

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF SELF-CONCEPT AFFECT
TOWARD TO ENGLISH SPEAKING ANXIETY AMONG THE
FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION
DEPARTMENT AT IAIN METRO**

By:

**LAILI KHUSNIAWATI
Student Number Id :1701070028**



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M**

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF SELF-CONCEPT AFFECT
TOWARD TO ENGLISH SPEAKING ANXIETY AMONG THE
FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION
DEPARTMENT AT IAIN METRO**

Presented as a Partial Fulfillment of The Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
LAILI KHUSNIAWATI
STUDENT. ID. 1701070028

**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

Sponsor : Dr. Ahmad Subhan Roza, M.Pd
Co-Sponsor :Eka Yuniasih, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS OF SELF CONCEPT AFFECT TOWARD TO ENGLISH SPEAKING ANXIETY AMONG THE FIFTH SEMESTER STUDENT'S OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

Name : Laili Khusniawati

Students Number : 1701070028

Department : English Education Department

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Thesis (munaqosyah) in Tarbiyah Faculty and Teachers Training of State Institute of Islamic Studies (IAIN) of Metro.

Sponsor

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Metro, 29/11/2021

Co-Sponsor

Eka Yuniasih, M.Pd
NIDN. 0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the munaqosyah of Laili Khusniawati**

To :

The Honorable the Head of Tarbiyah Department
of State Institute for Islamic Studies of Metro

Assalamu'alikum, Wr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

Name : Laili Khusniawati
Student Number : 1701070028
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education Department
Title : AN ANALYSIS OF SELF CONCEPT AFFECT
TOWARD TO ENGLISH SPEAKING ANXIETY
AMONG THE FIFTH SEMESTER STUDENT'S OF
ENGLISH EDUCATION DEPARTMENT AT IAIN
METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum, Wr.Wb.

Sponsor


Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Metro, 29.11.2021

Co-Sponsor


Eka Yuniasih, M.Pd
NIDN. 0210078702

The Head of English Education Department


Andianto, M.Pd
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Laili Khusniawati**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
Assalamu'alikum, Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama : **Laili Khusniawati**
NPM : 1701070028
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : AN ANALYSIS OF SELF CONCEPT AFFECT TOWARD TO ENGLISH SPEAKING ANXIETY AMONG THE FIFTH SEMESTER STUDENT'S OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

Sudah kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum, Wr.Wb

Dosen Pembimbing I

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Metro, ~~29 November~~ 2021
Dosen Pembimbing II

Eka Yuniasih, M.Pd
NIDN. 0210078702

Ketua Jurusan Tadris Bahasa Inggris

Andianto, M.Pd
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmuyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

B-5592/111-28-1/D/PP.00-9/12/2021

An Undergraduate Thesis entitled AN ANALYSIS OF SELF-CONCEPT AFFECT TOWARD TO ENGLISH SPEAKING ANXIETY AMONG THE FIFTH SMESTER STUDENT'S OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO, Written by: LAILI KHUSNIAWATI, Student Number 1701070028, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, December 8th 2021 at 08.00 10.00 A.M.

BOARD OF EXAMINERS

- Chairperson : Dr. Ahmad Subhan Roza, M.Pd.)
- Examiner I : Dr. Umi Yawisah, M.Hum)
- Examiner I : Eka Yuniasih, M. Pd)
- Secretary : Lenny Setyana, M. Pd)



(Handwritten signatures and initials over the stamp)

The Dean of Tarbiyah and Teacher Training Faculty



(Handwritten signature)
 Dr. Zahairi, M. Pd

NIP. 19620612 198903 1 006

**AN ANALYSIS OF SELF-CONCEPT AFFECT
TOWARD TO ENGLISH SPEAKING ANXIETY AMONG THE
FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION
DEPARTMENT AT IAIN METRO**

ABSTRACT

**BY:
LAILI KHUSNIAWATI**

The aims of this research are 1) to explain the self-concept factors that can affect the English speaking anxiety of the students, 2) to find out the solution to the self-concept problem that affected the English speaking anxiety of the students.

This research was a qualitative research. The data were collected through Interview, observation, documentation and field notes. Additionally this research applied Miles and Huberman model that consisted of four steps of data analysis technique they are: collect the data, reduces the data, display the data, and the last is making conclusion. The researcher took ten students of the fifth semester of English Education Department of IAIN Metro, and the lecturer of speaking for formal communication subject as a primary sources, and journals as a library sources.

Therresults of this research is, the factor of self-concept that affected the students English speaking anxiety they are self-esteem, self-confidence, self-defense, and self-integration. Then each of these aspects giving some affect as much as follows: (46,75%) to self-esteem, (53,23%) to self-cofident, then (0%) to self-defense and self-integration. The problem solution of English speaking anxiety that affected by self-concept are: the students need to practice consistently, the students need the motivation from themselves, and consult with the teacher or counselor.

Keywords: *English Speaking Anxiety, Self-Concept.*

**ANALISIS PENGARUH KONSEP DIRI
TERHADAP KECEMASAN BERBICARA BAHASA INGGRIS
PADA MAHASISWA SEMESTER V JURUSAN PENDIDIKAN
BAHASA INGGRIS DI IAIN METRO**

ABSTRAK

**OLEH:
LAILI KHUSNIAWATI**

Tujuan dari penelitian ini yaitu, 1) menjelaskan faktor-faktor konsep diri yang dapat mempengaruhi kecemasan berbicara bahasa Inggris mahasiswa, 2) untuk mengetahui solusi bagi masalah konsep diri yang mempengaruhi kecemasan berbicara bahasa Inggris mahasiswa.

Penelitian ini merupakan penelitian kualitatif. Pengumpulan data dilakukan melalui wawancara, observasi, dokumentasi dan catatan lapangan. Selain itu penelitian ini menerapkan model Miles dan Huberman yang terdiri dari empat langkah teknik analisis data yaitu: pengumpulan data, reduksi data, penyajian data, dan terakhir penarikan kesimpulan. Peneliti mengambil sepuluh mahasiswa semester lima Jurusan Pendidikan Bahasa Inggris di IAIN Metro, dan seorang dosen pengampu mata kuliah speaking for formal communication sebagai narasumber, serta jurnal sebagai sumber perpustakaan.

Hasil penelitian ini adalah, faktor konsep diri yang mempengaruhi kecemasan berbicara bahasa Inggris mahasiswa, yaitu, harga diri, kepercayaan diri, pertahanan diri, dan integrasi diri. Selanjutnya, masing-masing aspek memberikan pengaruh sebagai berikut: (46,75%) untuk harga diri, (53,23%) untuk kepercayaan diri, kemudian (0%) untuk pertahanan diri dan integrasi diri. Solusi dari permasalahan kecemasan berbicara bahasa Inggris mahasiswa yang dipengaruhi oleh konsep diri adalah, mahasiswa perlu berlatih dengan konsisten, motivasi dari diri mereka sendiri, dan berkonsultasi dengan guru atau konselor.

Kata Kunci: *Kecemasan Berbicara Bahasa Inggris, Konsep Diri.*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned

Name : Laili Khusniawati

Student Id. : 1701070028

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, December 29, 2021

The Researcher



Laili Khusniawati
ST.ID 1701070028

PERNYATAAN ORISINALITAS PENELITIAN

Yang bertandatangan di bawah ini:

Nama : Laili Khusniawati
NPM : 1701070027
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa penelitian ini merupakan hasil penelitian peneliti, kecuali bagian-bagian tertentu yang dikutip dan disebutkan pada daftar pustaka.

Metro, 29 Desember 2021

Peneliti



Laili Khusniawati
NPM 1701070028

MOTTO

مَا يُصِيبُ الْمُسْلِمَ مِنْ نَصَبٍ وَلَا وَصَبٍ وَلَا هَمٍّ وَلَا حُزْنٍ وَلَا أَذًى وَلَا غَمٍّ حَتَّى
الشُّوْكَةِ يُشَاكُهَا إِلَّا كَفَّرَ اللَّهُ بِهَا مِنْ خَطَايَاهُ

“Tidaklah seorang muslim tertimpa suatu kelelahan, atau penyakit, atau **kehawatiran (cemas)**, atau **kesedihan**, atau gangguan, bahkan duri yang melukainya melainkan Allah akan menghapus kesalahan-kesalahannya karenanya.”

(Hadits Riwayat Bukhari no. 5642)

This undergraduate thesis is specially dedicated to:

My beloved parents, Mr. Saji Sumarta (my beloved daddy) and Mrs. Musringah (my beloved mommy) who always pray and support in their endless love

My all beloved older brothers. Taufiqurrahman my first older brother, Selamat Muhtar Yahya and his twins Late. Muhtar Aziz, my second older brother

My beloved advisors, Dr. Ahmad Subhan Roza, M.Pd as the first advisor and Eka Yuniasih, M.Pd as the second advisor

My beloved Examinors, Dr. Umi Yawisah, M.Hum as the first examiner and Eka Yuniasih, M.Pd as the second examiner

My beloved closest friends, Nurul Indah Safitri, Wulansari, Khusnul Mudliah, Rima Iklyma, Qinta Natasya Z.M, Yuliana Kurniasari, Alviatul Mayasari

My wonderful class, TBI D and C (every class with special types of students)

My beloved Almamater of State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

First of all, thanks to Allah, the Most Gracious and Merciful, because of His amazing blessings, researcher can complete this thesis. Then, peace and greetings are always with our beloved prophet Muhammad, a person who has brought us from the darkness to the lightness, may peace always accompany him. “An Analysis of Self-Concept Affect Toward to English Speaking Anxiety Among The Fifth Semester Students of English Education Department at IAIN Metro” is the title of this undergraduate thesis. This research cannot be achieved without the motivation, help and support of many people.

Secondly, on this good occasion, the researcher wants to pay a deep respect, and wants to thank you for:

1. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and the Teaching Faculty of State Institute for Islamic Studies of Metro (IAIN).
2. Andianto, M.Pd., as the Head of the English Department of State Institute for Islamic Studies of Metro (IAIN).
3. Dr. Ahmad Subhan Roza, M.Pd., as the first advisor who has motivated researcher to complete this research as soon as possible, and spent the time available to guide and provide good suggestions for researchers.
4. Eka Yuniasih, M.Pd., as the second advisor, for criticism, correction, suggestions and valuable time to complete this proposal.
5. All my lecturers, who have given me knowledge and information.

Metro, December 29, 2021
Writer,



Laili Khuniawati
1701070028

TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
NOTA DINAS	v
RATIFICATION PAGE	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
PERNYATAAN ORISINALITAS PENELITIAN	x
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xvii
CHAPTER I INTRODUCTION	1
A. Background of Study.....	1
B. Research Question.....	8
C. Objective and Benefit of The Study.....	8
D. Prior Research	9
CHAPTER II REVIEW OF LITERATURE	12
A. General Description.....	12
1. The Concept of English Speaking Anxiety	12
a. The Definition of Speaking Anxiety	12
b. Foreign Language Anxiety	13
c. Foreign Language Anxiety Aspect.....	15
d. Impact of Foreign Language Anxiety.....	16

e. The Indicators of Speaking Anxiety	18
2. The Concept of Self-Concept	20
a. The Definition of Self-Concept	20
b. The Division of Self-Concept.....	21
c. The Kinds of Self-Concept	21
d. The Factors that Influenced The Self-Concept....	22
e. The Aspects of Self-Concept.....	23
CHAPTER III RESEARCH METHOD.....	27
A. Types And Characteristic Of Research	27
B. Data Resources	28
C. Data Collection Technique	29
D. Data Analysis Technique.....	30
E. Research Approach.....	32
CHAPTER IV RESEARCH RESULT AND DISCUSSION.....	34
A. Description of the Research Setting	34
1. The Brief Profile of IAIN Metro	34
2. English Education Department.....	35
3. Description of Result Research	37
B. Discussion.....	43
CHAPTER V CONCLUSION AND SUGGESTION.....	58
A. Conclusion.....	58
B. Suggestion	60
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1	The Data of Pre-Survey	5
Table 2	The Percentage Result of Pre-Survey Data	6
Table 3	Speaking Presentation Assessment Criteria By Brown and Abeywickrama	17
Table 4	Rating Point.....	18
Table 5	Total Students of TBI 2020-2021.....	36
Table 6	Total Lectures of TBI Based On Gender 2020-2021	37
Table 7	Observation Sheet of Self-Concept Aspect.....	46
Table 8	The Data Reduce of Research Result.....	56
Table 9	The Percentage of Research Result.....	57

LIST OF FIGURES

Figure I Analysis Components of Data By Miles and Huberman Model	31
Figure II The Percentage of Research Result.....	58

LIST OF APPENDICES

APPENDICES I

1. Documentation Sheet
2. The Structural Organization of The State Institute for Islamic Studies of Metro
3. The Sketch of Location of The State Institute for Islamic Studies of Metro
4. Blueprint of Interview Sheet (The Student)
5. Blueprint of Interview Sheet (The Lecture of Speaking for Formal Communication Subject)
6. Interview Sheet (The Student)
7. Interview Sheet (The Lecture of Speaking for Formal Communication Subject)
8. Field Note Sheet

APPENDICES II

1. Pre-Survey Letter
2. Letter of Reply to The Pre-Survey Letter
3. Thesis Guidance Letter
4. Letter of Assignment
5. Research Letter
6. Letter of Reply to The Research Letter
7. Thesis Guidance Consultation Card
8. Letter of Library Free Certificate
9. Research Documentation

CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background of The Study

English language is one of the languages in the world whose use has a very good impact on several aspects of human life. One of the impacts of mastering English language is everyone who is separated due to language differences in each country can be connected to each other. So that, the English language is also refer to as an international language. Furthermore, there are four English language skills they are, listening skill, speaking skill, reading skill, and writing skill. It is important for a student majoring in English language to have proficiency in the four English skills above.

