya diri untuk penampilan berikutnya?

Fikri: Iya, Kak.

Me: Yang selanjutnya, apakah kegiatan speech di English Club membantu Fikri menjadi lebih berani berbicara bahasa Inggris?

Fikri: Iya, Kak.

Me: Dan yang terakhir, apakah Fikri merasa kesalahan kecil saat tampil speech merusak seluruh penampilan Fikri? Atau masih bisa dilanjutkan dengan tenang?

Fikri: Merusak kayaknya, Kak.

Me: Eh merusak, ya? Kenapa gitu?

Fikri: Rasanya kalau udah kacau di tengah tuh, kacau sampai akhir.

Me: Oh gitu. Oke, ini pertanyaan terakhir. Terima kasih Fikri.

Fikri: Iya, Kak.

(ITSBATUL MU'ARIF YS)

Me: Oke, kita mulai. Assalamu'alaikum Warrahmatullahi Wabarakatuh.

YS: Wa'alaikumussalam Warrahmatullahi Wabarakatuh.

Me: Nama Kakak Rahmaniyah, dan Kakak akan wawancarai Adik untuk kepentingan data Kakak. Apakah bersedia?

YS: Ah, bersedia, Kak.

Me: Oke. Kalau boleh tahu nama lengkapnya siapa?

YS: Nama lengkap Itsbatul Mu'arif YS.

Me: Biasa dipanggil?

YS: Biasa dipanggil Mu'arif atau YS.

Me: IS. Berarti Kakak panggil YS ya.

YS: Ya, enggak apa-apa, Kak.

Me: Pertanyaan pertama, apakah YS merasa gugup sebelum tampil speech?

YS: Mmm... kadang-kadang iya, Kak. Speech, speech tampil untuk tampil speech tuh gugup.

Me: Grogi gitu, ya.

YS: Iya, grogi.

Me: Selanjutnya, bagian mana dari kegiatan pidato itu yang paling membuat kamu cemas?

YS: Bagian kalau kosakata yang kurang dipahami, susah-susah diucapkan, ragu-ragu gitu. Ragu.

Me: Ragu, ya. Terus, apakah kamu pernah enggak tiba-tiba diam atau lupa saat tampil di depan teman-teman?

YS: Pernah, dikarenakan grogi tersebut, Kak.

Me: Ya, apa yang paling dirasakan saat itu?

YS: Ya kayak agak malu-malu, ya gitulah, Kak. Malu, malu.

Me: Malu aja gitu, ya. Malu, he-eh. Terus mengapa kamu membawa teks atau catatan saat tampil speech, meskipun udah dilarang sama guru?

YS: Masih kurang yakin dengan apa yang dihafal.

Me: Oh, gitu. Selanjutnya, apakah kamu takut dinilai buruk enggak oleh teman-teman saat berbicara bahasa Inggris?

YS: Enggak.

Me: Enggak takut. Terus, apa... apakah kamu merasa malu enggak ketika membuat kesalahan pengucapan saat tampil? Misalkan ngomongnya salah gitu bahasa Inggrisnya.

YS: Kadang-kadang enggak, kadang-kadang enggak, kadang-kadang iya.

Me: Oh, gitu. Terus, apakah kamu merasa lebih berani tampil speech setelah berlatih beberapa kali?

YS: Berani.

Me: Berani. Bisakah kamu tetap melanjutkan speech jika kamu melakukan kesalahan di tengah-tengah penampilan?

YS: Bisa.

Me: Bisa. Walaupun udah nge-blang?

YS: Ya, walaupun udah, ya.

Me: Ya. Terus apa yang kamu lakukan untuk mempersiapkan diri sebelum tampil speech?

YS: Mengulang-ulang kosakata yang susah-susah dibaca, dan memahaminya.

Me: Memahaminya. Ada dihafal atau gimana?

YS: Di... dihafal.

Me: Dihafal. Terus setelah menerima masukan dari guru, apakah kamu merasa lebih percaya diri untuk penampilan berikutnya?

YS: Percaya diri.

Me: Percaya diri. Terus yang selanjutnya, apakah kegiatan speech di English Club membantumu menjadi lebih berani berbicara bahasa Inggris?

YS: Jadi lebih berani, ya.

Me: Ini yang terakhir, apakah kamu merasa kesalahan kecil saat tampil speech merusak seluruh penampilanmu? Apa... atau bisa lebih lanjutkan lebih tenang lagi?

YS: Nggak, nggak terlalu menyusahkan, ya.

Me: Ah, berarti masih bisa dilanjutkan.

YS: Masih, masih bisa lanjut.

Me: Oke, terima kasih, ya.

(RAMA HABIB ZAIN)

Me: ...mulai ya?

Rama: Iya.

Me: Assalamu'alaikum Warrahmatullahi Wabarakatuh.

Rama: Wa'alaikumussalam Warrahmatullahi Wabarakatuh.

Me: Nama... nama Kakak Rahmaniyah, Kakak di sini wawancarai Adik eh untuk data Kakak. Apakah bersedia?

Rama: Bersedia, Kak.

Me: Oke. Eh kalau boleh tahu namanya siapa?

Rama: Eh perkenalkan, nama ana Rama Habib Zain, biasa dipanggil Rama.

Me: Rama. Oke, kita mulai ya Rama. Yang pertama, apakah Rama merasa gugup sebelum tampil speech?

Rama: Oh, lumayan, Kak.

Me: Lumayan, ya. Yang kedua, bagian mana dari kegiatan pidato itu yang paling membuat Rama cemas? Apa openingnya, isinya, gitu? Yang paling buat cemas.

Rama: Pas penampilan itu lah, Kak.

Me: Penampilan semuanya berarti?

Rama: Oh, cara penyampaiannya.

Me: Oke. Dan yang ketiga, apakah Rama pernah tiba-tiba diam atau lupa saat tampil di depan teman-teman?

Rama: Pernah, Kak.

Me: Pernah. Dan apa yang Rama rasakan saat itu?

Rama: Oh, panas dingin gitu, Kak. [tertawa]

Me: Dingin, oke. Kayak grogi, ya.

Rama: Grogi gitu, Kak.

Me: Yang selanjutnya, mengapa Rama membawa teks atau catatan saat tampil, meskipun sudah dilarang?

Rama: Oh supaya ketika tampil itu tidak terlalu lupa saat menyampaikan sebuah pidato itu.

Me: Oke, kayak lihat juga berarti ya. Yang selanjutnya, apakah Rama takut dinilai buruk enggak oleh teman-teman saat berbicara bahasa Inggris?

Rama: Tidak terlalu, Kak.

Me: Tidak terlalu. Selanjutnya, apakah Rama merasa malu ketika membuat kesalahan pengucapan saat tampil?

Rama: Sedang, setengah-setengah lah gitu. Setengah-setengah.

Me: Selanjutnya, apakah Rama merasa lebih berani tampil speech setelah berlatih beberapa kali?

Rama: Iya.

Me: Atau ada memang latihan?

Rama: Oh latihan dulu lah, Kak.

Me: Oke. Dan selanjutnya, bisakah Rama tetap melanjutkan speech jika Rama melakukan kesalahan di tengah-tengah penampilan?

Rama: Kemungkinan bisa, Kak.

Me: Bisa, ya?

Rama: Bisa.

Me: Selanjutnya, apa yang Rama lakukan untuk mempersiapkan diri sebelum tampil speech?

Rama: Latihan, latihan melihat melihat diri di cermin, contoh kayak gitu, Kak.

