

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN ENGLISH
ENCOUNTERED BY SEVENTH GRADE STUDENTS AT MTSN 1
NGANJUK**

THESIS



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2026

COVER

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THESIS

Presented to:

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In Partial Fulfillment of the Requirements

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By:

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I hereby declare that this thesis is my own work, written based on my own ideas and knowledge under the guidance of my advisors. The data in this study are obtained from journals, reference books, and other reliable sources. I do not copy any previously published work except for properly cited references. If this thesis is proven to involve plagiarism, I am fully responsible and willing to accept any academic consequences.

This thesis is submitted in partial fulfillment of the requirements for the degree of Sarjana (S1) in the English Department, UIN Syekh Wasil Kediri.

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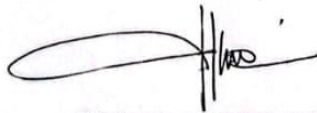
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Demikian agar maklum dan atas kesediaannya kami ucapkan terima kasih.

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Setelah dilakukan perbaikan pada materi dan susunan skripsi sesuai dengan beberapa masukan yang diberikan dalam Sidang Munaqosah yang dilaksanakan pada 25 Juni 2026, kami menyatakan bahwa hasil perbaikan tersebut dapat diterima dan disetujui.

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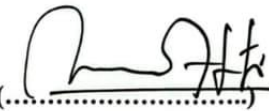
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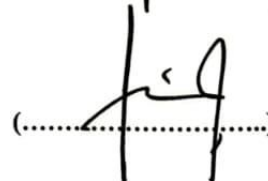
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MOTTO

All our dreams can come true if we have the courage to pursue them

-Walt Disney

DEDICATION

Thanks to Allah SWT and the Prophet Muhammad SAW for His blessings, and I am grateful for this extraordinary pleasure and opportunity, so that I can learn and gain knowledge during my study period. This thesis is dedicated to:

1. To my parents. Thank you for all your prayers, love, sacrifices, and never-ending support. I realize that every step I take and every achievement I make is inseparable from your hard work, patience, and sincerity in guiding me. I hope this achievement can serve as a small expression of my gratitude for all the love and support you have given me.
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ABSTRACT

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Keywords: *Speaking anxiety, Speaking skills, EFL Students, Qualitative study*

Speaking is one of the essential skills in learning English. However, many students experience anxiety when communicating in English, which affects their confidence, participation, and speaking performance. Therefore, this study aimed to identify the factors contributing to students' speaking anxiety and explore students' experiences of speaking anxiety during English speaking activities.

This study employs a qualitative descriptive research. The subjects in this study were seventh-grade students at MTsN 1 Nganjuk who experienced anxiety when speaking in English class. Data collection was conducted through observation, interviews, and documentation. The data obtained were then analyzed using thematic analysis, which included familiarization with the data, coding, theme identification, theme review, theme determination and naming, and report writing.

The findings revealed that students' speaking anxiety was influenced by both internal and external factors. The internal factors included lack of vocabulary, low self-confidence, fear of making mistakes, self-perceived speaking ability, and lack of readiness. The external factors consisted of classroom pressure, teaching methods, and the social environment. Fear of making mistakes and limited vocabulary emerged as the most dominant factors. Furthermore, students experienced speaking anxiety through nervousness, hesitation and mental blocking, fear of negative evaluation, and the use of coping mechanisms, such as practicing before speaking, asking for assistance, using simple vocabulary, taking deep breaths, and remaining calm. These findings suggest that speaking anxiety develops through the interaction between students' psychological conditions and their classroom environment. Therefore, teachers should create a supportive classroom atmosphere and provide constructive feedback and regular speaking opportunities to help students reduce anxiety and improve their confidence.

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