However in this study will be more specifically on the students speaking ability in English language. Next is the explanation about speaking ability, speaking ability is productive and important language skills in conveying information orally. Speaking is the ability of people to convey ideas, thoughts, or feeling. In the process of mastering the ability to speak in English language, of course each of the students has different challenges. One of the challenges most often experienced by students in the classroom is the feeling of anxiety that haunts the thoughts and feelings of the students who are speaking in English language when presenting the material. Experiencing the English speaking anxiety is commonly happen, because, everyone is possible to experience speaking anxiety.

Moreover, in Indonesia English language is a foreign language posted in schools, both public and private schools. But, the use of English language in daily life for Indonesians still relatively rare because English language was assumed as the language that difficult to mastered. On the other hand, actually mastering English language is important, because a good mastery of English language is able to support the success of someone who mastered English language. States Institute for Islamic Studies of Metro is one of the State Institute which was conducted the English Education Department. The learning method that is often applied in class English Education Department of IAIN Metro is presentation and discussion.

However, the students English speaking ability is also important to note. The students are expected to be able to convey the material well. But the problem is that not all of the students are able to convey the material well, for example forgetting a piece of part of the material, and remaining silent in the discussion situation which is usually caused by feelings of anxiety that interfere with students concentration when presenting in English language. The common problems that occur when students present the material, students will experience speaking anxiety caused by several factors such as feelings of shame, anxiety, fear of making mistakes and getting poor evaluation from audiences that included in the foreign language anxiety.

Next, the English speaking anxiety can be affected by some aspects, first is foreign language anxiety because in Indonesia, English language still being foreign language and second is the self-concept, because self-concept

has a very large role in shaping the individual behavior. Foreign language anxiety is consisted by three aspects, that are communication apprehension, fear of negative evaluation, and anxiety test. In addition self-concept are consisted by four aspects that are self-esteem, self-confidence, self-defense, and self-integration. Self- concept formed as a result of a person experiences or interactions with other people. Self-concept will continue to develop over time, and has started from childhood.

In fact, everyone always has their own experience then each experience will form a different self-concept. There are two types of self-concept, namely positive self-concept and negative self-concept. For someone who tends to have a positive self-concept, it will be easier to see, understand, and motivate him-self in a positive direction compared to someone who tends to have a negative self-concept.

Furthermore, self-concept has a very large role in shaping the individuals behavior. For example, behavior when hanging out with family, hanging out with peers, in their social environment, and how a person responds to his own problems. Self-concept is also related to how a person chooses an attitude or action in a certain situation. For example, in the academic field, if the students are realizes that the student has less motivation to learn. The students can choose actions to motivate themselves to learn, or remain in a state that is less motivated to learn. So it can be seen that the self-concept carries out its role in several fields including the role in the field of education.

There are some aspects of self-concept which is possibly affects the students English speaking anxiety they are, self-esteem and self-confident. The students who have a low self-confident will be scared to make a mistake, because they not really beliefs toward to their ability. Next is, the students who have a low self-esteem usually have a behavior to assume that they have no ability than another students. For the students who have a tendency toward to negative self-concept will have difficulty to repair their self-ability, as like as their self-confident and their problem solving ability. Therefore, having a positive self-concept in terms of academics is really helpfull, because a positive self-concept will encourage students to grow and develop to be better person. The main purpose of this research is to find out the self-concept affect on the English speaking anxiety among the fifth semester students of The English Education Department at IAIN Metro.

The researcher conducted a pre-survey to the fifth semesterstudents at IAIN Metro, and was done on the date September 11th 2021. Besides that, the pre-survey data is show that the most of the students of English Education Department at IAIN Metro are having English speaking anxiety. The researcher took ten students of the fifth semester of English Education Department at IAIN Metro. The sampling technique that the researcher uses is the random sampling technique. The researcher uses the interview and observation technique to get the pre-survey data. The researcher conducted three questions of interview, which is consists of three aspects of foreign language anxiety that are communication apprehension, fear of negative

evaluation, and anxiety test question. The result of pre-survey data illustrated by the table below:

Table 1
The Data of Pre-Survey

No	Name of Respondents	Aspects of Foreign Language Anxiety		
		Communication Apprehension	Fear of Negative Evaluation	Anxiety Test
		I ₁	I ₂	I ₃
1	A.S.	√	√	√
2	C.Y	√	-	√
3	E.A.W	√	√	√
4	L.N.K	√	√	√
5	F.R.A	√	-	√
6	H.	√	√	√
7	N.D.C	√	-	√
8	T.K	√	-	√
9	E.Z	√	√	√
10	E.R	√	√	√
F		333	233	333
N		899		

Description:

I : Indicator

F : Frequency of each aspect of foreign language anxiety

N : The total of frequency

Moreover, the researcher try to find out the percentage of foreign language anxiety that experienced by the students. Bellow is the percentage formula that the researcher used,

The percentage formula, $P = \frac{F}{N} \times 100$

Thus, the result of the affects of English speaking anxiety aspects toward to the students, as follows:

Table 2
The Percentage Result of Pre-Survey Data

No	Aspects of foreign language anxiety	Percentage
1	Communication Apprehension	37%
2	Fear of Negative Evaluation	26%
3	Anxiety Test	37%

Based on the table above, the communication apprehension and anxiety test giving 37 %, in affecting the students English speaking anxiety. In addition fear of negative evaluation affect the students English speaking anxiety as much 26 %. Then, based on the table of pre-survey data above, it can be concluded that the English speaking anxiety of the students relatively high, because the most of foreign language anxiety aspect mostly experienced by the students, then the students foreign language anxiety of the fifth semester of English Education Department at IAIN Metro relatively high.

In addition according to the interview that the researcher do with the fifth semester students of English Education Department of States Institute for Islamic Studies of Metro, the researcher also find out some information which can explain why the students felling anxious when speaking in English language. The students problem in speaking in English language as follows: 1) The students are afraid for getting a negative evaluation. 2) The students are feeling shy to get the center of attention. 3) The students are feeling less of ability to speaking in English language.4) The students lack of self-confidence. 5) The students are having pronunciation problem. 6) The students are having fluency problem. 7) The students feel so anxious and being too

humble. 8). Based on interview, the common problem in the speaking class is the students are afraid to get abandonment from the audience. Furthermore, the lack of self-confidence, afraid for getting a negative evaluation, afraid to make a mistake and feeling less of ability in English speaking, anxiety, and being too humble.

All these indicate the importance for teachers to help students reduce those feelings to improve the student ability to speak in English language. In addition self-concept plays a role in motivating the student to learn in speaking English. Based on the explanations above, it can be concluded that the self-concept are also play the role in the students English speaking anxiety.

Based on all of the explanation above the researcher will do the analyzing of self-concept factors that affect the English speaking anxiety of the fifth semester students of English Education Department of States Institute for Islamic Studies of Metro. Hopefully this research can be the study material that can help the students to develop their self ability. So that, the researcher conduct a qualitative research entitled “An Analysis of Self Concept Affect Toward to English Speaking Anxiety among The Fifth Semester Students of English Education Department at IAIN Metro”.

B. Research Question

Based on the background of the study above, the research would like to identify the research question of the study as follows:

1. What aspects of self-concept problem can affect the students English speaking anxiety?
2. What is the solution to overcome the self-concept problem that affect the students English speaking anxiety?

C. The Objectives and The Benefits of Study

Based on the problem research question above, the researcher would like to identify the objectives and benefits of the study, as follow,

1. The objectives of study

The objectives of the study is as follows:

- a. To explain the self-concept factors that can affect the English speaking anxiety of the students.
- b. To find out the solution to overcome the self-concept problems that affects the English speaking anxiety of the students.

2. The benefits of the study

The benefits of this study is as follows:

- a. This study is expects to provide an explanation about the self-concept factor that affect the English speaking anxiety of the students.
- b. This study is expects to find out the solution to the problem related to English speaking anxiety that affected by the self-concept problem.

- c. This research are expects to be uses as a study material, knowledge development for the readers or students.

D. Prior Research

This research will be conducted by considering several previous studies. The first prior research was conducted by Fitriah and Hayatul Muna, entitled *Foreign Language Speaking Anxiety: A Case Study at English Department students Of IAIN Lhokseum and Al Muslim University*. The objective of this research is to investigate some factors influenced the students anxiety and to find out kinds of anxiety experienced by the students. The data were collected though Foreign Language Classroom Anxiety Scale from 30 students of IAIN Lhokseum and 25 students of Al Muslim University. The data were analyzed by descriptively. The result of this study is the students of IAIN Lhokseum have higher tendency of English speaking anxiety then the students of Al Muslim University.¹ This study has similarities and differences with the first prior research. The similarity between these researches are, in the research approach that the researcher use that is the qualitative research, and also the language skill studied in these researches are speaking especially on the English speaking anxiety. In the other hand the difference of these researches is the data collecting technique that the researcher used, in this first prior research the researcher use the questionnaire and interview technique, meanwhile in this study the researcher use interview, observation, documentation, and field notes.

¹Fitriah, and Hayatul Muna, "Foreign Language Speaking Anxiety: A Case Study at English Department Students of IAIN Lhokseum and Al Muslim University," *Jurnal Ilmiah Didaktika* 19, no.2 (2019): 140.

The second prior research was conducted by Pratiwi Wahyu Widiarti with the title *Konsep Diri (Self-Concept) dan Komunikasi Interpersonal dalam Pendampingan Pada Siswa SMP Se Kota Yogyakarta*. The objective of this research is to determine the self-concept of Junior High School students in the city on Yogyakarta and description of the mentoring model for junior high school students in Yogyakarta city based on adolescent self-concept. The result of this research is there are balanced between those who have low self-concept (222 people: 49.4%), with high self-concept (227 people: 50.6%).²This study has similarities and differences with the second prior research. The similarity of these researches is the object of research that is self-concept. Then the characteristics of research that the researcher used are statistics descriptive. In the other hand the difference of these researches are the kind of research. The second prior research was used the quantitative research and statistics descriptive data analysis technique. Meanwhile in this study the researcher will use the qualitative research and statistics descriptive data analysis technique.

The third prior research was conducted by Aida Mehrad with the title *Mini Literature Review of Self-Concept*. The objective of this research is to focus on individual self-concept. This study used the descriptive qualitative approach. The results of the present study reveal that self-concept assumed as an important factor for each and can change his other belief, attitude, and reaction toward personal and social life. This study likewise explained the

²Pratiwi Wahyu Widiarti, "Konsep Diri (Self-Concept) dan Komunikasi Interpersonal dalam Pendampingan pada Siswa SMP Se Kota Yogyakarta," *Informasi Kajian Ilmu Komunikasi* 47, no.1 (2017): 135.

beginning of self-concept, different views toward this vital factor, the role of introspection, and multicultural.³This study has similarities and differences with the third prior research. The similarity between these research are the research approach that the researcher use, that is qualitative research approach. The other similarity of these researches is the object of the research that is self-concept. The differences of these researches are, the third prior research conducted the library research meanwhile this study is used study case research.