Me: Oh, bukan di depan teman-teman berarti?

Rama: Enggak, di cermin di diri sendiri, nanti baru coba ke teman-teman.

Me: Oh gitu. Selanjutnya, setelah menerima masukan dari guru, apakah Rama merasa lebih percaya diri untuk penampilan berikutnya?

Rama: Iya.

Me: Selanjutnya, apakah kegiatan speech di English Club membantu menjadi lebih berani berbicara bahasa Inggris?

Rama: Eh lebih PD rasanya, ya. Lebih PD.

Me: Ini yang terakhir, apakah Rama merasa kesalahan kecil saat tampil speech merusak seluruh penampilan Rama?

Rama: Tidak.

Me: Tidak?

Rama: Tidak.

Me: Berarti tetap bisa melanjutkan dengan tenang?

Rama: Insyaallah, Kak.

Me: Oke, terima kasih ya Rama.

Rama: Iya, Kak.

(M. SAYYID ALIF)

Me: Assalamu'alaikum Warahmatullahi Wabarakatuh.

Sayyid: Wa'alaikumussalam Warrahmatullahi Wabarakatuh.

Me: Eh suaranya agak kuat, ya. Nama Kakak Rahmaniyah, dan Kakak ingin mewawancarai Adik untuk eh kelengkapan data skripsi Kakak. Apakah bersedia?

Sayyid: Bisa, Kak.

Me: Oke. Siapa namanya?

Sayyid: Eh perkenalkan nama saya Muhammad Sayyid Alif.

Me: Oke. Yang pertama, saya mulai ya? Apakah eh kamu merasa gugup sebelum tampil speech?

Sayyid: Iya.

Me: Iya. Dan yang kedua, bagaimana dari kegiatan speech yang paling membuat kamu cemas?

Sayyid: Mmm... paling hanya ketika ada presentasi ke depan, Kak.

Me: Oh. Apakah kamu merasa... pernah tiba-tiba diam atau lupa saat tampil di depan teman-teman?

Sayyid: Pernah, Kak.

Me: Dan apa yang kamu rasakan saat itu?

Sayyid: Gugup dan cemas.

Me: Gugup. Dan selanjutnya, mengapa kamu membawa teks atau catatan saat tampil speech, meskipun sudah dilarang?

Sayyid: Agar ketika tidak... agar ketika lupa bisa melihat teks, Kak.

Me: Oh, gitu. Yang selanjutnya, apakah kamu takut dinilai buruk enggak oleh teman-teman saat berbicara bahasa Inggris?

Sayyid: Mmm... tidak juga sih, Kak.

Me: Dan selanjutnya, apakah kamu merasa malu ketika membuat kesalahan pengucapan saat tampil?

Sayyid: Mmm enggak.

Me: Enggak. Dan selanjutnya, apakah kamu merasa lebih berani tampil speech setelah berlatih beberapa kali?

Sayyid: Iya.

Me: Iya. Selanjutnya, bisakah kamu tetap melanjutkan speech jika kamu melakukan kesalahan di tengah-tengah penampilan?

Sayyid: Mmm bisa.

Me: Bisa. Enggak, enggak terdiam?

Sayyid: Mungkin berpikir sejenak.

Me: Oh. Selanjutnya, apa yang kamu lakukan untuk mempersiapkan diri sebelum tampil speech?

Sayyid: Mmm memastikan eh pelafalan kalimat itu harus betul, Kak.

Me: Oke. Selanjutnya, setelah menerima masukan dari guru, apakah kamu merasa lebih percaya diri untuk penampilan berikutnya?

Sayyid: Iya, Kak.

Me: Iya. Selanjutnya, apakah kegiatan speech di English Club membantumu menjadi lebih berani berbicara bahasa Inggris?

Sayyid: Iya, Kak.

Me: Iya. Contohnya?

Sayyid: Contohnya mmm pas...

Me: Lebih bagaimananya yang berani?

Sayyid: Mungkin pas pidato, Kak.

Me: Pidato. Yang terakhir nih, apakah kamu merasa kesalahan kecil saat tampil speech merusak seluruh penampilanmu?

Sayyid: Iya, Kak.

Me: Atau... atau kamu bisa tetap melanjutkan dengan tenang? Atau memang hancur gitu kalau udah salah?

Sayyid: Mungkin bisa dilanjutkan dengan tenang, kalau udah pas rasa saya, kan. Berpikir dulu.

Me: Tapi bisa juga ngerusak juga?

Sayyid: Bisa.

Me: Oh ya. Terima kasih ya, ini yang terakhir.

(TEUKU RIFAT ALFARDY)

Me: Oke, Assalamu'alaikum. Kalau boleh tahu namanya dengan siapa?

Rifat: Eh perkenalkan nama saya Teuku Rifat Alfardy, biasa dipanggil Rifat.

Me: Rifat. Kita mulai ya? Pertanyaan pertama, apakah Rifat merasa gugup sebelum tampil speech?

Rifat: Iya, merasa gugup.

Me: Merasa gugup. Yang kedua, bagian mana dari kegiatan speech yang paling membuat Rifat cemas? Contohnya gini, entah closing-nya, atau opening-nya, atau isinya yang buat gugup?

Rifat: Isinya.

Me: Isinya. Kenapa?

Rifat: Karena... takut nanti saat penyampaian itu ada yang salah.

Me: Bisa lebih kuat lagi nanti ngomongnya? Yang ketiga, apakah Rifat pernah tiba-tiba diam atau lupa saat tampil di depan teman-teman?

Rifat: Mmm... pernah.

Me: Apa yang Rifat rasakan saat itu kalau diam?

Rifat: Eh memikirkan apa yang mau disampaikan.

Me: Oh, gitu. Selanjutnya, mengapa Rifat membawa teks atau catatan saat tampil... tampil speech? Meskipun itu kan sudah dilarang, tapi Rifat tetap membawanya, kenapa?

Rifat: Karena takut ada yang lupa.

Me: Terus dilihat gitu?

Rifat: Dilihat teksnya.

Me: Terus, apakah Rifat takut dinilai buruk oleh teman-teman saat berbicara bahasa Inggris?

Rifat: Eh tidak.

Me: Tidak. Kenapa itu?

Rifat: Karena... karena...

Me: Masih sama-sama?

Rifat: Karena masih sama-sama belajar.

Me: Oh, iya. Terus yang selanjutnya, apakah Rifat merasa malu ketika membuat kesalahan ngomong saat tampil?

Rifat: Tidak.

Me: Tidak. Yang selanjutnya, apakah Rifat merasa lebih berani tampil speech setelah berlatih beberapa kali?

Rifat: Lebih berani.

Me: Lebih berani. [tertawa] Jangan tegang-tegang. Yang selanjutnya, bisakah Kak... Rifat tetap melanjutkan speech jika Rifat melakukan kesalahan di tengah-tengah penampilan?

Rifat: Mmm... masih bisa lanjut enggak? Bisa.

Me: Masih bisa?

Rifat: Bisa.

Me: Yang selanjutnya, apakah Rifat... apa yang Rifat lakukan untuk mempersiapkan diri sebelum tampil speech?

Rifat: Eh berlatih. Berlatih mengulang-ulang apa yang akan disampaikan.

Me: Enggak menghafal seluruh teks?

Rifat: Eh enggak.

Me: Enggak. Selanjutnya, setelah menerima masukan dari guru atau pengajar, apakah Rifat merasa lebih percaya diri untuk penampilan berikutnya?

Rifat: Lebih percaya diri.

