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Nomor: 0575/R/KM/2026

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b. Bahwa untuk kelancaran sidang tesis sebagaimana dimaksud konsideran a, maka dipandang perlu mengangkat Panitia dan Peserta Sidang Tesis dengan Surat Keputusan Rektor.

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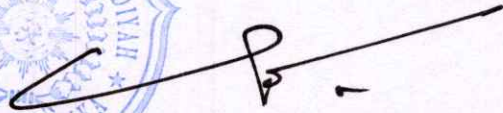
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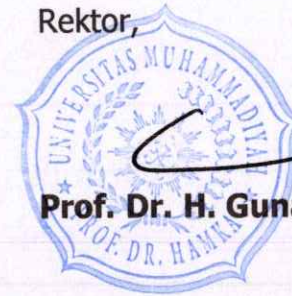
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NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30		PEMBUKAAN DAN PENGARAHAN UJIAN TESIS				
1.	08.30-09.30	2409067005	Annisa	Ginger Writer Feedback in English Writing Assessment: Association with Motivation and Self – Confidence Among Indonesian Junior High School Students	1. Siti Zulaiha, M.AL., Ph.D. 2. Prof. Herri Mulyono, Ph.D.	1. Dr. Tri Wintolo Apoko, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.
2.	09.30-10.30	2509069001	Nenik Prihartini	Using Wayground to Support Speaking Activities in Dexriptive Text Learning: A Self – Reflective Case Study	1. Dr. Syaadiyah Arifin, M.Pd. 2. Silih Warni, Ph.D.	1. Prof. Herri Mulyono, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
3	12.00-13.00	2309067022	Nurjanah	Exploring EFL Teachers' Adaption to AI Tools in English Language Teaching : A Case Study of In-Service Teachers in A Master 's Program	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Syaadiyah Arifin, M.Pd.	1. Silih Warni, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

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(1)	(2)	(3)	(4)	(5)	(6)	(7)
4	15.15-16.15	2409067011	Marah Khaled Abd Alrahman Moqbel	English Speaking Anxiety Among Palestinian 9 th Grade Male Students: Fear of Making Mistakes, Coping Strategies, and Teachers' Perspectives	1. Siti Zulaiha, M.AL., Ph.D 2. Dr.Syaadiah Arifin, M.Pd.	1. Prof. Herri Mulyono, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

Rektor,



Prof. Dr. H. Gunawan Suryoputro, M.Hum.

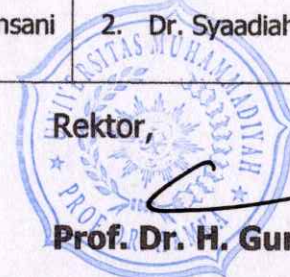
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 Nomor : 0575/R/KM/2026
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 11 Juli 2026 M

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(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30		PEMBUKAAN DAN PENGARAHAN UJIAN TESIS				
1.	08.30-09.30	2409067001	Namira Amaliah Putri	AI-Powered Speech Recognition for Meaningful and Joyful English-Speaking Assessment in High School	1. Siti Zulaiha, M.AL., Ph.D. 2. Prof. Herri Mulyono, Ph.D.	1. Dr. Syaadiyah Arifin, M.Pd. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
2.	09.30-10.30	2309067024	Miftahul Jannah	Learning Through Doing: Exploring the Implementation of Task-Based Learning in Elementary English Vocabulary Instruction	1. Silih Warni, Ph.D. 2. Hamzah Puadi Ilyas, Ph.D.	1. Prof. Herri Mulyono, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
3	12.00-13.00	2509069002	Iwan Hari Purnomo	English Teachers' Perceptions of AI Integration In Reading Instruction at Yayasan Pendidikan Smart Insani	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Syaadiyah Arifin, M.Pd.	1. Siti Zulaiha, M.AL., Ph.D. 2. Silih Warni, Ph.D.



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**English Speaking Anxiety among Palestinian 9th-Grade Male Students: Fear of
Making Mistakes, Coping Strategies, and Teachers' Perspectives**

THESIS

**Submitted in the English Education Department of the School of Graduate Studies
in Partial Fulfillment of the Requirements of the Master of Education Degree**



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JAKARTA**

2026

THESIS ADVISOR APPROVAL

**ENGLISH SPEAKING ANXIETY AMONG PALESTINIAN 9TH-GRADE MALE
STUDENTS: FEAR OF MAKING MISTAKES, COPING STRATEGIES, AND
TEACHERS' PERSPECTIVES
A THESIS**

By:

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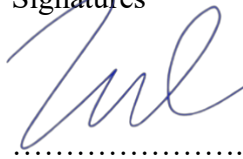
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Second language acquisition (SLA) is a complex process involving cognitive, affective, and environmental dimensions. Among the four major language skills, speaking is frequently considered the most anxiety-provoking and complex skill, especially in foreign language learning contexts (Bashori, van Hout, Strik, & Cucchiaroni, 2020). Speaking competence reflects learners' communicative ability, but it also requires real-time language processing under social and psychological pressure.

