

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENT ANXIETY IN SPEAKING ENGLISH
AT MA MUHAMMADIYAH METRO**

By:

Rohmatul Hasanah

Student Number: 13108327

Tarbiyah and Teachers Training Faculty

English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

(IAIN METRO)

1440 H /2019 M

**AN ANALYSIS OF STUDENT ANXIETY IN SPEAKING ENGLISH
AT MA MUHAMMADIYAH METRO**

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

By:

ROHMATUL HASANAH
Student Number.13108327

Tarbiyah and Teaching Training Faculty
English Education Department

Sponsor : Drs. Kuryani, M.Pd
Co-sponsor : Ahmad Subhan Roza, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
(IAIN METRO)
1440 H /2019 M**



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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS OF STUDENT ANXIETY IN SPEAKING ENGLISH
AT MA MUHAMMADIYAH METRO
Name : ROHMATUL HASANAH
Students Number : 13108327
Faculty : Tarbiyah and Teachers Training
Department : English Education

APPROVED BY:

To be discussed in the undergraduate thesis munaqosyah in Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies of Metro.

Sponsor

Drs. Kurvani, M.Pd
NIP. 19620215 199503 1 001

Metro, 24 April 2019
Co-sponsor

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

The Head of English Education Department

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



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METRO Telp. (0726) 41507; Faksimil (0725) 47296; Website: www.metrouniv.ac.id E-mail: ialnmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : Pengajuan Munaqosyah

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

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

Nama : Rohmatul Hasanah

NPM : 13108327

Judul Proposal : AN ANALYSIS OF STUDENT ANXIETY IN SPEAKING
ENGLISH AT MA MUHAMMADIYAH METRO

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami

atas perhatiannya kami ucapkan terima kasih.

Dosen Pembimbing I,

Drs. Kurvani, M.Pd
NIP. 19620215 199503 1 001

Metro, 24 April 2019
Dosen Pembimbing II,

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



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

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Munaqosyah
Of Rohmatul Hasanah**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name : Rohmatul Hasanah
Student Number : 13108327
Title : AN ANALYSIS OF STUDENT ANXIETY IN SPEAKING
ENGLISH AT MA MUHAMMADIYAH 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.

Wassalmu'alaikum W

Sponsor

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

Metro, 24 April 2019

Co-sponsor

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

RATIFICATION PAGE

No. B-1841/17-28-1/D/PP-00-9/06/2019

An Undergraduate thesis entitled: AN ANALYSIS OF STUDENT ANXIETY IN SPEAKING ENGLISH AT MA MUHAMADIYAH METRO, written by Rohmatul Hasanah, student number 13108327, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, May 8th 2019 at 15.00- 17.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Drs. Kuryani, M.Pd
Examiner I : Dr. Umi Yawisah, M.Hum
Examiner II : Ahmad Subhan Roza, M.Pd
Secretary : M. Dini Handoko, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty,



Dr. Akla, M.Pd.
1008 200003 2 005

AN ANALYSIS OF STUDENT ANXIETY IN SPEAKING ENGLISH
AT MA MUHAMMADIYAH METRO

ABSTRACT

BY: ROHMATUL HASANAH

This research was conducted to see the anxiety of speaking English in students in 11th grade at MA Muhammadiyah Metro. Especially to identify the factors that contribute to anxiety in speaking English based on a student's perspective.

The method was used in this study was a qualitative method with a case study approach. The remaining 13 students from class XI IIK were selected as participants in this study. Data obtained through questionnaires, structured interviews, and classroom observations.

Based on the results of the research, it can be concluded that the factors that contribute to students' anxiety in speaking English include: 1. the teacher, 2. laughed at by others, 3. self-confidence of those who feel English is difficult, and 4. lack of preparation.

Key Words: Student Anxiety, Speaking English

AN ANALYSIS OF STUDENT ANXIETY IN SPEAKING ENGLISH
AT MA MUHAMMADIYAH METRO

ABSTRAK

Oleh:

ROHMATUL HASANAH

Penelitian ini dilakukan untuk melihat kecemasan berbicara bahasa Inggris siswa di kelas 11 MA Muhammadiyah Metro. Khususnya untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap kecemasan dalam berbicara bahasa Inggris berdasarkan perspektif siswa.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan pendekatan studi kasus. 13 siswa dari kelas XI IIK dipilih sebagai partisipan dalam penelitian ini. Data diperoleh melalui angket, wawancara terstruktur, dan observasi kelas.

Berdasarkan hasil penelitian dapat disimpulkan bahwa, factor-faktor yang berkontribusi terhadap kecemasan siswa dalam berbicara bahasa Inggris diantaranya adalah: 1. guru, 2. ditertawakan oleh yang lain, 3. keyakinan diri mereka yang merasa bahasa Inggris sulit, dan 4. kurangnya persiapan.

Kata Kunci: Kecemasan Siswa, Berbicara Bahasa Inggris.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : RohmatulHasanah
Student Number : 13108327
Department : English Education
Faculty : Tarbiyah and Teachers Training

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

Metro, January 2019

The writer



RohmatulHasanah
St. ID. 13108327

ORISINILITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : RohmatulHasanah
NPM : 13108327
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, Januari 2019

Penulis



RohmatulHasanah
NPM.13108327

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“... because with difficulty is surely ease (5), with difficulty is surely ease (6)...”

(Al Insyirah: 5-6)

Try again..

Never stop believing,

Try again...

Stumble and fall is the heart of it,

When you fall down, just try again...

Westlife~Try Again~

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parents,

Abdul Rohman and Sri Harwati

My sister (Siti Markhamahtul Hasanah), and the big family of Mbah

Syamsyurri

All of the lecturers and staff of the Department of English Education at State

Institute for Islamic Studies of Metro (IAIN METRO)

ACKNOWLEDGEMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. By his will, this undergraduate thesis is accomplished. The greetings always give to Prophet Muhammad saw who lead us from the darkness to the lightness. Peace is upon him, who becomes an inspiration for all people to live as Moslems.

The deepest gratitude will be presented to the head master of The State Institute of Islamic Studies, Prof. Dr. Hj. Enizar, M. Ag, Dean of Tarbiyah and Teaching Training Faculty, Dr. Akla, M. Pd, The head of English Education Departement, Mr. Ahmad Subhan Roza, M. Pd, the first sponsor, Drs. Kuryani, M. Pd, and my second sponsor Mr. Ahmad Subhan Roza, who have sincerely guided the writer to accomplish this undergraduate thesis in time.

The biggest gratitude also would be presented to my beloved parents that always support this undergraduate thesis finished. It is realized that this undergraduate thesis is still far from perfect, therefore criticism and suggestions are demanded for further development in the future.

Metro, 21 January 2019

The Writer

RohmatulHasanah

Student Number: 13108327

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CHAPTER I

INTRODUCTION

A. Background of The Study

English has an important role in the world. The international affairs such as education, economics, sports, science, medicine, and security, always involve English as a media. In addition, it must be realized that most scientific books are written in English. In order to understand the books to gain knowledge, one must have the mastery of English as well as Indonesian students. Moreover, English is also as media to communicate among people in the world. English language is also a facility and a media for expressing ideas and concepts, so that by our English ability, we can do everything related to English, travel other countries and around the world.

As an international language, English is used in all countries as the first language, second language, and foreign language. Indonesia is one of the countries that use English as a foreign language. It means that English language in Indonesia is still second language which is taught from elementary level up to university level. In addition, English is also an obligatory subject for Indonesian students from junior high school till college which is learnt both formally and informally.

