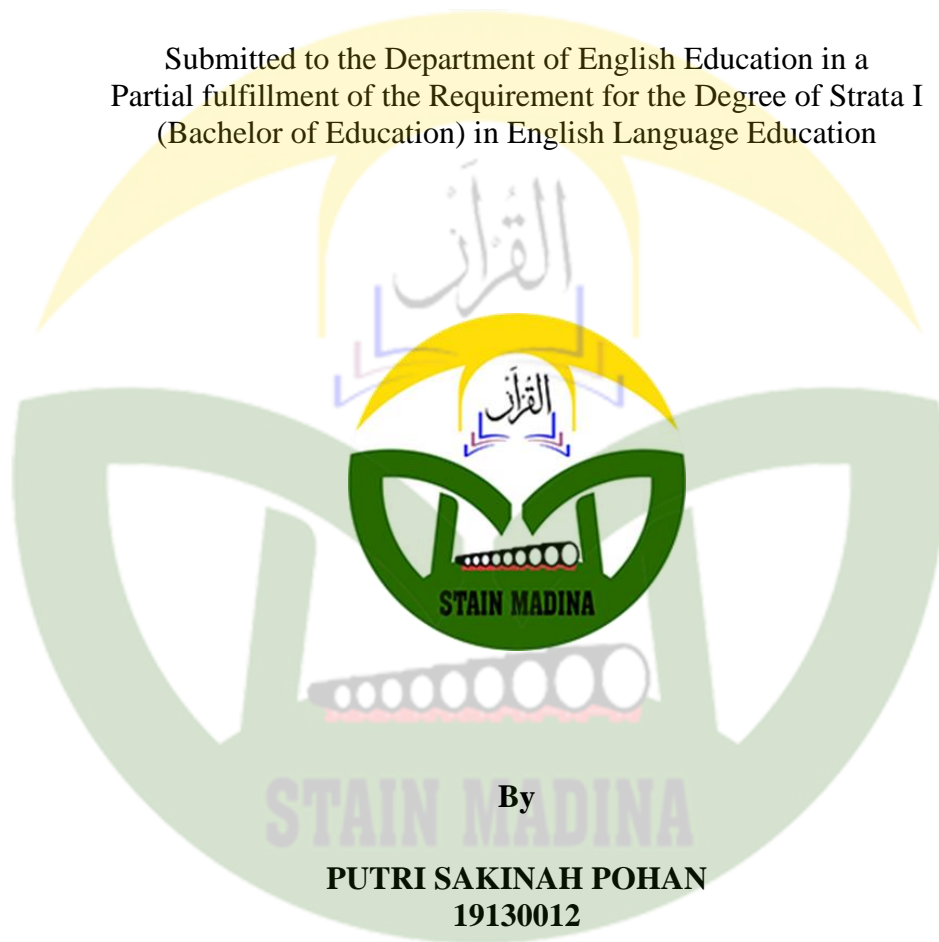


**AN ANALYSIS OF STUDENTS SPEAKING ANXIETY IN ENGLISH
CLASSROOM AT 2nd GRADE OF SMAN I PANYABUNGAN**

A Skripsi

Submitted to the Department of English Education in a
Partial fulfillment of the Requirement for the Degree of Strata I
(Bachelor of Education) in English Language Education



