

**AN ANALYSIS ON THE SPEAKING ANXIETY AMONG FIRST YEAR
STUDENTS OF UIN SYEKH WASIL KEDIRI: CAUSES AND
STRATEGIES**

THESIS



BY:

Ema Nur Haliza

NIM. 22202117

**ENGLISH LANGUAGE DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SYEKH WASIL KEDIRI**

2026

TITLE PAGE

**AN ANALYSIS ON THE SPEAKING ANXIETY AMONG FIRST YEAR
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STRATEGIES**

THESIS

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In Partial Fulfilment of the Requirement

For the Degree of Sarjana in English Language Education

By:

Ema Nur Haliza

NIM. 22202117

ENGLISH LANGUAGE DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY SYEKH WASIL KEDIRI

2026

DECLARATION OF AUTHENTICITY

Name :Ema Nur Haliza
Student's ID Number :22202117
Study Program :Department of English Language Education
Faculty :Tarbiyah
Title of Thesis :An Analysis On The Speaking Anxiety Among
First Year Students Of UIN Syekh Wasil Kediri:
Causes and Strategies

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as a result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree on qualification of this or any other university of higher education. Due to this fact, I am the only person responsible for the thesis if there is any subjection or claim from others. This thesis is to fulfill the requirement for the degree of Sarjana (S1) in the English Study Program, State Islamic University Syekh Wasil Kediri.

Kediri, 23 June 2026



Researcher

Ema Nur Haliza

NIM. 22202117

APPROVAL PAGE

This is to certify that the Sarjana's thesis of Ema Nur Haliza has been approved by the thesis advisors for further approval by the Board of Examiners.

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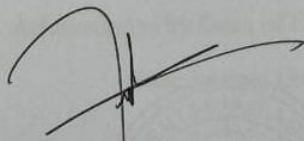
EMA NUR HALIZA

22202117

Approved by:

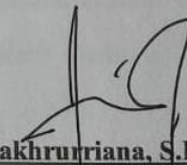
Advisor 1

Advisor 2



Dr. Irma Khoirot Daulay, M.Hum.

NIP. 199003132022032001



Ria Fakhrunriana, S.Pd.I, M.Pd.

NIP. 198010172023212017

RATIFICATION SHEET

AN ANALYSIS ON THE SPEAKING ANXIETY AMONG FIRST YEAR
STUDENTS OF UIN SYEKH WASIL KEDIRI: CAUSES AND
STRATEGIES

EMA NUR HALIZA

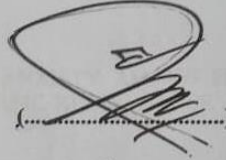
NIM. 22202117

Has been examined by the Board of Examiners of State University Syekh Wasil
Kediri on June 2026.

1. Main Examiner

Dr. Agus Edi Winarto, M.Pd, M.H

NIP. 196505272000031001

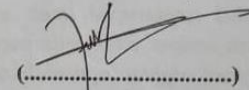


(.....)

2. Examiner 1

Dr. Irma Khoirot Daulay, M.Hum.

NIP. 199003132022032001

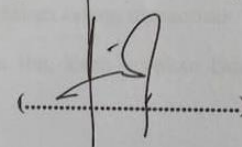


(.....)

3. Examiner 2

Ria Fakhurriana, S.Pd.I, M.Pd.

NIP. 198010172023212017



(.....)

Kediri, July 02nd 2026

Acknowledge by Dean of Faculty of Tarbiyah and Teacher Training

State Islamic University Syekh Wasil Kediri



Prof. Dr. H. Munifah, M. Pd.

NIP. 197004121994032006

NOTA KONSULTAN

NOTA KONSULTAN

Kediri, 22 June 2026

Nomor :
Lampiran :
Hal : Bimbingan Skripsi
Kepada
Yth. Dekan Fakultas Tarbiyah da Ilmu Keguruan
Universitas Islam Negeri (UIN) Syekh Wasil Kediri

Assalamualaikum Wr. Wb

Memenuhi permintaan Ibu Dekan untuk membimbing penyusun skripsi mahasiswa tersebut di bawah ini:

Nama : Ema Nur Haliza

NIM : 2220217


Judul : AN ANALYSIS ON THE SPEAKING ANXIETY AMONG FIRST YEAR STUDENTS OF UIN SYEKH WASIL KEDIRI: CAUSE AND STRATEGIES

Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir sarjana strata satu (S-1). Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam jangka waktu yang ditentukan dapat diajukan dalam sidang munaqosah.