In addition, the use of English is very important in the Indonesian context. English has become part of the education curriculum system in Indonesia. It is realized that every level of formal and informal education in

Indonesia provides English teaching. So, it aims to improve Indonesian students in understanding English.

In Indonesian education curriculum, English in academics is taught as a main subject. By learning English, students are expected to communicate about everything in English. In elementary school, English is as a local content subject. It means that the students of elementary school do not mainly study English. In other hand at the junior level, English is more emphasis on writing skills, yet in the senior level English is more emphasis on speaking and practice. Meanwhile, at the level of university, English is discussed more deeply especially in English education program.

In English there are four basic skills that must be mastered. They are listening, speaking, writing, and reading. Speaking is one of the four capabilities that are very important to be learnt. As we know, speaking one of the way to communicate with other people, besides writing and reading. In addition, speaking is not easy although it is used in daily interaction. It is because, speaking requires hard thinking and idea in conveying information or interacting with many people. As the result, the message or information can be properly understood by the listener.

In line with the nature of speaking skill, skill is ability to do well; something requiring training to do well. The communication needs skill to produce good information, moreover people have to speak well by good skill. Good information means that good structure of speaking. Speaking is verbal language to convey the intention to another people; a conversation with

others, use our voice to say with others; to mention or describe, be able to use particular language to express ourselves. To speak about information we must be spoken, spoken is involving speaking rather than writing; speaking in the way mention. ¹

In addition, speaking is not only to deliver our information by spoken language. But, it also needs a good language. It means that in speaking we need to arrange our sentence correctly based on grammatically structured. When people communicate to the other, commonly they make a mistake. Sometimes, people speak English without concerning the use of grammar. Moreover, they are also lack of vocabularies in delivering speaking. As the result, it makes many people anxious to communicate with the others by spoke language. Hence, we should use speaking correctly.

In emphasizing this research the writer had taken several data of students' anxiety in speaking English by questioner to be pre survey data. The pre survey data had taken from thirteen students of the second grade at MA Muhammadiyah Metro on May 14th, 2018. The result of the pre survey could be seen on the table below:

SS : SangatSering	P : Pernah
S : Sering	TP : TidakPernah
K : Kadang-kadang	T : Total

¹ A S Hornby, *Oxford Advanced learner's Dictionary*, (New York: Oxford university press, 2000), P. 1298

Table 1: The Result Data of Questioner

No.	Uraian	S S	S	K k	P	T P	T
1.	Saya merasagelisah atau gugup dan cemas ketika berbicara bahasa inggris	1	5	5	2		13
2.	Saya merasa takut tanpa alasan yang jelas ketika akan berbicara bahasa Inggris		4	3	3	3	13
3.	Saya mudah marah, tersinggung, dan panik ketika teman-teman saya menertawakan saya ketika saya berbicara bahasa inggris		1	4	3	5	13
4.	Saya selalu merasa kesulitan dan merasa sesuatu yang jelek akan terjadi ketika saya berbicara bahasa inggris di depan kelas		2	2	4	5	13
5.	Kedua tangan dan kaki saya sering gemetar ketika saya berbicara bahasa Inggris di depan kelas	1	1	1	7	3	13
6.	Saya merasa badan saya lemas ketika nama saya dipanggil ketika praktek berbicara bahasa Inggris		2	1	4	6	13
7.	Saya tidak dapat duduk dengan tenang menunggu panggilan guru untuk berbicara bahasa Inggris di depan kelas		1	1	6	5	13
8.	Jantung saya berdebar-debar dengan keras dan cepat sebelum, sedang, dan sesudah berbicara bahasa Inggris	1	1	1	5	5	13
9.	Saya merasa tidak percaya diri ketika harus berbicara bahasa Inggris di depan kelas		3	4	5	1	13
10.	Saya merasa kurangnya kosa kata membuat saya takut untuk berbicara bahasa Inggris	2	4		6	1	13
11.	Hafalan saya hilang ketika saya akan maju untuk berbicara bahasa Inggris di depan kelas	1	3	3	6		13

12.	Saya takut mendapat nilai rendah ketika praktek berbicara bahasa Inggris	1	3	1	5	3	13
13.	Saya takut salah ketika berbicara bahasa Inggris di depan kelas	1	4	3	4	1	13
14.	Saya merasa bahwa siswa lain lebih mahir berbicara bahasa Inggris dari pada saya	2	4	1	4	2	13
15.	Saya menjadi gugup dan bingung ketika guru menunjuk secara acak untuk berbicara di depan kelas		4	3	5	1	13
16.	Saya tetap tenang ketika berbicara bahasa Inggris di depan kelas	3	3	4	1	2	13
17.	Saya dapat berbicara bahasa Inggris dengan lancar di depan kelas	2	2	1	4	4	13
18.	Saya tetap tenang dan percaya diri meskipun teman-teman saya menertawakan saya ketika saya berbicara bahasa Inggris	1	2	3	5	2	13
19.	Saya bangga ketika guru menunjuk saya untuk berbicara bahasa Inggris di depan kelas		1	3	6	3	13
20.	Saya dengan mudah menggerakkan tubuh saya ketika saya berbicara bahasa Inggris	2	1	2	4	4	13
21.	Saya merasa bahwa berbicara bahasa Inggris di depan kelas adalah hal yang sangat menyenangkan	3	1	2	3	4	13
22.	Saya tidak sabar menunggu giliran saya untuk menunjukkan kemampuan berbicara bahasa Inggris saya	1	2	3	2	5	13
23.	Saya merasa nyaman ketika tes berbicara bahasa Inggris	1		5	2	5	13

24.	Saya merasa percaya diri ketika saya berbicara di depan kelas	2	1	4	5	1	13
25.	Saya merasa berbicara bahasa Inggris adalah suatu hal yang mudah		2	3	4	4	13
26.	Saya bejalan dengan tenang ketika maju untuk berbicara bahasa Inggris di depan kelas	1	2	4	4	2	13
27.	Saya berani berbicara bahasa Inggris di depan kelas meskipun saya tak pandai berbicara bahasa Inggris	2		3	6	2	13
28.	Saya tidak khawatir ketika berbicara bahasa Inggris walaupun saya berbuat kesalahan	2	1	1	6	3	13
29.	Saya merasa bahwa saya mahir dalam berbicara bahasa Inggris	1	1		4	7	13
30.	Saya selalu siap untuk ditunjuk guru untuk berbicara bahasa Inggris di depan kelas	1	1	5	3	3	13

Source: from data pra survey of second grade at MA Muhammadiyah Metro, taken on May 14th, 2018

Based on table above, it shows that students feel anxious in speaking English at some situations. Being called on by the teacher or waiting turn to speak. They also worried about made mistake like grammatical and pronunciation mistake, getting low grade. The students often laughed at student who made a mistake. Some students appeared to be anxious when their peers ridiculed them.

B. Research Questions

Based on the background above, there are some problems that could be identified as follows:

1. What are the factors that make the students feel anxious in speaking?
2. Why the students feel anxious in speaking?
3. How to solve problems of student anxiety in speaking English at MA Muhammadiyah Metro?

C. Objective and Benefit of The Study

1. Objective of the Study

- a. To determine the factors that causes anxiety in the students' speaking English at MA Muhammadiyah Metro.
- b. To find out the causes of the students anxiety in speaking English at MA Muhammadiyah Metro.
- c. To give the solution the problems of student anxiety in speaking English at MA Muhammadiyah Metro.