By
PUTRI SAKINAH POHAN
19130012

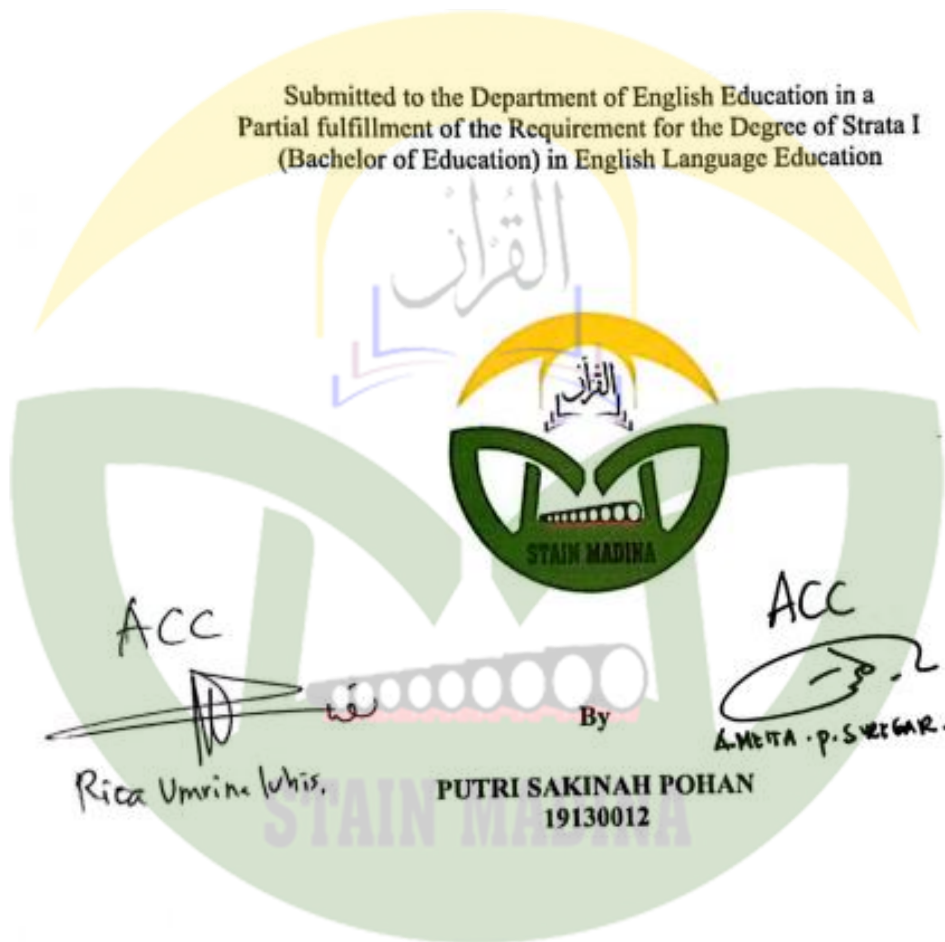
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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
STATE COLLEGE OF ISLAMIC STUDIES
MANDAILING NATAL.**

2023

STATEMENT OF AUTHENTICITY

By signing this form, I

Name : Putri Sakinah Pohan
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Status : Student
Address : Panyabungan Jae

Certify that this skripsi entitled : **“An Analysis of Student’s Speaking Anxiety in English Classroom at 2nd Grade of SMAN 1 Panyabungan”** is original and representing my own work, except all sources that i have been properly and clearly acknowledged.

If someday, it is proven as duplication, imitation, plagiarism, or made by others partly or entirely, I understand that my *Skripsi* and academic title will be cancelled due to the law.

Panyabungan, Oktober 2023

The Researcher,



PUTRI SAKINAH POHAN

SRN. 19130012

STAIN MADINA

ADVISORS' APPROVAL SHEET

This is to certify that the *skripsi* entitled : *"An Analysis of Students' Speaking Anxiety In English Classroom At 2nd Grade of SMAN 1 Panyabungan"* was written by Putri Sakinah Pohan, student registration number 12130012, has been approved by the advisors of skripsi to be examined by the board of examiners.

Panyabungan, 09 August 2023

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STAIN MADINA

ENDORSEMENT SHEET

This *Skripsi* entitled "*An Analysis of Students Speaking Anxiety in English Classroom at 2nd Grade of SMAN 1 Panyabungan*". written by Putri Sakinah Pohan, Student Registration Number 19130012, Department of English Language Education, has been examined and defended in front of the Board of *Skripsi* examiners on Monday, October 13, 2023. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (Bachelor of Education) in English language Education.