³Aida Merhad, "Mini Literature Review of Self-Concept," *Journal of Educational, Health and Community Psychology* 5, no.2 (2016): 62.

CHAPTER II

REVIEW OF LITERATURE

A. General Description

1. The Concept of English Speaking Anxiety

a. Definition of Speaking Anxiety

The definition of speaking anxiety was explained by Philips, according to Philips, speaking anxiety in public called as the term reticence. It is a condition where a person cannot communicate well, that is not caused by lack of knowledge but it caused by lack of ability to convey the message perfectly. The people will unable to convey the information well. Even though the people were practiced enough and mastered the material. Speaking anxiety is characterized by passive behavior in discussion activities and while the people feel anxiety and it's signed with the psychologically and physiologically reaction.⁴

Therefore, Hagopian, Ollendick, and Barge define speaking anxiety as the anxious feeling that connection with the anxious that felt when being in the speaking situation in public. In the other word, speaking anxiety is the anxious feeling that is related to the anxious feelings that are felt by the people when confronting the speaking situation that forces the people to speak. Speaking anxiety is called a body response. The anxiety also defines as an emotional condition of the people when the people confront the condition that forces the

⁴Ririn, Asamidir, and Marjohan, "Hubungan Antara Keterampilan Komunikasi dengan Berbicara di Depan Umum (Studi Korelasional Terhadap Mahasiswa Jurusan Bimbingan dan Konseling," *Konselor Jurnal IlmiahKonseling* 2,no.1 (2013): 274.

people to speak. The emotion related to anxiety is feeling afraid about the unpleasant thing in the future, feels fear, and inability to repair the problem. In this line is feeling of anxiety when people have to confront a situation where the people are required to speak in public.⁵

Based on the explanation above, the researcher can conclude that speaking anxiety is the inability of people to communicate well. It will make the people passive in a discussion activity. Speaking anxiety can also explain as the emotional condition when the people have the necessary to speak in front of many people and speaking anxiety is the body response when triggered by the situation. The emotion that commonly appears when people feel anxiety is felt fear, anxiety to fail, and afraid about something that is happening yet, it is caused the people are not able to convey the information well.

b. Foreign Language Anxiety

Sometimes, the English speaking anxiety will experienced by the English foreign language learners who will speak in English language in front of the class because in Indonesia, English language is still rarely used, and still assumed as a foreign language. So it is possible if the English foreign language learners are usually feels anxiety when speaking in English language.⁶ Togatorop identifies that the student's tend to be silent in English as a Foreign Language (EFL) classroom because they are unable to manage their nervousness, lack

⁵ Ahmad Humaidi, et. Al. "Tweet-diary: Untuk Menurunkan Tingkat Kecemasan Berbicara Di Depan Umum," *Psikostudia: Jurnal Psikologi* 9,no.2 (2029): 89

⁶Fitriah, and Hayatul Muna, *Foreign Language Speaking Anxiety*.,145.

of self-confidence, shyness, lack of motivation. Thus, it was evident that having speaking anxiety would cause many disadvantages to the language learner.⁷

According to MacIntyre and Gardner foreign language anxiety is defined as the feeling of tension and apprehension which are specifically associated with second language or foreign language context. Horwitz, Horwitz, and Cope mention that foreign language anxiety is the major problem to be overcome in language learning, especially in speaking with another language. Moreover, Tulgar mentioned the fear of being assessed orally, worries about the fluency, intonation, and pronunciation, the fear of implementing the target language with other people, discussing about unfamiliar topics is the major factors which is causing anxiety when speaking. Other factors which affect the foreign language anxiety of learners are such as limited vocabulary knowledge, self-confidence, attitudes toward the target language and learners background in the target language was explained by Akkakoson.⁸

Based on the explanation above, the researcher can conclude that there is any the close relationship between English speaking

⁷Tri Handayani, Yenni Rozimela and Sitti Fatimah, "An Analysis of English-Speaking Anxiety Experienced By The Second Year Students of English Language and Literature Department of Universitas Negeri Padang and Its Causal Factors," *Journal of English Language Teaching* 9, no.3 (2020): 581.

⁸Titis Pahargyan, "Students Anxiety in Speaking English During Distance Learning," *UC Journal: ELT, Linguistics and Literature Journal* 2 no.1 (2021): 3.

anxiety and foreign language anxiety. The researcher argue that one of the factor of English speaking anxiety is foreign language anxiety.

c. The Foreign Language Anxiety Aspects

There are tree aspects of foreign language anxiety that was explained by Horwitz et al. Horwitz et al classified foreign language anxiety into three aspects as follows;

1) Communication apprehension

Communication apprehension according to Tanveer is as a type of shyness that related to feeling fear or anxiety about communication with other people. In another explanation the communication apprehension is a kind of anxiety related to the learners inability to express the opinion and develop the communication with other people.

The communication apprehension occurred since teachers and peers in language classroom. The communication apprehension is related to students self-low confidence. In this case, the students are less of confidence to perform in front of their classmate, because they fear of making mistake.

2) Fear of negative evaluation

Regarding the fear of negative evaluation, as Young argues that students pay more attention to their mistake rather than error correction that should be resolving. Fear of negative evaluation is appears because of peers response or comment toward the student

ability, inability or the student mistake that can make the student feel sad and uncomfortable.

3) Anxiety Test

Howritz argue that the obstacle that faced by the foreign language learner is not only about conveying or speaking fluently, but also comprehend the content message that has been delivered by the speaker and also using grammar in speaking, so that the foreign language learner need to construct the words or sentence with the correctly grammar at the same time when they speaking in foreign language.⁹

d. Impact of Foreign Language Anxiety

Foreign language anxiety is one of the factors that caused the students to get poor assessment especially in speaking subject. There are the speaking anxiety impact in speaking subject according to MacIntyre that is, in academic aspect the English speaking anxiety one of the factors that caused the students to get poor assessment of speaking skill. Because the anxiety that is felt by the students might give a negative effect on the aspect of speaking assessment as such as, fluency, and pronunciation. Also the English speaking anxiety can influence the speaking performance of the students. The trembling sound or trembling limbs that experienced the student, it will disturb the student speaking fluency when speaking in front of the audience.

⁹Fitriah, and Hayatul Muna, *Foreign Language Speaking Anxiety*,146.

To assess the quality of the students speaking skill, the teacher need to make a criteria of speaking assessment. Usually the speaking assessment criteria are use the criteria of speaking assessment by to Brown and Abeywickrama. Below is the criteria of speaking assessment according to Brown and Abeywickrama as follows:

Table 3
Speaking presentation assessment criteria by Brown and Abeywickrama

Criteria of speaking skill	E	VG	G	S	P	Comment
Fluency and coherence. Speak fluently with only rare repetition or self-correction; speak coherently and develops topics fully and appropriately.						
Lexical resource and range. Express with some flexibility and appropriateness, giving effective descriptions and expressing viewpoints on a variety of topics.						
Grammatical range and accuracy. Complex sentence use and minor grammatical occurrence appropriately.						
Pronunciation. Pronounce words correctly, articulate, intonate appropriately.						
Interaction (listen and response). A good contribution to others, active in conversation development.						

Table 4
Rating Point

Initial	Criteria	Score
E	Excellent	5 points
VG	Very good	4 points
G	Good	3 points
S	Satisfactorily	2 points
P	Poor	1 point

According to Brown, the criteria used to assess or evaluate the students speaking performance at least there are six criteria, they are; “pronunciation, fluency, grammar, vocabulary, discourse feature, and task accomplishment”.¹⁰

e. The Indicators of Speaking Anxiety

Speaking anxiety is the condition of the students when confronting the situation that can trigger the students feels anxiety. Anxiety can influence some mental aspects. That is cognitive aspect, physical aspect, and emotional aspect. The cognitive aspect is the aspect related to attention, concentration, memory, creativity, and others. The physical aspect is like the physical response of the students when feels anxiety such as, sweating a lot, and stronger heartbeat, and others. The emotional aspect is the aspect that is related to the sensitivity of the students such as, when the students feel anxious. The students will be more feel nervous and uncontrollable.

In addition, the indicator of the students who experienced the speaking anxiety was explained more specifically by Rogers. Rogers

¹⁰Yenny Rahmawati and Ertin, “Developing Assessment for Speaking,” *IJEE* 1, no.2 (2014): 204-205.

said that the speaking in public symptoms are consist of three aspects is the cognitive aspect, physical aspect, and emotional aspect. The physical symptoms can be felt as like feels a strong heartbeat, trembling sound, trembling limbs, and others. The cognitive symptoms is such as, the un-ability of the people to remember the fact correctly, forgetting the important things, and repeat the same words or sentences. The emotional symptoms commonly happen, for example feel shy, feel un-useful, feel fear, and panic even before the people try to speak in public, the people feel unable to control him-self when speaking in public.¹¹

In this line with the explanation above, there is the researcher finds the same meaning as the explanation from Natalie Rogers. Natalie Rogers said that the symptoms of speaking anxiety in public observed to the manifestation of physical symptoms, mental process symptoms, and the emotional symptoms that uncontrollable.¹² Speaking anxiety symptoms is the reaction of the body when people feels anxiety when speak in English language. Sometimes the symptoms can be uncontrollable so this will be the problem.

¹¹ Achmad Zaini Bayhaqi, Sitti Murdiana, and Ahmad Ridfah, "Metode Expressive Writing untuk Menurunkan Kecemasan Berbicara Di Depan Umum pada Mahasiswa," *Psikoislamedia Jurnal Psikologi* 2, no.2 (2017): 148.

¹² Ririn, Asamidir and Marjohan, *Hubungan Antara Keterampilan Komunikasi.*, 276.

2. The Concept of Self-Concept

a. The Definition of Self-Concept

Self-concept is closely related to individual personality,¹³ because self-concept is an organized conceptual about self. Self is a general term encompassing the ways to perceive, think and evaluate. The individual personality and its match with the surroundings we normally people live in.¹⁴ Self-concept is the concept of the individual. In this study self-concept is a construct regarding views physically, psychology, morally, cognitively and social relation of the individual with other people which are formed and developed as long as the individual lives and interact with their social environment.

The self-concept also defined as the construct regarding views, thoughts, feelings, and the individual judgments toward to himself.¹⁵ Huber and Stanton argue that the self-concept is individual perception of himself, and the self is formed through environment experiences, and the significant given by other people.¹⁶ Leary and Tangney said self-concept is the system that shapes how the individual feel about himself.¹⁷

¹³ Harwani Noviandari, and Agus Mursidi, "Relationship of Self-Concept, Problem Solving, and Self-Adjustment in Youth," *International Journal for Educational and Vocational Studies* 1, no.6 (2019): 653

¹⁴ Khalid Rashid, Muhammad Zafar Iqbal, and Nousheen Khalid, "Development of Self As a Concept in The University Students," *Bulletin of Education and Research* 37, no.2 (2015):44.

¹⁵ Harwani Noviandari, and Agus Mursidi, *Relationship of Self-Concept.*, 653.

¹⁶ Sanjeev Kumar Mishra, "Self-Concept a Person's Concept of Self-Influence," *International Journal of Recent Research Aspects*, (2016): 9

¹⁷ Carolin J. Showers, Christopher P. Ditzfeld, and Virgil Zeigler-Hill, *Self-Concept Structure and the Quality of Self-Knowledge* (ttp:HHS Public Access, 2016), 1

b. The Division of Self-Concept

According to Rogers, self-concept is consists of two divisions, is real self-concept and ideal self-concept. The real self-concept is the concept of the people about who he is, and what he is, then the ideal-self is the representation of people expectations about his appearance and his personality.¹⁸ Rogers explanation closely with the definition based on the identity theory, that is self-concept consisted of two parts, they are: personal identity and social identity. Turner, Brown, and Tajfel said that, the personal identity includes such things as personality traits and other characteristics that make each person unique. In addition the social identity includes the groups we belong to including our community, religion, college, and other groups.¹⁹

c. The Kinds of Self-Concept

Self-concept is an understanding that is believed by the people about themselves that is through a very long process. The self-concept is formed according to the experiences of the individual. The manifestation of self-concept is reflected in an individual reaction pattern, it can be observed from reactions that tend to be permanent and underlying patterns of behavior. Self-concept is divided into two kinds they are, a positive self-concept and negative self-concept.

