

**AN ANALYSIS OF THE STUDENTS' ANXIETY IN ENGLISH SPEECH OF THE
SECOND SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT IKIP PGRI
BOJONEGORO**

THESIS

BY

MAULIDA FADHILATUL HUSNA

NIM 19120022



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

2023

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SECOND SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT IKIP PGRI
BOJONEGORO**

THESIS

Presented to

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In partial fulfillment of requirements

For the degree in the English Education Department

By

Maulida Fadhilatul Husna

NIM: 19120022

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
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APPROVAL SHEETS

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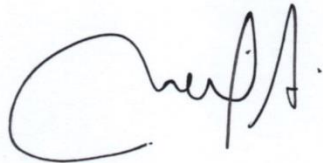
BY

MAULIDA FADHILATUL HUSNA

NIM: 19120022

Approved By:

Advisor I,



Meiga Ratih Tirtanawati, M.Pd.

NIDN: 0725058403

Advisor II,



Chyntia Heru Woro Prastiwi, M.Pd.

NIDN: 0728017903

LEGITIMATION

THESIS

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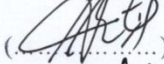
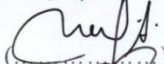
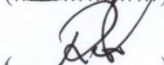
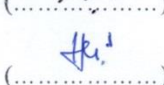
By

MAULIDA FADHILATUL HUSNA
NIM: 19120022

This is to certify that the Sarjana's thesis
has been approved by the Board of Examiners
as the requirement for the degree of Sarjana in English Language Education

7th August 2023

Board of Examiners

Chair	: Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.	()
Secretary	: Chyntia Heru Woro Prastiwi, M.Pd.	()
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	2. Dr. Refi Ranto Rozak, M.Pd.	()
	3. Oktha Ika Rahmawati, M.Pd.	()

Approved By:
Rector,

Dr. Junarti, M.Pd
NIDN: 00414016501

STATEMENT OF AUTHENTICITY

I am a student with the following identity:

Name : Maulida Fadhilatul Husna

NIM : 19120022

Study Program : English Education Department

Faculty : Language and Art Education

Certify that this Thesis is my work, and not plagiarism either in part or in whole.

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The Researcher

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Maulida Fadhilatul Husna

MOTTO

“ Allah SWT Tidak akan membebani seorang hamba melainkan sesuai dengan kemampuannya”

(Q.S Al-Baqarah:286)

“ Maka sesungguhnya Bersama kesulitan itu ada kemudahan.

Sesungguhnya Bersama kesulitan itu ada kemudahan”

(Q.S Al- Insyirah, 94:5-6)

“God has perfect timing, never early, never late. it takes a little patience takes a lot of faith, but it’s worth the wait”

“ Untuk masa-masa sulitmu, biarlah Allah yang menguatkanmu. Tugasmu hanya berusaha agar jarak antara kamu dengan Allah tidak pernah jauh.”

*“Orang lain tidak akan bisa paham **struggle** dan masa sulitnya kita, yang mereka ingin tahu hanya bagian **succes stories**. Berjuanglah untuk diri sendiri walaupun tidak ada yang tepuk tangan. Kelak diri kita di masa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini, tetap berjuang ya!!!”*

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All praise and gratitude to Allah SWT for all the abundance of his grace, taufiq, and gift so that researcher can complete a thesis entitled “An Analysis of the Student's Anxiety in English Speech of the second-semester students of the English department in IKIP PGRI Bojonegoro”. Secondly, peace and blessings to Muhammad SAW the final prophet in the world, this thesis is prepared as a requirement to obtain a bachelor of English Education in the English Study program.

The success of the preparation of this thesis cannot be separated from the guidance and support of various parties who are willing to encourage, support, assist, and provide advice and warnings to the researcher. Therefore, the researcher must express their respect and would like to thank the parties below.

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With humility, the researcher realizes that the preparation of this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly expected from dear readers. Finally, the researcher can only pray that Allah SWT will reward all the charity assistance, and hopefully, his good deeds will be recorded as righteous deeds. Hopefully, this work is useful for researchers in particular and for readers in general.

Bojonegoro, 25 July 2023

Maulida Fadhilatul Husna

ABSTRACT

Husna, Maulida Fadhilatul. 2023. *An Analysis of The Student's Anxiety in English Speech of The Second Semester Students' of The English Department At IKIP PGRI Bojonegoro Skripsi, English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro*. Advisor I: Meiga Ratih Tirtanawati, S.Pd, M.Pd. Advisor II: Chyntia Heru Woro P., S.Pd., M.Pd.

Keywords: *Anxiety, Speaking, English Speech*

Anxiety is closely related to the learner's accomplishment of acquiring English learning, However, it makes students get difficult to acquire English if they have high anxiety. The anxiety of students speaking English in the classroom is very disturbing to the performance of the students in the presentation, especially in learning to speak English. Therefore, this study aims to find the type of anxiety and the factors that cause anxiety in English speech. This research used descriptive qualitative research, while this type of research is a case study. Research data collection was done through interviews and questionnaires. The data were analyzed using interactive model analysis techniques which included data reduction, data display, and conclusions. Based on the results of interviews and questionnaires, it could be concluded that: 1) The type of anxiety in English speech was state anxiety and trait anxiety. 2) The factors of anxiety in English speech were cognitive factors, affective factors, performance factors, and physical factors. The anxiety factor can be felt by every student in their performance. Each student has a different type of anxiety in speaking English. On the other hand, students are expected to be able to find factors to overcome their anxiety, so that it can help them to get success in speaking English.

