

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF STUDENTS SPEAKING ANXIETY  
OF THE ELEVENTH GRADERS OF MA MA'ARIF 1 PUNGGUR  
IN THE ACADEMIC YEAR OF 2020 / 2021**

**BY :**

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1443 H / 2022 M**

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**AN ANALYSIS OF STUDENTS SPEAKING ANXIETY**  
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**IN THE ACADEMIC YEAR OF 2020 / 2021**

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**By :**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1443 H / 2022 M**



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THE ELEVENTH GRADERS OF MA MA'ARIF 1 PUNGGUR  
IN THE ACADEMIC YEARS OF 2020 / 2021

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*Assalamu'alikum, Wr.Wb.*

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

*Wassalamu'alaikum, Wr.Wb*

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*Assalamu'alikum, Wr.Wb.*

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

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IN THE ACADEMIC YEARS OF 2020 / 2021

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.*

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**RATIFICATION PAGE**

No. *B-2048/11-28.1/D/pp.00.9/05/2022*

The Undergraduate Thesis entitled: AN ANALYSIS OF STUDENTS SPEAKING ANXIETY OF THE ELEVENTH GRADERS OF MA MA'ARIF 1 PUNGGUR IN THE ACADEMIC YEAR OF 2020 / 2021 written by: REZA SANDI PRASETYA, Student Number 1501070201, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, February 04<sup>th</sup> 2022 at 02.00-04.00 p.m.

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The Dean of Tarbiyah and Teachers Training Faculty



**AN ANALYSIS OF STUDENTS SPEAKING ANXIETY  
OF THE ELEVENTH GRADERS OF MA MA'ARIF 1 PUNGGUR  
IN THE ACADEMIC YEAR OF 2020 / 2021**

**ABSTRACT**

**By:**

**REZA SANDI PRASETYA**

This study was carried out to investigate foreign language anxiety at the eleventh graders Students of MA MA'ARIF 1 Punggur. Specifically, it sought to identify what factors that may contribute to anxiety in English learning environment based on the students' perspectives.

The method used in this study was qualitative method with case study approach. Twenty five students were selected as the participants. The data were gathered through classroom observations task.

The result of the study showed the most influencing factor of students in speaking was English in eleventh graders of MA MA'ARIF 1 Punggur was a factor of motivation, the second was shyness, limited vocabulary, lack of self-confidence, lack of preparation, grammatical error, friend / classmate, while the fear of mistake factor is the lowest factor experienced by students in eleventh graders of MA MA'ARIF 1 Punggur.

***Keywords:*** *Students, speaking, anxiety, English, language.*

**ANALISIS KECEMASAN BERBICARA  
PADA SISWA KELAS XI MA MA'ARIF 1 PUNGGUR  
DI TAHUN AJARAN 2020 / 2021**

**ABSTRAK**

**Oleh:**

**REZA SANDI PRASETYA**

Penelitian ini dilakukan untuk mengetahui kecemasan berbahasa asing pada siswa kelas XI MA MA'ARIF 1 Punggur. Secara khusus, ini berusaha untuk mengidentifikasi faktor-faktor apa yang berkontribusi terhadap kecemasan dalam lingkungan belajar bahasa Inggris berdasarkan perspektif siswa.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan pendekatan studi kasus. Dua puluh lima siswa dipilih sebagai partisipan. Data dikumpulkan melalui lembar observasi kelas.

Hasil penelitian menunjukkan bahwa faktor yang paling berpengaruh pada siswa dalam berbicara bahasa Inggris di kelas XI MA MA'ARIF 1 Punggur adalah faktor motivasi, yang kedua adalah rasa malu, keterbatasan kosakata, kurang percaya diri, kurang persiapan, kesalahan tata bahasa, teman / teman sekelas; sedangkan faktor takut salah merupakan faktor terendah yang dialami siswa kelas XI MA MA'ARIF 1 Punggur.

***Kata kunci:*** Siswa, berbicara, kecemasan, bahasa, Inggris



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : REZA SANDI PRASETYA

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Department : English Education (TBI)

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

Metro, January 10<sup>th</sup> 2022  
Researcher



Reza Sandi Prasetya  
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## ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 10 Januari 2022  
Yang Menyatakan,



**Reza Sandi Prasetya**  
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**MOTTO**

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

“So verily, with hardship, there is ease, verily, with hardship, there is ease  
(Q.S. AL Insyirah, 95 : 5-6)

**DEDICATION PAGE**

*This undergraduate thesis would highly dedicated to:*

1. *My beloved Parents Mr. Bambang Setyono, S.KPK and Mrs. Retno Budi Ati, My lovely sister and brother in law, Martha Damayanti, STr.Keb. and Bripka Yudi Ami Bowo, SH who always gave me support, spirit, motivation, and inspiration.*
2. *My sponsor Dr. Umi Yawisah, M.Hum, thank you very much for your time and guidance.*
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This under graduate thesis entitled: “An Analysis of Students Speaking Anxiety of the Eleventh Graders of MA MA’ARIF 1 Punggur in the Academic Year of 2020 / 2021”. The undergraduate thesis is presented to fulfill one of the requirements for the degree of Sarjana Pendidikan (S.Pd) in the English Education Department.

The greatest gratitude would also be addressed to :

1. The first, thanks for Dr. Zuhairi, M.Pd the dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.
2. The Second, thanks for Head of English Education Department IAIN Metro Mr. Andianto, M.Pd,
3. The third, thanks for my advisor, Dr. Umi Yawisah, M.Hum. In her activities, she were still willing to read my undergraduate thesis.
4. The fourth, thanks for all of my lecturers in English Education Department who always give me knowledge and information.
5. Next, all of the staff of English Education Department who helped the researcher in processing of administration.
6. The fifth, for all of teachers of MA MA’ARIF 1 Punggur who gave me opportunity to conduct this research.
7. The last, thanks for all my parents, my beloved brother and sister and all of my friends in IAIN Metro who always give me support, so I can finish this research.

As human being the researcher realizes that this undergraduate thesis

still has weakness. The researcher do apologizes for all mistakes he has made in writing. The researcher hopes this undergraduate thesis can be benefical for all readers.

The Writer

A handwritten signature in black ink, appearing to read 'Reza Sandi Prasetya', written over a light gray rectangular background.

REZA SANDI PRASETYA  
NPM. 1501070201

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is an international language that plays an important role in various aspects of life. Currently English becomes the main communication medium for people in various countries in the world. As the most widely used language in various countries in the world, English has been considered as the official language to be used internationally. In Indonesia, English is a foreign language that is taught both in formal and non-formal education. By English mastery, the community can increase knowledge and communicate more easily both in the surrounding environment and make more confident and many other benefits.

Furthermore, as one of the English language skills, speaking is one part of our daily life. Speaking is a verbal ability to communicate with fellow users of the same or different languages for certain purposes. In speaking there are elements and one of the elements is pronunciation. Pronunciation is a form of learning that is important to do in English. In contrast to Indonesian, English teaching has phonemes word sounds and pronunciation. Pronunciation is a way in which a language, word or sound is pronounced. The scope of its teaching pronunciation consists of three subjects, namely sound, rhythm or emphasis, and intonation.