The individual who has an optimistic pattern of behavior, behavior that is not easy to give up and wants to try new and useful

¹⁸ Beatriks Novianti Killing, "Tinjauan Konsep Diri dan Dimensinya pada Anak dalam Masa Kanak Kanak Akhir," *Jurnal Psikologi Pendidikan & Konseling* 1, no.2 (2015): 117.

¹⁹ Aida Merhad, *Mini Literature Review of Self-Concept.*, 65.

things is a reflection of a self-concept positive.²⁰ Thus, the individual who have more positive beliefs about themselves tend to report higher levels of self-esteem.²¹ Conversely, the individual who considers himself less capable tends to be pessimistic, will behave in fear of facing new things and fear of being unsuccessful, and this is a reflection of a negative self-concept. Furthermore can be conclude that the individual who are able to form positive self-concepts can adjust and accept input from the environment, whereas teenagers who develop negative self-concepts easily feel indecisive, pessimistic and withdraw from association.²²

d. The Factors that Influenced The Self-Concept

There are various factors that influence the formation of self-concept. Burns and Fitts mentioned there are many factors that influence and developed the self-concept of the individual, as follows: age, gender, physical condition and appreciation of the condition, treatment and attitudes of other people around him, meaningful experiences and the influence of meaningful figures in their lives. Self-concept is not permanent, but develops continuously along with the stages of individual development and the broader social interaction faced by the individual.²³ In the other hand Katz and Zigler said

²⁰Harwani Noviandari, and Agus Mursidi, *Relationship of Self-Concept*,653.

²¹Carolyn J. Showers, Christopher P. Ditzfeld, and Virgil Zeigler-Hill, *Self-Concept Structure*,1.

²²Harwani Noviandari, and Agus Mursidi, *Relationship of Self-Concept*,653.

²³*Ibid.*

maturity and intelligence also play a role in developing the self-concept of the individual.²⁴

e. The Aspects of Self Concept

According to Fitts there are four aspects of self-concept that are self-esteem, self-confidence, self-defense, and self-integration.²⁵

1) Aspects of self-esteem

Evans states that the self-esteem is an important psychological factor contributing to health and quality of academic life and life in general²⁶. In other hand Sedikides and Gress stated that self-esteem related to the individual perception or subjective appraisal of the individual self-worth, individual's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self. The self-esteem will show how someone values himself as someone who is valuable, competent, has the ability.²⁷

Branden mentioned that self-esteem consists of two components, first is to consider individuals self-effective, that are to trust in one's ability to think, learn, choose and make correct

²⁴Khalid Rashid, Muhammad Zafar Iqbal, and Nousheen Khalid, *Development of Self as a Concept in The University Students*,44.

²⁵Isnaya Arin Hidayati, and Taufik, "Hubungan Antara Konsep Diri dengan Kecemasan Berbahasa Asing pada Mahasantri Pesma K.H. Mas Mansyur Universitas Muhammadiyah Surakarta," (2013): 8

²⁶Mehry Haddad Narafshan, Samieh Noori, "Enhancing Self-Esteem in Classroom Language Learning: The Potential of Implementing a Strength-Based Positive Psychology Intervention at Higher Education," *International Journal of Language Teaching and Education* 2, no.3 (2018):337.

²⁷Ahmed M. Abdel-Khalek, "Introduction to The Psychology of Self-Esteem," in *Self-Esteem Perspective, Influences and Improvement Strategies*, Franklin Holloway (ed.) (Nova Science Publishers, 2016), 2.

decisions, and to overcome challenges and produce changes, and second is to respect individual self, the confidence in individual is right to be happy, and the confidence that people are worthy of the respect, love and self-fulfillment appearing in their lives.²⁸

2) Aspect of Self-Confidence

Rubio states that self-confidence has both psychological and social aspects.²⁹ Then, according to Bandura, the self-confidence is related to psychological theories of motivation and has the relevance to education.³⁰ The self-confidence, may refer to the individuals various beliefs of their abilities and capabilities. Moreover self-confidence and motivations are then highly relevant especially in education.³¹ The self-confidence can be understand as a cognitive human perception that plays the roles in fulfilling basic human needs such as happiness and success. The self-confidence can play an important role in school, personal, social lives, and therefore, at every stage of life towards success.

Moreover, according to Bong, and friends, the positive effect of self-confidence on students achievements, it is evident that students are enthusiastic, study harder, have higher

²⁸*Ibid.*,4.

²⁹Hayrettin Tuncel, "The Relationship Between Self-Confidence and Learning Turkish As a Foreign Language," *Educational Research and Reviews* 10 no.18 (2015): 2578.

³⁰Richard Sheldrake, "Confidence As Motivational Expressions of Interest, Utility, and Other Influences: Exploring Under-Confidence and Over-Confidence In Science Students at Secondary School," *International Journal of Educational Research* (2016): 50

³¹*Ibid.*,51

motivations, and do not quit when difficulties confront them.³² Low self-confidence may have a negative effect on students' achievements. According to Rubio, low self-confidence may lead to some psychological conditions such as sense of insecurity, fear, anxiety, inferiority behaviors, being inadequate, and fear of humiliation. Because of low self-confidence, the student will not be able to make a good start in learning, because low self-confidence affects students learning motivation.³³

3) Aspects of Self-Defense

Self-defensiveness is the way individuals reduce or deal with feelings of depression, stress or conflict is by carrying out self-defense mechanisms, both consciously and unconsciously. As like as the explanation from Linda. L. Davidoff the main function of defense mechanism is to minimize the inner conflicts, and other un-comfortable feelings. At the beginning the defense mechanism is needed in order to a person can run from their functioning in everyday life. However this patterns actually can make the people condition becomes worst, because it does not help and solve the problem.³⁴

³²Hayrettin Tuncel, *The Relationship Between Self-Confidence and Learning Turkish*., 2575.

³³*Ibid.*, 2578.

³⁴Fadhilla Yusri, "Correlation between Self Concept and Defense Mechanism of Students," *Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling* 6, no.2 (2016): 134-140.

4) Aspect of Self-Integration

Refers to a person ability to commit, show an honest attitude, and be consistent with the decisions that have been taken. The higher a person self-integration, the better the individual will carry out his function and existence. According to Drinan there are five basic principles of academic integrity, namely the values of honesty, trust, fairness, respect and responsibility. ³⁵

³⁵Debrio Muhammad Pradipta. "Integritas Akademik pada Mahasiswa: Studi Kasus Perguruan Tinggi Swasta X Surakarta". *Sripsi*, 24 November 2017, 4-5.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Research

The type of this research is the descriptive research. Descriptive research includes surveys and fact finding. The purpose of descriptive research is description of the state of a context by describing in detail and depth about the conditions in a natural context (natural setting). Then the research approach of this research is qualitative research. Qualitative research is research that aims to describe, study, and explain the phenomenon. Understanding of phenomena can be achieved by describing and exploring through narration of written or spoken descriptive data from participants and observed behavior. The qualitative research describes the analysis which produces findings through data collected with several data collection techniques such as interviews, observations, documents or archives, and field note.³⁶

Descriptive research proposed to gather the important information, to identify problems, to make evaluations and to learn from the experiences of others to make decisions. The researcher applied the surveys that can be use to describe the case and summarize. The purpose of using surveys for descriptive research is to get a good step for certain things.

³⁶ .C.R. Khotari, *Research Methodology: Methods and Techniques*, (New Delhi: International Limited Publisher, 2004),2-3.

B. Data Resources

In this study, the researcher divides the source into two items. They are primary and secondary.

1. Primary sources

The primary source of this research is the ten students of English Education Department at IAIN Metro. Primary sources are the main materials on which the research is basic. In addition, the primary sources can be testimonies or direct evidence about the topic under consideration. The main sources of this research are aspects of self-concept which is affect the English speaking anxiety among the fifth semester students of English Education Department at IAIN Metro. The population is the total amount of fifth semester student of English Education Department at IAIN Metro which is separated into four classes. Next, the researcher choose ten students of the fifth semester of English Education Department at Metro as the primary sources.

2. Secondary sources

Secondary sources are interpretations or analysis based on primary data sources. Secondary sources are useful for explaining primary sources. Secondary data sources are often used to support a thesis or argument. Secondary sources in this research are interviews, documentation, journals, e-books and articles related to research.

C. Data Collecting Technique

Data collection is the accumulation of the data specific. In this line the researcher will analyze the results of all activities with their research designs and procedures. Data is very important for this research. In addition, data are needed to support various arguments in the research findings. The researcher also preparing the data collection techniques, there are semi structured interview, non-participant observation, field notes, and the document.

1. Interview

An interview is a conversation carried out by two people, namely the informant and interviewer. Through the interview method, researchers look forward to the information from the informant. The first thing that the interviewer prepares is a grid of the question to help the interviewer focus more on the topic. The kind of interview technique is a semi-structured interview, where the informants are able for giving the opinion or idea freely.³⁷

2. Observation

Observation method is a research method that uses the ability of observation and memory possesses by researcher. The observation method is the most commonly used specially in studies relating to behavioral sciences. The information obtained under this method related to what is currently happening. The most important process is observation and

³⁷*Ibid.*, 97.

memory. In this research the researcher will use the non-participant observation method.³⁸

3. Field Note

Analyzing data is an important part of research studies, because the results are the last conclusions of all studies. Data analysis means studying tabulated material to determine the facts. This involves separating complex factors into simple parts and bringing together the parts in the arrangement for interpretation purposes. Qualitative data are generally in the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize, categorize or encode large masses of data so that it can be deciphered and interpreted.

4. Documentation

Documentation can be a valuable source of information in qualitative research. Documentation is usually in the form of files, archives, pictures, tape recordings, diagrams, charts. In this study, the researcher used tape recording, and pictures techniques to collect the data, and the result will be used as a secondary source. Thus, the secondary data needed is documented as a source of data in the form of documentation.

D. Data Analysis Technique

Analyzing data is the important part in research study. Qualitative data are generally in the form of words (descriptions, observations, impressions, recordings, etc.). Researchers need to organize and categorize or code large

³⁸*Ibid.*, 96.

amounts of data so that they can be described and interpreted. In this process the researcher needs to break down existing complex factors into simpler parts and unite the parts in a new setting for the purpose of interpretation. The researcher would apply Miles and Huberman model to analyze the data. The components of this analysis model are pictured by this figure.

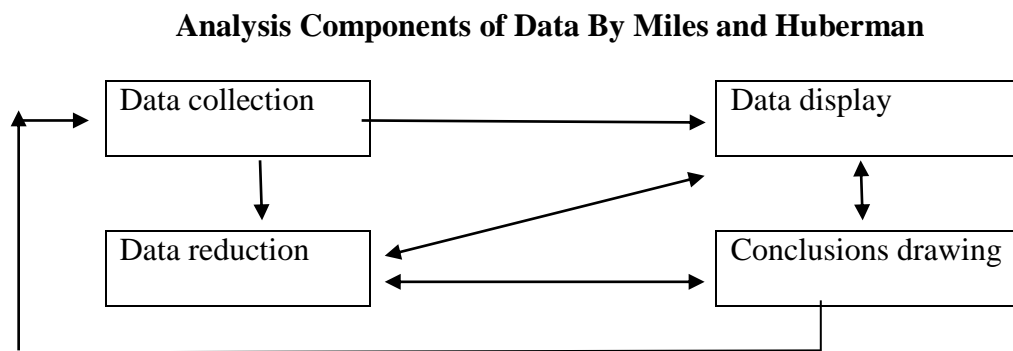


Figure I

Analysis Components of Data By Miles and Huberman

Data analysis by Miles and Huberman model conducts the following steps:

1. Data collection is the step when the researcher gathering all of the data which are used to complete the research.
2. The researcher reduces the data. It is mean the researcher gotten by summarizing and choosing specific things. Data reducing refers to the process of selecting, focusing, simplifying, and transforming the data that appear in written up field notes or transcriptions.
3. To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

4. Lastly, the researcher verifies the research by making conclusion or data findings.³⁹

E. Research Approach

In this study the researcher used six steps in the research process, as follows:⁴⁰

1. Identifying Research Problems

In identifying research problems, the researchers need to take several steps, namely first determining the problem to be studied, second developing justifications for studying it, and third explaining the importance of research for readers of scientific papers.

2. Reviewing the Literature

In reviewing the literature, the researchers can learn how to find journal articles and books in academic libraries, access computerized databases. Library resources can be overwhelming, so having a strategy for sourcing literature and reviews is important.