2. Benefit of The Study

Generally, the results of this study were expected to be useful for analyzing the anxiety in speaking English of students in English. In particular the results of this study were expected to have the following benefits:

- a. Theoretically, this study showed students' anxiety in speaking English.
- b. Practically, the results of this study were expected to be useful for:

- 1) The teacher could help students improved their ability to speak English.
- 2) It was as information for the students what factors caused anxiety.
- 3) For the other researchers, it could be a reference to identify and analyzed the anxiety of students in speaking.
- 4) As a contribution for English Educational Department of State Institute For Islamic Studies of Metro (IAIN) Metro as the candidate of a good teacher.

D. Relevant Research

Studies about anxiety analysis have been researched by Fatmala Sari Oktaviani by the title *“An Analysis of Students’ English Language Anxiety At SMAN 7 Padang”*. The results of the research conducted by Fatmala Sari Oktaviani at SMAN 7 Padang, indicate that the most influential component to students' anxiety in learning English is fear of negative judgment of others, followed by anxiety in communicating, anxiety to the exam, and the last is anxiety to be in English class. This shows that the source of the anxiety comes from themselves, they feel that English is difficult.²

The research conducted by ESTI KURNIASIH by the title *“An Analysis Of Students’ Speaking Anxiety In Public Speaking Class In English Department of Universitas Negeri Surabaya”* concludes that there are 3 (three) components of students speaking anxiety in Public Speaking Class.

² FatmalaSari Oktaviani, “An Analysis Of Students’ English Language Anxiety At SMAN 7 Padang” in *Journal of English Language Teaching*, (Padang: FBS State University of Padang), Vol.1 N0.3, Juni 2013,Serie A. P. 52

They are communication apprehensions, test anxiety, and also fear of negative evaluation. The speaking anxiety happened because of some reasons. The researcher found only 3 (three) causes of speaking anxiety. They are personal and interpersonal, classroom procedure, and language test. Then, to solve this problem, the researcher found 5 (five) solutions to overcome and reduce speaking anxiety. They are planning for change, confronting anxiety-provoking situation, changing the way to communicate and improve the relationships, learning to make presentation with confidence, and stop trying to be perfect.³

Referring to the prior research, the researcher desired to investigate the factors that causing students' anxiety in public speaking. Moreover, the researcher wanted to continue the previous research that has been done by Fatmala Sari Oktaviani. In her research, the students' anxiety came from themselves, they felt that English was difficult. Here, the researcher wanted to know whether the factors that causing the students' anxiety was the same as previous or different research. After knowing the factors that causing the anxiety, this research was expected to provide the solution to the problems.

³ Esti Kurniasih, "An Analysis Of Students' Speaking Anxiety In Public Speaking Class In English Department Of Universitas Negeri Surabaya" in *Retain*, (Surabaya: English Education, Language and Art Faculty, State University of Surabaya), Vol. 04 No. 02 Tahun 2016, P. 1

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

After choosing the topic of study, the researcher did not miss to review the existing literature in that topic area. The primary purpose of literature review was to help the researcher became familiar with the study that would already conduct in her selected area. Literature review is a highly meaningful part for the writer. Because it could be used to guide the researcher in appropriate direction by answering the question related to the topic area.

To be believable, a good speech must contained of entrusted theories to approved that speech created well and based on science. Alternatively, qualitative researchers increasingly used a theory to guide their study and raise the questions of gender.⁴ The used of theory extremely important to bring the listeners in understanding what topic the researches conveyed through their speaking. Also, the theories would empower the ideas that conveyed by the speaker to ensure the listeners.

This research was aimed in discussing students' anxiety in speaking English. Therefore the writer would give some supporting theories that related to the topic to easy understanding the content of this research. So that, the discussion of this research became clear.

⁴ John W. Creswell, *Research Design*, (California: Sage Publication, Inc, 2003), the second edition. p.131

B. The Nature of Speaking

1. The Definition of Speaking

There are so many experts that define speaking. Scott Thornbury stated speaking is interactive and requires the ability to co-operate in the management of speaking turns. Speaking is a skill, and such as needs to be developed and practiced independently of the grammar curriculum.⁵ Speaking is not only to say a word or sound, but one of way to communicate ideas, express our feeling, share knowledge and etc. Next, David Nunan said that speaking is the single most important aspect of learning a second or foreign language, and success in measured in terms of the ability to carry out a conversation in the language.⁶

Then, Brown H. Douglas said that speaking is a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skills.⁷

Meanwhile Lewis and Hill state that speaking is process that covers many things addition to the pronunciation of individual sound. Burtkart says speaking is an activity which involves the area of knowledge, there are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. While Clark and Clark said that in speaking, a speaker expresses his thought

⁵Scott Thornbury, *How to Teach Speaking*, (New York Longman, 2005), P. 4

⁶David Nunan, *Language Teaching Methodology*, (New York, Prentice Hall Oxford University Press,1991), P. 39

⁷H. Douglas Brown, *Teaching by Principles an interactive Approach to Language Pedagogy 2nd Edition*,(San Fransisco, Longman, 1994), P. 267

and feeling in words, phrases, and sentences following a certain structure which regulates the meaningful units and meaning of sentences.⁸

Next, the definition of skill according to Welford in Jhonathan, skill as a combination of factors resulting in ‘competent, expert, rapid and accurate performance’, regarded this as equally applicable to manual operations and mental activities.⁹

Speaking skill is the ability in transferring and expressing thought, ideas, and feeling orally and supported by body language. Clinton in Oguzham said that speaking is the language skill which allows human to express what they know, think, and feel in the shortest way. The speaking skill is an inborn talent, it is also possible to learn and develop it in time. Next, according to Temizkan, speaking is the verbal expressions of plans, wishes, feeling and thoughts. In other words, it is a verbal transfer of subject after it has been planned in the mind.¹⁰

From the definition above, speaking skill was the ability to express thoughts, ideas, and opinions orally to respond to the verbal and non verbal information well. Speakers communicated through oral expression to gain much more information efficiently.

⁸Munther Zyoud, “Theoretical Perspective on How to Develop Speaking Skill among University Students” in *Pune Research Scholar an International Multidisciplinary Journal*, (Palestine: Al Quds Open University), Vol. 2, Issue 1, p.3

⁹Jonathan Winterton, et, al, *Typology of Knowledge, Skills and Competences: Clarification of the Concept and Prototype*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 26-27

¹⁰Oguzham, “Effects of Drama Method on Speaking Anxieties of Pre-service Teacher and Their Opinion about the Method” in *Academic Journals*, (Turkey: Ataturk University), Vol. 9(18)/ September 2014, p.734

2. The Elements of Speaking

Jeremy Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:¹¹

a. Language features

The elements necessary for spoken production, are the following:

- 1) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
- 2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.
- 3) Lexis and grammar: therefore supply a variety of phrases for different functions such as agreeing or disagreeing (I think so, yes of course, I doubt (/d^ʌt/), I am afraid of. . .), expressing surprise (I am surprised. . . ,I don't believed it. . .), shock (you

¹¹Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, (London: Longman, 2001), p. 269-271

are joking me. . . ., you are kidding me .. .), or approval (I allow you to. . .)

- 4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students, for example, asking unclear some words or name that have pronounced by someone.

b. Mental / Social Processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates. Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

- 1) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- 2) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

In conclusion, the elements of speaking consist of two elements. There are language features and mental/social processing. In

language features, there are connected speech, expressive devices, lexis and grammar and negotiation language then in mental/social processing there are language processing, interacting with others, on the spot information processing.

3. The Function of Speaking

Brown and Yule in Richards made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Those functions are:¹²

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Burns in Richards

¹² Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p.19

distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

From the definition above it could be concluded that the functions of speaking were classified into three. First function was talk as interaction. Second function was talk as transaction. The last function was talk as performance. Each function in speaking should be improved time by time when learners wanted to master speaking in English well.