In addition, the researcher had conducted a pre-survey taken the teachers archive on march 15th, 2021 among the Eleventh Graders of MA

MA'ARIF 1 Punggur. In the pre-survey research, the researcher got the data of the student speaking scores from the teacher . The score can be seen as follows:

**Table. 1**  
**The Data of Student Speaking Ability**  
**of The Eleventh Graders of MA MA'ARIF 1 Punggur**  
**In The Academic Year of 2020 / 2021**

No	Student Name	Final Score	Criteria
1	AM	62	Incomplete
2	AA	68	Incomplete
3	AA	56	Incomplete
4	AL	37	Incomplete
5	AW	43	Incomplete
6	CD	43	Incomplete
7	DD	50	Incomplete
8	FH	<b>75</b>	<b>Complete</b>
9	FK	56	Incomplete
10	HA	62	Incomplete
11	LW	<b>75</b>	<b>Complete</b>
12	MA	68	Incomplete
13	MF	56	Incomplete
14	MY	50	Incomplete
15	NA	50	Incomplete
16	NT	<b>75</b>	<b>Complete</b>
17	RA	68	Incomplete
18	RD	43	Incomplete
19	RZ	56	Incomplete
20	RH	37	Incomplete
21	SA	50	Incomplete
22	TB	62	Incomplete
23	TM	<b>75</b>	<b>Complete</b>
24	VD	56	Incomplete
25	ZA	62	Incomplete
Min Score		37	
Max Score		75	
Average		57	
Complete		4	
Incomplete		21	

**Table. 2**

**The pre-survey result from the test score of  
The Eleventh Graders of MA MA'ARIF 1 Punggur  
In The Academic Year of 2020 / 2021**

No	Grade	Explanation	Frequency	Percentage
1.	$\geq 70$	Complete	4 students	16%
2.	$<70$	Incomplete	21 students	84%
Total			25 students	100%

Based on the result of pre-survey above, we know that the number of students whose speaking belong to the complete is 16% in addition, the students who belong to incomplete is 84%. It means that the percentage of students who have the speaking standard score (37) is more than the number of students who are below the standard value. Therefore it can be concluded that the students speaking mastery of the Eleventh Graders of MA MA'ARIF 1 Punggur is less satisfactory.

Furthermore, to students speaking in this research, the researcher also discussed speaking anxiety, where speaking anxiety is an important facet on the affective domain. The students tend to feel shy and not confident in speaking foreign language especially English. Based on all of the information above, the researcher would like to analysis of student's speaking anxiety by researcher. In this case, the researcher would like to conduct a qualitative study. Therefore, the title of this research is "an analysis of students speaking

anxiety of the eleventh graders of MA MA'ARIF 1 Punggur in the academic year of 2020/ 2021”

## **B. Research Questions**

The researcher formulated the research questions as follows:

1. What are the causes of students' anxiety to speak English of the eleventh graders of MA MA'ARIF 1 Punggur?
2. How do the students anticipation to reduce their anxiety to speak English of the eleventh graders of MA MA'ARIF 1 Punggur?

## **C. Objective and Benefit of the Study**

### 1. Objective of Study

Based on the research questions above, the research objectives are as follows:

- a. To investigate the causes of the students anxiety to speak English of the eleventh graders of MA MA'ARIF 1 Punggur in the academic year of 2020 / 2021.
- b. To analyze the students solutions in speaking anxiety of the eleventh graders of MA MA'ARIF 1 Punggur in the academic year of 2020 / 2021.

### 2. Benefit of Study

Research has significant benefits not only for researchers but also for students, teachers and subsequent researcher.

a. For the students

This research is expected to contribute positively to students in improving their confidence especially their anxiety when speaking English. This is due to the application of this research. Students can solve their anxiety so that they can take efforts to improve their pronunciation skills. In addition, students' sensitivity to reciting English can improve their ability as well.

b. For the teachers

The research is expected to bring benefits to English teachers in the form of real information about the ability to recite the students of MA MA'ARIF 1 Punggur, especially in speaking anxiety. By understanding the students' anxiety through this research the teacher can develop efforts to solve the students' anxiety and improve the student speaking skill.

#### **D. Prior Research**

This research will be carried out by considering several prior research which focuses on the realm of research in the speaking anxiety. The first prior research is done by Dini Deswarni, M.Pd entitled *A Study On Student's Anxiety In Speaking English* (Survey Study at The Sixth Semester of STAI Hubbul wathan Duri)<sup>1</sup>. The research method used by the first prior research is qualitative method. The purpose to reduce the anxiety of English speaking

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<sup>1</sup>Dini Deswarni, "a study on student's anxiety in speaking english," *al-ishlah: Jurnal Pendidikan* 7, no. 2.

students; The author conducted a survey research whose design will be used to show students' anxiety in speaking English.

Based of the research above. A study on Students anxiety to speaking English in the classroom is a problem commonly found in teaching speaking. Consequently, students cant improve their speaking ability. Survey study involves systematical gathering enough information about a particular person, social setting, event to permit the research to effectively understand how the subjects operate and how the subject solve the problem.

This research and the first prior research have similarities and differences. The equation between this study and the first prior research lies in skills in the language. Both of these studies have similarities in the topic of research that is in research speaking anxiety in teaching speaking. This research has a connection to qualitative research methods. While the difference between this study and the first prior research lies in the difference in the study sample, the researcher, and the place, while the first prior research sample is of second semester students the Sixth Semester of STAI Hubbul wathan Duri. The difference made by the first previous study was that researchers conducted research in STAI Hubbul wathan Duri with 83 students who took the questioner and interview for four classes, from first class there are 15 person, second class there are 15 person, third class there are 28 person, and the fourth class there are 25 person



Futhermore, The second prior research is done by Mukhlash Abrar, Failasofah, Nunung Fajaryani, Masbirorotni entitled *Efl Student Teachers' Speaking Anxiety: The Case In One English Teacher Education Program*. The research method used by the first prior research is a qualitative method<sup>2</sup>. This research and the second prior research have similarities and differences. The equation between this study and the first prior research lies in skills in the language. Both of these studies have similarities in the topic of research that is in research speaking anxiety in teaching speaking.

This research has a connection to qualitative research methods. While the difference between this study and the first prior research lies in the difference in the study sample. The sample of this study is the students of Jambi, while the first prior research sample is of second semester of university Jambi. Based on the explanation above, the researcher would like to continue the second prior research by conducting qualitative research method in the title *An Analysis of Students Speaking Anxiety of the Eleventh Graders of MA MA'ARIF 1 Punggur in the Academic Year of 2020 / 2021*.

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<sup>2</sup> Mukhlash Abrar et al., "EFL Student Teachers' Speaking Anxiety: The Case in One English Teacher Education Program," *IJEE (Indonesian Journal of English Education)* 3, no. 1 (June 28, 2016): 60–75..

## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept of Speaking

##### a. The Definition of Speaking

Speaking is important to send information from speaker deliver message meaning to communicate. Speaking is one of the four language skills (reading, speaking, listening, writing). It means through learners can be interact with speaking to connect with other how to express the main idea, opinion, reason, social development through speaking. Furthermore speaking has a purpose achievement goals for understanding in convey message from speaker. Activity speaking process is “productive skills”<sup>3</sup> of writing and speaking beside that “receptive skills” one process receptive message from speaker by listening and also reading process. Speaking related with listening to accomplishing or to communicate this one role of speaking.

Scott Thornbury explains, “Speaking is much a part of daily that we take it for granted”<sup>4</sup> Speaking is the most important language skill to develop be mastery in English in one of four language skills beside reading, listening , writing. In other words, speaking is art of convey message of speaker in speaking used symbol verbal and non verbal in variety situation of context. As we know there are many symbol of verbal

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<sup>3</sup>Marriam Bashir, Factor Effecting Student’s English Speaking Skills, (Lahore : British Journal Publishing,2011), No./1 April 2011, p. 8, Vol 1.

<sup>4</sup> Scott Thornbury, How to Teach Speaking Harlow, (United Kingdom : Pearson Education Limited, 2005), p. 1.

communication, such as: speech volume, speech speed, language , grammar, and vocabulary. Whereas, Non verbal communication includes of sounds, gestures, body movement, eye contact facial expression, pitch or tone of a voice, spatial distance, apparent behavior, posture, and dress of an individual.<sup>5</sup>

Speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition. Speaking also included in four skills to teach English in to student. Therefore, in formal environment between teachers and students have to always interact to make communication because, communication is part in daily interaction.

Burns and Joyce point out that speaking is defined as a interactive process of constructing meaning that involve producing. In receiving information, its form and meaning are dependent on the context in which it occurs, the participant and the purpose of speaking.” It can be concluded that to make successful communication is the speakers should have any purpose of speaking and understand the meaning based on the context. <sup>6</sup>According to Nunan, the successful oral communication involves developing:

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<sup>5</sup>Arifa Bunglowla. “*Non Verbal Communication: An Integral Part Of Teaching Learning Process*”. (Bandung: International Journal of Research in Advent Technology), No 2321-9637/08 March 2015, p. 371.