3. Determine Research Objectives

Providing clarity of research objectives is considered very important. With a clear goal, it means that the benefits to be obtained from the results of the research will also become clearer. A clear goal is needed because the goal is the focus of a research. Generally, the purpose of a

³⁹Matthew B. Miles and A. Michael Huberman, *An Expanded Sourcebook: Qualitative Data Analysis*, copyright-2 (London: Sage Publications, 1994), 10-12.

⁴⁰John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

study is to answer research questions. If the research problem covers a broad topic, the writer needs to focus it so that the writer can study it.

4. Collecting Data

Evidence will be very helpful in providing answers to questions. To get the answer, the researcher took steps to collect the data. The steps that need to be taken by researchers before collecting data are selecting research subjects in this case students, obtaining permission and asking student willingness to participate in a number of research processes, then collecting information through question and answer sessions or interviews, as well as observing behavior and studying all the information provided had been collected.

5. Analyzing and Interpreting Data

In the process of analyzing the data, the researcher acts as a human instrument, which means that the results of the analysis will be analyzed based on the knowledge possessed by the researcher. Therefore, researchers really need to understand the context of the research being carried out. In the process of interpreting the data, it means that the researcher must also provide meaning or similar conclusions to the research results.

6. Research Reporting and Evaluation

After conducting the research, the researcher needs to develop a written report and distribute it to a selected audience (such as fellow teachers, administrators, parents, students) who can use the information.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Description of the Research Setting

1. The Brief Profile of IAIN Metro

IAIN Metro was established on 23-25 April 1997 based on the Decree of the President of the Republic of Indonesia No. 11 of 1997. IAIN Metro is one of the State Islamic Studies Institutes in Metro. IAIN Metro, which is currently known, was known as STAIN Jurai Siwo Metro. The establishment of IAIN Metro was written in a presidential decree signed by President Joko Widodo on August 1, 2016 and came into force on August 3, 2016 by the Minister of Law and Human Rights Yosanna H. Looly.

IAIN Metro has vision and mission. The vision of this university was become an innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian. Moreover, the application of the vision, it consists some missions, namely: implementation Islamic values in education, community service, research, develop a productivity, innovative academic in management resource through scientific research, learning method, growing socio-ecotechno-preneurship of academic in the application of three pillars of university, implementation a professional, and cultivated institutional management system based on information technology.

2. English Education Department

English Education Department vision is as follow: the establishment of professional students in English Education which can integrate the Islamic values and academic dimensions. As a result, the students have high bargaining. Meanwhile, the vision The English Education Department is as follow:

- a. Increasing the student performance through knowledge reinforcement and actualization toward religious, national, and civil life in the Islamic culture.
- b. Building the atmosphere of the academic which is humanist, democratic and modern.
- c. Growing the professionalism ethic through theoretical basic knowledge.
- d. Giving qualified education service to train the candidate of educator which is smart and skillful that have good attitude.
- e. Applying integrated educational system which is able to give.

Furthermore, based on the vision and mission above, it is formulated to be three purposes of English Education Department is as follows:

- a. To prepare the students, it is not only to be English teacher who can giving the social benefit values, science, technology, and art , but also be able to become agents of change in the society.

- b. To prepare the students to be professional English Teacher who can establish, and enlarge English Education with high spirit of Islamic English.
- c. In addition, English Education Study Program always tries to repair and develop the quality in teaching and learning process, in order to English Education to be better than before.

In line with above statement, English study program always tries to develop the quality in the teaching and learning process. In addition, the total students from 2020-2021 of TBI are 1059 students and the lecturers are 26.

Table 5
Total students of TBI 2020-2021

Semester	Total
I	226
III	171
V	250
VII	276
IX	136
Total	1059

Source: Observation of State Islamic Institute of Metro in academic year 2020-2021.

Table 6
Total lecturers of TBI based on Gender 2020-2021

Gender	Total
Male	7
Female	19
Total	26

Source: Observation of State Islamic Institute of Metro in the academic year 2020-2021

3. Description of Result Research

The results of this research are presented by focusing on the research questions of this research that consist of: what are the aspects of self-concept problem that can affect the students English speaking anxiety?, and what the problem solution to overcome the self concept problem that affects English speaking anxiety of the students?. The descriptions of the results of this research include, as follows:

- a. The aspects of self-concept that affected the English speaking anxiety of the students

Based on the interview activity with the ten students of the fifth semester of English Education Department at IAIN Metro, there are some factors that caused the students experience English speaking anxiety when speaking in English language related to self concept aspects. Based on this interview activity, the researcher found that the self-defense and self-integration are not giving the impact on the students English speaking anxiety, bellow is the result of interview review as follows:

1) Self-Esteem Aspect

Based on the interview activity with the ten students of the fifth semester of English Education Department at IAIN Metro the students have low self-esteem caused by too often comparing themselves to other students. The students being too focused on their weaknesses, and the strengths of other students, so that the students feel that the other student abilities are above than her ability. One of the students said that every time she saw her friend who had better speaking ability than her, the student admitted that she was insecure about her own abilities. Actually comparing themselves sometimes gives good impact for some students as long as when comparing their abilities, it is accompanied by the goal of motivating themselves so that their abilities can develop well.

Feelings of inferiority that experienced by students are also influenced by the audience, if the audience is assumed as someone who is superior, more senior, more knowledgeable and has better abilities, for example the audience is a teacher or lecturer, then this will make students depressed because students unconsciously have very high expectations of themselves. This means that students demand themselves to appear perfect, but because they are too careful, the feelings that previously wanted to doing something well have turned into feelings of anxiety that are difficult to control.

2) Self-Confidence Aspect

Based on the interview activity with the ten students of the fifth semester of English Education Department at IAIN Metro, the students are also have the indications that students have low self-confidence. This is shown by the avoidance behavior that students do, such as giving other students the opportunity who are considered superior in speaking to speak, even though the student may use the opportunity to practice their speaking ability.

The factor that causes students to have low self-confidence is that students are used to being silent and harboring their own thoughts and feelings, so this makes students not accustomed to expressing their thoughts and feelings. In addition, unpleasant experiences such as being ignored, teased, or even laughed at are some of the things that make students prefer to be silent, for fear that the unpleasant experience will repeat again.

However, it is possible that someone who has not had a bad experience has a lack of self-confidence, based on the results of an interview with one of the student, the student has a more closed personality than other students, the student will feel very uncomfortable when the student being the center of attention. Therefore, this student is often avoid the situations that make him have to be the center of attention, such as speaking in front of the

class for example for presentations, or introducing themselves in front of many people.

3) Self-Defense Aspect

Based on the interview activity with the ten students of the fifth semester of English Education Department at IAIN Metro, the students do not have any significant problems, this is because students have their own ways of solving the problems, and try to make things better when facing the problems. The students are even able to solve the problem by themselves without disturbing other people. The Students have the ways of escaping from a problem where these methods are still considered reasonable, for example taking some time to be alone and thinking, doing hobbies, and looking for fun that does not disturb the people around them.

4) Self-Integration Aspect

Based on the interview activity with the ten students of the fifth semester of English Education Department at IAIN Metro, as well as the discussion on student self-defense above, the students do not have significant problems, because every students have norms that are quite tightly held. The example of this value is the value of honesty, this is evidenced by the statements of several students who stated that they would feel very guilty, anxious, and would think excessively if they were to lie or be dishonest.

- b. The problem solution to overcome the self-concept problem that affects English speaking anxiety of the students

1) Self-Esteem Aspect

Poorsoti and Asadi argue that the poor self-esteem especially in education can giving negative effect in self-appreciation and creating self-defeating attitudes, and social problems. Furthermore, Lack of appropriate level of self-esteem can create unpredictable problems among learners and may lead to present failure and future disappointment.

Providing the positive psychology can be an efficient solution to increase the student self-esteem. Positive psychology emphasis on the student individual strengths and personal motivation, helping them change negative styles of thinking and increase well-being and self-esteem. According to Langley, the positive psychology changes the focus from fixing weakness to recognizing and emphasizing what people do well on their potential to develop.⁴¹

The positive psychology help the students to understand and deal with negative feelings if they were confront the distress in relations to their academic tasks for example, bringing unhelpful thoughts, helped the students to challenge their own negative

⁴¹Mehry Haddad Narafshan, and Samieh Noori, *Enhancing Self-Esteem in Classroom Language Learning*,335.

thoughts, connecting them with their own positive and adaptive thinking.⁴²

2) Self-Confidence Aspect

According to Yashima et al, it is necessary for the students to communicate each other, so that their communication skills can be enhanced and gain confidence, interest, motivation, communication, and confidence. Yashima stated in his research that the students who were more motivated to be associated with English conversation it is because of their good attitude to the foreign communities have a higher level of confidence, than the students who lacked the motivation.⁴³

According to Burden, he recommended that the teacher apply cooperative instead of competitive goal structures as a way of developing interdependencies among the students to enhance their self-confidence. In other expert Ewald, he suggested and concluded that instructors may play a major role to develop the confidence and perception of upper-level students. That is, when the students make a correct attempt, an instructor must motivate and convince them to continue with the progress or give them an assurance that it is normal to make a mistake and individuals learn through mistakes. Another strategy was explained by Tong, it was for improving the students confidence, there is a need of setting

⁴²*Ibid.*,339

⁴³ Alona Medalia Cadiz-Gabejan, "Enhancing Students Confidence in an English Language Classroom," *International Journal of English Language Studies*3, no.5 (2021): 17.

aside a suitable amount of time for learners to form their feedback to instructors questions or to come up with their questions.⁴⁴

B. Discussion

The discussion of this research are presented the step by step that the researcher due for finishing this research. The researcher used the data analysis by Miles and Huberman model which consist of some steps, as follows: Firstly, data collection, that is the step when the researcher gathering all of the data which are used to complete the research. Secondly the researcher reduces the data. It is mean the researcher gotten by summarizing and choosing specific things. Thirdly is the display the data. The researcher uses figures, or charts to display the data. The data display should be able to describe the content entire the data. Then the last is, the researcher verifies the research by making conclusion or data findings. The descriptions of the discussion of this research that the researcher due, as follows:

1. Data Collection Process

Data collection is the process that the researcher due to getting information as much as the researcher can. The process of collecting the data is beginning from October 19, 2021 until December 15, 2021. The researcher used the interview instrument to getting the information from the respondents. The respondent of this research is ten students of the fifth semester of English Education Department at IAIN Metro. The researcher used the interview technique because the researcher argues that

⁴⁴*Ibid.*, 18.

the interview technique will getting the information deeply from the respondents, the researcher are used the semi structure interview technique for getting the information.

Below are some questions that the researcher made that used to interviewing the respondent. The questions is about the students self concept aspect as follow,

- a. Have you ever compared your English speaking ability with that of your friends?, please give the reason why?
- b. Have you ever behave so humble or “reject the praise” from friends or other people when they praise your abilities? what would be your reason for doing that?
- c. When you will speak in front of the class in English, do you demand yourself to do it perfectly?
- d. Do you think you are the person who lacks confidence when speaking English in front of the class?
- e. If in a discussion situation, you were the audience there, and you had a question in your mind, what would you do the most often? You will ask the question, or you choose to withhold the question and not convey it? Please give reasons for your answer
- f. Do you often practice your speaking in English language to increase your self-confidence?
- g. Are you someone who is fickle, and often changes decisions because of feelings of doubt?

- h. When you feel angry with someone or a situation, do you vent it in a healthy way such as exercising or doing a hobby? or is there anything else?
 - i. Do you think you are someone who holds the value of honesty closely? how did you feel during or after lying?
 - j. Are you someone who easily understands someone feelings? for example, when that person is having a problem.
 - k. Are you the person who carefully with your words, because you afraid your words can hurt your friends?
2. Data Reducing Process

The data reducing process is the process that the researcher due to by summarizing and choosing specific things. It is mean the researcher gotten by summarizing and choosing specific things according to the answer of the respondents. The first step of data reducing is giving the classification between the answer yes or no according to the indicator of the aspect of observation. Then the second step of data reducing is the researcher try to find out the percentage of self-concept aspects that affect the English speaking anxiety of the students. Bellow is the result of data classification process that the researcher due, as follows:

Table 7
Observation Sheet of Self-Concept Aspect

Respondent 1 : A. S.