Although English classrooms attempt to promote oral communication, many students experience language anxiety, which refers to a psychological state of apprehension that appears when learners are required to use a second language. This anxiety is particularly visible in speaking tasks because learners often fear making mistakes and may consequently withdraw from communication (Horwitz, Horwitz, & Cope, 1986). The fear of mistakes tends to become stronger in educational environments where grammatical accuracy is emphasized more than fluency. In such contexts, students may become reluctant to participate in speaking practice (Hutabarat & Simanjuntak, 2020).

Krashen's (1982) Affective Filter Hypothesis explains this problem by arguing that emotional barriers, such as anxiety, can obstruct learners' ability to process and acquire language. Supporting studies have also shown that language anxiety interferes with cognitive processing by shifting learners' attention away from language formulation and toward self-monitoring. As a result, learners may hesitate, make more mistakes, or avoid speaking altogether (MacIntyre & Gardner, 1994; Bashori et al., 2020). Students who expect correction, ridicule, or negative judgment often remain silent, and this silence prevents them from receiving the oral practice that is essential for language acquisition.

In the Palestinian education system, English is taught as a core subject at all secondary levels. The curriculum emphasizes the development of listening, speaking, reading, and writing; however, speaking remains a challenging skill among Palestinian EFL learners, as previous research has shown that they face oral communication problems related to pronunciation, limited

vocabulary, limited exposure to English, low self-confidence, and first-language interference. This underdevelopment can be linked to the psychological tension students experience when asked to speak in front of teachers and classmates. In many classroom situations, mistakes are more likely to be corrected or mocked than treated as part of the learning process. Such conditions may raise students' affective filter, discourage participation in communicative activities, and limit opportunities for fluency development (Abu Taha & Abu Rezeq, 2018).

This study first identifies the level of language anxiety among Palestinian ninth-grade male secondary school students and then examines how fear of making mistakes influences their speaking participation and Perceived speaking ability. It also explores the extent to which speaking development is inhibited by this fear and considers possible strategies for increasing students' confidence and competence in oral communication.

In foreign language learning, several related concepts are commonly discussed, namely foreign language anxiety, speaking anxiety, and fear of making mistakes. Foreign language anxiety is the broader concept and refers to the tension, nervousness, and apprehension associated with learning or using a foreign language (Horwitz, Horwitz, & Cope, 1986). Speaking anxiety is a more specific form of anxiety that occurs during oral communication activities in the classroom. Fear of making mistakes is one important component of speaking anxiety because it is closely connected to learners' fear of negative evaluation by teachers and peers. Therefore, in this study, fear of making mistakes is treated as a specific factor that contributes to students' English speaking anxiety.

1.2 Identification of the Problem

In Palestinian secondary schools, many students feel nervous when speaking English, mainly because they fear making grammatical or pronunciation mistakes in front of their teachers or peers. This fear of negative evaluation (Horwitz et al., 1986) discourages students from participating in oral activities and reduces both their speaking practice and their confidence.

The test-based approach to English instruction in Palestine, which often focuses on correctness and error correction, also contributes to this anxiety. Similar concerns have been observed among Palestinian university students, who have shown high levels of speech anxiety and apprehension about public correction (Qaddumi et al., 2023). Although these studies were

conducted in higher education contexts, they suggest that language anxiety is a persistent issue in Palestinian EFL learning.

Fear of making mistakes is considered one of the main triggers of speaking anxiety. However, the overall level of language anxiety among Palestinian ninth-grade secondary school students has not been measured systematically. Before examining how fear of errors affects participation, it is necessary to determine students' general level of language anxiety. Understanding this general level provides a foundation for interpreting how fear of negative evaluation influences students' willingness to speak.

Many previous studies on foreign language speaking anxiety have been conducted in university contexts, but similar psychological processes may also occur among secondary school learners. Secondary school students also face situations in which they must speak a foreign language in front of teachers and peers, and these situations may create fear of making mistakes and fear of negative evaluation. However, the Palestinian secondary school context may involve additional social and educational pressures that influence students' speaking behavior. Therefore, examining English speaking anxiety among Palestinian ninth-grade male students is important for understanding how these factors operate in this specific educational environment.