Me: Lebih percaya diri. Dan selanjutnya, apakah kegiatan speech di English Club membantu Rifat menjadi lebih berani berbicara bahasa Inggris?

Rifat: Eh lebih berani.

Me: Hm-mm. Yang terakhir nih, apakah Rifat merasa kesalahan kecil saat tampil speech merusak seluruh penampilan Rifat?

Rifat: Eh tidak.

Me: Tidak. Berarti Rifat masih bisa tetap tenang melanjutkan... melanjutkan speech-nya?

Rifat: Masih bisa.

Me: Masih bisa. Ini pertanyaan terakhir, terima kasih ya.

Rifat: Iya.

(DZUN NUN AL SHALEH)

Me: Oke, Assalamu'alaikum Warrahmatullahi Wabarakatuh.

Zunun: Wa"alaikumussalam Warrahmatullahi Wabarakatuh.

Me: Bisa lebih kuat lagi? Nah. Perkenalkan nama Kakak Rahmaniyah, Kakak eh di sini untuk mewawancarai Adik untuk kelengkapan data skripsi Kakak. Apakah Adik bersedia?

Zunun: Bersedia, Kak.

Me: Oke. Boleh kenalan dulu siapa namanya?

Zunun: Nama saya Dzun Nun Al Shaleh.

Me: Oke. Zunun, panggilannya?

Zunun: Zunun aja.

Me: Zunun. Oke Zunun kita mulai, pertanyaan pertama. Apakah Zunun merasa gugup sebelum tampil speech?

Zunun: Iya, Kak.

Me: Iya. Yang kedua, bagaimana dari kegiatan speech yang paling membuat Zunun cemas? Misalkan entah pembukaannya atau isinya gitu yang buat paling buat cemas.

Zunun: Paling isinya, Kak.

Me: Isinya.

Zunun: Iya.

Me: Yang ketiga, apakah Zunun pernah tiba-tiba diam atau lupa saat tampil di depan teman-teman?

Zunun: Pernah.

Me: Pernah. Dan apa yang Zunun lakukan atau Zunun rasakan saat itu? Saat diam.

Zunun: Berpikir.

Me: Berpikir.

Zunun: Iya.

Me: Yang keempat, mengapa Zunun membawa teks atau catatan saat tampil speech, meskipun sudah dilarang oleh guru?

Zunun: Supaya nanti kalau lupa, he-eh, bisa dilihat-lihat sedikit ke teks tersebut, Kak.

Me: Oh gitu. Yang g kelima, apakah Zunun takut dinilai buruk enggak oleh teman-teman saat berbicara bahasa Inggris?

Zunun: Enggak sih, Kak. Enggak.

Me: Yang keenam, apakah Zunun merasa malu ketika membuat kesalahan pengucapan saat tampil?

Zunun: Pernah.

Me: Malu?

Zunun: Malu, Kak.

Me: Malu, oke. Yang ketujuh, apakah Zunun merasa lebih berani tampil speech setelah berlatih beberapa kali? Ada enggak berlatih beberapa kali sebelum tampil?

Zunun: Ada, Kak. Ada.

Me: Dan yang kedelapan... oh ya. Bisakah Zunun tetap melanjutkan speech jika Zunun melakukan kesalahan di tengah-tengah penampilan?

Zunun: Masih... masih bisa, Kak.

Me: Masih bisa?

Zunun: Masih bisa.

Me: Apa yang Zunun lakukan untuk mempersiapkan diri sebelum tampil speech?

Zunun: Latihan berbicara di depan teman-teman gitu.

Me: Oh, teman-teman. Terus eh setelah menerima masukan dari guru atau pengawas, apakah Zunun merasa lebih percaya diri untuk tampil, untuk penampilan berikutnya?

Zunun: Percaya diri.

Me: Percaya diri. Terus yang kesebelas, apakah kegiatan speech di English Club membantu Zunun menjadi lebih berani berbicara bahasa Inggris?

Zunun: Iya. Iya.

Me: Apakah Zunun merasa kesalahan kecil saat tampil speech merusak seluruh penampilan Zunun?

Zunun: Tergantung sih, Kak.

Me: Tergantung. Eh atau masih bisa tetap melanjutkannya dengan tenang?

Zunun: Masih bisa, masih.

Me: Masih bisa. Oke, ini sampai sini aja ya. Terima kasih, Zunun.

Zunun: Sama-sama, Kak.

(MUHAMMAD SYAUQI)

Me: Assalamu'alaikum Warrahmatullahi Wabarakatuh.

Syauki: Wa'alaikumussalam Warrahmatullahi Wabarakatuh.

Me: Perkenalkan nama Kakak Rahmaniar, Kakak di sini ingin mewawancarai Adik untuk eh kelengkapan data Kakak skripsi Kakak. Bersedia?

Syauki: Bersedia.

Me: Kalau boleh tahu, siapa namanya?

Syauki: Nama saya Muhammad Syauki, kelas 11.

Me: Oke. Kakak mulai, ya? Pertanyaan pertama, apakah Syauki merasa gugup saat tampil speech? Atau sebelum tampil speech ada rasa gugup?

Syauki: Ada.

Me: Ada. Ada. Terus yang kedua, bagaimana dari kegiatan speech yang paling membuat Syauki cemas?

Syauki: Gimana, Kak?

Me: Eh, bagaimana dari kegiatan speech yang paling membuat Syauki cemas gitu, misalkan kayak opening atau gimana?

Syauki: Kalau misalnya ditatap sama orang lain, itu yang buat gugup, Kak.

Me: Oh gitu, bahkan teman juga?

Syauki: Teman.

Me: Apakah Syauki pernah tiba-tiba diam atau lupa saat tampil di depan teman-teman? Apakah... nah, dan apa yang Syauki rasakan saat itu, kalau saat terdiam?

Syauki: Cemas.

Me: Cemas?

Syauki: Cemas.

Me: Terus yang selanjutnya, mengapa Syauki membawa teks atau catatan saat tampil speech, meskipun sudah dilarangkan? Nanti misalkan ada tuh dilarang kita bawa note taking atau teks tuh saat tampil. Kenapa Syauki membawa itu walaupun sudah dilarang?

Syauki: Biar enggak lupa, Kak. Kadang lupa kan, maka ada... pas... ada teks yang bisa dilihat.

Me: Oke. Yang kelima, apakah Syauki takut dinilai buruk oleh teman-teman saat berbicara bahasa Inggris?

Syauki: Tidak, karena kan sama-sama belajar.

Me: Oh gitu. Yang keenam, apakah Syauki merasa malu ketika membuat kesalahan dalam pengucapan bahasa Inggris saat tampil?

Syauki: Terkadang ada rasa malu, kadang enggak, Kak.

Me: Kadang enggak. Dan yang ketujuh, apakah Syauki merasa lebih berani tampil speech setelah berlatih beberapa kali?

Syauki: Iya.

Me: Iya. Terus yang kedelapan... duh. Bisakah Syauki tetap melanjutkan speech jika Syauki melakukan kesalahan di tengah-tengah penampilan? Misalkan tiba-tiba lupa atau salah, ada Syauki ingat bisa enggak dilanjut lagi?

Syauki: Bisa. Bisa. Bisa.

Me: Dan yang kesembilan, apa Syauki lakukan untuk mempersiapkan diri sebelum tampil speech?

Syauki: Menghafal teks, memahami teks.

Me: Dan yang selanjutnya, setelah menerima masukan dari guru, dari eh pengawas, apakah Syauki merasa lebih percaya diri untuk penampilan berikutnya?