C. The Characteristic of Good Speaking

The Indonesian students learning English are expected to be able to communicate fluently and accurately based on social context. Based on Ur Penny says that the characteristic of good speaking performance are as follows:¹³

1. Learners talk aloud. As much as possible the student of the period of time allotted to the activity is in fact occupied by learners' talk. This may seem obvious but often most time taken up with teacher.
2. Participation is even. Classroom discussion is not determined by minority of talk active participants, all the student get the chance to speak and contributions are fairly evenly distributed.
3. Motivation is high. The student are brave to speak because they are fell interested in the topic and have something new to speak it because they want to express their idea.

Language is of an acceptable level. Learner expresses themselves in utterances that are relevant, comprehensive to each other, and of acceptable level language accuracy.

D. The Concept of Anxiety

1. Definition of Anxiety

Spielberger defined anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with and arousal of the

¹³ Akhyak, "Improving Students English Speaking Competence" in *International Journal of Language and Literature*, (Nganjuk, Desember 2013), Vol. 1, P. 20

autonomic nervous system. Scovel defined more simply put, anxiety is associated feelings of uneasiness, frustration, self doubt, apprehension, or worry.¹⁴

According to Seligman, anxiety (also called angst or worry) is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioral components. It is the displeasing feeling of fear and concern. The root meaning of the word anxiety is 'to vex or trouble'; in either presence or absence of psychological stress, anxiety can create feelings of fear, worry, uneasiness, and dread. However, anxiety should not be confused with fear, it is more of a dreaded feeling about something which appears intimidating and can overcome an individual. Anxiety is considered to be a normal reaction to a stressor. It may help an individual to deal with a demanding situation by prompting them to cope with it. However, when anxiety becomes overwhelming, it may fall under the classification of an anxiety disorder.¹⁵

From the definitions explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in future.

¹⁴ Brown H. Douglas, *Principles Of Language Learning And Teaching*, (New York, Pearson Education, 2007), P. 161

¹⁵ Cucu Sutarsyah, "An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance" in *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, (Lampung: Lampung University), Vol. 1(2), 2017, P. 146

2. Types of Anxiety

There are three types of anxiety identified by some expert:

a. Trait Anxiety

Trait anxiety is a more permanent predisposition to be anxious. Some people are predictably and generally anxious about many things. At a more momentary, or situation level.¹⁶

b. State Anxiety

State anxiety is experienced in relation to some particular event or act.¹⁷ While state anxiety is a transient anxiety, a response to a particular anxiety provoking stimulus such as an important test.¹⁸

Based on the intensity, duration and situations, anxiety can be divided into three types: State anxiety: feeling of apprehension and nervousness as reaction to particular situation, Trait anxiety: more intense anxiety that depends on ones individual regardless of the situation.

3. Impact of Speaking Anxiety

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students' learning effort and performance. Anxious students will think less clearly and probably make more

¹⁶ H. Douglas Brown, *Principles Of.*, P. 161

¹⁷ *Ibid.*, P. 161

¹⁸ Sara Atef Vahid, "The Effect of English Learning Anxiety on Iranian High School Students' English Language Achievement" in *BRAIN (Broad Research in Artificial Intelligence and Neuroscience)*, (Iran: English Department, Narmak, Tehran), Vo. 2, Issue 3, September 2011, ISSN 2067-3957 (online), ISSN 2068-0473 (Print), P. 30

mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process.

Anxiety has long been recognized by educators as a potential problem in foreign language classroom. Anxious student will have difficulty in their language learning since anxiety affects cognition processing. According to Ormrod, anxiety can interfere with several aspects of cognition in learning process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned.¹⁹ in other words, speaking English anxiety belong to debilitating anxiety because it can hinder language learning.

Similar with Ormrod, MacIntyre as cited Young, also believed that anxiety can affect students' cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety learning from instruction which consist f three stages: input, processing, and output.²⁰ Further, anxiety can affect students' cognitive disrupts the cognitive work at one stage, and then information is not passed along to the next stage.

¹⁹ Ormrod, J. E., *Educational Psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011), P. 402

²⁰ MacIntyre and Peter D., "Language Anxiety: A Review of The Research for Language Teachers", in Dolly Jesusita Young (ed.), *Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low-Anxiety Classroom Atmosphere*, (Boston: McGraw-Hill, 1999), P. 35

At the input stage, foreign language anxiety acts like a filter that preventing some information from getting into the cognitive processing. This is similar to Krashen's well known concept of the "affective filter". Krashen state that anxiety can raise affective filter and form of a mental block that prevents a comprehensible input from being used for language acquisition. For example, anxious student may not be able to understand information of language rules and vocabulary because anxiety interfere their ability to process information.

During the processing stage, anxiety acts as a distraction. It distracts student in processing information effectively. When they are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson.

While the output stage, anxiety can influence the quality of students' speaking English. Students with anxiety in this stage may not be able to demonstrate what they have learned.

Moreover, Oxford described that "anxiety harms learner's though worry and self doubt and also by reducing participation and creating overt avoidance of the language". He also mention certain aspects that have negative correlation of anxiety such as: grade in language courses,

proficiency test performance, performance in speaking and writing tasks, self confidence and self esteem in language learning.²¹

Based on the description above, it could be said that the existence of foreign language anxiety could affect the fluency of learner's speech and learning and general.

4. Possible Factors Contributing to Speaking Anxiety

Anxiety can rise from various sources. It sometimes comes from classroom activities and method which related to teachers instruction and tasks. For example, speaking activities, it appears frequently as one of the anxiety provoking factor. Horwitz, Horwitz, and Cope found that speaking in foreign language as the most anxiety producing experience.²² While Koch and Terrell as cited in Oxford, also found oral skits and oral presentation in the front of the class as the most anxiety producing activities. They also noted that being called on to respond orally can produce anxiety.²³ Speaking activities are prone to anxiety. In speaking students are tried to communicate in their limited capabilities. They also fear of being negatively evaluated by the teacher and peers which exposed their inadequacies. Moreover, in some cases students often laughed at their peers who make a mistake. It absolutely makes students fear of making mistake. They fear of making fool of themselves in public

²¹ Rebecca L. Oxford, "Anxiety and The Language Learner: In Insights", In Jane Arnold (ed.), *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), P. 60-61

²² Horwitz, E. K., et. Al., "Foreign Language Anxiety", *The Modern Language Journal*, Vol. 70, 1986, P. 129

²³ Rebecca L. Oxford, *Anxiety and.*, P. 65

so they prefer to be quit rather than speak to practice their English. Price found that fear of being laughed at by other is one of the greatest sources of anxiety.²⁴

In addition, inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. According to Worde, the inability to understand what is being said in the classroom often lead to communication apprehension.²⁵ Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. Oxford also noted that "harsh correction, ridicule and uncomfortable handling of mistake in front of a class are among the most important instructor learner interaction issues related to language anxiety".²⁶ Students' might also feel anxious because of the excessive material demands. They find that foreign language class stressful when they don't have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover, the level of difficulty of speaking English and the poor of result of students may elicit anxiety when compared to other classes. So, they may find that speaking English is more demanding and more difficult than other.

