INVESTIGATING STUDENTS' ANXIETY IN SPEAKING CLASS AT THE TENTH GRADE OF SMAN 1 KEDIRI IN THE ACADEMIC YEAR 2022/2023

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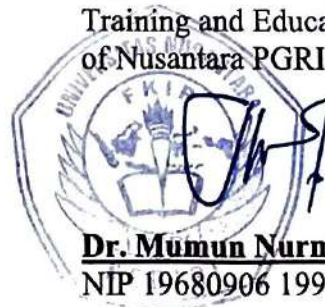University of Nusantara PGRI Kediri

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MOTTO AND DEDICATION

MOTTO

It's okay if you're not a smart person, but at least you're someone who keeps trying

DEDICATION

1. Allah SWT who always give strength and blessing during the process of this thesis.
2. My beloved parents (Enny Agustina and Tjatur Budi Joga) and my big family who always support and pray for me so that I can finish this thesis on time.
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ABSTRACT

Anis Yona Tyas Wilupi Investigating Students' Anxiety In Speaking Class at the Tenth Grade of SMAN 1 Kediri In the Academic Year 2022/2023, Skripsi, English Language Education Department, Faculty of Teacher Training and Education, 2023.

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Speaking English becomes important because it is very helpful for facing the Revolution Era 4.0. For this reason, teachers must provide learning experiences so that students can have the expected competencies, one of which can communicate using English. Learning English especially for speaking skills is very challenging for students in Foreign Language contexts, because they have very few opportunities to use the target language outside the classroom. However for foreign language learners, speaking English is not easy to be practiced. In line with MacIntyre and Gardner (1991) mentioned that speaking in the second language is the most anxiety for the students and half is the use of speaking skills as confidence-building experience. Anxiety affects students' performance through anxiety, self-doubt, and reduced participation. Some students also believed that English is a difficult subject. From the previous research has investigated and found the factors that cause foreign language anxiety problems from different perspectives. The researcher restricts several limitation such as the factors causing speaking anxiety, identify the dominant factors of causing speaking anxiety and students' solution in X-4 class at the tenth grade of SMAN 1 Kediri.

This study used descriptive research and qualitative as the approach. The subject of this research were students at X-4 Class of SMAN 1 KEDIRI Academic Year 2022/2023 with the total number are 32 students. To collect the data, the researcher used questionnaire and interview technique as the research instrument. Then, to analizing data the researcher used technique developed by miles and huberman (2014), there are data reduction, data display and conclusion drawing and verification.

The result of this study shows that there are five factors affects students' anxiety in speaking namely lack of confidence, low familiarity of tasks, low English proficiency, fear of making mistakes and incomprehensible inputs. Then the second finding is the most dominant factor caused the students' speaking anxiety. The researcher found that the most dominant anxiety factor was the lack of familiarity of task. The last finding of this reasearch is the students' solution to overcome the anxiety when speak english. The most of students have several way to overcome

their anxiety such as almost the students still continued to speak as best they could. However, it was slightly different from several of the student who answered that they were trying to calm down for a moment and then continued talking and also a little student answered that they were trying to continue by lowering their voice.

This explanation suggests that not only the teacher should make an attempt to create a friendly learning atmosphere which gives students more comfortable situations in their learning activity but also the awareness of students who must continue to learn, explore themselves in order to reduce fear when speaking English. Comfortable situation also makes teaching and learning activities in speaking class can run well.

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This skripsi entitle "Investigating Students' Anxiety In Speaking Class at the Tenth Grade of SMAN 1 Kediri In the Academic Year 2022/2023". The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs critic and suggestion better.

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CHAPTER I

INTRODUCTION

This chapter presents several aspects that underlie the research topic which includes background of the problem, scope of the research, research questions, research objectives, and research significance. All these problems are presented representatively in the following sub-headings.

A. Backgound of the Research

In this era of globalization, many people need English as a language that is definitely important in the world. Currently, many people use English in their daily activities to communicate with others, such as in business, work, research or leisure. There are four skills in learning English such as listening , speaking , reading , and writing. Speaking is kind of productive skill that has an important role in communication. Speaking is the way to communicate with other people by conveying the ideas, feeling, point of view, create and build the information. Speaking allows people to communicate directly, and others can give or accept answers in a short time. Speaking English is also becoming important as it will be very helpful in dealing with the revolutionary era of 4.0.

Adopting to Zubaidah (2016), to face the Revolution Era 4.0 all the graduates must have 4C competencies, namely Creativity, Collaboration, Critical Thinking, and Communication. For this reason, teachers must provide learning experiences so that students can have the expected competencies, one of which can communicate using English. Mastering English, particularly in terms of verbal communication, poses a significant challenge for students in foreign language

settings, as they have limited chances to apply the acquired language skills beyond the confines of the educational environment.