Syauki: Iya.

Me: Iya. Dan selanjutnya, apakah kegiatan speech di English Club membantu Syauki menjadi lebih berani berbicara bahasa Inggris?

Syauki: Ada.

Me: Contohnya?

Syauki: Ya kayak pembukaan opening, opening itu bisa lebih mudah, menyampaikannya lebih rileks.

Me: Iya. Dan yang terakhir nih, apakah Syauki merasa kesalahan kecil saat tampil speech merusak seluruh penampilan Syauki? Atau Syauki bisa tetap melanjutkan dengan tenang?

Syauki: Merusak.

Me: Merusak? Merusak? Kenapa merusak?

Syauki: Contohnya telah kita persiapkan, terus lupa, itu merusak. Nanti kan tiba-tiba lupa aja apa yang lain.

Me: Oh jadi nge-blank gitu?

Syauki: Nge-blank.

Me: Oh oke. Terima kasih ya, Syauki.

Syauki: Iya, Kak.

Appendix 16. Documentation

ENGLISH COURSE ATTENDANCE LIST
MTSS MU'ALLIMIN MUHAMMADIYAH SAWAH DANGKA

DAY/DATE : Friday , 8 May 2026.
CLASS :11B

NO.	NAME	SIGNATURE	
1	Abdullah Helmi Hasiib	1	2
2	Adib Syafer Bayhaqi		
3	Alfikri Hanif	3	4
4	Athif Bajra		
5	Dzun Nun Al Shaleh	5	6
6	Faizrul Ghyfansyah		
7	Fakhri Zhafran Irfandy	7	8
8	Faris Daffa Firdaus		
9	Ibnu Aulia Aziz	9	10
10	Imam Nabil Walid		
11	Itsbatul Mu'Arif.Ys	11	12
12	M Arbi Fachry Imanta		
13	Mhd. Alif Al Amin	13	14
14	M.Hafizt Anggara		
15	M. Hakim Almagribi	15	16
16	Muhammad Sayyid Alif		
17	Melki El Anshori	17	18
18	Muhammad Geovanie Desandi		
19	Muhammad Hanif Habibi	19	20
20	Muhammad Nabil Muzhaffar		
21	Muhammad Rafhi	21	22
22	Muhammad Sayyidul Amin		
23	Muhammad Syauqi	23	24
24	Najwan Shadiq		
25	Rama Habib Zain	25	26
26	Teuku Rifat Alfardy		
27		27	28
28			
29		29	30
30			

Teacher

ENGLISH COURSE ATTENDANCE LIST

MTSS MU'ALLIMIN MUHAMMADIYAH SAWAH DANGKA

DAY/DATE: Friday, 22 May 2026.

CLASS :11B

NO.	NAME	SIGNATURE	
1	Abdullah Helmi Hasiib	1	2
2	Adib Syafer Bayhaqi		
3	Alfikri Hanif	3	4
4	Athif Bajra		
5	Dzun Nun Al Shaleh	5	6
6	Faizrul Ghyfansyah		
7	Fakhri Zhafran Irfandy	7	8
8	Faris Daffa Firdaus		
9	Ibnu Aulia Aziz	9	10
10	Imam Nabil Walid		
11	Itsbatul Mu'Arif.Ys	11	12
12	M Arbi Fachry Imanta		
13	Mhd. Alif Al Amin	13	14
14	M.Hafizt Anggara		
15	M. Hakim Almagribi	15	16
16	Muhammad Sayyid Alif		
17	Melki El Anshori	17	18
18	Muhammad Geovanie Desandi		
19	Muhammad Hanif Habibi	19	20
20	Muhammad Nabil Muzhaffar		
21	Muhammad Rafhi	21	22
22	Muhammad Sayyidul Amin		
23	Muhammad Syauqi	23	24
24	Najwan Shadiq		
25	Rama Habib Zain	25	26
26	Teuku Rifat Alfardy		
27		27	28
28			
29		29	30
30			

Teacher

_____

ENGLISH COURSE ATTENDANCE LIST

MTSS MU'ALLIMIN MUHAMMADIYAH SAWAH DANGKA

DAY/DATE : Friday, 29 May 2026

CLASS :11B

NO.	NAME	SIGNATURE	
1	Abdullah Helmi Hasiib	1	2
2	Adib Syafer Bayhaqi		
3	Alfikri Hanif	3	4
4	Athif Bajra		
5	Dzun Nun Al Shaleh	5	6
6	Faizrul Ghyfansyah		
7	Fakhri Zhafran Irfandy	7	8
8	Faris Daffa Firdaus		
9	Ibnu Aulia Aziz	9	10
10	Imam Nabil Walid		
11	Itsbatul Mu'Arif.Ys	11	12
12	M Arbi Fachry Imanta		
13	Mhd. Alif Al Amin	13	14
14	M.Hafizt Anggara		
15	M. Hakim Almagribi	15	16
16	Muhammad Sayyid Alif		
17	Melki El Anshori	17	18
18	Muhammad Geovanie Desandi		
19	Muhammad Hanif Habibi	19	20
20	Muhammad Nabil Muzhaffar		
21	Muhammad Rafhi	21	22
22	Muhammad Sayyidul Amin		
23	Muhammad Syauqi	23	24
24	Najwan Shadiq		
25	Rama Habib Zain	25	26
26	Teuku Rifat Alfardy		
27		27	28
28			
29		29	30
30			

Teacher

Ridha Fadila

ENGLISH COURSE ATTENDANCE LIST

DATE S M T W T F S

ENGLISH CLUB ATTENDANCE

FRIDAY, 5 JUNE 2026.

No.	Name	Signature
1.	M. Arbi Fachry Imanta	1.
2	ALFIKRI HANIF	2
3	Adib Syafer Bayhaqi	3
4	M. Hakim almaghribi	4
5	M Hanif Habibi	5.
6.	Teuku Rifat Alfardy	6.
7	Syauqi	7.
8.	Sayyid Alif	8.
9.	[illegible]	9.
10.	Ibnu aziz aziz	10.
11.	M. Sayyidul Aqim	11.

Teacher

Ridha Fadil

MA PP MUALLIMIN MUHAMMADIYAH SAWAH DANGKA
BLANKO PENILAIAN UJIAN PRAKTEK BAHASA INGGRIS
UJIAN AKHIR TAHUN ALIYAH

KELAS : **11-B**
PRAKTEK BAHASA : **INGGRIS**
HARI/TANGGAL :