Besides the above factors, sometimes anxiety also came from the students themselves. One is their beliefs about language learning. Some

²⁴ Mary Lou Price, "The Subjective experience of Foreign Language Anxiety: Interviews with Highly Anxious Students", in Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice Hall Inc., 1991), P. 105

²⁵ Renee Von Worde, "Students' Perspective on Foreign Language Anxiety" in *Inquiry*, Vol. 8 No. 1, 2003, P. 5

²⁶ Rebecca L. Oxford, "Anxiety and.", P. 66

students found speaking English was difficult because they were conditioned to believe that the speaking English was difficult. For example, students believe that they should be able to speak English perfectly. While others think that English was a difficult subject. Such beliefs could lead to students' anxiety in speaking English. Horwitz *et al.* noted that "certain beliefs about language learning also contribute to the students' tension and frustration in the classroom".²⁷

This also indicates that low self esteem can generate anxiety. Price noted that anxious students believed their language skill were weaker than any other students.²⁸ Mostly it comes from their learning experience. A stressful learning experience would condition the students to believe that the speaking English was difficult. This belief was quite enough to generate negative thinking to the present speaking English. Eventually, this usually lead the students to avoid every single thing about the speaking English includes preparation for classroom activities or a test. According to Marwan, lack of preparation was the major contributor of students' anxiety.²⁹ Lack of preparation would absolutely make students felt anxious. They feared if they could not perform well.

Here was the illustration of possible factors contributing to anxiety adapted from Horwitz³⁰, Worde³¹, and Price³²:

²⁷Horwitz, E. K., et. Al., *Foreign Language.*, P. 127

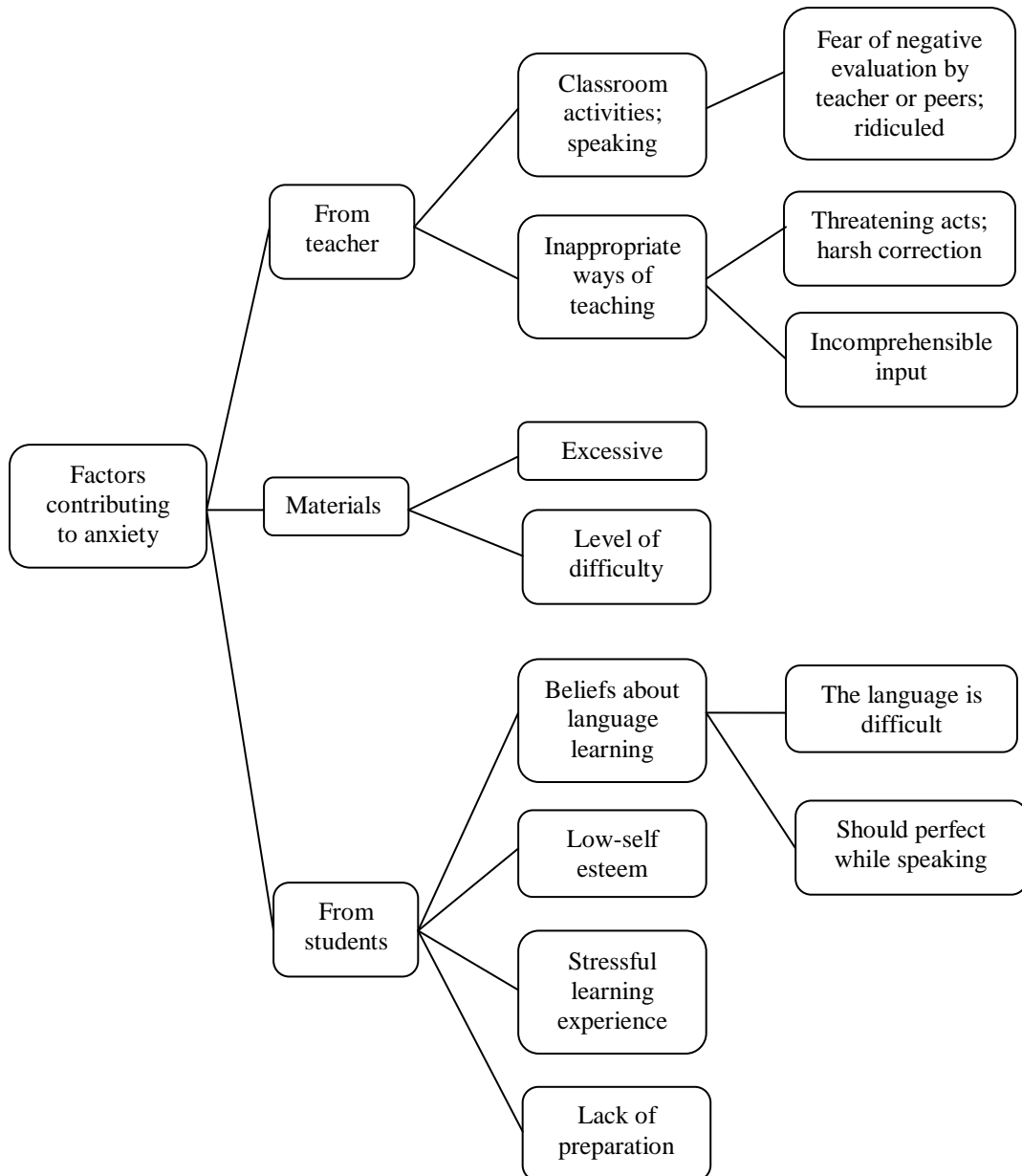
²⁸ Mary Lou Price, *The Subjective.*, P. 106

²⁹ Adi Marwan, "Investigating Students' Foreign Language Anxiety" in *Malaysian Journal of ELT research*, vol. 3, 2007, P. 48

³⁰ Horwitz, E. K., et.Al., *Foreign Language.*, P. 129-130

³¹ Rene Von Worde, *Students' Pespective.*, P. 5

Figure 1. Possible factors contributing to anxiety



CHAPTER III

RESEARCH METHOD

A. The Characteristics and Types of the Research

It is generally known that there are several research methods could be used in conducting the research, particularly in researching into the issues in writing paragraph there are at least two kinds of research method such as quantitative and qualitative. It is in line with the purpose of the writer.

This research is qualitative which explores the phenomenon by describing it through non-numeric language in context and scientific paradigm. It is quite different from quantitative which basically uses numeric language in describing the phenomenon. Furthermore, qualitative is essentially interpretive. It means that the researcher constructs the interpretation of the data in order to be understood by people.³³

The type of this research is case study. It has been widely accepted that case study is an activity in which the researcher will inquire in depth a phenomenon, an event, an activity, a program, or one or more individuals.³⁴ Furthermore, case study is a clear and specific analysis of a case with a bounded system. A bound system means that the case would be limited by place and time.

³³John W. Creswell, *Research Design qualitative, quantitative, and mixed methods approaches*, (California:Sage Publication, 2003),second edition p. 182.

³⁴*Ibid*, p.15.

B. Data Source

Anderson pointed out that the data source could be primary and secondary data. The primary data is the data gathered directly by researcher. Most primary data came from artifacts, documents, and observations. The secondary data, in other hand, is the data came from ones who is not present and provides the research as a supporting data.³⁵

In line with, the writer's primary data source were thirteen students theeleventh grade of MA Muhammadiyah Metro, whereas the secondary data resources were books, English dictionary, encyclopedias, internet, and documents related to the research.

C. Data Collection Technique

In conducting the research, the writerselected thirteen students' of MA Muhammadiyah Metro and gave them the questionnaire to get the data.

In many qualitative researches, the researchers collected the data and expended the substantial time in the natural setting gathering information.³⁶

In this occasion, the writergathered the data by using the steps which are applied in the research techniques. The following steps were:

1. Observation

In this procedure, the researcher took field notes on the behaviors or activities of individuals at the research site in unstructured or semi-structured way. In addition, the researcher mightengage in roles varying

³⁵Gary Anderson, *Fundamentals of Educational Research*, (USA:Falmer Press, 2005),second edition p. 12.