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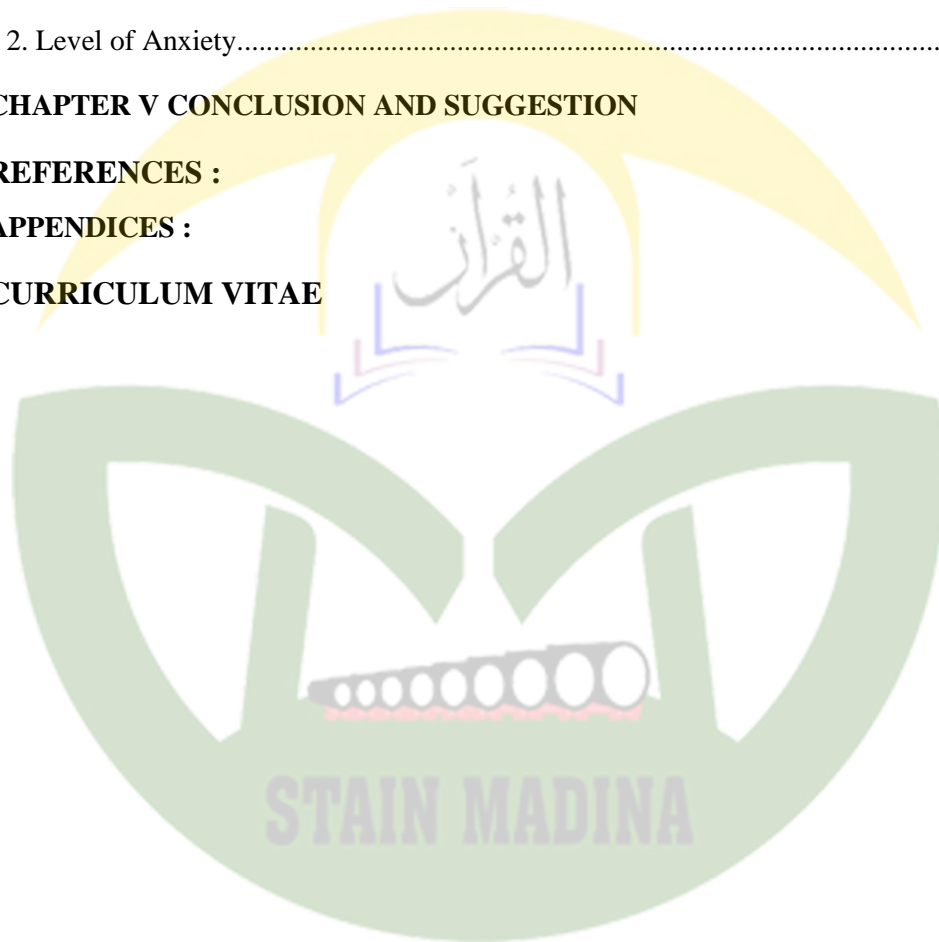
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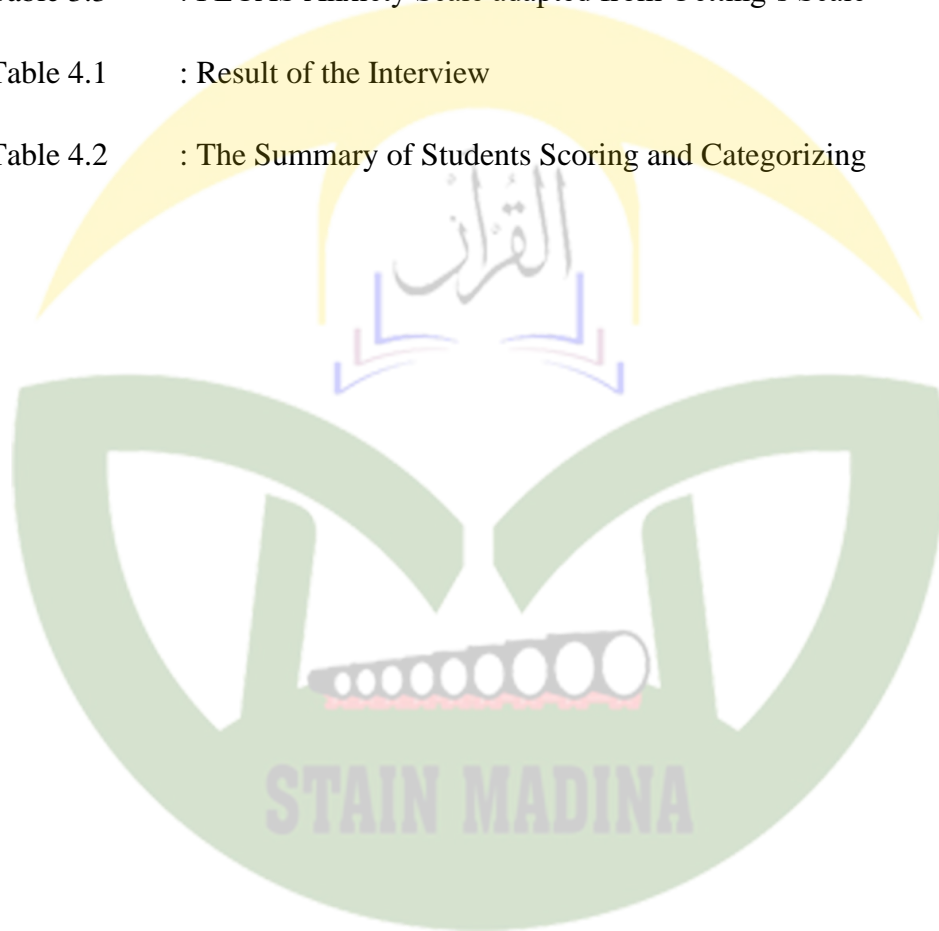
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ABSTRACT