ABSTRAK

Husna, Maulida Fadhilatul. 2023. *Analisis Kecemasan Siswa dalam Pidato Bahasa Inggris Mahasiswa semester 2 Pendidikan Bahasa Inggris IKIP PGRI Bojonegoro skripsi*. Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro. Pembimbing I: Meiga Ratih Tirtanawati, S.Pd, M.Pd. Pembimbing II: Chyntia Heru Woro P., S.Pd., M.Pd.

Kata kunci : *Kecemasan, Berbicara, Pidato Bahasa Inggris*

Kecemasan sangat erat kaitannya dengan prestasi pembelajar dalam memperoleh pembelajaran bahasa Inggris, namun hal itu membuat siswa sulit untuk memperoleh bahasa Inggris jika mereka memiliki kecemasan yang tinggi. Kecemasan siswa berbicara bahasa Inggris di kelas sangat mengganggu kinerja siswa dalam presentasi, terutama dalam pembelajaran berbicara bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk menemukan jenis kecemasan dan faktor penyebab kecemasan dalam tuturan bahasa Inggris. Penelitian ini menggunakan penelitian kualitatif deskriptif, sedangkan jenis penelitian ini adalah studi kasus. Pengumpulan data penelitian dilakukan melalui wawancara dan kuesioner. Data dianalisis dengan menggunakan teknik analisis model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan hasil wawancara dan kuesioner, dapat disimpulkan bahwa: 1) Jenis kecemasan dalam tuturan bahasa Inggris adalah kecemasan keadaan dan kecemasan sifat, 2) Faktor kecemasan dalam tuturan bahasa Inggris adalah faktor kognitif, faktor afektif, faktor kinerja, dan faktor fisik. Faktor kecemasan dapat dirasakan oleh setiap siswa dalam penampilannya. Setiap siswa memiliki jenis kecemasan yang berbeda dalam berbicara bahasa Inggris. Di sisi lain, siswa diharapkan dapat menemukan faktor-faktor untuk mengatasi kecemasan mereka, sehingga dapat membantu mereka untuk mencapai keberhasilan dalam berbicara bahasa Inggris.

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CHAPTER I

INTRODUCTION

This chapter deals with the background, problem statement, the objective of the research, the significance of the research, and the definition of key terms.

A. Background of The Study

Speaking is one of the most important skills to improve the English language. Students must be learned the English language every day, and they are asked to practice English in everyday life, especially in class. Learning to speak can make students get the habit and be fluent in speaking English, therefore can help students to improve their speaking skills, because getting used to speaking will contribute greatly to improving students' ability to speak English well Putra, (2018). Richards (2008) adds that in a foreign language or second language learners master speaking English. It means that the learners often evaluate their success in English learning as well as the effectiveness of their English courses, and the importance of how much students feel they have improved in their spoken courses proficiency. It means speaking the most important skills of language development to the target language learner can master.

One of the objective points in English learning is must be able to speak proficiency. whatever, students have different personalities we can say psychological conditions. Every student has problems speaking in front audience, some of the problems students face is when speaking English feeling nervous if wrong when they see an audience feeling shy and if see they their friends speak fluently but they feel

confident in their English speaking skills they have. these conditions are called anxiety Darmawati, (2017). Anxiety is when we are feeling worried, nervous, and fearful. People struggle, Trumble, and perspire and our hearts beat quickly. it is a negative way to present human feelings which means anxiety According to Ansari, (2015).

Additionally, in Ohata (2005) she argues that language anxiety can arise from 1) personal and interpersonal anxieties, 2) learners' beliefs about the English language, 3) instructor beliefs about language teaching, 4) instructor learner action, 5) classroom procedures, and 6) language testing. those are the six potential sources of language anxiety that may factor into students' anxiety. learners are fear make mistakes and as a result, get corrected when they are in Every student has a different type when going anxiety, like the feeling of stress and emotions which can show by their physiological and psychological reactions. Darmawati, (2017). In addition, Tanveer, (2008) these are stated foreign anxiety concerns performance evaluation within the academic and social contexts, and performance anxieties are: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation. Quite relevant to the conceptualization of foreign language anxiety is the construct of communication apprehension. Communication apprehension is one type of anxiety to shyness characterized by fear of or anxiety when communicating with people.

Language anxiety usually shows when in tested situations students commonly report to a counselor if students “know” a certain grammar point but “forget” during a test or practice in front of the class when there are many grammar and vocabulary must be remembered and coordinated simultaneously. The other problem is “careless” can be isolated in presented errors in spelling or syntax. The learners usually realize

the language anxiety after the assessment, they actually know the correct answer but they feel nervous when putting down the wrong. When the learners realize that is working preventable during when assessment, errors may escalate, and anxiety. Whatever, people around them as the more stressful situation contributing to anxiety when students commonly report various kinds of evaluative situations which in knowledge and performance the second language it is means monitored. Learners fear when making mistakes and as a result, get corrected when in front of their class by their teacher.