1.3 Research Gap

Although research on foreign language anxiety in English learning contexts has increased, several gaps remain. First, many studies have focused mainly on university students or adult learners, while fewer studies have investigated speaking anxiety among younger learners at the secondary school level. Specifically, research on English speaking anxiety among Palestinian ninth-grade male students remains limited. Studying this age group is important because students at this stage are still developing both their linguistic competence and their confidence in speaking English in classroom settings.

Second, although many studies have examined foreign language anxiety in general, fewer studies have investigated the specific role of fear of making mistakes as a factor influencing students' willingness to speak in English classes. Fear of making mistakes is strongly related to fear of negative evaluation from teachers and peers. It may influence students' participation, confidence, and speaking behavior during classroom interaction. However, this issue has not

been sufficiently studied among secondary school learners in the Palestinian context.

Third, much previous research on language anxiety has relied mainly on quantitative survey methods that measure students' anxiety levels using standardized questionnaires. Such studies provide useful statistical information, but they often offer limited understanding of how students experience anxiety in real classroom situations or how teachers perceive and respond to students' speaking difficulties. Therefore, studies that combine quantitative and qualitative approaches are needed to provide a deeper and more comprehensive understanding of speaking anxiety in educational settings.

In response to these gaps, the present study investigates English speaking anxiety among Palestinian ninth-grade male students using an explanatory sequential mixed-methods design. It examines the level of speaking anxiety, the influence of fear of making mistakes on students' willingness to speak, the coping strategies used by students, and teachers' perceptions of students' speaking anxiety. In doing so, this study aims to provide a more comprehensive and context-sensitive understanding of this phenomenon in Palestinian secondary schools.

1.4 Research Questions

Based on the background, problem identification, and research gap, the following research questions guide the study:

1. What is the level of English speaking anxiety among Palestinian ninth-grade male students?
2. How does fear of making mistakes influence students' willingness to speak in English classes?
3. What strategies do students use to cope with speaking anxiety during English classroom activities?
4. How do English language teachers perceive and respond to students' speaking anxiety in the classroom?

1.5 Research Objectives

To answer the research questions, this study aims to achieve the following objectives:

1. To identify the level of language anxiety among Palestinian ninth-grade secondary school students.
2. To explore how fear of making mistakes is related to students' willingness to participate in English speaking activities.
3. To identify the coping strategies used by students to manage speaking anxiety.
4. To explore teachers' perceptions of students' speaking anxiety and their instructional responses.

1.6 Significance of the Research

This study contributes to the growing body of research on foreign language anxiety by examining English speaking anxiety among Palestinian ninth-grade male students. Although foreign language anxiety has been widely studied in different educational contexts, many previous studies have focused primarily on university students or adult learners. Fewer studies have explored how speaking anxiety affects younger learners at the secondary school level. By focusing on ninth-grade male students in the Palestinian context, this study provides insight into the experiences of learners who are still developing both their English proficiency and their confidence in oral communication. Previous research has shown that foreign language anxiety can influence students' participation and performance in language learning environments (Horwitz, Horwitz, & Cope, 1986).

Another important contribution of this study is its focus on the role of fear of making mistakes in shaping students' willingness to participate in speaking activities. Fear of making mistakes is closely related to fear of negative evaluation, which has been identified as one of the central components of foreign language anxiety (Horwitz et al., 1986). When students worry about making mistakes in front of teachers or classmates, they may hesitate to speak or avoid participating in classroom discussions. By examining this issue among secondary school learners, the study provides a clearer understanding of how emotional factors influence students' speaking behavior in English classrooms.

The study also contributes to a deeper understanding of how students experience speaking anxiety during classroom interaction. Speaking in a foreign language requires learners

to produce language spontaneously while being observed and evaluated by others. This situation may create nervousness, hesitation, and self-consciousness, which can interfere with students' ability to express themselves effectively. Previous research has suggested that anxiety can affect learners' cognitive processing and language performance during communication tasks (MacIntyre & Gardner, 1994). By exploring students' perceptions and experiences, this study offers additional insight into how emotional and cognitive factors operate in English classrooms in Palestinian secondary schools.

In addition, this study provides insight into teachers' perspectives on students' speaking anxiety and how teachers respond to it in classroom settings. Teachers play an important role in shaping classroom environments and influencing students' learning experiences. By examining teachers' perceptions and responses, the study contributes to a broader understanding of the relationship between teacher practices and students' emotional experiences in language learning contexts.