<sup>6</sup> Shiamaa Abd El Fattah Torky, “*The Effectiveness of a Task-Based Instrument Program in Developing The English Language Speaking Skills of Secondary Stage Students*”, (Cairo:Ain Shams University), No. 1/2006, p.30

- a. The ability to articulate phonological feature of the language comprehensibly.
- b. Mastery stress, rhythm, intonation patterns.
- c. An acceptable and interpersonal skills.
- d. Transactional and interpersonal skills.
- e. Skills in taking short and long in spoken language turn.
- f. Skills in the management of interaction.
- g. Skills in negotiating meaning.
- h. Skills in knowing about the negotiating purposes for conversation.
- i. Using appropriate conversational formulae and filters.<sup>7</sup>

Based on criteria above to developing successful oral communication is the most important criteria to convey message in conversation about intonation clearly, understanding meaning, skill to management of interaction and the last must have purpose to convey message depend of the context.

## **b. Component of Speaking**

### 1) Pronunciation

According to Sari Luoma, “Pronunciation or more broadly, the sound of speech, can refer to many feature of speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation.”<sup>8</sup> To made communication by interlocutor for us to produce word clearly, and can receiving message for understanding

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<sup>7</sup>David Nunan, *Designing Task For Communicative Classroom*, (New York: Cambridge University Press, 1989), p.32.

<sup>8</sup>Sari Luoma, *Assesing Speaking*, (New York :Cambridge University), 2004, p.11.

meaning with interlocutor.

## 2) Grammar

Grammar is consist morphology and syntax but have subdivided into two different but interrelated areas of study- morphology and syntax. Morphology is the study of how words formed of smaller units (called morphemes) and Syntax is the study of the way in which phrases and sentences are structured out of words.<sup>9</sup> In other words grammar is rule in structure of sentence how to change form of words and using correct grammar to made meaning of the sentence.

## 3) Vocabulary

According Christopher Turk vocabulary means appropriate diction or the most important in speaking to convey thought, ideas, express which used in communication. In spoken language tend to be familiar and everyday<sup>10</sup> In other word vocabulary used must be very familiar and used in everyday conversation in order understand in spoken language.

## 4) Fluency

Pollard explain that fluency is define as ability to communication in spoken language . fluency refers to express oral

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<sup>9</sup>Andrew Radford, *An Introduction to English Sentence Structure*, (New York : Cambridge University Press), 2009, p.1.

<sup>10</sup>Christhoper Turk , *Effective Speaking Communicating in Speech*, (Francis: British Library), 2003, p .87.

language freely without interruption.<sup>11</sup> In other word the teacher to help student allow to express themselves freely with interruption. In process teaching and learning the teacher does not immediately correct fluency at the time of student convey conversation whereas the idea being too much correction it will disturb flow in convey conversation.

#### 5) Comprehension

Cohen point out that to participant fully understand in speak even where if miss understanding for catch information and entail risk<sup>12</sup> In other word comprehension refer to ability in speaker to understand meaning of the sentence. what are they saying something to listener in convey something avoid misunderstanding information. In addition to make easy the listener understand in catch information based on context of the meaning. There are five component of speaking that must to notice for student if they want to speak be better than before. giving a lecture.

### **B. Concept of Speaking Performance**

#### **a. Definition of Speaking Performance**

Speaking performance refers to operationally in this study as secondary stage students' ability to express themselves orally, coherently, fluently, and appropriately in given meaningful context to

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<sup>11</sup>Lucy Pollard's , *Guide to Teaching English*, (London : University of London,2008), p. 16.

<sup>12</sup> Louis Cohen, *Research Methods in Education*, (New York: The taylor & Francis e-library 2005), p.51.

serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the speaking. In other words they are required to show mastery of the following sub skill:

- a. Linguistic competence: This includes the following skills:
  - 1) Using intelligible pronunciation.
  - 2) Following grammatical rules accurately.
  - 3) Using relevant, adequate and appropriate range of vocabulary
- b. Discourse competence : This includes the following skills:
  - 1) Structuring discourse coherently and cohesively
  - 2) Managing conversation and interacting effectively to keep the conversation going.
- c. Pragmatic competence : This includes the following skills:
  - 1) Expressing a range of function effectively and appropriately according to the context and register.
- d. Fluency: This means speaking fluently demonstrating a reasonable rate of speech<sup>13</sup>

Based on the researcher of opinion speaking includes one of the difficult skill for student to learn. In addition, Speaking also is one of the most difficult aspect for student have to be mastered. Therefore, students must be practice to speak English as often as possible so that they are

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<sup>13</sup>Shiama Abd El Fattah Torky, The Effectiveness.,p.30-31

able to speak English fluently and accurately. A part of that, to speak English, we have to know important component in convey speaking.

### b. The Measurement of Speaking Performance

Based on the Weir Cyril J. There are some indicators that be supposes to measure the speaking performance:<sup>14</sup>

**Table. 3**  
**Indicators of Speaking Measurement**

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate word/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech.
	2 (fair)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1 (bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (fair)	Compheresion suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (bad)	Words are unintelligibe.
Vocabulary	4 (excellent)	Effective use of vocabulary of the task with litle inappropriacies.
	3 (good)	For the most parat, effective use of vocabulary for the task of some examples inappropriacies.

<sup>14</sup>Weir Cyril J. *Language Testing and Validation*, (London: Palgrave Macmillan, 2005) P.195-196



	2 (fair)	Limited use of vocabulary with frequent innappropriacies.
	1 (bad)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (fair)	Speech is broken comprehension sentences.
	1 (bad)	Unable to construct comprhensible sentences.
Intearctional Strategies	4 (excellent)	Interacts effectively ad readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experience some difficulties in maintaininng interaction consistently.
	2 (fair)	Use of inneffective. Can seldom develop an interaction.
	1 (bad)	Understanding and interaction minimal.

### C. The Concept of Anxiety

#### a. The Nature of Anxiety

Language anxiety in the broader construct of anxiety as a basic human emotion that may be brought on by numerous combinations of situational factors. There is something unique to the language learning experience that makes some individuals nervous. When this nervousness or anxiety is restricted to the language learning situations, it fall into the category of specific anxiety. Language anxiety seems to continue to develop in the language classrooms. It suggests

that these strategies are just s instructions for the teachers, and for the ESL/EFL learners, not the treatment of language anxiety<sup>15</sup>.

Language anxiety is a complex psychological phenomenon, however, these strategies can't reduce language anxiety totally, moreover, they cannot completely reduce it. Foreign language anxiety consists of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

Anxiety is the total response of a human being to threat or danger. Each experience of anxiety involves a perception of danger, thoughts about harm, and a process of physiological alarm and activation.<sup>16</sup> The accompanying behaviors display an emergency effort toward "fight or flight." The situation of threat may be mild, for example, when a golfer perceives that others will watch his or her golf swing, and the golfer fears that they may draw conclusions about the individual's athletic ability. Or the anxious situation may seem catastrophic, such as when an already lonely adolescent student recognizes that classmates can hear the youth stutter and the youngster fears ever having a friend. In each case, the experience of threat or danger is individualized unique for each person at a given moment. The

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<sup>15</sup>Woodrow, Lindy. 2013. *Anxiety And Speaking English As A Second Language*.Rel.Com/Content/37/3/308.Abstract (Accessed On June 09)

<sup>16</sup>Donald Moss,' *Psychological Perspectives Anxiety Disorders*', B. Horwitz (Ed.), London, (2014): 2

situation may look entirely safe and secure to others. For the anxious individual, however, each sensory modality goes “on alert” and focuses on the signs of possible harm.

Anxiety is one of the important normally and regularly occurring emotions. Some of the actual public health problems like anxiety disorders are based on the pathology of feelings.<sup>17</sup> Anxiety disorders comprise a heterogeneous group of disorders and each of these disturbances has a different etiology and outcome, and different physiological characteristics. Among the most important influences are actually genetic disposition, environmental impact upon one individual, and acute stressors that result in adaptational changes. Considering a large body of findings, several monoamine neurotransmitters and anxiogenic or anxiolytic like neuropeptides are involved in the regulation of fear and anxiety. From the definition above we know that anxiety is a problem related to psychology and emotion, anxiety occurs due to lack of confidence and embarrassment. most Anxiety sufferer, afraid when their standing or speak up in front of many people. They are fell like there is no space for them and get blank.