³⁶*Ibid.*p. 185.

from non-participant to a complete participant.³⁷ In this research, the researcher would conduct observation on speaking performance in the eleventh grade of MA Muhammadiyah Metro.

2. Documentation

During the process of the research, every researcher collected several documents to be the data source. The data could be public documents such as newspaper or official report or private documents such as private journals, e-mails, or letters.³⁸ Due to those explanations, the researcher would collect the data by given questionnaires from thirteen students of the eleventh grade of MA Muhammadiyah Metro in the year 2018.

D. Data Validity Procedures

In quantitative, researchers have statistics media that was often used to gain the validity aspect of the data. In qualitative research, there was also methoded usually used to approve that what the researcher founded was real and suitable with the fact. The method usually used is triangulation.

According to Sabina, triangulation is a step of authentication to increase the validity of the data by using several viewpoints and method.³⁹ The use of triangulation is to enrich data and make a more accurate conclusion.

³⁷ *Ibid.*, p. 187.

³⁸ *Ibid.*, p. 188.

³⁹ Sabina Yeasmin, "Triangulation Research Method as the Tool of Social Science Research" in *BUP JOURNAL*, vol. 1/ September 2012, p. 156.

Triangulation is also used when the researcher is doubtful of the data he has got.

There are some kinds of triangulation offered by Denzin (1970), namely:⁴⁰

1. Data Triangulation

This triangulation is to retrieve the data from a number of different sources to form one body of the data.

2. Investigator Triangulation

To gather the same data, the researcher can use multiple observers instead of a single observer. By involving multiple observers, the research would have high value in the result.

3. Theoretical Triangulation

Gathering and analyzing data of this research, the researcher uses some theories that are relevant. So, the result of this research could be tested by theory.

4. Methodological Triangulation

This kind of triangulation is used to gather the data by using different approaches so that the researcher can get more accurate data.

In this research, the writer applied theoretical and methodological triangulation to gather and enrich the data.

E. Data Analysis Technique

There are several components in analyzing the data. One of these components is the process of data analysis. The process can make sense out of text and image data. The process involves preparing the data for

⁴⁰.*Ibid.*, p. 157.

analyzing, organizing different analyses, understanding the data deeply, representing the data, and interpreting the large meaning of the data.⁴¹

In this case, the writer would use the steps which are stated by Creswell to be data analysis techniques. Those generic steps of specific research consist of six steps. The six-generic steps are as follows:⁴²

1. Organizing and preparing the data for analysis.

For this step, the writer would prepare transcribing interview as source information for analyzing process.

2. Read all of the data.

After having the entire data, the writer would read them to get information about the main point as much as possible.

3. Beginning detailed analysis with a coding process.

The writer would take the data of students' anxiety in speaking English into categories and label those categories.

4. Using the coding process

It was used to generate a description of the setting or people as well as categories or themes for analysis. The writer would describe about the anxiety phenomena in students' speaking English to be analyzed.

5. Advance

It was about how the description and theme would be represented in the qualitative descriptive. The writer would also use figures or examples of the interference to the discussion.

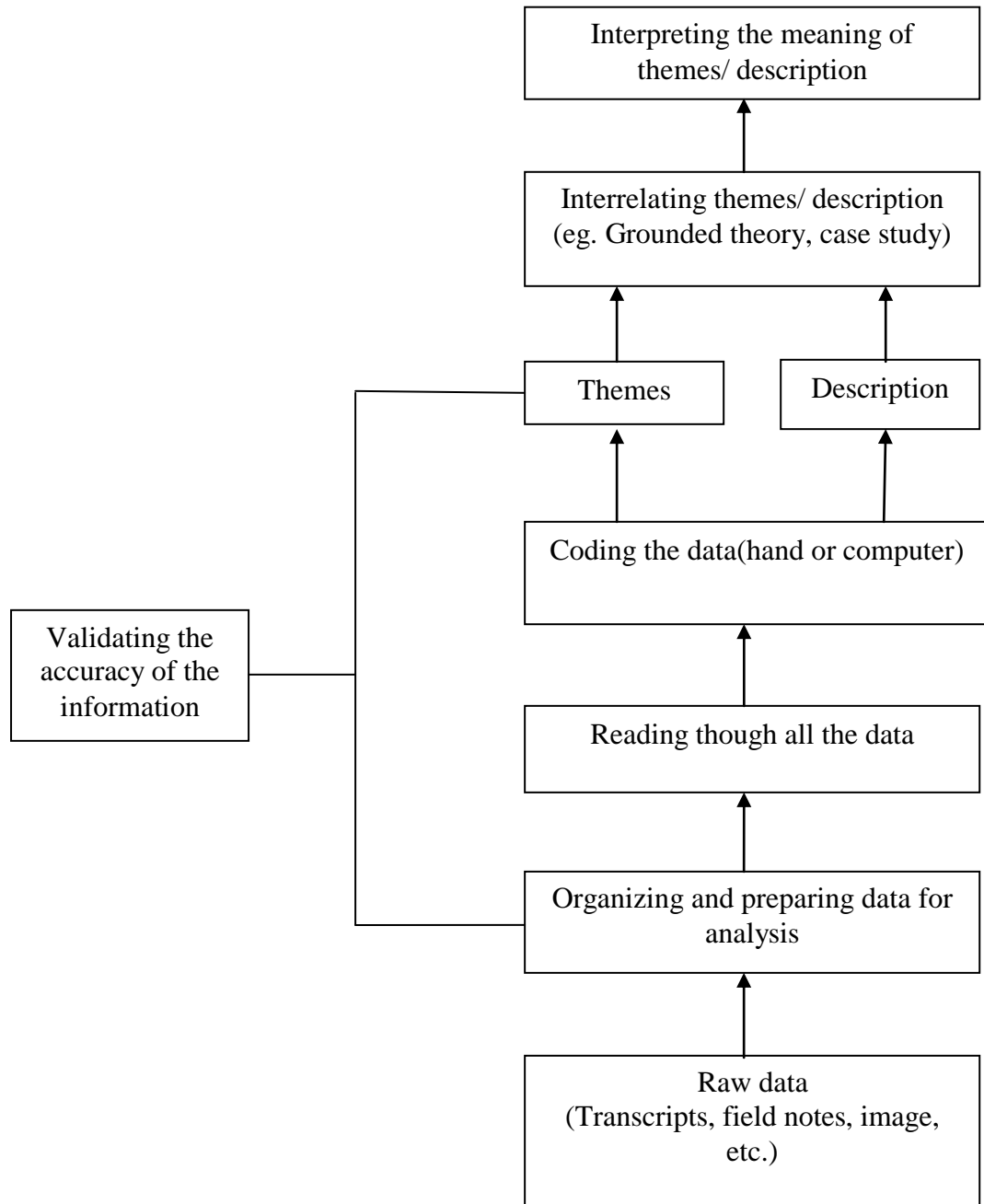
⁴¹John W. Creswell, *Research Design*, p. 190.

⁴²*Ibid.*, p. 191- 195.

6. Making interpretation or meaning of the data

The final step of data analysis, the writer would interpret the result of the research after finishing all of the steps.

Figure 2. The data analysis process



John W. Creswell model

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

The profile of MA Muhammadiyah Metro:

1. Historical Background of MA Muhammadiyah Metro

a. Short Story About the Establishment of MA Muhammadiyah Metro

Madrasah Aliyah Muhammadiyah Metro was established from the existence of the Teachers of Religious Education (PGA) for 6 (six) years that existed before 1982. Meanwhile, MA Muhammadiyah Metro is the only one state senior high school in Metro, which was builded in April 25th 1984 based on the regent decree of Central Lampung Number: 15/MA/84. The school location is on Jl. KH. Ahmad Dahlan 1 Imopuro Kota Metro Lampung.