No	Aspect of self-concept	Indicator	Result	
			Yes	No
1	Self esteem	a. The student lack of self-acceptance ability	√	
		b. The student feel unequal to the abilities of others		√
		c. The student lack of self-appreciation on self-ability	√	
		d. The student always depend their self to be perfect?	√	
2	Self confidence	a. The student lack of self confidence	√	
		b. The student have low motivation to increase their speaking ability	√	
		c. The student have the difficulty to make a decision.		√
		d. The student afraid for asking question in the discussion	√	
3	Self defense	The student have no the healthy way for reducing an uncomfortable feeling without disturbing other people		√
4	Self integration	the student have the low moral value in their self		√

Respondent 2 : C.Y

No	Aspect of self-concept	Indicator	Result	
			Yes	No
1	Self-esteem	a. The student lack of self-acceptance ability		√
		b. The student feel unequal to the abilities of others	√	
		c. The student lack of self-appreciation on self-ability		√
		d. The student always depend their self to be perfect?		√
2	Self-confidence	a. The student lack of self confidence	√	
		b. The student have low motivation to increase their English speaking ability		√
		c. The student have the difficulty to make a decision.	√	
		d. The student afraid for asking question in the discussion	√	
3	Self-defense	The student have no the healthy way for reducing an un-comfortable feeling without disturbing other people		√
4	Self-integration	the student have the low moral value in their self		√

Respondent 3 : E.A.W.

No	Aspect of self-concept	Indicator	Result	
			Yes	No
1	Self-esteem	a. The student lack of self-acceptance ability	√	
		b. The student feel unequal to the abilities of others	√	
		c. The student lack of self-appreciation on self-ability	√	
		d. The student always depend their self to be perfect?		√
2	Self-confidence	a. The student lack of self confidence	√	
		b. The student have low motivation to increase their English speaking ability	√	
		c. The students have the difficulty to make a decision.	√	
		d. The student are afraid for asking question in the discussion		√
3	Self-defense	The student have no the healthy way for reducing an un-comfortable feeling without disturbing other people		√
4	Self-integration	the student have the low moral value in their self		√

Respondent 4 : L.N.K

No	Aspect of self-concept	Indicator	Result	
			Yes	No
1	Self-esteem	a. The student lack of self acceptance ability		√
		b. The student feel unequal to the abilities of others	√	
		c. The students lack of self-appreciation on self ability	√	
		d. The student always depend their self to be perfect?		√
2	Self-confidence	a. The student lack of self confidence	√	
		b. The student have low motivation to increase their English speaking ability		√
		c. The student have the difficulty to make a decision.	√	
		d. The student afraid for asking question in the discussion		√
3	Self-defense	The student have no the healthy way for reducing an un-comfortable feeling without disturbing other people		√
4	Self-integration	the student have the low moral value in their self		√

Respondent 5 : F.R.A

No	Aspect of self-concept	Indicator	Result	
			Yes	No
1	Self-esteem	a. The student lack of self-acceptance ability		√
		b. The student feel unequal to the abilities of others	√	
		c. The student lack of self-appreciation on self-ability		√
		d. The student always depend their self to be perfect?		√
2	Self-confidence	a. The student lack of self confidence		√
		b. The student have low motivation to increase their speaking ability	√	
		c. The student havethe difficulty to make a decision.	√	
		d. The student are afraid for asking question in the discussion		√
3	Self-defense	The student have no the healthy way for reducing an un-comfortable feeling without disturbing other people		√
4	Self-integration	the student have the low moral value in their self		√

Respondent 6 : H.

No	Aspect of self-concept	Indicator	Result	
			Yes	No
1	Self-esteem	a. The student lack of self-acceptance ability		√
		b. The student feeling unequal to the abilities of others	√	
		c. The student lack of self-appreciation on self-ability		√
		d. The student always depend their self to be perfect?		√
2	Self-confidence	a. The student lack of self confidence	√	
		b. The student have low motivation to increase their English speaking ability	√	
		c. The student have the difficulty to make a decision.	√	
		d. The student afraid for asking question in the discussion		√
3	Self-defense	The students have no the healthy way for reducing an un-comfortable feeling without disturbing other people		√
4	Self-integration	the student have the low moral value in their self		√

Respondent 7 : N.D.C

No	Aspect of self-concept	Indicator	Result	
			Yes	No
1	Self-esteem	a. The student lack of self acceptance ability	√	
		b. The student feel unequal to the abilities of others		√
		c. The student lack of self-appreciation on self ability	√	
		d. The student always depend their self to be perfect?		√
2	Self-confidence	a. The student lack of self confidence	√	
		b. The student have low motivation to increase their English speaking ability		√
		c. The student have the difficulty to make a decision.	√	
		d. The student afraid for asking question in the discussion		√
3	Self-defense	The student have no the healthy way for reducing an un-comfortable feeling without disturbing other people		√
4	Self-integration	the student have the low moral value in their self		√

Respondent 8: T.K

No	Aspect of self-concept	Indicator	Result	
			Yes	No
1	Self-esteem	a. The student lack of self acceptance ability	√	
		b. The student feel unequal to the abilities of others	√	
		c. The student lack of self-appreciation on self ability		√
		d. The student always depend their self to be perfect?	√	
2	Self-confidence	a. The student lack of self confidence	√	
		b. The student have low motivation to increase their English speaking ability		√
		c. The student have the difficulty to make a decision.	√	
		d. The student afraid for asking question in the discussion		√
3	Self-defense	The student have no the healthy way for reducing an un-comfortable feeling without disturbing other people		√
4	Self-integration	the student havethe low moral value in their self		√

Respondent 9: E.Z.

No	Aspect of self-concept	Indicator	Result	
			Yes	No
1	Self-esteem	a. The student lack of self acceptance ability	√	
		b. The student feel unequal to the abilities of others	√	
		c. The student lack of self-appreciation on self ability	√	
		d. The student always depend their self to be perfect?	√	
2	Self-confidence	a. The student lack of self confidence	√	
		b. The student have low motivation to increase their English speaking ability	√	
		c. The student have the difficulty to make a decision.		√
		d. The student afraid for asking question in the discussion	√	
3	Self-defense	The student have no the healthy way for reducing an un-comfortable feeling without disturbing other people		√
4	Self-integration	the student have the low moral value in their self		√

Respondent 10 : E.R.

No	Aspect of self-concept	Indicator	Result	
			Yes	No
1	Self-esteem	a. The student lack of self acceptance ability		√
		b. The student feel unequal to the abilities of others	√	
		c. The student lack of self-appreciation on self ability		√
		d. The student always depend their self to be perfect?	√	
2	Self-confidence	a. The student lack of self confidence	√	
		b. The student have low motivation to increase their English speaking ability		√
		c. The student have the difficulty to make a decision.	√	
		d. The student afraid for asking question in the discussion		√
3	Self-defense	The students have no the healthy way for reducing an un-comfortable feeling without disturbing other people		√
4	Self-integration	the student have the low moral value in their self		√

Based on the table above the researcher found that there are there are four aspects of self-concept, they are self esteem which is have four indicators, self confidence have four indicators, self defense and self integration have one indicator. Moreover is the data reducing process, in this process the researcher reduce the data into the table and try to find out the frequency of each of indicator. To find the frequency of each of indicator the researcher giving the different score for each of indicators. Bellow is the data reduce table of self concept aspects that affect the English speaking anxiety of the students, as follow:

Table 8
The Data Reduce of Research Result

No	Name	The Aspect of Self-Concept									
		S.E				S.C				S.D	S.I
		I ₁	I ₂	I ₃	I ₄	I ₅	I ₆	I ₇	I ₈	I ₉	I ₁₀
1	A.S	√	-	√	√	√	√	-	√	-	-
2	C.Y	-	√	-	-	√	√	√	√	-	-
3	E.A.W	√	√	√	-	√	-	√	-	-	-
4	L.N.K	-	√	√	-	√	-	√	-	-	-
5	F.R.A	-	√	-	-	-	√	√	-	-	-
6	H	-	√	-	-	√	√	√	-	-	-
7	N.D.C	√	-	√	-	√	-	√	-	-	-
8	T.K	√	√	-	√	√	-	√	-	-	-
9	E.Z	√	√	√	√	√	√	-	√	-	-
10	ER	-	√	-	√	√	-	√	-	-	-
F		31	50	31	25	56	31	50	19	0	0
N		293									

Description:

I = Indicator

F = Frequency of each of Indicator

N = Total of frequency

Moreover, the researcher was tried to find out the percentage of the affects of self-concept aspects toward to English speaking anxiety of the students. Bellow is the percentage formula that the researcher used, as follow,

$$\text{Percentage Formula, } P = \frac{F}{N} \times 100$$

Description:

P = Percentage Score

F = Frequency of Indicator

N = Total of frequency

Thus, the result of the affect sself-concept aspects toward to the student English speaking anxiety, as follow:

Table 9
The Percentage Research Result

No	The Aspect of Self-concept	Percentage
1	Self-Esteem	46,75%
2	Self-Confidence	53,23%
3	Self-Defense	0%
4	Self-Integration	0%

Based on the table above the researcher found that the self-esteem affected the students English speaking anxiety as much 46,75%. The self-confidence affected the student English speaking anxiety as much 53,23%. Then self-defense and self-integration affected the students English speaking anxiety as much 0%.

3. Data Display

The display data is the data that use to display the data, the researcher usually uses graphics, figures, or charts and the data display should be able to describe the certain parts of the data. The researcher

uses the pie chart for describing the main part of the data. Below is the result of the data display as follow,

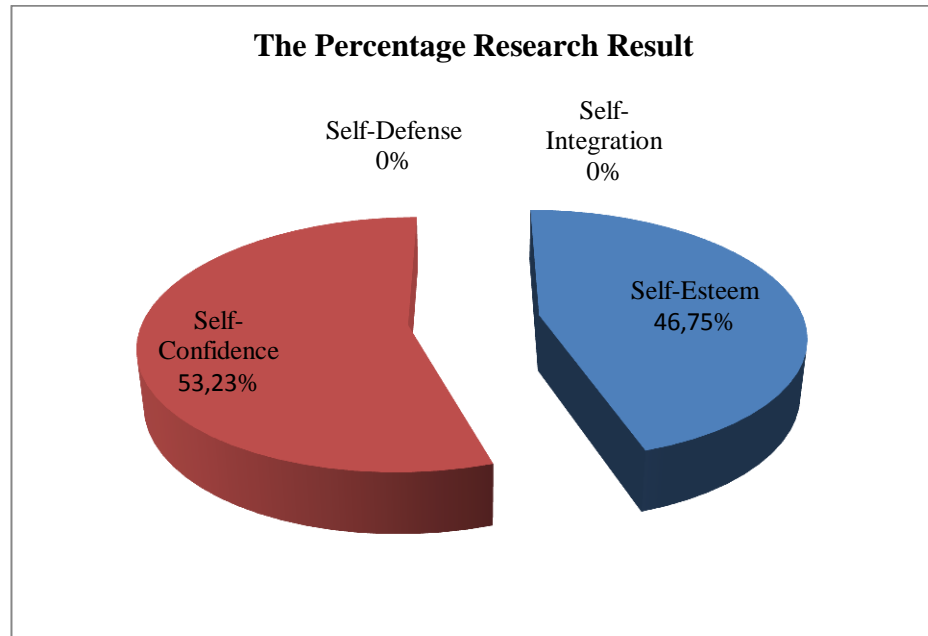


Figure II
The Percentage of Research Result

Based on the figure above the researcher found that there are four aspects of self-concept. That are the self-esteem affects the students English speaking anxiety as much 46,75%. The self-confidence affects the students English speaking anxiety as much 53,23%. Then self-defense and self-integration affected the students English speaking anxiety as much 0%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research is that, there are four aspects of self-concept they are, self-esteem, self-confidence, self-defense, and self-integration. The self-esteem affected among the fifth semester students English speaking anxiety as much as 46,75%, the self-confidence affects the students English speaking anxiety as much as 53,23%, while the self-defence and self-integration did not affect them at all.

The solution that is possible to overcome the problem of self-esteem is providing the positive psychology, because it can be an effective solution to increase the student self-esteem. Positive psychology emphasis on the student individual strengths and personal motivation, helping them change negative styles of thinking and increase well-being and self-esteem. The positive psychology also changes the focus from fixing weakness to recognizing and emphasizing what people do well on their potential to develop. Then the solution that is possible to overcome problem of self-confidence, there are many ways that students and teachers can due for increasing the self confidence of the students as follow, the teacher apply cooperative instead of competitive goal structures, play a major role to develop the confidence and perception of upper-level students.