NO	NAME	Content & Organization	Fluency	Pronunciation & Intonation	Expression & Delivery	TOTAL
		25 POINTS	25 POINTS	25 POINTS	25 POINTS	
1	Abdullah Helmi Hasib	OK	Sometimes read	good.	a bit flat	75
2	Adib Syafer Bayhaqi	OK	Sometimes read	try hard	a bit flat	70
3	Alfikri Hanif	OK	read a lot	good	a bit flat	70
4	Athif Bajra	OK	very good (+)	can be better	can be better	78
5	Dzun Nun Al Shaleh	OK	read a lot	good	try hard	70
6	Faizrul Ghyfansyah	OK	read a lot	try hard	not bad	66
7	Fakhri Zhafran Irfandy	good opening	sometimes read	good	Very good	86
8	Faris Daffa Firdaus	OK	sometimes read	good	very good (+)	84
9	Ibnu Aulia Aziz.	OK	sometimes read	good	a bit flat (-) blank	76
10	Imam Nabil Walid	OK	sometimes read	try hard	a bit flat	70
11	Itsbatul Mu'arif YS	~~read sometimes~~ OK	read at the end.	can better	can be better	72
12	M Arbi Fachry Imanta	OK	read a lot	~~can~~ be better	very good	78
13	M. Alif Al Amin	OK	very good	good	try hard	78
14	M. Hafizt Anggara	OK	read a lot	can bebetter	good	72
15	M. Hakim Al Maghribi	good opening	rarely read	very good	very good (+)	93
16	M. Sayyid Alif	~~good~~ OK	Read a lot	very good	very good.	81
17	Melki El Anshori	~~more~~ good opening	read a lot	try harder	good	70
18	Muhammad Geovani Desandi	OK	excellent	can be better	very good	(+) 90
19	Muhammad Hanif Habibi	good opening (+)	sometimes read	excellent	very good (+)	93
20	Muhammad Nabil Muzhaffar	OK	mostly read	can be better	a bit flat	70
21	Muhammad Rafhi	missed opening	OK	try hard.	can't see.	68
22	Muhammad Sayyidul Amin	good opening	rarely read	very good	very good (+)	95
23	Muhammad Syauqi.	OK	~~mostly~~ reading a lot	good	very good	78
24	Najwan Shadiq	good opening	sometimes read	very good	good.	88
25	Rama Habib Zain	OK	mostly read	can be better	a bit flat	70
26	Teuku Rifat Alfardy	OK	mostly read	~~can~~ good	can't see	70

Sawah Dangka, Juni 2026
Penguji

_____

MA PP MUALLIMIN MUHAMMADIYAH SAWAH DANGKA
BLANKO PENILAIAN UJIAN PRAKTEK BAHASA INGGRIS
UJIAN AKHIR TAHUN ALIYAH

KELAS : **11-B**
PRAKTEK BAHASA : **INGGRIS**
HARI/TANGGAL :

NO	NAME	Self-Confidence	Anxiety Level	Notes
1	Abdullah Helmi Hasib	avoid eye contact	no problem - sometimes look around	
2	Adib Syafer Bayhaqi	~~about~~ not bad - can be better	a bit nervous	
3	Alfikri Hanif	avoid eye contact	a bit nervous	
4	Athif Bajra	not bad - can be better	no problem	
5	Dzun Nun Al Shaleh	not bad	no problem	
6	Faizrul Ghyfansyah	not bad - low voice	no problem	
7	Fakhri Zhafran Irfandy	very good	no problem	
8	Faris Daffa Firdaus	very good - confident	no problem	
9	Ibnu Aulia Aziz.	good	very good - calm - slowly	
10	Imam Nabil Walid	avoid eye contact	no problem -	
11	Itsbatul Mu'arif YS	very good	no problem	
12	M Arbi Fachry Imanta	loud voice - avoid eye contact	sometimes distructed by friends	
13	M. Alif Al Amin	low voice - not bad	no problem	
14	M. Hafizt Anggara	good	no problem	
15	M. Hakim Al Maghribi	very good	no problem	
16	M. Sayyid Alif	very good - loud voice	no problem - calm	
17	Melki El Anshori	not bad	no problem	
18	Muhammad Geovani Desandi	very good	no problem - very calm - slowly - clear	
19	Muhammad Hanif Habibi	very good - confident	no problem	
20	Muhammad Nabil Muzhaffar	avoid eyes contact	no problem	
21	Muhammad Rafhi	avoid eyes contact	ect the text - make it good finish - high level	
22	Muhammad Sayyidul Amin	very good	sometimes distructed but manage it well	
23	Muhammad Syauqi.	very good	no problen - calm	
24	Najwan Shadiq	very good - sometimes avoid ~~eye contact~~	no problem	
25	Rama Habib Zain	good	speak too fast	
26	Teuku Rifat Alfardy	low voice - no expression	a bit nervous	

Sawah Dangka, Juni 2026
Penguji

_____









































English Club

The Art of Public Speaking

Kunci Percaya Diri dan Komunikasi Efektif



English Club

Structure of Speech

Greeting + Opening	Main Idea	Closing Statement
INTRODUCTION	BODY	CONCLUSION
Hook 'em in! Make the audience interested in what you have to say.	☆ Use a variety of speech-writing strategies to get your message across. ☆ Stay focused on your purpose.	☆ Write a strong, thought-provoking or powerful ending to suit your purpose. ☆ End with a bang!

English Club

What is Public Speaking?

☆ Public speaking is the ability to speak clearly and confidently in front of people.

☆ The ability to speak in public to convey ideas, messages, or information.



Tujuan

Audiences understand, are affected, and motivated.

Public speaking is used in:

Muhadhoroh, speech, presentation, dakwah, and debate.



Preparation before speaking

English Club





Master the topic you want to convey.

Make notes of important points.

Practice in front of a mirror/friend.

Prepare supporting media.

Without preparation, the speaker may lose his way, show a lack of confidence, and the message is not well delivered.

English Club



Benefits of Public Speaking

- Increase Confidence
- Assisting career and education.
- Convey ideas more effectively.
- Train Leadership
- Improve English speaking skill

Public speaking is not only about speaking, but also building an image of oneself and affecting others.

English Club

Vocal Techniques

VOLUME	PACE	PRONUNCIATION	TONE
Speak clearly and loudly enough.	Do not speak too fast.	Pronounce words clearly.	Use expression and emotion.

Do not be afraid to use mild humor or a brief story to get attention, as long as it matches the context.

English Club







Proper Body Language

- Steady, don't bend down.
- Smiling, a natural expression.
- Eye contact with the audience.
- Enough hand movements.

☆ Wrong posture (such as crossing your har looking down, or not seeing an audience) can leav negative impression even if the material conten good.

☆ Body language helps the speaker look confident.

Mistakes to avoid

Read the text completely.

Talk too fast or monotonous.

Not preparing the material.

Ignoring the audience.

Remember, public speaking is the art of passing messages, not just reading information.

English

English Club

HOW TO HANDLE NERVOUSNESS

- Take a deep breath before you start.
- Focus on the message, not on fear.
- Think of the audience as friends.
- Repeated rehearsals added to confidence.

Nerveous/grogi is a normal experience for everyone, even experienced speakers.







Conclusion & motivation

"Public speaking is not a talent, but a skill.
The more we practice, the better we speak."

Start with a small chance, be a big speaker!

ENGLISH SPEECH ACTIVITY

Susunlah paragraf-paragraf berikut menjadi pidato yang runtut!

Petunjuk: Setiap kelompok mendapat satu topik pidato. Paragraf-paragraf di bawah ini sudah DIACAK urutannya (termasuk ayat Al-Quran/Hadis). Diskusikan bersama kelompokmu, lalu tentukan urutan yang paling tepat: mana yang menjadi paragraf 1, 2, 3, dan 4 (ayat). Tuliskan nomor urutan yang benar di kolom yang tersedia.

GROUP INFORMATION

Class : _____

Members : 1. _____

: 2. _____

: 3. _____

: 4. _____

: 5. _____

Teks 1: "Discipline: The Secret Behind Every Great Muslim"

Disiplin: Rahasia di Balik Setiap Muslim yang Hebat

Susunlah paragraf A–D berikut menjadi urutan yang benar. Tuliskan urutannya: ___ – ___ – ___ – ___

A. *[Paragraf Tubuh 3 (Body 3)]*
So let us not see the rules of pesantren as a burden. They are a gift — a daily training program for our character. The student who is disciplined today will become the trusted leader of tomorrow. Discipline is not the enemy of freedom. It is the path to it.