In addition, MA Muhammadiyah Metro has been integrated with Darul Arqom Islamic Boarding School Muhammadiyah Metro which emphasizes the ability in the field of tahfidz, the science of jurisprudence, and become preachers.

The orientation of MA Muhammadiyah Metro is the official management. The school consists of four classes, teacher room, official employee room, library, computer laboratory, mosque, canteen, toilet, and parking area.

The principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of MA Muhammadiyah Metro is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum. Therefore, the principal of MA Muhammadiyah Metro in academic year 2016/2017 is Ahmad Kholil, S.H.I.

b. Vision, Mission, and Purpose of MA Muhammadiyah Metro

1) Vision

To create a graduates who are religious, intelligent and virtuous.

2) Mission

- Organizing education and learning activities based on Islamic values;
- Prepare intelligent and disciplined graduates in their scholarship and compete in the modern era in accordance with the times;
- Prepare the graduates in order to have a noble personality and a big heart;
- Prepare disciplined graduates in worship and discipline in learning;
- Making MAM Metro an educational and learning center based on Islamic values;

- Improving the quality management and education services in line with the development of Science and Technology.

3) Purpose

- a) Realizing MAM Metro graduates who are intelligent and disciplined in their scholarship and propagate in the modern era.
- b) Realizing to have personalized self in discipline and discipline in learning.
- c) Realizing MAM Metro as a center of Islamic Religious Education and centered on inclusion of Islamic law and mergers.
- d) The birth of graduates who have the ability of management and leadership of Islamic character.

c. School Identity of MA Muhammadiyah Metro

Number of School	: 201120901001
Name of School	: Madrasah Aliyah Muhammadiyah Metro
Address	: Jl. KH. Ahmad Dahlan 1 Imopuro Kota Metro Lampung
Postal Code	: 34100
Phone	: 081287376819

2. The Condition of Teacher and Official Employees at MA Muhammadiyah Metro

The conditions of teachers and official employers in MA Muhammadiyah Metro have been good enough for learning process. The numbers of teacher and official employers in MA Muhammadiyah Metro can be identified as follows:

Table 2
The Condition of Teacher and Official Employers in MA Muhammadiyah Metro

Numb.	Name	Sex	Lessons Learned
1.	Ahmad Kholil, SHI	Male	Principal, Al Qur'an Hadith
2.	Abu Hamid Al-Khozali, S.Pd.I	Male	Curriculum Vice, Arabic
3.	Hendri Suryadi, S.Pd.I	Male	Students Vice, Lab. Coordinator, KMD (kemuhammadiyah), Ilmu Kalam
4.	Kun Rosidah, M.Pd.I	Female	School Treasures, Al Quaran Hadith
5.	Surahyo, S.Ag	Male	KMD
6.	Si Winarto	Male	KMD
7.	Muhlan, B.A	Male	Fiqh
8.	Sutia Ningsih, S.Pd	Female	Geography, history of Indonesia
9.	Sukardi, S.Sos.I	Male	Ski (Islamic cultural history)
10.	Murniyanto, M.Pd	Male	Indonesian Language
11.	Sangidun Hamid, S.Sos.I	Male	Aqidah Morality
12.	Ahmad Fahrudin, S.Pd	Male	Indonesian Language
13.	Nur Hidayati, S.Pd	Female	Mathematics teacher
14.	Nur'aini, S.Pd	Female	Head Of Library, Economy, history, craft teacher, and KWU (entrepreneurship)
15.	Nedyo Widarsih, S.Pd	Female	Sociology
16.	Eva Oktaviana Hasan, S.E	Female	PKN citizenship education, Economics
17.	Hibban Najib S, S.Pd.I	Male	Tahfidz Qur'an, science of interpretation
18.	Faizal Fajri, S.Pd	Male	Head Of Administration,

			English Language, Hadith Science
19.	Yasir Ridho Arham Gustam	Male	Sport
20.	Darso	Male	Staff
21.	Ibnu Hermawan	Male	Tapak suci
22.			
23.	Pebri Herianto	Male	Instructor Hizbul Wathan
24.	Rifki Wahyu Lara Saputra	Male	Instructor Hizbul Wathan
25.	Rahmad Dani	Male	Office Boy

3. The Quantity Students of MA Muhammadiyah Metro

The quantities of students in MA Muhammadiyah Metro are 113 students that can be identified as follows:

Table 3
The Quantities of Students

The Quantities of Students									
Class	X IIS	X IIS	X MIA	XI IIS	XI IKA	XI MIA	XII IIK	XII IIS	Amount M/F
Male	12	7	6	6	6	5	4	11	57
Female	2	5	4	4	7	11	10	13	56
Amount	14	12	10	10	13	16	14	24	113

4. The Building of MA Muhammadiyah Metro

This school has following buildings: 1 Principal's room, 1 Teacher's room, 1 Administration's room, 1 Living room, 8 Classroom, 1 Library, 4 Laboratory, 1 Mosque, 1 Canteen, and 1 parking area.