#### **b. The Features of Anxiety**

Language anxiety has been theorized to occur at all the three stages of language learning: input, processing and output. The

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<sup>17</sup> Klaus Wiedemann, 'Anxiety and Anxiety Disorders', University Hospital Hamburg Eppendor, Hamburg, (2015): 1

description of these three stages with relation to anxiety will point out why second/foreign language learners make mistake and the reasons of linguistic difficulties second language / foreign learners face in learning and using the target language. This can offer an insight to help understand anxiety experienced while communicating in the target language. This section discusses the psychological and linguistic reasons of language anxiety that occurs at all the three stages of language learning: input, processing, and output.

a. Input

Input is the first stage of language learning. It activates Language Acquisition Device' (LAD) an innate language specific module in the brain, which carries out the further process of language learning ( Muhammad Tanveer). Anxiety at the input stage (input anxiety) refers to the anxiety experienced by the learners when they encounter a new word or phrase in the target language. Input anxiety is receiver's apprehension when receiving information from auditory and visual clues. Input anxiety is more likely to cause miscomprehension of the message sent by the interlocutors, which may lead to the loss of successful communication and increased level of anxiety. Once the basics are down and teachers realize that students are not going to eat them for breakfast, they can move past classroom management concerns and begin to put into place more sophisticated systems that work for

them. These systems would help teachers deal with issues like tardiest, collecting homework, dealing with late work, controlling restroom use, and book check in/out. Refining these systems helps the teacher move into the next stage.

b. Processing

Anxiety at the processing stage, called processing anxiety, refers to the apprehension students experience when performing cognitive operations on new information ( Muhammad Tanveer). Working on the 'Information Processing Model' have tried to explore how these cognitive operations are performed in human brain and have explained the learners' inability to spontaneously use everything they know about a language at a given time. The cognitive processing model and also explain the difficulty learners feel in remembering and retrieving vocabulary items while communicating in the target language another important source of language anxiety for the EFL/ESL learners. A significant negative correlation between language anxiety and ability to repeat a short string of numbers and to recall vocabulary items.

This stage is reached when the classroom really seems to come together. Student behavior is under control. The teacher has created lesson plans that they can use throughout the year. They have come up with their own educational philosophy on which they base classroom decisions. They have also put systems in place that make

their daily housekeeping tasks easier.

Now is when they really can become effective in their role as teacher. They can begin to refine their lessons and stretch towards new ways to present information. They grow in confidence and can judge much quicker not only if issues are going to occur in class but also whether ideas for lessons will work with their students. They also begin looking for ways to extend their lessons and create greater connections for students. They include a greater range of multimedia or try out new methods for teaching information. By the end of this stage, they have created excellent lessons and if they are not careful can become complacent in their day-to-day teaching. This leads to the last and final stage where the goal is to avoid going on autopilot and instead finding new ways to challenge yourself as an educator.

c. Output

Anxiety while communicating in the target language is more likely to appear at the output stage, which entirely depends upon the successful completion of the previous stages: input, and processing. Anxiety at the output stage refers to learners' nervousness or fear experienced when required to demonstrate their ability to use previously learned material. In educational research, anxiety is usually classified as being trait or state. Trait anxiety is a relatively stable personality trait. A person who is trait anxious is likely to feel

anxious in a variety of situations. As we know, some people are predisposed to feeling anxious about things (called trait anxiety), while others experience state anxiety in relation to some particular event or situations. Many learners may experience anxiety because of their perceived inability to adequately express their thoughts, or because they are afraid of being judged negatively or not being socially accepted. Anxiety, according to various researchers, can be debilitating (or some call it harmful) or facilitative (some call it helpful)<sup>18</sup>.

**c. How to Reduce Anxiety**

To reduce their anxiety in speaking, students do four strategies, those are: (1) practice to pronounce the words in English, (2) try to speak in front of the mirror or with their friends to build self confidence, (3) improve their vocabulary knowledge to make them know which is the words that appropriate to use in speaking, (4) increase their motivation by build positive mindset when they are asked to speak in English by their teacher. There are many good techniques and resources for dealing with stress. Perhaps the most important fact is this: Nearly all the stress related factors in our lives can be modified.<sup>19</sup> We begin with a little help from our friends, such as:

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<sup>18</sup> Tanveer, Muhammad. 2007. *Investigation Of The Factor That Cause Language Anxiety For Esl/Efl Learners In Learning Speaking Skills And The Influence It Casts On Communication In The Target Language*. (Glasgow: University Of Glasgow).

<sup>19</sup> Dini Deswarni, "a study on student's anxiety in speaking english," *al-ishlah: Jurnal*

### 1) Social support

One of the best antidotes for stress is social support: the psychological and physical resources that others provide to help an individual cope with adversity. Research shows that people who encounter major life stresses, such as the loss of a spouse or job, come through the ordeal more easily if they have an effective network of friends or family for social support. By contrast, people with few close relationships die younger, on the average, than people with good social support networks. In fact, the lack of a reliable support network increases the risk of dying from disease, suicide or accidents by about the same percentage as does smoking. Social support can take many forms:

First, socioemotional support gives you the message that you are loved, cared for, esteemed and connected to other people in a network of communication and mutual obligation. Second, At times other people can also provide tangible, support (money, transportation, and housing). Third, informational support (advice, personal feedback, expert guidance). Anyone with whom you have a significant relationship can be part of your social support network in time of need.

Much research points to the power of social support in moderating vulnerability to a variety of stressful situations. When



people have other people they can turn to, they are psychologically better able to handle job stressors, unemployment, marital disruption, serious illness and other catastrophes, as well as the everyday problems of living. In contrast, lack of a social support system clearly increases one's vulnerability to disease and death. Moreover, decreased social support in family and work environments is related to increases in psychological problems.

## 2) Relaxation training and biofeedback

Another approach to coping with stress involves relaxation and leisure. The problem is that our ability to relax is, to a large extent, influenced by activity in the hormone system and the autonomic nervous system neither of which is normally under direct voluntary control. One way around this problem relies on a technique called *biofeedback* to help people whose internal biological responses have surged out of control. Biofeedback devices measure a variety of physical responses, such as muscle tone, perspiration, skin temperature and brain waves. The device then gives the user immediate information, or *feedback*, about subtle changes in these responses changes of which they are not usually aware. With this feedback, subjects can learn relaxation techniques and see how they affect their physical responses.

How effective is biofeedback in learning to control stress? Despite some early, overblown claims for its effectiveness,

biofeedback has not proved to be the cure all that some hoped it would be. More realistically, it may be helpful as one component of a multidimensional therapy package through which people learn to relax in the face of stress.

### 3) Optimistic thinking

In general, the work on optimistic thinking and cognitive restructuring attests to the power of the mind to promote health and well-being. When you believe your problems are manageable and controllable, you are more likely to deal with them effectively which averts the ravages of excessive stress. Consequently, optimistic people have fewer physical symptoms of illness, recover more quickly from certain disorders, are generally healthier and live longer than pessimists do. You can apply the lesson of reappraisal if, for example, you are worried about giving a speech to a large, forbidding audience. Try imagining your potential critics in some ridiculous situation say, sitting there in the nude and they become less intimidating and perhaps more self-conscious than critical. If you are anxious about being shy at a social function you must attend, think about finding someone who is more shy than you and reducing his or her social anxiety by starting a conversation. You can learn to reappraise stressors by engaging the creative skills you already possess and by imagining and planning your life in more positive, constructive ways.

#### 4) The Power of Humor

Physicians like Patch Adams have long believed that people's mental attitudes can make a difference in the length of time they take to recover from an illness or even whether they recover.