B. Suggestion

This research is expected to have benefits not only for researcher but also for students of English education department of IAIN Metro who had experience the English speaking anxiety.

1. For students of English education department of IAIN Metro who had experience the English speaking anxiety.

a. Firstly, feeling anxiety, and nervous actually is a normal and it is commonly happen in the classroom. But if, the anxiety is over, this anxiety can change to be anxiety that un-easy to control. Some technique to control that anxiety feeling that are such take a deep breathes, try to build positive thoughts, try to be brave to make a mistake and face a failure.

b. Secondly, the students are suggested to find support system that can accept and support them to develop their ability.

c. Lastly, the students who have a English speaking anxiety that hard to control, the student have to consistently to practice and the motivation by themselves.

2. For the further researcher

Hopefully this research can be uses as a study material, knowledge development for the readers or student.

BIBLIOGRAPHY

- Arin Hidayati, Isyana, and Taufik. "Hubungan Antara Konsep Diri Dengan Kecemasan Berbahasa Asing pada Mahasantri Pesma K.H. Mas Mansyur Universitas Muhammadiyah Surakarta".(2013): 8.
- Asamidir, Ririn and Marjohan. "Hubungan Antara Keterampilan Komunikasi dengan Berbicara di Depan Umum (Studi Korelasional Terhadap Mahasiswa Jurusan Bimbingan dan Konseling)".*Konselor Jurnal Ilmiah Konseling* 2, no.1 (2013): 274-276.
- Miles, Matthew and A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*, copyright-2. London: Sage Publications, 1994.
- Haddad Narafshan, Mehry and Samieh Noori. "Enhancing Self-Esteem in Classroom Language Learning: The Potential of Implementing a Strength-Based Positive Psychology Intervention at Higher Education". *International Journal of Language Teaching and Education* 2, no.3 (2018): 335-337.
- Handayani, Tri, Yenni Rozimelaand Sitti Fatimah. "An Analysis of English-Speaking Anxiety Experienced By The Second Year Students of English Language and Literature Department of Universitas Negeri Padang and Its Causal Factors".*Journal of English Language Teaching* 9, no.3 (2020): 581.
- Fitriah and Hayatul Muna. "Foreign Language Speaking Anxiety: A Case Study At English Department Students of IAIN Lhokseum and Al Muslim University". *Jurnal Ilmiah Didaktika* 19, no.2 (2019): 140-146.
- Humaidi, Ahmad, et. Al. "Tweet-diary: Untuk Menurunkan Tingkat Kecemasan Berbicara Di Depan Umum". *Psikostudia: Jurnal Psikologi* 9, no.2 (2019): 89
- J. Showers Christopher P. Ditzfeld, Carolin and Virgil Zeigler-Hill. *Self-Concept Structure and The Quality of Self-Knowledge*. ttp: HHS Public Access, 2016.
- Khotari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: International Limited Publisher, 2004.
- Kumar Mishra, Sanjeev. "Self-Concept A Person's Concept of Self-Influence". *International Journal of Recent Research Aspects*. (2016): 9.

- M, Ahmed Abdel-Khalek. "Self-Esteem Perspective, Influences and Improvement Strategies." in *Self-Esteem Perspective, Influences and Improvement Strategies*, Franklin Holloway (ed.) Nova Science Publishers, 2016.
- Medalia Cadiz-Gabejan, Alona. "Enhancing Students Confidence in An English Language Classroom". *International Journal of English Language Studies* 3, no.5 (2021): 17.
- Merhad, Aida. "Mini Literature Review of Self-Concept". *Journal of Educational, Health and Community Psychology* 5, no.2(2016): 62-65.
- Muhammad Pradipta, Debriso. "Integritas Akademik pada Mahasiswa: Studi Kasus Perguruan Tinggi Swasta X Surakarta". Skripsi, 24 November 2017.
- Noviandari, Harwani and Agus Mursidi. "Relationship of Self-Concept, Problem Solving, and Self-Adjustment in Youth". *International Journal for Educational and Vocational Studies* 1, no.6 (2019): 653.
- Novianti Killing, Beatriks. "Tinjauan Konsep Diri dan Dimensinya pada Anak dalam Masa Kanak Kanak Akhir". *Jurnal Psikologi Pendidikan & Konseling*1, no.2 (2015): 117.
- Pahargyan, Titis. "Students Anxiety in Speaking English During Distance Learning". *UC Journal: ELT, Linguistics and Literature Journal* 2, no.1 (2021): 3.
- Rahmawati, Yenny and Ertin. "Developing Assessment for Speaking," *IJEE* 1,no.2 (2014): 204-205.
- Rashid, Khalid, Muhammad Zafar Iqbaland Nousheen. "Development of Self As A Concept in The University Students". *Bulletin of Education and Research* 37, no.2 (2015):44.
- Sheldrake, Richard. "Self-confidence As Motivational Expressions of Interest, Utility, and Other Influences: Exploring Under-Confidence and Over-Confidence in Science Students at Secondary School". *International Journal of Educational Research* 76, (2016): 50.
- Tuncel, Hayrettin. "The relationship Between Self-Confidence and Learning Turkish As A Foreign Language". *Educational Research and Reviews* 10, no.18 (2015): 2575- 2578.
- W. Creswell, John.*Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. New York: Pearson Education, 2002.

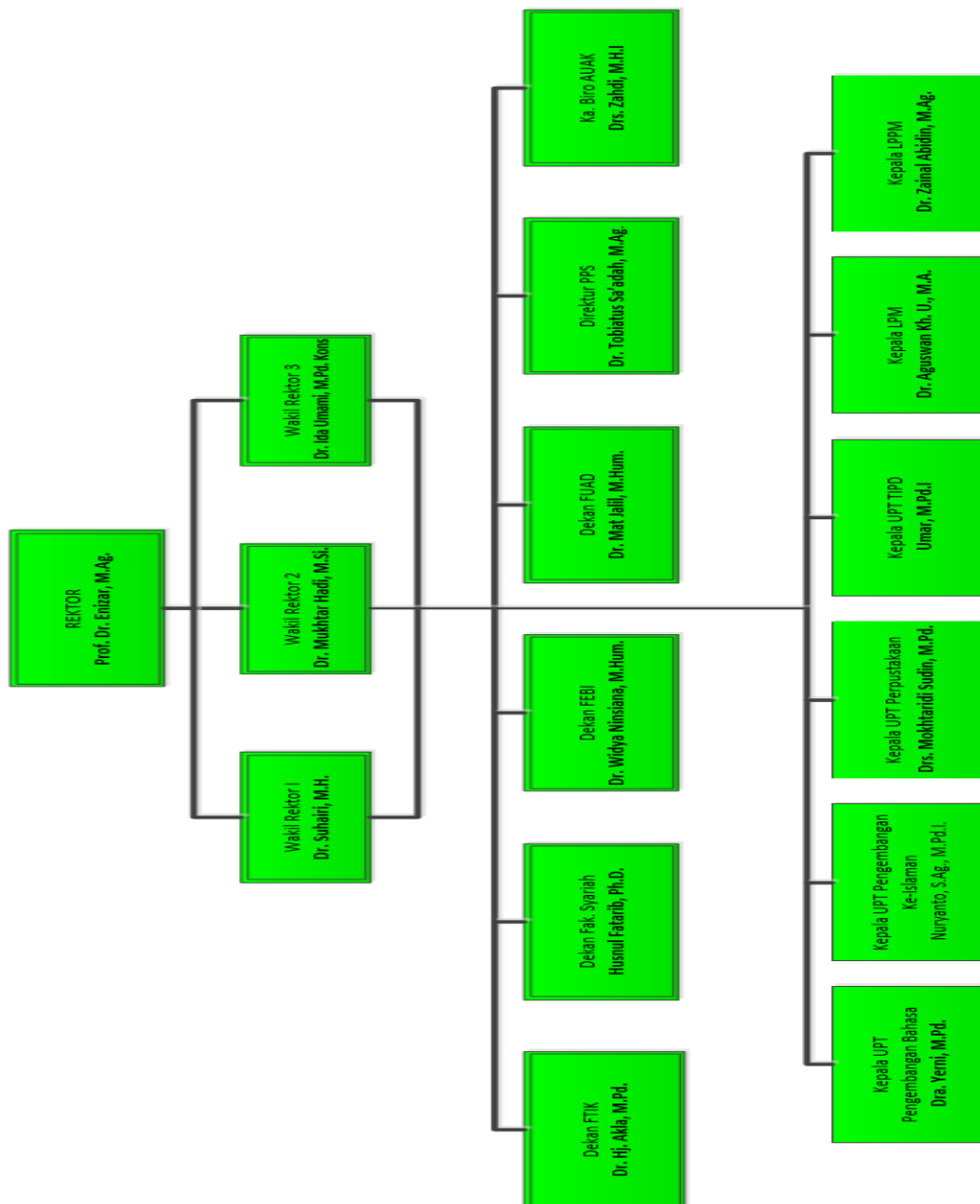
- Wahyu Widiarti, Pratiwi. "Konsep Diri (Self-Concept) dan Komunikasi Interpersonal Dalam Pendampingan pada Siswa SMP Se Kota Yogyakarta". *Informasi Kajian Ilmu Komunikasi* 47, no.1 (2017): 135.
- Yusri, Fadhillah. "Correlation between Self-Concept and Defense Mechanism of Students". *Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling* 6, no.2 (2016): 134-140.
- Zaini Bayhaqi, Achmad, Sitti Murdiana, and Ahmad Ridfah. "Metode Expressive Writing untuk Menurunkan Kecemasan Berbicara Di Depan Umum pada Mahasiswa". *Psikoislamedia Jurnal Psikologi* 2, no.2 (2017): 148.

APPENDICES

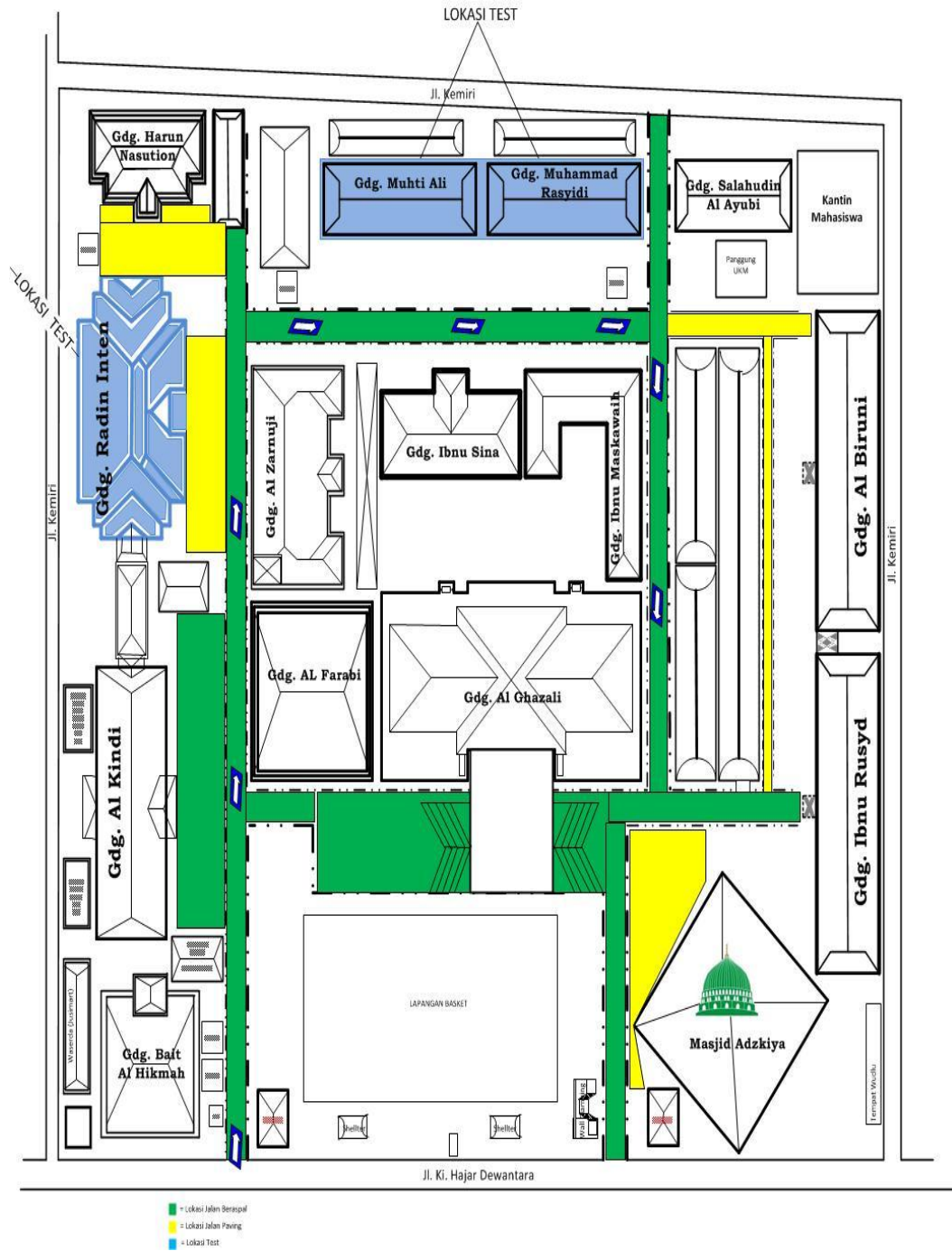
DOCUMENTATION SHEET

No	Aspect	Availability
1	Profile of IAIN Metro	√
2	Profile of English Education Department	√
3	Organization structure of IAIN Metro	√
4	Location sketch of IAIN Metro	√
5	Students interview document	√

The Structural Organization of State Institute for Islamic Studies of Metro.