Putri Sakinah Pohan (srn: 19130012). An Analysis of Students' Speaking Anxiety in English Classroom at 2nd Grade of SMAN 1 Panyabungan. To speak in foreign language, students certainly will experience various obstacle. One of the barriers is from psychological aspect, which is anxiety. This study is aim at analyze the level of students speaking anxiety in English classroom and to find out the factors cause students' speaking anxiety. This study was conducted at SMAN 1 Panyabungan. The subject of this study is XI IPS 2 class of SMAN 1 Panyabungan. To collect the data, the researcher used questionnaire and interview as the instrument. Questionnaire used is FLCAS (Foreign Language Classroom Anxiety Scale) develope by Hortwiz which consist of 33 items with 5 point Likert-Scale. The result of this study showed that most of the students are at "Moderately High Anxiety" level. There are 5 students (18%) who experience "High Anxiety" level, 11 students (36%) are in "Moderately High Anxiety" level, 4 students (13%) have "Moderate Anxiety" level, 6 students (20%) are in "Moderately Anxiety" level, and 4 students (13%) have "very Low Anxiety" level. This research also showed that speaking in front of the class, being laughed at by others, incomprehensible input, students' beliefs about language learning, teacher personality, and lack of preparation were the six factors that may contribute to the students' anxiety in learning English from ten anxious students were selected as the participants.