## CHAPTER III

### RESEARCH METHOD

#### A. The Types and Characteristics of Research

In this case, the researcher will consider the effect of student's anxiety especially in speaking to be explored. The researcher will decide to use qualitative research to analyze students speaking anxiety of MA MA'ARIF 1 Punggur Lampung Tengah. According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.<sup>20</sup> It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision. The characteristic in this research focuses on the descriptive qualitative research. The researcher will take a survey that it can be used to describe phenomena and summarize.

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<sup>20</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3<sup>rd</sup> Ed*(New Delhi: Sage Publications, 2003), 4.

The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.<sup>21</sup> In line with the explanation above, the purpose of this research is to know how to reduce student's speaking anxiety at MA MA'ARIF 1 Punggur.

## **B. Data Resources**

In this research the researcher divides the sources into two items. They are primary and secondary.

### **1. Primary sources**

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research is students speaking anxiety at MA MA'ARIF 1 Punggur Lampung Tengah. The total numbers of the students are 25 students.

### **2. Secondary sources**

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them

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<sup>21</sup>Geoffrey Marczyk et. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from interview, documentation, journals, e-books and articles that are related to the research.

### C. Data Collecting Technique

Qualitative research typically follows an inductive process.<sup>22</sup> It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”<sup>23</sup> The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.<sup>24</sup> Qualitative researchers also have a toolbox of data-gathering

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<sup>22</sup>Linda Kalofet.al.,*Essential of Social Research*(England:Open University Press, 2008),85.

<sup>23</sup> John W. Creswell, *Research Design*(California: Sage Publications, 2000), 184.

<sup>24</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*(New Delhi: New Age International Publisher, 2006), 212.

techniques, including indepth interviewing, participant observation, and document analysis.<sup>25</sup>

The researcher in this research uses document to collect the data. In this research, the researcher use thretechniques to collect the data. There are observation and documentation

### 1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.<sup>26</sup> As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a nonuniversity setting).

### 2. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study. In this

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<sup>25</sup>Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

<sup>26</sup>John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.<sup>27</sup> Accordingly, the secondary data needed are documented as data resource in the form of documentation.

### 3. Interview

Interview is a purposeful dialogue. The aim of interview is to gain on going something about the people, occurrence, activity, organization, feeling, motivation, etc. Something ongoing based on the past experience. The condition is probably occurring in the future to verify and developing the last information.<sup>28</sup> The researcher will interview five or eight students of the eleventh graders of MA MA'ARIF 1 Punggur, what are the causes of students' anxiety to speak English of the eleventh graders of MA MA'ARIF 1 Punggur. In interview the researcher conducted face-to-face interview with participants.

#### **D. Data Analysis Technique**

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means

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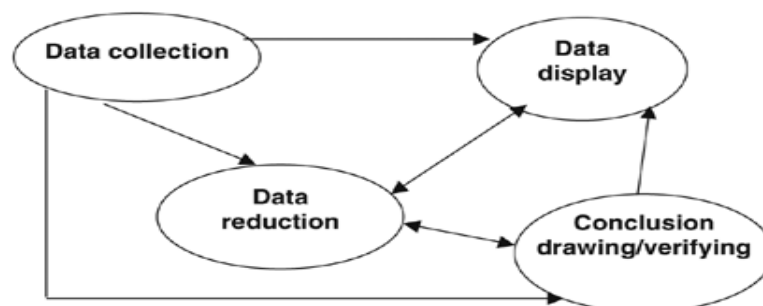
<sup>27</sup>Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000), 180.

<sup>28</sup>Hancock B., Windridge K., and Ockleford E. An Introduction to qualitative Research.(The NIHR RDS EM/YH, 2007), p.7



studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes two aspects, the aspects consist of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.<sup>29</sup> The components of this analysis model are pictured by this figure.



**Figure 1. Analysis Components of Miles and Huberman Model**

Data analysis by Miles and Huberman model conducts the following steps:<sup>30</sup>

- 1) Data collection is the step when the researcher gather all data which are used to complete the research.

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<sup>29</sup>Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

<sup>30</sup>*Ibid*,

- 2) The researcher reduces the data he had gotten by summarizing and choosing specific things.
- 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 his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

## **E. Research Approach**

In this research the researcher use six steps in the process of research, as follows:<sup>31</sup>

### **1. Identifying a Research Problem**

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

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<sup>31</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002 ), 7.

## 2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

## 3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement*. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

## 4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

## 5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

## 6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

## CHAPTER IV

### RESEACH RESULT AND DISCUSSION

#### A. Description of research Location

##### 1. The Description of MA MA'ARIF 1 Punggur

MA MA'ARIF 1 Punggur is located at Sido Mulyo street at Punggur, Lampung Tengah. MA Ma'ari 1 Punggur was established since 1990 and started operation in 1990. MA MA'ARIF 1 Punggur begins from 07.00 am.

##### 2. School Identity

Number of School : 10816279

Name of School : MA MA'ARIF 1 PUNGGUR

Postal Code : 34152

Geographic Position : -5.038629530836768 latitude,  
105.28332084417343 longitude

Accreditation : B

##### 3. Vision And Mission

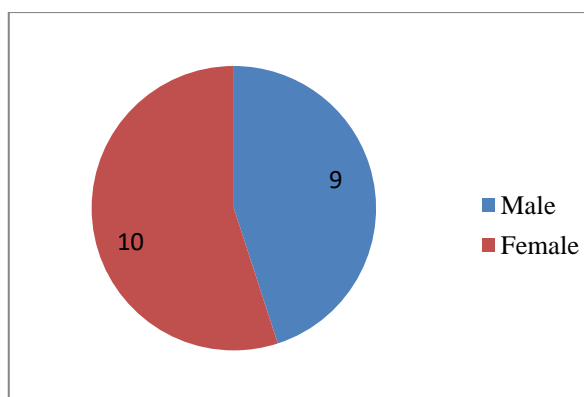
Vision:

Making MA MA'ARIF 1 Punggur a comfortable place of education and able to guide students to become noble, skilled and doing good with knowledge.

Mission:

1. Prepare students with noble character anytime and anywhere.
2. Prepare skilled students so that they can be independent and knowledgeable to continue their education at a higher level
3. Preparing students to be able to realize Islamic values in according with Ahlussunnah Waljama'ah.

4. Number of Teacher and Staff of MA MA'ARIF 1 Punggur

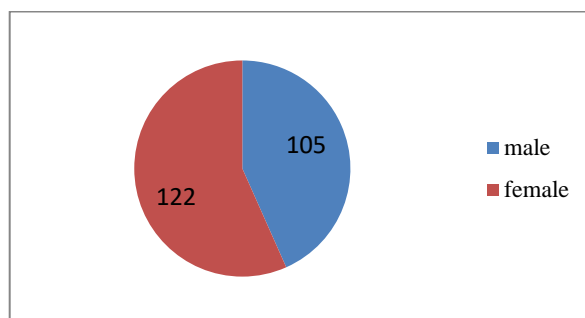


**Figure 2**  
**The Gender of Teachers and Official Employers**

Based on figure 1, this school has totaled 19 teacher and staff. It was to support the learning process activities for the students. Consist of 9 male teacher and 10 female teachers.

5. Number of Student of MA MA'ARIF 1 Punggur

Total of the students at MA MA'ARIF 1 Punggur could be seen in the chart below:



**Figure 3**  
**Total of the Students at MA MA'ARIF 1 Punggur**

Based on the figure 2 above, it can be seen that there are 227 students. Consisting of 105 male students and 122 female students.

## **B. Result**

The results of the data analysis were presented in this part. The interview was used conducts to find out the factors students anxiety in speaking English. The data collected from eleventh graders of MA MA'ARIF 1 Punggur

### 1. What are the causes of students anxiety

The causes of students anxiety in speaking English there are affected of two factor, the first is internal factors and the second is external factors such as follows:

#### a. The Internal Factor

The researcher The factors causes of students anxiety in speaking English are as follows: explained the result of the analysis of internal factor that cause students' anxiety in speaking English. Follows the table and figure below.