Furthermore, the use of an explanatory sequential mixed-methods design is another significant contribution of the study. By combining quantitative data from questionnaires with qualitative insights from student and teacher interviews, the study provides a more comprehensive understanding of speaking anxiety. Quantitative data help identify general patterns in students' anxiety levels, while qualitative findings provide deeper explanations of how students and teachers interpret and experience speaking anxiety in real classroom situations. This approach captures both the measurable aspects of anxiety and the contextual factors that shape students' speaking experiences.

Finally, this study contributes empirical evidence from the Palestinian secondary school context. Educational environments differ across regions, and students' experiences of language learning are shaped by cultural, social, and educational factors. By examining English speaking anxiety among Palestinian ninth-grade male students, this research offers context-specific insights that may support a better understanding of how speaking anxiety develops and operates in similar educational settings.

1.7 Scope and Limitation of the Study

This study focuses on ninth-grade Palestinian male students in secondary schools in the West Bank. The study was limited to male students because the accessible participating schools and

the available student population were male. Therefore, the findings are limited to male ninth-grade students and should not be generalized to female students.

It investigates their emotional and behavioral responses to English speaking tasks, especially anxiety caused by fear of making mistakes. The study uses both quantitative and qualitative methods to identify patterns of anxiety and determine which classroom factors influence students' willingness to participate.

However, the study is limited to a specific age group and educational level. Therefore, the findings may not be generalizable to younger primary school students, who may experience and process anxiety differently, or to older learners, such as university students, who may have developed different coping mechanisms. The study also focuses only on speaking anxiety and does not examine reading, writing, or listening anxiety, although these may also affect overall language performance. Since data will be collected from selected schools, the findings may not represent the experiences of all Palestinian learners, particularly those from Gaza or refugee schools with different educational contexts.

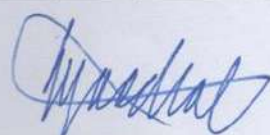
The ninth-grade level was selected because it represents a transitional stage in which students are expected to demonstrate greater communicative competence while preparing for higher academic demands. This stage may make students particularly vulnerable to anxiety-related challenges in speaking.

In this study, Perceived speaking ability refers to students' self-perceived ability to speak English in classroom situations. Rather than measuring proficiency through formal language tests, the study relies on students' self-reported perceptions of their speaking ability as reflected in questionnaire responses. Therefore, findings related to speaking proficiency should be interpreted as students' perceived confidence and perceived ability to communicate orally in English, rather than as an objective measure of language proficiency.

Berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA No: ____/R/KM/2026 tanggal 11 Juli 2026 dinyatakan bahwa pada hari ini Selasa, 14 Juli 2026 telah dilaksanakan Sidang Tesis, kepada:

Nama : **Marah Khaled Abd Alrahman Moqbel**
NIM : **2409067011**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Tesis : **English Speaking Anxiety Among Palestinian 9th Grade Male Students: Fear of Making Mistakes, Coping Strategies, and Teachers' Perspectives**

Dihadapan Tim Penguji Sidang Tesis, yang terdiri dari:

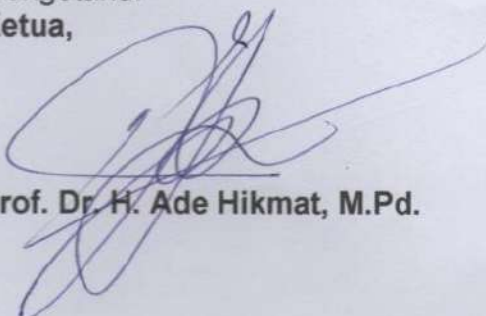
NO	NAMA dan TANDA TANGAN	NILAI	NO	NAMA dan TANDA TANGAN	NILAI
1.	 Siti Zulaiha, M.AL., Ph.D.	80	1.	 Prof. Herri Mulyono, Ph.D	80
2.	 Dr. Syaadia Arifin, M.Pd.	81	2.	 Dr. Akhmad Haqiqi Ma'mun, M.Pd.	82,5
JUMLAH →		161			162,5
NILAI AKHIR →		80,87			

Dinyatakan **LULUS/TIDAK LULUS ***)

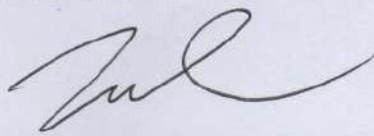
Demikian Berita Acara ini dibuat dengan sebenar-benarnya.

Jakarta, 14 Juli 2026

Mengetahui
Ketua,


Prof. Dr. H. Ade Hikmat, M.Pd.

Sekretaris,


Siti Zulaiha, M.AL., Ph.D.