However for foreign language learners, speaking English is not easy to be practiced. In line with MacIntyre and Gardner (1991) noted that the biggest source of anxiety for students is speaking in a second language, and half of the confidence-building experience comes from using speaking skills. Students undergo various processes and types of learning in the target language. However, there are numerous challenges associated with learning to speak and teaching students. One of the issues faced by students is related to their emotions. When students experience emotional distress, it can hinder their ability to concentrate while studying and may also manifest as nervousness and stuttering. Emotion plays a significant role in conversations or classroom activities as it positively influences learning.

In the context of learning a foreign language, students often feel more disheartened rather than encouraged. One of the emotional states that hinders this process is nervousness. Nervousness can manifest as feelings of unease, concern, and apprehension, which can hinder students' capacity to succeed in a foreign language classroom. According to Oxford (1990), most language research indicates a negative correlation between nervousness and performance. For instance, when the teacher instructs students to practice in front of the class, some students fear that their peers will ridicule them if they make a mistake. As a result, they choose to remain silent. This situation creates discomfort for students in the classroom, which can impact their ability to communicate orally.

Anxiety impacts the academic performance of students by causing apprehension, lack of confidence, and decreased engagement. Moreover, as stated by Krashen (1982), overwhelming nervousness can heighten the effective barrier and create a 'cognitive obstacle' that hinders the utilization of understandable input for language learning. Students who are anxious will encounter challenges in comprehending lessons and expressing themselves, resulting in decreased learning and an inability to showcase their acquired knowledge. Furthermore, they may face more setbacks, which in turn intensify their anxiety.

Meanwhile, during the analysis of the tenth-grade students at senior high school 1 Kediri, the researcher identified indications of unease among the students. Numerous of them became nervous, displayed avoidance behavior, and decreased their engagement in class. The students encountered challenges when it came to expressing themselves in the classroom, as they lacked self-assurance. Additionally, many students lacked motivation and were unresponsive when it came to learning speaking skills. They felt encourage to speak despite their anxiety. They were apprehensive and hesitant to speak in English due to their concerns about making errors.

Some students also perceived English as a challenging subject. They thought that it could impact their self-confidence and cause them to experience unease in the classroom. Ultimately, when prompted to voice their thoughts, they began to stutter. Additionally, a few of them struggled to articulate the correct pronunciation or inflection even after repeated attempts due to their uncertainty about speaking in

English. The researcher found it challenging to conduct effective oral exercises with them.

Utomo (2018) discovered that the factor affecting students' anxiety in communicating in English is fear of making mistakes that has the most minimal score of all factors, moreover Damayanti (2020) in his exploration discovered the factor that cause tension issues in unknown dialects from different viewpoints and the instructors' job is incredibly significant in this situation. Understudies and instructors could establish a positive homeroom climate so as to conquer understudies' anxiety.

From the previous research, various perspectives have been explored to identify the sources of foreign language apprehension. However, this study aims to specifically examine the factors, the primary factor that caused students' speaking anxiety and the students' solution to overcome speaking skills.

B. Scope of the Research

In this study, the researcher restricts several limitation such as the factors causing speaking anxiety, identify the dominant factors of causing speaking anxiety and students' solution in X-4 class at the tenth grade of Senior High School 1 Kediri with total 36 students and used descriptive text.

C. Research Questions

Based on the information provided in the background, the researcher aims to articulate the research query as follows:

1. What are the factors that caused the students' anxiety to Speak English at the tenth grade of SMAN 1 Kediri in the academic year 2022/2023?

2. What is the most dominant factor which causes the students' anxiety to Speak English at the tenth grade of SMAN 1 Kediri in the academic year 2022/2023?

3. What are the students' solution to overcome the anxiety to speak English at the tenth grade of SMAN 1 Kediri in the academic year 2022/2023?

D. Objective of the Research

Based on the research questions, the objectives of this study are as follows:

1. To describe the factors which cause the students' anxiety to Speak English at the tenth grade of SMAN 1 Kediri in the academic year 2022/2023

2. To find out the most dominant factor which cause the students' anxiety to Speak English at the tenth grade of SMAN 1 Kediri in the academic year 2022/2023.

3. To describe the students' solution to overcome the anxiety to speak English at the tenth grade of SMAN 1 Kediri in the academic year 2022/2023.

E. Significance of the Research

By conducting and writing this research, the researcher hopes that it will give benefit:

1. Theoretically, this research is expected to offer additional information for the senior high school students regarding the reasons behind students' apprehension in oral communication sessions. The outcome of this study also presents educators with a resolution to alleviate students' anxiety regarding the reasons behind students' apprehension in oral communication sessions. The outcome of this study also presents educators with a resolution to alleviate students' anxiety.

2. Practically, this study will provide more information for future researchers. In addition, this study provides benefits as a guide to overcoming students' speaking anxiety as well as explaining the factors that can influence speaking anxiety.