Table. 4 Internal factors students' anxiety in speaking English

No	Indicator component	Percentage
1	Lack of self confidence	60%
2	Shyness	80%
3	Motivation	100%
4	Fear of making mistakes	40%

Based on the table 4 the research found that there were four factors of influencing students' anxiety in speaking English namely: lack of self-confidence, shyness, motivation, and fear of mistake. Loading factor of lack of confidence than its score was 60%. Loading factors of shyness than its score was 80%. Loading factor of motivation than its score was 100%. Loading factor of making mistakes than score was 40%. Based on the table 4 above motivation was higher than all factor.

Based on the figure 4 above it shows that there were four internal factor of students' anxiety in speaking English. It shows that the different numbers of factor of students' anxiety in speaking English. The number of students' motivation was highest then the all of the internal factors of students anxiety in speaking English. The number of students' shyness was higher than fear of making mistakes and lack of self-confidence. The number of students' fear of making mistakes



was the lowest. The researcher concluded that internal factor that most influence students at eleventh graders of MA MA'ARIF 1 Punggur motivation factors, while the lowest internal factor was a factor of fear of making mistake.

b. The External Factor

The researcher explained the result of the analysis of external factor that cause students' anxiety in speaking English. follows the table and figure below.

Table. 5 The external factors students' anxiety in speaking English

No	Indicator component	Percentage
1	Lack of preparation	60%
2	Limited vocabulary	80%
3	Grammatical error	80%
4	Friend/classmate	60%
5	Embarrassment	100%

Based on table 5 the researcher found that were five factors influencing the students' anxiety in speaking English. There were five variable that have a strong correlation with external factors namely: lack of preparation, limited vocabulary, grammatical error, friends/classmate, and embarrassment. The loading factor lack of preparation than its score was 60%. Loading factor limited vocabulary

than its score was 80%. Loading grammatical error than its score was 80%. Loading factor friend / classmate than it was 60%. Loading embarrassment than its score was 100%. Based on the table 5 embarrassment score was higher than all factors.

Based on the figure 5 above it shows that there were five external factors of students' anxiety in speaking English. It shows that there were the different numbers of factors of students' anxiety in speaking English. The number of students' embarrassment was highest than all the factors of students' anxiety in speaking English. The number of students limited vocabulary Was higher than lack of preparation. The number lack of preparation was higher than friends / classmate. The number of students' grammatical error was higher than friend / classmate was the lowest. The researcher concluded that external factors that most influence students at eleventh graders of MA MA'ARIF 1 Punggur are embarrassment factors, while the lowest external factors are friend / classmate factors.

## 2. The anticipations to reduce the students anxiety

The main point of anticipation to reduce the students anxiety is positive thinking. The teachers can show a good learners are characterized as having positive attitude and out going, while anxious learners tend to feels apprehension and frustrated. Positive thinking emphasizes the need to control to control negative emotion because the negative emotion may block the cognitive process where as preparation

focuses on using cognition to control anxiety. Positive thinking is the practice or the result of a person's mind to concentrate firmly on what is constructive and good, thus eliminating of negative or destructive thoughts and emotions. With positive thinking, making individuals able to survive in situations prone to distress, improve the ability to solve problems and task, assist a person in giving positive suggestions to yourself in the face of failure, when a certain behavior and motivational.

### **C. Discussion**

The researcher had been done the interview. To make discussion clear, The discussion consisted of the factors students' anxiety in speaking English that divided to make interview, in order to know the influencing students' anxiety in internal and external in speaking at MA MA'ARIF 1 Punggur. The researcher described the result of data analyzed as follow:

#### 1. The cause of the students' anxiety in speaking English.

Internal factors was previously stated that there were four influencing the students' anxiety in speaking English, namely afraid of making mistake, lack of confidence, shyness, and lack of motivation and the total items of interview were 6 items.

##### a. Motivation

Motivation is one part of factors that influencing students' anxiety that focused on from internal factors. In the questionnaire, there were two items of the motivation. Based on the analyzed, the

researcher saw that rotated loading factors that given meaning as expected and each factor can already be interpreted clearly. Motivation included internal factor because the loading factor with a strong internal factor than its score was 100% and the number of motivation was higher than all of internal factors. It means that motivation was the most internal factors that influenced students' anxiety in English speaking at eleventh graders of MA MA'ARIF 1 Pungur.

Zua (2008) in Juhana, further adds that motivation is an inner energy, no matter what kinds of motivation the learners process it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better score than those who have weaker motivation of success showing that building students motivation.<sup>32</sup>

#### b. Shyness

Shyness is one part of factors that influencing students' anxiety that focused on from internal factor. In the questionnaire, there two items of the shyness. Loading factors that given meaning as expected and each factor can ready be interpreted clearly. Shyness included internal factor because the loading factor with a strong internal factor that its score 80%, it means that shyness was the second highest

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<sup>32</sup> Zua, Li, 2008. Exploring the affective factor influencing teaching of spoken English, (Online). Available: <http://okarticle.com/html/thesis/20080104/26.html> (feb ruari 19, 2011)

score on internal factor that influenced students anxiety to speaking English at eleventh graders of MA MA'ARIF 1 Punggur.

c. Lack of self-confidence

Lack of self-confidence is one part of factors that influencing students' anxiety that focused on from internal factors. In the questionnaire, there is one item of lack of self confidence. Loading factors that given meaning as expected and each factor can ready be interpreted clearly, lack of self-confidence was the moderate factor and lack of self-confidence included internal factor because the loading factor with a strong internal factor that its score 60%, it means that lack of self-confidence was the third highest score on internal factor that influenced students' anxiety to speaking English at eleventh graders of MA MA'ARIF 1 Punggur. According to Cubukcu, and anxious' students will performance unsuccessfully in his/her foreign language learning. In other way those who good in language class they are with little anxiety. It is means lack of self-confidence is one of important factors needed to be concerned, because it is determined to one successful learn.<sup>33</sup>

d. Fear of making mistakes

Fear of making mistakes is one part of factors that influencing students' anxiety that focused on from internal factors. In the questionnaire, there is one item of the fear of making mistakes. Loading

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<sup>33</sup> Cubukcu, F, 2007, *Foreign Language Anxiety, Iranian Journal of Language Studies*, 134, vol,1 (2)

factors that given meaning as expected and each factor can ready be interpreted clearly, Fear of making mistake included internal factor because the loading factor with a strong internal factor that its score 40%, it means that fear of making mistakes was the less and the low internal factors then all internal factors that influenced students anxiety to speaking English in eleventh graders of MA MA'ARIF 1 Punggur. Robby (2010), fear of making mistake become one of the main factors of students reluctance to speak in English in the classroom. With respect to the fear of making mistake issue<sup>34</sup>, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation.<sup>35</sup>

The external factors that cause the students' anxiety in speaking English It was previously stated that were five external factors influencing the students' anxiety in speaking English, namely lack of preparation, limited vocabulary, grammatical error, friend / classmate, and embarrassment.

#### a. Embarrassment

Embarrassment is one part of factors influencing the students' anxiety that focused on from external factors. Based on the analysis,

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<sup>34</sup> Robby S. 2010, '*Conquer your fear of Making when Speaking English* ', (Online) Availabe: (<http://englishharmony.com/conquer-fear-of-making-mistakes-when-speaking-english/>. March 15, 2011)

<sup>35</sup> Aftat, Mokhtar, 2008, *Motivation and Genious Learning*, (Online) Available : [Http://www.englishteacher 1.com/motivation.html](Http://www.englishteacher1.com/motivation.html) (march 15, 2011)

the researcher saw that rotated loading factors that given meaning as expected and each factor can ready be interpreted clearly. Embarrassment included external factors because the loading factor with a strong external than score 100% much more powerful than all of external factors and the number of embarrassment was the higher factor that influenced students' anxiety to speak English at MA MA'ARIF 1 Punggur.

b. Limited vocabulary

Limited vocabulary is one part of factors influencing the students' anxiety that focused on from external factors. Loading factors that given meaning as expected and each factor can ready be interpreted clearly. Limited vocabulary included external factor because the loading factor with a strong external factor that its score 90% and the number of limited vocabulary was the second higher after embarrassment.