Keywords: *English, Levels of Anxiety, Factors Cause Anxiety*

ABSTRAK

Putri Sakinah Pohan (Nim: 19130012). An Analysis of Students' Speaking Anxiety in English Classroom at 2nd Grade of SMAN 1 Panyabungan. Untuk berbicara dalam bahasa asing, siswa tentu akan mengalami berbagai kendala. Salah satu hambatannya adalah dari aspek psikologis, yaitu kecemasan. Penelitian ini bertujuan untuk menganalisis tingkat kecemasan berbicara siswa di kelas bahasa Inggris dan untuk mengetahui faktor-faktor penyebab kecemasan berbicara siswa. Penelitian ini dilakukan di SMAN 1 Panyabungan. Subjek penelitian ini adalah kelas XI IPS 2 SMAN 1 Panyabungan. Untuk mengumpulkan data, peneliti menggunakan kuesioner dan wawancara sebagai instrumen. Kuesioner yang digunakan adalah FLCAS (Foreign Language Classroom Anxiety Scale) yang dikembangkan oleh Hortwiz yang terdiri dari 33 item dengan Skala Likert 5 poin. Hasil penelitian menunjukkan bahwa sebagian besar siswa berada pada tingkat "Kecemasan Cukup Tinggi". Terdapat 5 siswa (18%) yang mengalami tingkat "Kecemasan Tinggi", 11 siswa (36%) berada pada tingkat "Kecemasan Sedang Tinggi", 4 siswa (13%) memiliki tingkat "Kecemasan Sedang", 6 siswa (20%) berada pada tingkat Kecemasan Sedang, dan 4 siswa (13%) mempunyai tingkat Kecemasan Sangat Rendah. Penelitian ini juga menunjukkan bahwa berbicara di depan kelas, ditertawakan orang lain, masukan yang tidak dapat dipahami, keyakinan siswa tentang pembelajaran bahasa, kepribadian guru, dan kurangnya persiapan merupakan enam faktor yang mungkin berkontribusi terhadap kecemasan siswa dalam belajar bahasa Inggris. dari sepuluh siswa yang cemas dipilih sebagai peserta.

Keywords: *English, Level Kecemasan, Faktor Penyebab Kecemasan*

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The writer



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CHAPTER I

INTRODUCTION

This chapter describes the background of the study, problem statement, the objective of study, the significance of study, and scope of the study.

A. Background of Study

Speaking is the ability to express words, convey ideas, thoughts, and feelings. Speaking is a productive skill that is important to be mastered. Its role is very crucial to make the effective communication. Communicating is the purpose of speaking. Communicate is a process of sending or receiving messages or news between two or more people. One of the most important skills that must be learned by students is speaking. Speaking is a basic thing needed in life to build communication. Therefore, it is really important to master speaking skills, especially the ability to speak English that uses for international communication.

Nowadays, English is an important language in our life. Therefore, the Indonesian government has determined that English is one of the subject curricula in Indonesian schools. It was carried out with the aim that Indonesian students can masters English throughout their education. Students get to use speaking English in everyday life and especially in the classroom to improve their speaking skills. Learning to speak will help students to get habits and fluency in English.

Speaking is considered as one of the final result or the output of the language learning process. Learner who are learn a language are expected to be able to speak the target language. For students, speaking is a complex skill to learn; they must consider the grammatical rules, vocabulary, and comprehension . As Celce-Murcia and Olshtain in Roud (2016) considered speaking as the most difficult skill to acquire as it requires command of speech production sub-skills like vocabulary

retrieval, choice of grammatical patterns, and sociocultural competence (Al-Roud, 2016). Fitri (2019) found in her preliminary research that many students cannot perform speaking in front of many people, it is challenging to deal with oral performance. Students will get afraid, nervous, and panic when requested to speak, they are haltingly and often refuse if the teacher or someone asks them to speak in English; they prefer to be silent instead of speak. These characteristics indicated that students experience symptoms of language anxiety.

Anxiety occurs in every people in normal life, every time, everywhere and in every condition of the people (Heri et al., 2018). A researchers named Wu (2010) reveal that anxiety is one of the big challenges for students learning a language; they are likely to experience anxiety when learning the language. It can affect the process and student learning outcomes, especially student speaking performance. He claimed that anxiety has been a matter of considerable interest in language education settings since it is a significant obstacle to foreign language learning that the learners need to overcome.

There are so many students who say that speaking English is very difficult. The lack of students' vocabulary and minimum understanding of grammar is the reason for their self un-confidence. The students think that their friends will laugh and criticize them if they make a mistake in speaking English, especially in front of the class, consequently, they feel uncomfortable and afraid to speak up. Therefore, feeling anxiety is one of the problems experienced by many students in speaking English in class.