B. *[Paragraf Tubuh 1 (Body 1)]*
Discipline is doing the right thing at the right time — even when no one is watching. In pesantren, we wake up before dawn, pray on time, and follow a daily schedule. This routine may feel strict, but it is actually training our hearts and minds to become stronger every single day.

C. *[Paragraf Tubuh 2 (Body 2)]*
Great Muslim scholars like Imam Shafi'i were known for studying through the night and still waking up for Tahajjud. Their success did not come from talent alone — it came from years of consistent, disciplined effort. If we want to achieve great things, we must start by mastering small habits.

D. *[Ayat / Hadis]*
Allah says in Al-Asr: 1–3 — "By time, indeed, mankind is in loss — except those who believe, do good deeds, and advise each other to truth and patience." Time is precious, and only the disciplined will use it well.

ENGLISH SPEECH ACTIVITY

Susunlah paragraf-paragraf berikut menjadi pidato yang runtut!

Petunjuk: Setiap kelompok mendapat satu topik pidato. Paragraf-paragraf di bawah ini sudah DIACAK urutannya (termasuk ayat Al-Quran/Hadis). Diskusikan bersama kelompokmu, lalu tentukan urutan yang paling tepat: mana yang menjadi paragraf 1, 2, 3, dan 4 (ayat). Tuliskan nomor urutan yang benar di kolom yang tersedia.

GROUP INFORMATION

Class : _____

Members : 1. _____

: 2. _____

: 3. _____

: 4. _____

: 5. _____

Teks 2: "The Power of Seeking Knowledge in Islam"

Kekuatan Menuntut Ilmu dalam Islam

Susunlah paragraf A–D berikut menjadi urutan yang benar. Tuliskan urutannya: ___ – ___ – ___ – ___

A. *[Ayat / Hadis]*
Allah says in Al-Mujadila: 11 — "Allah will raise those who have believed among you and those who were given knowledge by degrees." Knowledge is not just a gift — it is a rank given by Allah to those who truly seek it.

B. *[Paragraf Tubuh 2 (Body 2)]*
Imam Bukhari taught us that knowledge must come before speech and action. This means we should understand before we act. Without knowledge, a person may have good intentions but still cause harm — simply because they did not know the correct way. In pesantren, we learn this balance every day.

C. *[Paragraf Tubuh 3 (Body 3)]*
Let us never waste the opportunity we have here. Many people outside these walls wish they could sit in a class like ours. Every moment we spend learning is a seed of good that we plant for our future. Knowledge is the root; every good action we take is the fruit that grows from it.

D. *[Paragraf Tubuh 1 (Body 1)]*
In Islam, seeking knowledge is not optional — it is an obligation. The Prophet Muhammad (PBUH) said: "Seeking knowledge is a duty upon every Muslim." (HR. Ibn Majah). This means every class we attend, every book we read, and every lesson we memorize is an act of worship — as long as we do it with a sincere intention for Allah.

ENGLISH SPEECH ACTIVITY

Susunlah paragraf-paragraf berikut menjadi pidato yang runtut!

Petunjuk: Setiap kelompok mendapat satu topik pidato. Paragraf-paragraf di bawah ini sudah DIACAK urutannya (termasuk ayat Al-Quran/Hadis). Diskusikan bersama kelompokmu, lalu tentukan urutan yang paling tepat: mana yang menjadi paragraf 1, 2, 3, dan 4 (ayat). Tuliskan nomor urutan yang benar di kolom yang tersedia.

GROUP INFORMATION

Class : _____

Members : 1. _____

: 2. _____

: 3. _____

: 4. _____

: 5. _____

Teks 3: "Ukhuwwah: The Bond That Makes Us Stronger"

Ukhuwwah: Ikatan yang Membuat Kita Lebih Kuat

Susunlah paragraf A–D berikut menjadi urutan yang benar. Tuliskan urutannya: ___ – ___ – ___ – ___

A. *[Paragraf Tubuh 3 (Body 3)]*
The friendships we build here today may last a lifetime. They will become our support system, our partners in good deeds, and our community of the future. So invest in these relationships with sincerity. Because a true friend who reminds you of Allah — that is one of the greatest blessings Allah can give in this world.

B. *[Paragraf Tubuh 2 (Body 2)]*
Real ukhuwwah means being there for a friend who is struggling — with their lessons, with homesickness, or with their faith. It means giving honest advice, not just comfortable words. It means celebrating each other's success without envy, and supporting each other in failure without judgment.

C. *[Ayat / Hadis]*
Allah says in Al-Hujurat: 10 — "The believers are but brothers." This is not just a beautiful phrase — it is a command. We are obligated to care for one another, to support each other, and to never leave a fellow Muslim behind.

D. *[Paragraf Tubuh 1 (Body 1)]*
Ukhuwwah Islamiyah means Islamic brotherhood and sisterhood — the special bond that connects all Muslims across race, nationality, and language. In pesantren, we live, eat, study, and pray together. These shared experiences build a kind of friendship that is rare and precious — a friendship rooted not in fun alone, but in faith.

ENGLISH SPEECH ACTIVITY

Susunlah paragraf-paragraf berikut menjadi pidato yang runtut!

Petunjuk: Setiap kelompok mendapat satu topik pidato. Paragraf-paragraf di bawah ini sudah DIACAK urutannya (termasuk ayat Al-Quran/Hadis). Diskusikan bersama kelompokmu, lalu tentukan urutan yang paling tepat: mana yang menjadi paragraf 1, 2, 3, dan 4 (ayat). Tuliskan nomor urutan yang benar di kolom yang tersedia.

GROUP INFORMATION

Class : _____

Members : 1. _____

: 2. _____

: 3. _____

: 4. _____

: 5. _____

Teks 4: "The Role of Santri in Building Indonesia's Future"

Peran Santri dalam Membangun Masa Depan Indonesia

Susunlah paragraf A–D berikut menjadi urutan yang benar. Tuliskan urutannya: ___ – ___ – ___ – ___

A. *[Paragraf Tubuh 1 (Body 1)]*
A santri is not just a religious student. A santri is a future leader, a moral guardian, and a builder of society. Throughout Indonesian history, figures such as K.H. Hasyim Asy'ari and K.H. Ahmad Dahlan were products of pesantren education. They did not only master religious knowledge — they had the courage and vision to change the nation.

B. *[Ayat / Hadis]*
Allah says in Ar-Ra'd: 11 — "Indeed, Allah will not change the condition of a people until they change what is in themselves." The responsibility of change belongs to us — the youth, the students, the next generation of leaders.

C. *[Paragraf Tubuh 3 (Body 3)]*
One day, this nation will look to our generation for leadership. When that day comes, we must be ready — not just with certificates, but with wisdom, integrity, and a genuine desire to serve. That day is coming sooner than we think. So let us prepare ourselves now, with everything we have.

D. *[Paragraf Tubuh 2 (Body 2)]*
Today, Indonesia needs people who are not only academically smart, but also have strong character and a deep sense of justice. It needs leaders who are honest and brave — and those are exactly the values that pesantren teaches us every single day, through our lessons, our routines, and our community life.

ENGLISH SPEECH ACTIVITY

Susunlah paragraf-paragraf berikut menjadi pidato yang runtut!

Petunjuk: Setiap kelompok mendapat satu topik pidato. Paragraf-paragraf di bawah ini sudah DIACAK urutannya (termasuk ayat Al-Quran/Hadis). Diskusikan bersama kelompokmu, lalu tentukan urutan yang paling tepat: mana yang menjadi paragraf 1, 2, 3, dan 4 (ayat). Tuliskan nomor urutan yang benar di kolom yang tersedia.