Anxiety is closely related to the learners' accomplishment of acquiring the English language, however, it makes students get difficult to acquire English if they have high anxiety. Griffin and Tyrrell in Izumi (2017). Stated when students have anxiety is feeling not confident, are silent, and are shy when practicing natural English communication. In addition, anxious students may “freeze” or “blank” and be unable to provide information on tests that they key know before the test Mashayekh & Hashemi, (2011) In this problem, if the students feel anxious and cannot make they succeed in acquiring English because of high anxiety, however, they must lower the anxiety.

Based on the result of previous research by Putra (2018), shows that the anxiety of students speaking English in the classroom is very disturbing to the performance of the students in the presentation, especially in learning to speak English. The result of the study showed that the more influencing factor of students' anxiety was motivation, shyness, limited vocabulary, lack of self-confidence, lack of preparation, grammatical error, friend or classmate, and then the fear of making

mistakes factor is the lowest factor experienced by students. The similarity with the previous study is the current research finds the factors that experienced by students in English-speaking classrooms. The difference is this research is going to find out the types of students' anxiety in practicing speaking in the front classroom.

The researcher is going to look at many occasions where many participants of experience feeling anxiety and discomfort when students of IKIP PGRI Bojonegoro try to perform a speech in class. This can see when the lecturer gives the project to practice speech in front class. The interference with their explanation and performance also prevents them from succeeding in mastering speaking English. Therefore, this research aims to find out factors that cause anxiety and analyze the student's types of anxiety in English speech of the second-semester Students English department at IKIP PGRI of Bojonegoro.

About the statement above, the researcher is interested to conduct the research with the title, "An analysis of the Students' Anxiety in English Speech of The Second-Semester Students of The English Department in IKIP PGRI Bojonegoro".

B. Problem Statement

Based on the backgrounds research above, the researcher would like to formulate the problem as follows:

1. What are the types of anxiety in English speech of the second-semester students at the English department of IKIP PGRI Bojonegoro?
2. What are the factors that cause anxiety in English speech of the second-semester students at the English department of IKIP PGRI Bojonegoro?

C. The Objective of The Research

Based on the research question, the objectives of the research are as follows:

1. To find out the type of students' anxiety in English speech of the second-semester students at the English department in IKIP PGRI Bojonegoro.
2. To find out factors that cause students' anxiety in English speech of the second-semester students at the English department in IKIP PGRI Bojonegoro.

D. The Significance of The Research

1. Theoretical Significance

Theoretically, this research is expected to explore information for the students of English language education about Students' anxiety in English Speech and its implication towards enhancing Students' self-confidence when speaking.

2. Practical Significance

a. For the Students

Through this research, the students can determine the types of anxiety and factors that cause their anxiety in English speech, additionally, they can figure it out and can speak fluently.

b. For the Teacher or Lecture

Through this research, the teacher or lecturer can determine the types and factors that cause students' anxiety in English speech, so they can establish a strategy to teach based on students' problems for the research can help them to overcome students' anxiety in English speech.

c. For Further Researchers

For the next researchers, this research can be a source if they are studying anxiety in English speech. In addition, this study can be used as a reference for the same research with different subjects and or in different places.

3. Pedagogical Significance

This research aims to improve and upgrade the current learning process so that class management can be well mastered because the cause of student anxiety is known as also the ways to overcome them. This study is also expected to make the learning process easier and more effective for the readers especially the teacher and students to achieve the learning goal.

E. Definition of Key Terms

1. Speaking

According to Leong & Ahmadi, (2017) stated that effective speakers need to process language in their heads and put it into coherent order so that it processes put in forms that are not only comprehensible but also convey the meaning intended. It is mean that speaking is a form of communication. It is important that what you say is conveyed most effectively. In addition, Hashemi (2011) argued that the expansion of the English language has rapidly increased the need to gain better communication English throughout the world because the aptitude to use English is very much needed for further studies, journeys in other countries as well as for social and professional global contacts of different kinds.

Speaking language skills are insufficient to function successfully in an English-only classroom and are typically classified as English language learning. speaking is

an important skill in the English language that why educators must give learners effective and correct communication. English is a global language that can be used for communication with native speakers and non-native speakers around the world.

2. Anxiety

Ansari (2015) that stated anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly. In another opinion, Damarwati (2017) added that anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. It is mean that anxiety, when we speak up, feels nervous, and anxious and our hearts beat quickly.

According to Ormord (2011), anxiety can be defined as uneasiness and apprehension feeling toward the uncertain outcome of a given condition. In connection with the findings above, the researcher concluded that students' anxiety is a fear or worry that arises in students when they are afraid of making mistakes during speaking English. This anxiety can be described that someone is having low confidence so they cannot get the maximum of their life. Someone with high anxiety can create a negative effect, especially in foreign language classes.