In the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such a process become difficult is anxiety. Emotional states such as anxiety can distract students in the language learning process. A feeling of tension, worry, and nervousness will interfere with students' ability to perform successfully in a foreign language classroom.

According to Brown (1991) as cited in Nur Isnaini (2018), foreign language anxiety is “a feeling of intimidation and inadequacy over the prospect of learning foreign language. Anxiety related to foreign language learning is fear of negative evaluation. Horwitz and Cope proposed that, “foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

Anxiety is a feeling of unease such as worry or fear. Anxiety is the body’s natural response to stress. When the teaching and learning process began, many students felt anxiety when they spoke English in front of the class, gave opinions, and answered questions. This can be seen in students when they are asked to speak, they hesitate, and they are not able to pronounce or get the intonation rightly. Everything they had prepared seems lost, they forget the word they want to say.

Siregar, A. (2022) in her journal, for some people, anxiety becomes a scary thing. It affects their abilities to perform at all. In the case of student anxiety, it is seen that this can cause them to avoid courses that require them to communicate actively, or even majors in which verbal presentation is required, avoid talking in class, or decide on certain things because they will need it only occasionally speak in front of a group for an important task.

Several definitions of anxiety are found by the writer. According to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome. While Alrabai (2014) states that anxiety is a state characterized by the sensation of vague fear, nervousness, discomfort, and apprehension that is not linked to a specific cause or situation.

The researchers’ experience is also proven that most students experience anxiety in speaking English, this is faced by the researcher while doing teaching practice at SMAN 1 Panyabungan. There are so many students who are reluctant and afraid to learn and speak English. For

example, when the researcher teach in class XI IPS 2 SMAN 1 Panyabungan, the researcher asked students to come forward in front of the class by using English, they are embarrassed and worried because they know that they have a limited vocabulary and also afraid of being laughed by their friends.

In addition, the researcher also found one of the students from XI IPA 2 SMAN 1 Panyabungan when teaching English courses, has not dared to speak English. However, she can write sentences in English, it's just that she was afraid of making a mistake when speaking English. So, teachers to understand students' anxiety to facilitate students to learn effectively. So they can speak English without anxiety anymore.

Since anxiety can have major effects on foreign language learning, it is important to explore the students' anxiety. Therefore, the writer yearns to explore what factors as perceived by students may contribute to the anxiety in an attempt to understand the issue of anxiety in speaking English more deeply.

By all identification above the researcher conducted the research entitled, **“An Analysis of Students’ Speaking Anxiety in English Classroom at 2nd Grade of SMAN 1 Panyabungan”**.

This research was conducted to find out the factors that cause speaking anxiety, and the level of students' anxiety and to describe the strategies used to minimize anxiety in speaking English. Because the researcher believes that by knowing the factors of anxiety, students' level of anxiety, and strategies used to reduce anxiety, it will be easier for the teacher and students to achieve the goal of teaching and learning process in speaking English.

B. Problem Statement

Based on the background above, the researcher formulated a research question as follows:

1. What factors cause the students' speaking anxiety in English classrooms?
2. What are the levels of anxiety faced by the students in English classrooms?

C. Objective of the Study

Based on the problem statement above, there is the objective of the study :

1. To find out the factors cause the students' speaking anxiety in English classrooms
2. To find out the levels of anxiety faced by the students in English classroom

D. Significance of the Study

The result of this study is intended to support information about the factors that affect students' speaking anxiety in English classrooms, to find out the levels of students' anxiety and strategies to reduce it. Additionally, this study provides information related to students' anxiety, to help teachers in creating a friendly and less stressful class to make students feel free to speak the English language. This study is also expected to be useful for teachers and lecturers to classify students speaking anxiety in English classrooms and how to get over it.

E. Scope of the Study

In this study, the researcher focused on the factors causing students' speaking anxiety and the level of the students' anxiety. The researcher will try to find out and analyze how students' anxiety experience when speaking English in the classroom. This research was conducted by questionnaire and interview.