

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN EFL
CLASSROOM AT THE SECOND GRADE OF SMAN 3 KEDIRI**

THESIS



Arranged by:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF KEDIRI**

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THESIS

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2023

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my 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 or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis id there is any objection or claim for others.

This thesis is to fulfil the requirements for the degree of *Sarjana* (S1) in English Study Program, State Islamic Institute (IAIN) of Kediri.

Kediri, June 6th, 2023

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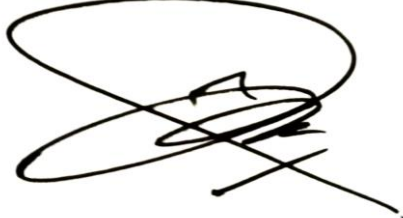
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CLASSROOM AT THE SECOND GRADE OF SMAN 3 KEDIRI**

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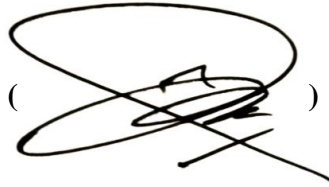
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MOTTO

"Tidak ada ujian yang tidak bisa diselesaikan. Tidak ada kesulitan yang melebihi batas kesanggupan. Karena Allah tidak akan membebani seseorang melainkan sesuai dengan kadar kesanggupannya'." (QS. Al-Baqarah: 286)

DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to express my gratitude to Allah SWT who has given me health to complete this thesis.

Second to our Prophet Muhammad SAW who has guide us from wrong way to the right way.

I would like to **dedicate** this thesis to:

My beloved family in Nganjuk, especially to my beloved parents, my father (Mr Basori) and my mother (Mrs Susiana), my grandparent (Mrs Sudjirah), my beloved little brother (Sasmito Dwi Hendriawan), and the entire extended family that I cannot mention one by one. Thank you very much for the prayers, all the support, effort, love, material, encouragement and others. May Allah ease their affairs, be healthy physically and spiritually and have a blessed long life. I do really want to make you proud of me.

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Proud of me.

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The researcher realizes that this thesis is still far from the word “perfect”. Therefore, the researcher accepts support, critiques, and suggestions. The researcher hopes that this thesis can be useful for the next researcher in particular and the readers in general. May Allah SWI always bless all of us. *Aamiin* .

Kediri, 15 June 2023

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ABSTRACT

Sa'adah, Aulia Nikmatu. 2023. *An Analysis of Students' Speaking Anxiety in EFL Classroom at the Second Grade of SMAN 3 Kediri.* Thesis. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisors: (I) Drs. Agus Edi Winarto, M.Pd. (II) Nur Afifi, M.App, Ling, Ph.D.

Keywords: *Speaking, anxiety, EFL Classroom*

Anxiety is a normal feeling that occurs in students when they face situations that make them feel threatened. The feelings that usually arise when students experience anxiety is fear, tension, and worry about what will happen, especially when they asked to speak English, as the anxiety experienced by the students in the second grade of SMAN 3 Kediri. This research aimed to determine the levels of students' speaking anxiety in the EFL Classroom in the second grade of SMAN 3 Kediri and the factors contributing to speaking anxiety in the second grade of SMAN 3 Kediri.

This study used descriptive qualitative approach. The instrument used is the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire adapted from Horwitz et al. (1986) to figure out students' speaking anxiety levels and interview to determine the factors contributing to speaking anxiety. The participant in this research were 35 students of XI-MIPA 8 who had filled out the questionnaire completely and ten students with different anxiety level had been interviewed.

The data was analysed using the theory from Horwitz and calculated manually to find out the level of students speaking anxiety. The results of this research showed that XI-MIPA 8 students of SMAN 3 Kediri are at “anxious” category (high anxiety level), which comprises nearly half of the students, or 14 (40%) students. The “mildly anxious” category (medium anxiety levels) is in second place, with 12 (34%) students, and is followed by the “relaxed” category (low anxiety levels), with 6 (17%) students. The category with the smallest distribution is the “very anxious” category (low anxiety levels), which only has 3 (9%) students, followed by the “very relaxed” category, which has a zero distribution. FLCAS questionnaire was determined based on the three aspects: Communication apprehension, Fear of negative evaluation and Test anxiety. From those three aspects, the communication apprehension contributes the most to the students' anxiety accounted for 55%. On the other hand, the contributing factors to students' speaking anxiety are speaking in front the class, fear of mistakes, fear of negative evaluation, low self-esteem, low English proficiency, lack of confidence, and lack of preparation.

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