The Sketch of Location of State Institute For Islamic Studies of Metro



BLUE PRINT OF INTERVIEW SHEET (STUDENT)

No	Aspects	Sub Aspect	Reference
1	The aspects of self-concept of the fifth semester of English Education Department at IAIN Metro	Self Esteem	Lia Amalia. "Meningkatkan Self-Esteem Mahasiswa STAIN Ponorogo Dengan Pelatihan Pengenalan Diri". Kodifikasia 8, no.1 (2014):128-129.
		Self Confidence	Tina Afiatin and Sri Mulyani Martaniah. "Peningkatan Kepercayaan Diri Remaja Melalui Konseling Kelompok". Psikologika, no.6 (1998): 67-68
		Self Defense	Fadhilla Yusri. "Correlation between Self Concept and Defense Mechanism of Students". GUIDENA Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling 6, no.2 (2016): 134-140.
		Self Integration	Debrio Muhammad Pradipta. "Integritas Akademik Pada Mahasiswa: Studi Kaus Perguruan Tinggi Swasta X Surakarta". Sripsi. (2018): 4-5.

BLUE PRINT OF INTERVIEW SHEET (SPEAKING LECTURE)

Aspects	Sub Aspect	Reference
The aspects of English speaking anxiety of the fifth semester of English Education Department at IAIN Metro	What the possible solution to overcome the communication apprehension, fear of negative evaluation and anxiety test that experienced the fifth semester students of English education department of IAIN Metro?	Fitriah, and Hayatul Muna” Foreign Language Speaking Anxiety: A Case Study At English Department Students Of IAIN Lhokseum and Al Muslim University,”Jurnal Ilmiah Didaktika19, no.2 (2019): 146

INTERVIEW SHEET (STUDENT)

The Self Concept Affect Toward To English Speaking Anxiety among The Fifth Semester Students Of English Education Department At IAIN Metro

Name : _____ Program Study : _____
 Number Student : _____

No	Self Concept Aspect	Question of Interview
1	Self esteem	a. Have you ever compared your English speaking ability with that of your friends?
		b. Have you ever behave so humble or “reject the praise” from friends or other people when they praise your abilities?
		c. When you speak in front of the class in English, do you demand your self to do it perfectly?
2	Self Confidence	a. Do you think you are the person who lacks confidence when speaking English in front of the class?
		b. If in a discussion situation, you were the audience there, and you had a question in your mind, what would you do the most often? 1) You will ask the question 2) You choose to withhold the question and not convey it Please give reasons for your answer
		c. Do you often practice your speaking in English language to increase your self confidence?
		d. Are you someone who is fickle, and often changes decision because of feelings of doubt?
3	Self Defense	a. When you feel angry with someone, or a situation, do you solve it with a healthy way, such as exercising or doing a hobby, or is there anything else?
4	Self-integration	a. Do you think you are someone who holds the value of honesty closely? How do you feel after laying?
		b. Are you someone who easily understands someone feelings? For example when that person is having problem?
		c. Are you the person who carefully with your words?

INTERVIEW SHEET (SPEAKING TEACHER)

**The Solutions to Overcome Self Concept Affect Toward To English Speaking
Anxiety Among The Fifth Semester Students Of English Education
Department At IAIN Metro**

Name of Lecture :

Date :

Place :

No	Question of Interview
1	What the possible solution to overcome the communication apprehension, fear of negative evaluation and anxiety test that experienced the fifth semester students of English education department of IAIN Metro?

FIELD NOTE SHEET

Date : October 19, 2021 - October 31, 2021

Place : Online

Interviewer :Laili Khusniawati

No	Day/ Date	The Activity	Source Person/ Status	Place	Execution Duration
1	October 19, 2021	Interview	A.S./ Student	Online	One hour
2	October 20, 2021	Interview	C.Y./ Student	Online	One hour
3	October 23, 2021	Interview	L.N.K/ Student	Online	One hour
4	October 23, 2021	Interview	E.A.W/ Student	Online	One hour
5	October 24, 2021	Interview	E.H/ Student	Online	One hour
6	October 26, 2021	Interview	F.R.A./ Student	Online	30 minutes
7	October 28, 2021	Interview	N.D.C./ Student	Online	30 minutes
8	October 30, 2021	Interview	T.K./ Student	Online	30 minutes
9	December 15, 2021	Interview	H./ Student	Online	One hour
10	December 15, 2021	Interview	E.R/ Student	Online	One hour
11	October 31, 2021	Interview	N.S/ The Lecture of Speaking for formal communication Subject	Online	One hour



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1487/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KETUA JURUSAN TADRIS BAHASA INGGRIS FTIK IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **Laili Khusniawati**
NPM : 1701070028
Semester : 6 (Enam)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE CORRELATION BETWEEN SPEAKING ANXIETY AND SELF
CONCEPT OF THE STUDENTS ENGLISH EDUCATION AT IAIN
METRO

untuk melakukan *pra-survey* di JURUSAN TADRIS BAHASA INGGRIS FTIK IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-2848/ln.28.1/J/TL.00/07/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Laili Khusniawati
NPM : 1701070028
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul ***"The Correlation Between Speaking Anxiety and Self Concept Of The Student English Education Departement At IAIN Metro Academic Year 2018"*** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 19 Juli 2021
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4067/In.28.1/J/TL.00/10/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
EKA YUNIASIH (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **Laili Khusniawati**
NPM : 1701070028
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS OF SELF CONCEPT AFFECT TOWARD TO ENGLISH SPEAKING ANXIETY AMONG THE FIFTH SEMESTER STUDENT'S OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Oktober 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4105/In.28/D.1/TL.01/10/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **Laili Khusniawati**
NPM : 1701070028
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SELF CONCEPT AFFECT TOWARD TO ENGLISH SPEAKING ANXIETY AMONG THE FIFTH SEMESTER STUDENT'S OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 15 Oktober 2021

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4104/In.28/D.1/TL.00/10/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4105/In.28/D.1/TL.01/10/2021, tanggal 15 Oktober 2021 atas nama saudara:

Nama : **Laili Khusniawati**
NPM : 1701070028
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SELF CONCEPT AFFECT TOWARD TO ENGLISH SPEAKING ANXIETY AMONG THE FIFTH SEMESTER STUDENT'S OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Oktober 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-4515/In.28.1/J/TL.00/11/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : LAILI KHUSNIAWATI
NPM : 1701070028
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul "**AN ANALYSIS OF SELF CONCEPT AFFECT TOWARD TO ENGLISH SPEAKING ANXIETY AMONG THE FIFTH SEMESTER STUDENT'S OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO**" yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

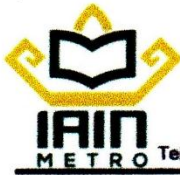
Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 11 November 2021
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Laili Khusniawati
NPM : 1701070028

Jurusan : TBI
Semester : VI / 2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 19/2020 Juni			Perhatikan : - Sistematisa penulisan font, jenis huruf, spasi, margin, dll. sesuai dg buku pedoman penulisan karya ilmiah. - Perbaiki letak heading, masalah, grammar. - Revisi chapter I.	
2.	Senin 10/2020 12.			+ Perbaiki: Sesuai Saran	
3.	17/2020 12.			Continue to chapter II.	
4.	30/2021 3			- Pertajam teori, jangan terlalu melebar. - Pahami cara menulis kutipan dan footnote.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing II

Eka Yuniastih, M. Pd
NIDN. 0210078702



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : LAILI KHUSNIAWATI
NPM : 1701070028

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	13/2021 4			Selesaikan dg buku pedoman karya Imam IAIN Metro. - Check grammar, - Paraphrase. - Revisi kembali saran, Revisi	
	20/2021 4			Continue to Chapter (ii)	
	28/2021 6.			- Pakarilah Melodologi Penelitian - Gunakan PBF/ Buku Metode untuk Bahasa Inggris. - Perhatikan teknik penulisan. Ade. Conclud to 1st Agri	
	8/2021 7.				

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

EKA YUNIASIH, M.Pd
NIDN. 0210078702



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Laili Khusniawati
NPM : 1701070028

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	10/2021 7	✓		Perbaiki Grammar footnote Cover	
	13/2021 7	✓		Research Design Sampling Tech. Data Analysis Tech	
	16/2021 7	✓		ak sam	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Laili Khusniawati

Jurusan : TBI

NPM : 1701070028

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at. 01/2021 10.		✓	• Skematika penulisan. • Sesuaikan dg indikator. • Tentukan jenis metode. • Buat sheet untuk mahasiswa.	
2.	Sabtu 02/2021 10.		✓	• Ace. APD.	
3.	Rabu 3/2021 11			• Cek grammar. • Sesuaikan penulisan. • tuliskan intinya saja pada penulisan. • saran. • Revisi chapter IV & V.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Eka Yuniasih, M.Pd
NIDN. 0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Laili Khusniawati
NPM : 1701070028

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 4/2021 "			Acc. Chapter <u>IV</u> & <u>V</u> Complete all.	
	Jumat 5/2021 "			- Revisi abstract. motto, Statement originalitas. - fences. - Sesuaikan Rumusan tujuan, dan conclusion pada abstract. - Sesuaikan motto dg variable penelitian. - <u>revisi abstract.</u>	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Eka Yuniasih, M.Pd.
NIDN. 0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Laili Khusniawati
NPM : 1701070028

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin 9/10 2021				
2	Senin 9/11 2021			Revisi motto, gunakan tulisan arab. Gunakan rujukan Hadits atau AL-Quran.	
3	Rabu 16/11 2021			Revisi Data Analisis	
4	Jumat 12/11 2021				

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertandatangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Laili Khusniawati

NPM :1701070028

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 29 / 11 /2021

Ketua Jurusan TBI



Andriyanto, M.Pd

NIP. 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1141/In.28/S/U.1/OT.01/11/2021**

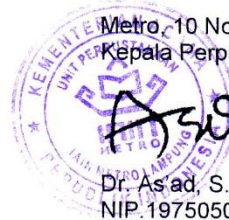
Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Laili Khusniawati
NPM : 1701070028
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070028

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 10 November 2021
Kepala Perpustakaan

As'ad
Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

DOCUMENTATION



CURICULUM VITAE



Laili Khusniawati was born in Adiluwih, Pringsewu, on May 19, 1999, and spent her childhood in Adiluwih. Laili's father name is Saji Sumarta and her mother name is Musringah. Ethnically speaking, she comes from Javanese family descendant. She is the last child after her brothers. Taufiqurrahman as a first older brother, and Selamat Muhtar Yahya and his Twins late. Muhtar Aziz.

She took her elementary school at SDN 2 Adiluwih and then took her Junior High School at SMP N 1 Adiluwih, Pringsewu for three years. Having graduated from Junior High School, she continued her study at Senior High School of SMA N 1 Adiluwih and was finished in 2017. After graduating from Senior High School, she continued her study in IAIN Metro.