It means that limited vocabulary was the second highest score on external factor that influenced students anxiety to speaking English at MA MA'ARIF 1 Punggur. According to tanveer, However limited vocabulary night hindered the process of learning a language. Thus limited vocabulary should be noted as one of factors contributing anxiety.<sup>36</sup>

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<sup>36</sup> Tanveer, M. 2007. *Investigation of the Factors that Cause Language Anxiety for*

### c. Lack of preparation

Lack of preparation is one part of factors influencing the students anxiety that focused on from external factors. In the questionnaire, there was one item of the limited vocabulary. Loading factors that given meaning as expected and each factor can ready be interpreted clearly, lack of preparation included external factor because the loading factor with a strong external factor that its score 60% and the number of lack of preparation was the moderate factor and the third highest score on external factor that influenced students' anxiety to speaking English at MA MA'ARIF 1 Punggur

Many previous studies stated that preparation become one major factor that make students anxious Liu, also mention "preparation" in their top lists how to overcome anxiety. Hence, it is obvious that lack of preparation become one of the issue contributing students' anxiety in speaking class.<sup>37</sup>

### d. Grammatical error

Grammatical error is one part of factors influencing the students anxiety that focused on from external factors. In the questionnaire, there was one item of the grammatical error. Based on the data analysis, the researcher that rotated loading factors that given

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*ESL/EFL Learners in Learning Speaking Skills and the Influence it Casts on communication in the target language.* Unpublished dissertation. Educational Studies, Faculty of Education: University of Glasgow.

<sup>37</sup> Liu, M, 2007, *Anxiety in oral English classroom : A case Study in China.* *Indonesia Jurnal of English Language Teaching*, VOL.3, No1. 128-132. J.S, Rathus, S,A & Green, B, 2003, *Psikologi Abnormal* Jilid 1



meaning as expected and each factor can ready be interpreted clearly. Grammatical error included external factor because the loading factor with a strong external factor that its score 80% and the number of grammatical error was the fourth higher after lack of preparation. It means that grammatical error was enough factors that influenced students' anxiety to speaking English at eleventh graders of MA MA'ARIF 1 Punggur.

e. Friend / classmate

Friend/classmate is one part of factors influencing the students anxiety that focused on from external factors. Loading factor that given meaning as expected and each factor can ready be interpreted clearly. Friend/classmate included external factor because the loading factor with a strong external factor that its score 60% and be number of Friend/classmate was the low. It means that friend/classmate was the less factors that influenced students' anxiety to speaking English at eleventh graders of MA MA'ARIF 1 Punggur.

All the factors between internal factors which consist of lack of self-confidence, shyness, motivation and fear of making a mistake. And external factors consisted of lack of reparation, limited vocabulary, grammatical error, friend / classmate, and embarrassment. After the researcher observed the factors above experienced by students at eleventh graders of MA MA'ARIF 1 Punggur. The researcher concluded that the most influencing factor of students in speaking

was English at eleventh graders of MA MA'ARIF 1 Punggur was a factor of embarrassment, the second was motivation, limited vocabulary, shyness, lack of preparation, grammatical error, friend / classmate, lack of self-confidence while the fear of mistake factor is the lowest factor experienced by students in Eleventh Graders of MA MA'ARIF 1 Punggur.

2. The anticipation to reduce students anxiety

Positive thinking is a main point to anticipates the students anxiety, bacuse positive thinking is how to think or how you see the view and threat everythings from the standpoint of better. Positive thinking will make your life easier. With positive thinking you capable of addressing the problem in your life from a perspective that better so that existing problems can you accomplish with ease.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the analysis, there are two factors that most influencing students' anxiety in speaking English, that is embarrassment and fear of making mistakes. Embarrassment and fear of making mistakes is the factor that most influence students' anxiety in speaking English especially at eleventh graders of MA MA'ARIF 1 Punggur. This mean that the students must to study hard and keep improving their ability when speak in front of the class when the teacher asked them to come forward and the teacher must accompany students and motivated them to not afraid when they speak English.

#### B. Suggestion

Considering the objectives, benefits, research result and discussion of this research, the researcher would like to constructively gave suggestions as follow to:

##### a. For the students

This research is expected to contribute positively to students in improving their confident especially their anxiety when speaking English. This is due to the application of this research. Students can solve their anxiety so that they can take efforts to improve their pronunciation skills.

In addition, students' sensitivity to reciting English can improve their ability as well.

b. For the teachers

The research is expected to bring benefits to English teachers in the form of real information about the ability to recite the students of MA MA'ARIF 1 Punggur, especially in speaking anxiety. By understanding the students' anxiety through this research the teacher can develop efforts to solve the students' anxiety and improve the student speaking skill.

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# APPENDIC ES





KEMENTERIAN AGAMA REPUBLIK INDONESIA

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
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Semester/TA : XII / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu, 6/10 2021			Revisi teori bab 2 penambahan teori page layout	
2	Senin, 11/10 2021			penambahan teori bab 3	
3	Selasa / 19 Oct 21			Ahmad Subhan Roza	

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1.	11/10 2021		✓	Ace Seminar proposal	

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Semester/TA : XIII / 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 11/1-22	✓	- mistyping → Revise - PSCAS → explain more - CV → formal picture - documentation → pictures on trip research?	
2.	Rabu 12/1-22	✓	- Revision is ok - Acc for munagasyah	

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**SURAT TUGAS**

Nomor: B-5510/In.28/D.1/TL.01/12/2021

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

Nama : **REZA SANDI PRASETYA**  
NPM : 1501070201  
Semester : 13 (Tiga Belas)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MA`ARIF 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS SPEAKING ANXIETY OF THE ELEVENTH GRADERS OF MA MA`ARIF 1 PUNGGUR IN THE ACADEMIC YEAR OF 2020 / 2021".
  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.

Dikeluarkan di : Metro  
Pada Tanggal : 24 Desember 2021

Mengetahui,  
Pejabat Setempat

Wakil Dekan Akademik dan  
Kelembagaan,



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Nomor : B-5301/In.28.1/J/TL.00/12/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Ahmad Subhan Roza (Pembimbing 1)  
Yeasy Agustina Sari (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **REZA SANDI PRASETYA**  
NPM : 1501070201  
Semester : 13 (Tiga Belas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENTS SPEAKING ANXIETY OF THE ELEVENTH GRADERS OF MA MA`ARIF 1 PUNGGUR IN THE ACADEMIC YEAR OF 2020 / 2021

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, 15 Desember 2021  
Ketua Jurusan,



**Andianto M.Pd**

---

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





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Nomor : B-5509/In.28/D.1/TL.00/12/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA MA`ARIF 1 PUNGGUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-5510/In.28/D.1/TL.01/12/2021, tanggal 24 Desember 2021 atas nama saudara:

Nama : **REZA SANDI PRASETYA**  
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Semester : 13 (Tiga Belas)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA`ARIF 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS SPEAKING ANXIETY OF THE ELEVENTH GRADERS OF MA MA`ARIF 1 PUNGGUR IN THE ACADEMIC YEAR OF 2020 / 2021".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 24 Desember 2021  
Wakil Dekan Akademik dan  
Kelembagaan,



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



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

Nomor : B-2348/In.28.1/J/TL.00/06/2021  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MA MA'ARIF 1 PUNGGUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **REZA SANDI PRASETYA**  
NPM : 1501070201  
Semester : 12 (Dua Belas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENT'S SPEAKING ANXIETY BY  
TEACHING SPEAKING OF ELEVENT GRADE STUDENT'S AT MA  
MA'ARIF PUNGGUR

untuk melakukan *pra-survey* di MA MA'ARIF 1 PUNGGUR.