GROUP INFORMATION

Class : _____

Members : 1. _____
: 2. _____
: 3. _____
: 4. _____
: 5. _____

Teks 5: "Generation Z with a Quranic Soul: Modern but Never Lost"

Generasi Z Berjiwa Qurani: Modern tapi Tidak Tersesat

Susunlah paragraf A–D berikut menjadi urutan yang benar. Tuliskan urutannya: ___ – ___ – ___ – ___

A. *[Paragraf Tubuh 2 (Body 2)]*
Having a Quranic soul means using the Quran as our anchor. Think of a ship: it can sail far across the ocean, explore new places, and reach distant shores — but only because it has a strong anchor to return to. The Quran is that anchor for us. It tells us who we are, why we are here, and where we are going — no matter how fast the world changes around us.

B. *[Paragraf Tubuh 1 (Body 1)]*
Generation Z — our generation — is creative, tech-savvy, and globally connected. These are genuine strengths that no previous generation has had. But they also come with a serious risk: the risk of losing our Muslim identity in a sea of global trends and endless cultural influences. Being modern is not the danger. Losing yourself while chasing modernity — that is the danger.

C. *[Paragraf Tubuh 3 (Body 3)]*
We can speak English, wear modern clothes, use the latest technology, and still be deeply connected to the Quran and the Sunnah. These two things are not opposites — they are partners. The world needs Muslims who are modern in their skills but Quranic in their values. So be proudly Muslim. Be confidently modern. But never, ever lose your soul.

D. *[Ayat / Hadis]*
Allah says in Al-Hijr: 9 — "Indeed, it is We who sent down the Quran and indeed, We will be its guardian." The Quran has been preserved perfectly for over 1,400 years — and it remains the most complete and relevant guide for every generation, including ours.

KUNCI JAWABAN — UNTUK GURU

Teks 1: "Discipline: The Secret Behind Every Great Muslim"
Urutan yang benar: D (Ayat) → A (Body 3) → B (Body 1) → C (Body 2)

Teks 2: "The Power of Seeking Knowledge in Islam"
Urutan yang benar: A (Ayat) → B (Body 2) → C (Body 3) → D (Body 1)

Teks 3: "Ukhuwwah: The Bond That Makes Us Stronger"
Urutan yang benar: C (Ayat) → A (Body 3) → B (Body 2) → D (Body 1)

Teks 4: "The Role of Santri in Building Indonesia's Future"
Urutan yang benar: B (Ayat) → A (Body 1) → C (Body 3) → D (Body 2)

Teks 5: "Generation Z with a Quranic Soul: Modern but Never Lost"
Urutan yang benar: D (Ayat) → A (Body 2) → B (Body 1) → C (Body 3)

ENGLISH SPEECH ACTIVITY

How to use this sheet: Each group gets one speech topic. Read the body paragraphs carefully. Then write your own OPENING and CLOSING. When it is your turn, speak naturally — use the paragraphs as your guide, not as a script to read word by word. Eye contact, clear voice, and confidence matter most!

"Discipline: The Secret Behind Every Great Muslim"

Disiplin: Rahasia di Balik Setiap Muslim yang Hebat

Name : _____
Class : _____

YOUR OPENING PARAGRAPH (Write it here — be creative!)

QURANIC VERSE / HADITH (Read this first!)

Allah says in Al-Asr: 1–3 — "By time, indeed, mankind is in loss — except those who believe, do good deeds, and advise each other to truth and patience." Time is precious, and only the disciplined will use it well.

BODY OF SPEECH (3 paragraphs — read, understand, then speak!)

Discipline is doing the right thing at the right time — even when no one is watching. In pesantren, we wake up before dawn, pray on time, and follow a daily schedule. This routine may feel strict, but it is actually training our hearts and minds to become stronger every single day.

Great Muslim scholars like Imam Shafi'i were known for studying through the night and still waking up for Tahajjud. Their success did not come from talent alone — it came from years of consistent, disciplined effort. If we want to achieve great things, we must start by mastering small habits.

So let us not see the rules of pesantren as a burden. They are a gift — a daily training program for our character. The student who is disciplined today will become the trusted leader of tomorrow. Discipline is not the enemy of freedom. It is the path to it.

YOUR CLOSING PARAGRAPH (Write it here — make it memorable!)

ENGLISH SPEECH ACTIVITY

How to use this sheet: Each group gets one speech topic. Read the body paragraphs carefully. Then write your own OPENING and CLOSING. When it is your turn, speak naturally — use the paragraphs as your guide, not as a script to read word by word. Eye contact, clear voice, and confidence matter most!

"The Power of Seeking Knowledge in Islam"

Kekuatan Menuntut Ilmu dalam Islam

Name : _____
Class : _____

YOUR OPENING PARAGRAPH (Write it here — be creative!)

QURANIC VERSE / HADITH (Read this first!)

Allah says in Al-Mujadila: 11 — "Allah will raise those who have believed among you and those who were given knowledge by degrees." Knowledge is not just a gift — it is a rank given by Allah to those who truly seek it.

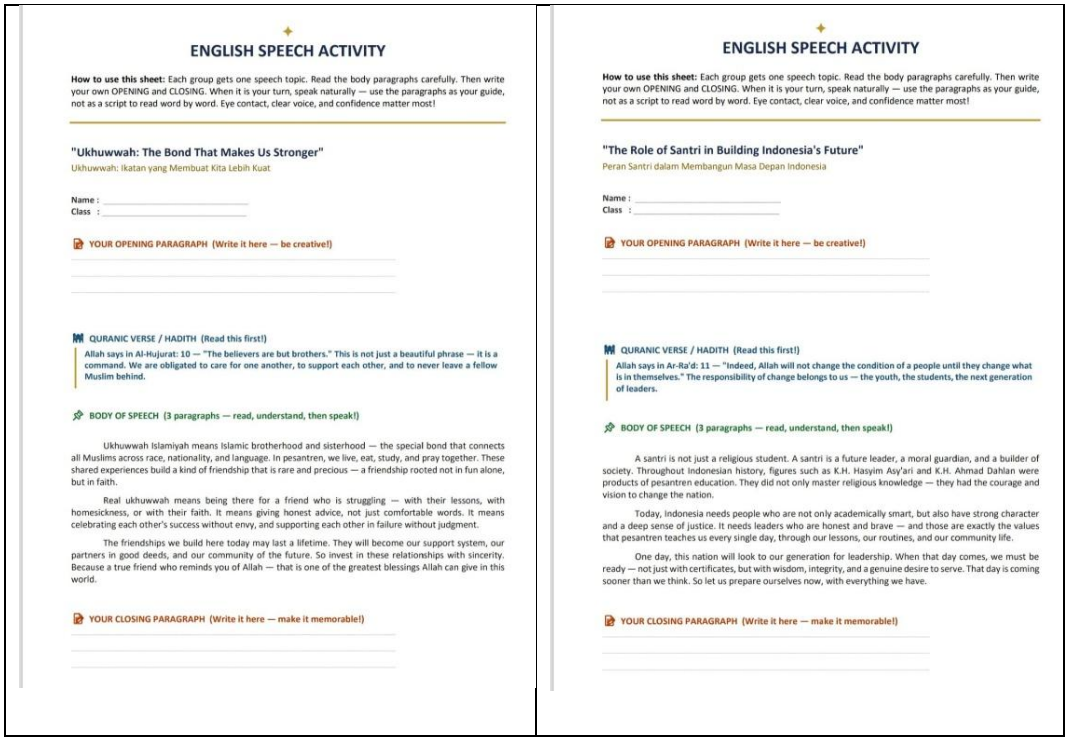
BODY OF SPEECH (3 paragraphs — read, understand, then speak!)

