

AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY

AT THE 10th GRADE OF SMK 2 PGRI KEDIRI

SKRIPSI

Presented as Partial Fulfillment of the Requirement of Obtain

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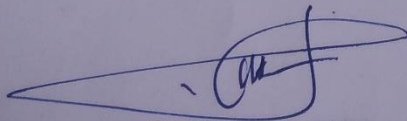
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MOTTO AND DEDICATION

MOTTO:

“Terserah orang memandang rendah kemampuan kita. Yang penting! Kita tidak memandang rendah diri sendiri. Jadikan semua itu sebagai cambuk. Buktikan pada mereka! Bahwa kita mampu! Kita bisa!”

(Andrie Wongso)

DEDICATION:

This thesis is dedicated to:

1. To Allah SWT. Thank you for taking care of me, For your protection to me. For listening to me. For helping me and For loving me.
2. Thanks to myself.
3. My parents who gave me strength and support, and also the prayer they gave.
4. All my best friends.

APPROVAL SHEET

SKRIPSI

ENTITLED:

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GRADE OF SMK 2 PGRI KEDIRI**

Approved and Accepted by all its qualification

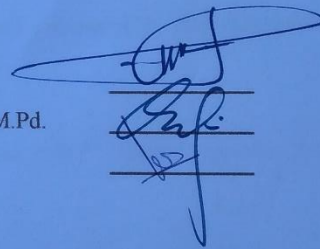
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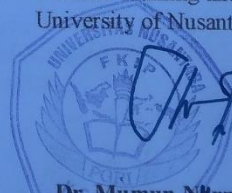
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The writer hopes this thesis will give knowledge and advantages for us as well as the readers.

Kediri, 25th July 2023

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ABSTRACT

Johan Helmi Yahya: An Analysis of Students' Speaking Anxiety at the 10th Grade of SMK 2 PGRI Kediri.

Key words: Speaking, anxiety, learning, teaching

Speaking is the ability to say articulation sounds or words to express and convey thoughts, ideas, and feelings. The purpose of speaking is to communicate. Through speaking students can give opinions, suggestions, and ask questions to someone or listeners verbally. Anxiety is a feeling of fear, anxiety or hesitation in speaking. In the teaching and learning process, many students experience anxiety when they give opinions, answer questions and speak in learning English.

Qualitative research was used as a method with a case study approach. The writer chose the qualitative method because this study aims at analyzing the case of language anxiety in the 10th grade of SMK 2 PGRI Kediri, especially anxiety in learning English. The case study approach will permit the writer to study on specific students in order to understand the case of language anxiety.

The result of this research shows that the most aspects that bothered students in English class are speaking activities and unclear explanation. Students felt anxious when they do not understand what their teacher is talking about, they also said that they felt anxious because they did not have enough preparation. Students also felt anxious when they are being ridiculed by peers or classmates. In addition, they felt anxious because they have lack or limited of grammar and vocabulary, so that they felt that the other peers are better than them.

The encounters of the students give an extraordinary bargain of data around students' anxiety in learning English. They offer experiences on what may contribute to their anxiety as well as what teacher can do to diminish the anxiety. In other words, students can give profitable data approximately their anxiety in learning English. In this manner, it is critical to utilize their bits of knowledge to make a more comfortable environment. Based on the result of this consider, there are a number of thesis can be made to diminish anxiety in English course. To begin with, the teacher ought to be mindful of outside foreign language anxiety. This ponder shown that teachers' mindfulness of students' anxiety is inadequately. Subsequently, it is vital to raise teachers' mindfulness since anxiety is an critical figure which influences students' learning. Great affirmation of the presence of student's anxiety in learning English will completely impact the teacher in treating the students properly.

THE STATEMENT OF WRITING ORIGINALITY

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1. The thesis is never collected to any institute of higher education for any academic degree.
2. The thesis is totally independent of my work and not the result of plagiarism from the work of others.

Kediri, 25th July 2023
Signed by:



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CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is the ability to say articulation sounds or words to express and convey thoughts, ideas, and feelings. The purpose of speaking is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the message in question can be understood. Therefore, in order to convey the message effectively, the speaker must understand what will be conveyed or communicated.

Through speaking students can give opinions, suggestions, and ask questions to someone or listeners verbally. In addition, speaking is a very important skill that students must learn, students are asked to practice speaking English in everyday life, especially in class. Learning to speak will help students get habits and fluency to improve their speaking skills, because getting used to speaking will greatly improve their ability to speak English. Even so, many students still feel that speaking English is very difficult. This is due to the ability of grammar and vocabulary that students have is still very lacking so that students' self-confidence become disturb. The students feel uncomfortable in talking because they are afraid of making mistakes in speaking English so their friends will laugh and criticize them.

Therefore, one of the problems experience by many students in speaking English in class is a feeling of anxiety. Anxiety is a feeling of fear, anxiety or

hesitation in speaking. In the teaching and learning process, many students experience anxiety when they give opinions, answer questions and speak in learning English. This can be seen from students when they are asked to speak in front of their fellow students, they are not able to reproduce the true meaning, sound or intonation in the target language even after practicing constantly and regularly. But when they are in front, everything seems lost. They forget the words they have prepared beforehand. The cause of all this is none other than the feelings of anxiety experience by students.

To be able to communicate with people around the world, English speaking skill is considered to be an important skill. Students should have a good command of communication skills in English to prepare their future careers and lives. In reality, even though English has been taught for at least six years in school levels in Indonesia, which in Junior High School and Senior High School level and also in many elementary schools as local content subject, the students still have some difficulties in learning English whether it is the productive or receptive skill, especially speaking.

According to research conducted by (Pratiwi, 2020), conducted a research regarding An Analysis of Students Speaking Anxiety (A Descriptive Study at the Third Semester of English Department Students in Muhammadiyah University of Makassar). The objective of the research was to find out the dominant factor that makes the students feel anxious in speaking at the third semester of English Department in Muhammadiyah University of Makassar in the year 2019/2020 from BG.IIIF. Based on the findings, there were six factors

that make the students felt anxious in speaking English. They were over self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, and low self efficacy.

According to the background of this research, the researcher chose to conduct a research entitled “**An Analysis of Students’ Speaking Anxiety at the 10th Grade of SMK 2 PGRI Kediri**”.

B. The Scope of the Study

This study focuses on the causes of students’ anxiety in learning English, as perceived by students, at the 10th grade of SMK 2 PGRI Kediri.

C. The Research Question

Based on the background above, the writer formulates a research question as follows: “*What factors do students believe to contribute to their anxiety in learning English?*”

D. The Objective of the Study

The objective of this study is to figure out what factors are to cause anxiety as perceived by the students at the 10th grade of SMK 2 PGRI Kediri.

E. The Significance of the Study

The result of this study is intended to broaden the perspective of the writer in particular and the reader in general.

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