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 2021  
Ketua Jurusan  
Tadris Bahasa Inggris

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



**MADRASAH ALIYAH MA'ARIF 1 PUNGGUR**  
**KABUPATEN LAMPUNG TENGAH**  
**STATUS TERAKREDITASI B**

Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten Lampung Tengah 34152  
Telp. (0725) 7855864 E-mail : [mamaarif1punggur@yahoo.co.id](mailto:mamaarif1punggur@yahoo.co.id)

Nomor : B- 4255/Ma.028187/07/2021  
Lampiran : -  
Perihal : **Tanggapan Pra Survey**

Yth,  
Ketua Jurusan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro

**Assalamu'alikum Wr. Wb.**

Berdasarkan Surat dari Institut Agama Islam Negeri Metro Nomor:B-2348/In.28.1/J/TL.00/06/2021 perihal izin Pra Survey, Maka diberikan izin kepada :

Nama : **REZA SANDI PRASETYA**  
NPM : 1501070201  
Semester : 12 (dua belas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENT'S SPEAKING ANXIETY BY  
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MA MA'ARIF 1 PUNGGUR

Dengan ini kami sampaikan bahwa pada prinsipnya MA MA'ARIF 1 PUNGGUR mengizinkan atas nama tersebut diatas telah melaksanakan Pra Survey dalam rangka Penulisan Proposal Penelitian. Pra survey telah dilaksanakan pada Rabu, 14 Juli 2021

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

**Wassalamu'alaikum Wr. Wb.**

Punggur, 14 Juli 2021  
Kepala MA MA'ARIF 1 PUNGGUR  
  
BUDI RAHARJO, S.Si



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

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

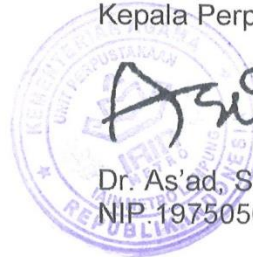
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Metro, 24 Januari 2022  
Kepala Perpustakaan



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



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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

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**SURAT KETERANGAN BEBAS PUSTAKA**

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

Nama : Reza Sandi Prasetya  
NPM : 1501070201  
Jurusan : Tadris Bahasa Inggris

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

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Metro, 21 Januari 2021  
Ketua Jurusan TBI

**Andianto, M.Pd**  
**NIP: 1987 1102 201503 1 004**

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**JURUSAN** : TARBIYAH  
**PRODI** : PAI  
**ALAMAT** : Desa Sumberjadi Kec. Melinting Kab  
 Lampung Timur Ketua,




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**SEKOLAH TINGGI AGAMA ISLAM NEGERI  
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**VISI**

Menjadi perguruan tinggi Islam yang inovatif  
 dan unggul serta eco-techno-preneurship berlandaskan  
 nilai keislaman dan keindonesiaan

# AN ANALYSIS OF STUDENTS SPEAKING ANXIETY OF THE ELEVENTH GRADERS OF MA MA'ARIF 1 PUNGGUR IN THE ACADEMIC YEAR OF 2020 / 2021

*by Reza Sandi Prasetya*

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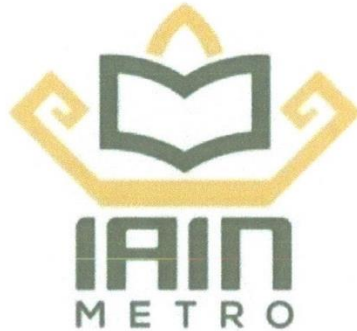
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**OF THE ELEVENTH GRADERS OF MA MA'ARIF 1**  
**PUNGGUR**  
**IN THE ACADEMIC YEAR OF 2020 / 2021**

BY :  
REZA SANDI PRASETYA  
St. 1501070201



**TARBIYAH AND TEACHER TRAINING**  
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33	Achmad Awaludin	1501070144	TBI	60,00	0,00	0,00	0,00	0,00	Tidak Lulus
34	Adi Seputra	1501070145	TBI	60,00	0,00	0,00	0,00	0,00	Tidak Lulus
35	Anis Satu Sa'adiyah	1501070152	TBI	60,00	70,00	70,00	62,50	74,17	Lulus
36	Asep Hermawan	1501070155	TBI	60,00	72,50	80,00	71,25	74,58	Lulus
37	Cindy Nur Azizah	1501070160	TBI	60,00	85,00	82,00	71,25	66,06	Lulus
38	Darma Edvando	1501070161	TBI	60,00	56,50	80,00	75,00	70,50	Lulus
39	Deni Setiono	1501070162	TBI	60,00	0,00	0,00	0,00	0,00	Tidak Lulus
40	Ira Karifalul Mukasafah	1501070177	TBI	60,00	85,00	57,50	71,25	71,25	Lulus
41	Liana Fajarani	1501070184	TBI	60,00	58,00	70,00	80,00	69,33	Lulus
42	Lucky Nurmawati	1501070186	TBI	60,00	78,00	64,00	71,25	71,08	Lulus
43	Melinda Nur Agustina	1501070192	TBI	60,00	77,50	80,00	77,50	79,33	Lulus
44	Mia Oktaviani	1501070193	TBI	60,00	75,00	82,00	75,00	77,33	Lulus
45	Nur Rohman	1501070197	TBI	60,00	0,00	0,00	0,00	0,00	Tidak Lulus
46	Reza Angga Seputra	1501070200	TBI	60,00	65,00	60,00	67,50	64,17	Lulus
47	Reza Sandi Prasetya	1501070201	TBI	60,00	77,00	63,00	84,75	74,92	Lulus
48	Rizky Purnawi	1501070203	TBI	60,00	77,50	63,00	85,00	75,17	Lulus
49	Siti Zahatul Mar'ah	1501070208	TBI	60,00	80,00	82,00	85,00	82,33	Lulus
50	Sriastutik	1501070209	TBI	60,00	0,00	0,00	0,00	0,00	Tidak Lulus
51	Sri Hasyati	1501070210	TBI	60,00	82,50	75,00	80,00	79,17	Lulus
52	Tika Resti Fadila	1501070211	TBI	60,00	84,00	70,00	73,75	75,82	Lulus
53	Ahmad Cahycho	1501070216	TBI	60,00	0,00	0,00	0,00	0,00	Tidak Lulus
54	Akhwan Zuhudi	1501070216	TBI	60,00	0,00	0,00	0,00	0,00	Tidak Lulus
55	Amir Abadi	1501070220	TBI	60,00	64,00	80,00	77,50	73,83	Lulus
56	Anis Karunia Hasanah	1501070221	TBI	60,00	85,00	75,00	70,00	78,67	Lulus
57	Anita Wulandari	1501070223	TBI	60,00	73,00	81,00	90,00	81,33	Lulus
58	Ari Sofia Cahyadi	1501070226	TBI	60,00	0,00	0,00	0,00	0,00	Tidak Lulus
59	Arni Noviyanti	1501070227	TBI	60,00	63,00	75,00	72,50	70,17	Lulus
60	Bagus Bhakti Cahya	1501070229	TBI	60,00	76,50	80,00	84,00	80,17	Lulus
61	Bayu Pamungkas	1501070230	TBI	60,00	81,00	80,00	77,50	79,50	Lulus

## INTERVIEW SHEET

1. Do you know about anxiety ?
2. Do you get a panic when you dont have a preparation ?
3. Do you get nervous when other students see you come forward ?
4. Do you like speaking english ?
5. What are you afraid about speaking English ?
6. Do you learn about English vocabulary ?
7. How you lern English ?
8. Are you apply your speaking English with your friends?
9. Do you get embarrassement when speaking English?

## DOCUMENTATION SHEET

No	Documentation Points	Availability
1	A profile of MA Ma'arif 1 Punggur	
2	Quantity of teachers	
3	Quantity of students of MA Ma'arif 1 Punggur	
4	Facilities	
5	Location Sketch	

Note.

- (√) Tick for each positive availability

## **CURRICULUM VITAE**



The name of the writer is Reza Sandi Prasetya, he was born in Sumberhadi, on January 11<sup>th</sup> 1997. He is the last child of the couple, Mr. Bambang Setyono and Mrs. Retno Budi Ati. In 2009, he graduated from SDN 1 Sumberhadi. In the year of 2012, he graduated from SMPN 1 Melinting, then he continued his study to SMAN 1 Melinting and graduated in 2015. In 2015, he entered S1 English Education Department of State Islamic studies (IAIN) of Metro . If you have something to ask about this undergraduate thesis, considered to contact me at [rezasan629@gmail.com](mailto:rezasan629@gmail.com).