In Islam, seeking knowledge is not optional — it is an obligation. The Prophet Muhammad (PBUH) said: "Seeking knowledge is a duty upon every Muslim." (HR. Ibn Majah). This means every class we attend, every book we read, and every lesson we memorize is an act of worship — as long as we do it with a sincere intention for Allah.

Imam Bukhari taught us that knowledge must come before speech and action. This means we should understand before we act. Without knowledge, a person may have good intentions but still cause harm — simply because they did not know the correct way. In pesantren, we learn this balance every day.

Let us never waste the opportunity we have here. Many people outside these walls wish they could sit in a class like ours. Every moment we spend learning is a seed of good that we plant for our future. Knowledge is the root; every good action we take is the fruit that grows from it.

YOUR CLOSING PARAGRAPH (Write it here — make it memorable!)



ENGLISH SPEECH ACTIVITY

How to use this sheet: Each group gets one speech topic. Read the body paragraphs carefully. Then write your own OPENING and CLOSING. When it is your turn, speak naturally — use the paragraphs as your guide, not as a script to read word by word. Eye contact, clear voice, and confidence matter most!

"Ukhuwwah: The Bond That Makes Us Stronger"

Ukhuwwah: Ikatan yang Membuat Kita Lebih Kuat

Name : _____
Class : _____

YOUR OPENING PARAGRAPH (Write it here — be creative!)

QURANIC VERSE / HADITH (Read this first!)

> **Allah says in Al-Hujurat: 10 — "The believers are but brothers." This is not just a beautiful phrase — it is a command. We are obligated to care for one another, to support each other, and to never leave a fellow Muslim behind.**

BODY OF SPEECH (3 paragraphs — read, understand, then speak!)

Ukhuwwah Islamiyah means Islamic brotherhood and sisterhood — the special bond that connects all Muslims across race, nationality, and language. In pesantren, we live, eat, study, and pray together. These shared experiences build a kind of friendship that is rare and precious — a friendship rooted not in fun alone, but in faith.

Real ukhuwwah means being there for a friend who is struggling — with their lessons, with homesickness, or with their faith. It means giving honest advice, not just comfortable words. It means celebrating each other's success without envy, and supporting each other in failure without judgment.

The friendships we build here today may last a lifetime. They will become our support system, our partners in good deeds, and our community of the future. So invest in these relationships with sincerity. Because a true friend who reminds you of Allah — that is one of the greatest blessings Allah can give in this world.

YOUR CLOSING PARAGRAPH (Write it here — make it memorable!)

ENGLISH SPEECH ACTIVITY

How to use this sheet: Each group gets one speech topic. Read the body paragraphs carefully. Then write your own OPENING and CLOSING. When it is your turn, speak naturally — use the paragraphs as your guide, not as a script to read word by word. Eye contact, clear voice, and confidence matter most!

"The Role of Santri in Building Indonesia's Future"

Peran Santri dalam Membangun Masa Depan Indonesia

Name : _____
Class : _____

YOUR OPENING PARAGRAPH (Write it here — be creative!)

QURANIC VERSE / HADITH (Read this first!)

> **Allah says in Ar-Ra'd: 11 — "Indeed, Allah will not change the condition of a people until they change what is in themselves." The responsibility of change belongs to us — the youth, the students, the next generation of leaders.**

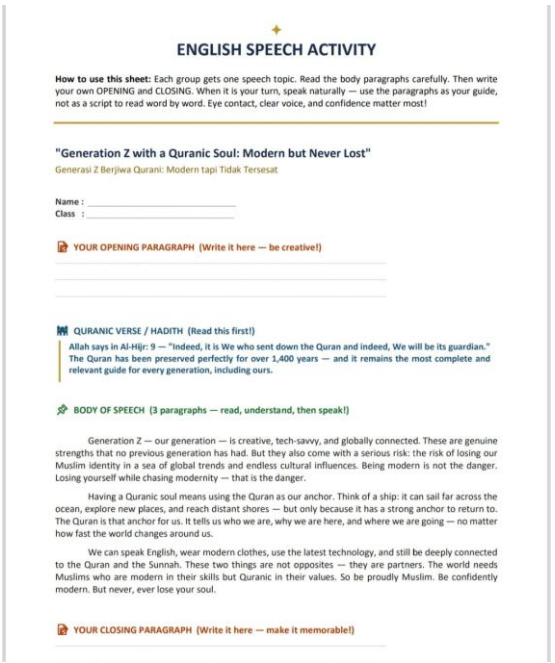
BODY OF SPEECH (3 paragraphs — read, understand, then speak!)

A santri is not just a religious student. A santri is a future leader, a moral guardian, and a builder of society. Throughout Indonesian history, figures such as K.H. Hasyim Asy'ari and K.H. Ahmad Dahlan were products of pesantren education. They did not only master religious knowledge — they had the courage and vision to change the nation.

Today, Indonesia needs people who are not only academically smart, but also have strong character and a deep sense of justice. It needs leaders who are honest and brave — and those are exactly the values that pesantren teaches us every single day, through our lessons, our routines, and our community life.

One day, this nation will look to our generation for leadership. When that day comes, we must be ready — not just with certificates, but with wisdom, integrity, and a genuine desire to serve. That day is coming sooner than we think. So let us prepare ourselves now, with everything we have.

YOUR CLOSING PARAGRAPH (Write it here — make it memorable!)



ENGLISH SPEECH ACTIVITY

How to use this sheet: Each group gets one speech topic. Read the body paragraphs carefully. Then write your own OPENING and CLOSING. When it is your turn, speak naturally — use the paragraphs as your guide, not as a script to read word by word. Eye contact, clear voice, and confidence matter most!

"Generation Z with a Quranic Soul: Modern but Never Lost"

Generasi Z Berjiwa Qurani: Modern tapi Tidak Tersesat

Name : _____
Class : _____

YOUR OPENING PARAGRAPH (Write it here — be creative!)

QURANIC VERSE / HADITH (Read this first!)

> **Allah says in Al-Hijr: 9 — "Indeed, it is We who sent down the Quran and indeed, We will be its guardian." The Quran has been preserved perfectly for over 1,400 years — and it remains the most complete and relevant guide for every generation, including ours.**

BODY OF SPEECH (3 paragraphs — read, understand, then speak!)

Generation Z — our generation — is creative, tech-savvy, and globally connected. These are genuine strengths that no previous generation has had. But they also come with a serious risk: the risk of losing our Muslim identity in a sea of global trends and endless cultural influences. Being modern is not the danger. Losing yourself while chasing modernity — that is the danger.

Having a Quranic soul means using the Quran as our anchor. Think of a ship: it can sail far across the ocean, explore new places, and reach distant shores — but only because it has a strong anchor to return to. The Quran is that anchor for us. It tells us who we are, why we are here, and where we are going — no matter how fast the world changes around us.

We can speak English, wear modern clothes, use the latest technology, and still be deeply connected to the Quran and the Sunnah. These two things are not opposites — they are partners. The world needs Muslims who are modern in their skills but Quranic in their values. So be proudly Muslim. Be confidently modern. But never, ever lose your soul.

YOUR CLOSING PARAGRAPH (Write it here — make it memorable!)