

**AN ANALYSIS OF ENGLISH SPEAKING ANXIETY OF THE 2nd GRADE
STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL (MAN) INSAN**

CENDEKIA OKI

A THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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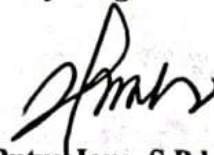
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DECLARATION OF PLAGIARISM

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Certify that the thesis entitled "AN ANALYSIS OF ENGLISH SPEAKING ANXIETY OF THE 2nd GRADE STUDENT OF ISLAMIC SENIOR HIGH SCHOOL (MAN) INSAN CENDEKIA OKI" is my own work and I do not commit plagiarism or quote that is not in accordance with the ethics and rules mandated by the Ministry of Education of the Republic of Indonesia Number 17 of 2010 concerning plagiarism in universities. Therefore, I deserve to face court if I am proven to have plagiarized this work.

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DEDICATION AND MOTTO

This thesis is dedicated to:

My lovely Mother, Father, Brothers and myself

MOTTO

"Always try your best, even if you fail, keep trying. Allah sees your hard work, passion, and persistence."

-Unknown-

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Palembang,

Writer,

A handwritten signature in black ink, appearing to read 'Pratama', with a horizontal line underneath the name.

Miftahunajah Aditiya Pratama

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ABSTRACT

Speaking skill is one of the most important skills for human daily life, without the ability to speak, humans will find it difficult to interact with others, especially for the future of students, where students are required to be able to speak many languages, one of which is English. English as an international language. This study aims to see whether there is speaking anxiety in all MAN Insan Cendekia OKI students and also what anxiety type is the mostly dominant used. The research method used is descriptive method with quantitative approach, with questionnaires as data collections. Respondents in this study were 95 grade 11 students. The results of this study indicate that not all students experience anxiety in speaking English, but there are also those who experience anxiety in speaking English, the most dominant type is the third type, where students anxious when someone gives a negative evaluation when they speak English.

Keywords: Speaking Skill, Speaking Anxiety, Negative Evaluation

CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

In this 21st era, English is one of the most important languages to master, because English is an international language that can assist in communicating and exchanging information with various countries. Therefore, the Indonesian government includes English lessons in the educational curriculum in Indonesia. Start from elementary school, junior high school, senior high school, and also universities in Indonesia, English becomes one of the subjects that counts. It is intended that students in Indonesia can master English and can make it useful for their lives in the future.

There are four English skills that must be mastered by students, there are listening, speaking, reading, and writing. In this case, speaking is an activity used to communicate with other people. Speaking is the most challenging language learning skill (Marzec-Stawiarska, 2015). By mastering Speaking skill, students will find it easier to enter the world of business, entertainment, even to continue higher education later, because proficiency in speaking English has become very commonly used in interview (Srinivas, 2019). However, there are still many students in Indonesia who have difficulties in speaking English well. Some of them fear of using the wrong grammar, fear of being laughed at by their friends, shyness, nervousness, even anxiety when they want to speak in English (Riftriani, Ikhsanudin, and Rezeki, 2019).

Anxiety is a feeling of fear of something happening. The influence of demands, competition, and disasters that occur in life can have an impact on physical and psychological health. One of the psychological impacts is anxiety (Sutejo, 2018). Anxiety itself is one of the obstacles for students in speaking English.

According to Rudiansyah, Amirullah, and Yunus (2016), there are many factors that trigger anxiety in students at school. Such as high curriculum targets, non-conducive learning nuance, dense assignments, and tight assessment systems, and injustices can be factors that cause anxiety originating from curriculum factors. Likewise, the attitude and treatment of teachers who are less friendly, harsh, fierce, and less competent can also be a cause of anxiety in students which comes from the teacher factor. Then the strict application of school discipline that prioritizes punishment, the less comfortable school climate, and the limited facilities and pre-study facilities are also factors that trigger anxiety in students originating from school management factors.

In a related study conducted by Joni and Dharmayanti (2016) with the title "*The Effect of Anxiety in Speaking Activities with the research subject of 70 (seventy) students of class X SMAN 1 Blahbatuh*", this study focuses on the correlation between anxiety and the ability to speak English in students. From this study, it was found that there was an influence between the anxiety experienced by students and the ability to speak English as much as 79%, while the influencing factors included self-anxiety in communicating English, self-anxiety when facing exams, and fear of negative judgments from others. In a study conducted by Darmaida Sari (2017) which focused on investigating the factors causing speaking anxiety in 11th-grade students of SMA N 5 Banda Aceh, it was found that students experienced the highest anxiety in the communication apprehension factor based on the results of the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire. From the questionnaire, it can be seen that students' anxiety towards English class is 39%, English exam anxiety is 40%, fear of negative assessment is 53%, and students' anxiety about speaking English is 71%.

Therefore, many schools carry out programs such as the use of English in daily learning activities to increase self-confidence and eliminate anxiety in students when speaking English. One of the schools that carried out the program is Madrasah Aliyah Negeri Insan Cendekia OKI (MAN IC OKI).

MAN Insan Cendekia is a secondary education unit model that combines Islamic Religious Education (PAI) with enrichment in the fields of science and technology as its main characteristic. One of the advantages of MAN Insan Cendekia compared to other high schools is that it is an Islamic boarding school that requires students to communicate daily in the school environment using Indonesian, English, and Arabic. The writer is interested for analyze whether there is anxiety from students at MAN Insan Cendekia OKI in speaking English because they use English in their daily activities and supervised by spies (language supervisors). Besides that, the author is one of the alumni of this school. The participants of this research are 2nd grade students of MAN Insan Cendekia OKI. The writer choose the 2nd graders because the writer thought that the students at this level were not too busy to prepare for the exams and had also been in the school for a long time. The research conducted by the writer is entitled "AN ANALYSIS OF ENGLISH SPEAKING ANXIETY OF THE 2nd GRADE STUDENT OF ISLAMIC SENIOR HIGH SCHOOL (MAN) INSAN CENDEKIA OKI".

1.2 Problems of the Study

1. Is there any English speaking anxiety experience by the 2nd grade students of MAN Insan Cendekia OKI
2. What type of speaking anxiety is the mostly dominant used by the 2nd grade students of MAN Insan Cendekia OKI

1.3 Objectives of the Study

1. To analyze whether there is anxiety in speaking English from the 2nd grade students of MAN Insan Cendekia OKI
2. To find out what type is the mostly dominant used by the 2nd grade students of MAN Insan Cendekia OKI

1.4 The Significance of the Study

The results of this study are expected to help students, teachers, writers, and others. This research can be additional knowledge for students to be more motivated in improving speaking skills. For teachers, it is hoped that this research can be additional knowledge for teachers what type is more dominant in the anxiety of speaking English in students. From this study, writer can also have more experience in research and can find out what type is more dominant in English speaking anxiety from students of MAN Insan Cendekia OKI, and it is also hoped that this research can be a reference for other future studies.

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