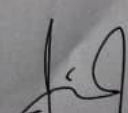
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Wassalamualaikum Wr. Wb

Advisor 1


Dr. Irma Khoirot Daulay, M.Hum
NIP.199003132022032001

Advisor 2


Ria Fakhurrjiana, S.Pd.I, M.Pd
NIP.198010172023212017

NOTA PEMBIMBING

Kediri, 02 July 2026

Nomor :
Lampiran :
Hal : Bimbingan Skripsi
Kepada
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri (UIN) Syekh Wasil Kediri

Assalamualaikum Wr. Wb

Memenuhi permintaan Ibu Dekan untuk membimbing penyusun skripsi mahasiswa tersebut di bawah ini:

Nama : Ema Nur Haliza

NIM : 2220217

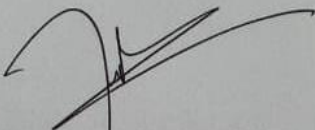
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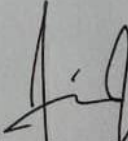
Demikian agar maklum dan atas kesediaan, kami ucapkan banyak terimakasih.

Wassalamualaikum Wr. Wb

Advisor 1


Dr. Irma Khoirot Daulay, M.Hum
NIP.199003132022032001

Advisor 2


Ria Fakhurrjana, S.Pd.I, M.Pd
NIP.198010172023212017

MOTTO

“LEARN, GROW, AND DARE TO MOVE FORWARD.”

DEDICATION

First of all, I would like to express my deepest gratitude to Allah SWT for His blessings, guidance, and mercy, which have enabled me to complete this thesis. I would like to dedicate this thesis to:

1. My beloved mother, Mrs. Sunarmi, my gateway to heaven, who has continuously prayed for, supported, and encouraged me throughout my educational journey. I am deeply grateful for your unconditional love, patience, sacrifices, and endless prayers that have always accompanied every step of my life.
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6. Lastly, Myself, for remaining strong, persistent, and resilient throughout the process of completing this thesis, despite the various challenges and difficulties encountered along the way.

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ABSTRACT

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Keyword: *Speaking Anxiety, Causes, Strategies, First-Year Students.*

Speaking anxiety is one of the most common psychological challenges faced by EFL students particularly during English speaking activities as it can undermine their self-confidence and negatively impact their speaking performance. Although numerous studies have examined speaking anxiety, limited attention has been paid to how students with varying levels of speaking proficiency experience and cope with this anxiety within the context of Islamic higher education. Therefore, this study investigates speaking anxiety among first-year English Department students at UIN Syekh Wasil Kediri by analyzing its causes and identifying the strategies students employ to manage it. To gather rich, in-depth data, four participants were purposively selected; they exhibited signs of speaking anxiety during classroom speaking activities and represented different levels of speaking proficiency (C+ and B), thereby enabling the researcher to explore the experience of anxiety across varying proficiency levels.

This study employed a descriptive qualitative design. The participants consisted of four first-year students from Class E in the 2025/2026 academic year. Data were collected through classroom observations and semi-structured interviews. The collected data were analyzed using Braun and Clarke's thematic analysis, which involved familiarizing with the data, generating initial codes, developing themes, reviewing and defining themes, and reporting the findings.

The findings revealed that speaking anxiety was influenced by four interconnected factors: cognitive, social, academic, and linguistic. Cognitive factors emerged as the most dominant causes, particularly shyness and low self-esteem, which led students to feel nervous, embarrassed, and afraid of making mistakes when speaking English. Social factors were related to the classroom environment, while academic factors included pronunciation difficulties and spontaneous speaking tasks. Linguistic weaknesses in pronunciation, vocabulary, grammar, fluency, and comprehension also contributed to students' anxiety. To cope with these challenges, students employed preparation and practice, relaxation and positive thinking, and peer-seeking through interaction and support from classmates. In conclusion, speaking anxiety results from the interaction of psychological, social, academic, and linguistic factors that influence students' confidence and speaking performance. Although the coping strategies helped reduce anxiety and increase confidence, they did not always address students' specific linguistic weaknesses. Therefore, integrating anxiety reduction strategies with targeted speaking skill development is recommended to help students overcome speaking anxiety more effectively and enhance their overall speaking competence.

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