5. The Location Sketch of MA Muhammadiyah Metro

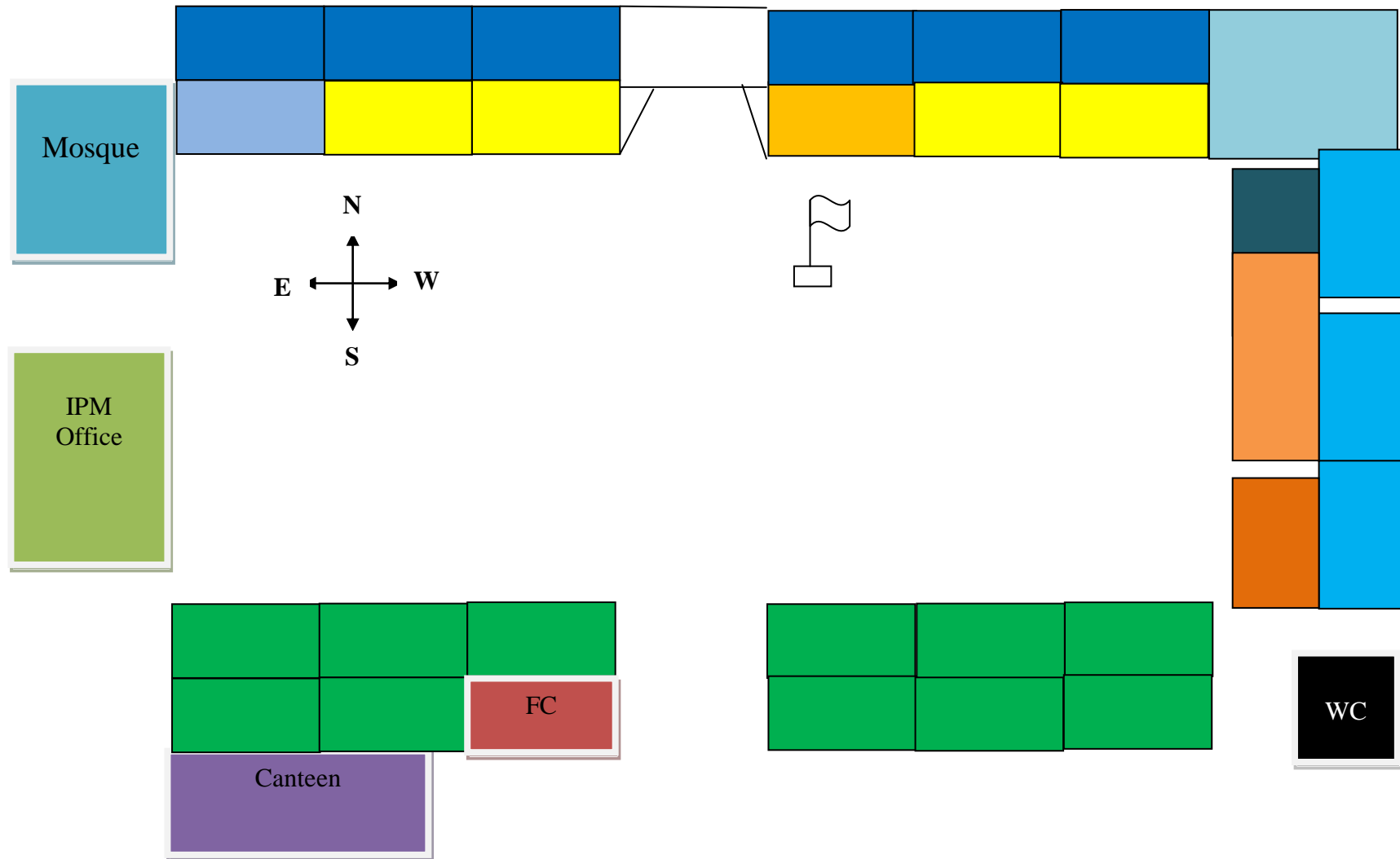


Figure 3: the location Sketch of MA Muhammadiyah Metro

Explanation:



:Office of MA Muhammadiyah Metro



: Classroom of XI MA Muhammadiyah Metro



: Teacher' room of MA Muhammadiyah Metro



: Office of MTs Muhammadiyah Metro



: The Office of IPM Metro



: Mosque



: Canteen



:Flag



: The Library of MA Muhammadiyah Metro



: SMA 2 Muhammadiyah Metro



:Office of SMA 2 Muhammadiyah Metro

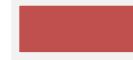


:The Library & Teacher' room of SMA 2

Muhammadiyah Metro



:The Elementary School of Muhammadiyah Metro



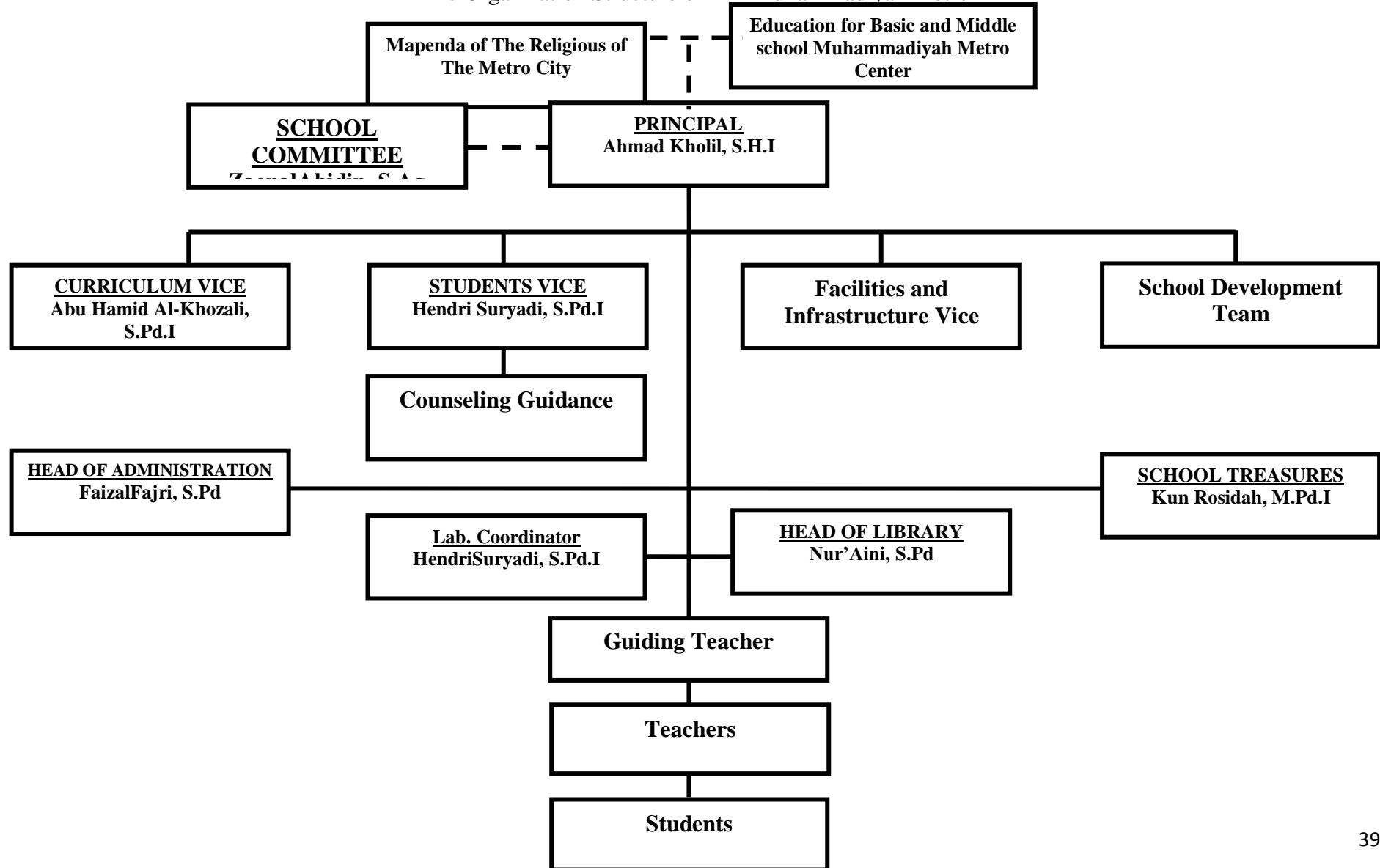
: FC (Foto Copy)



: WC

5. Organization Structure of MA Muhammadiyah Metro

Figure 4
The Organization Structure of MA Muhammadiyah Metro



B. Description of Data Analysis

The data were gathered through structured interview with the participants who considered being anxious in speaking English, and speaking observation. The table below is a data display compiled from the interview and questioner. That show what the factors that might contribute to be the students, anxiety.

1. The Result of Interview

Table 4
The Result of Interview

Participants	Participants Answer/ Factors Contribute to Speaking Anxiety	Anxiety Levels
1st Participant AMH	Nervous, laughed by peers, not confident, lack of vocabulary, confused, fear of negative evaluation by teacher	Trait Anxiety
2^{sd} Participant AF	Nervous, laughed by peers, suddenly called by the teacher, English was difficult	Trait Anxiety
3^{sd} Participant HAY	Nervous, lack of vocabulary, shy, fear of being laughed by peers, must be perfect	Trait Anxiety
4th Participant KM	Nervous, not confident, lack of vocabulary, fear of being wrong, confused, fear of negative evaluation by peers	Trait Anxiety
5th Participant LH	Nervous, confused, fear of being wrong, suddenly called by the teacher, lack of vocabulary, English was difficult	Trait Anxiety
6th Participant MII	Shy, not confident, lack of vocabulary, not yet mastered English	Trait Anxiety
7th Participant MSAM	Nervous, laughed by peers, fear of being wrong	State Anxiety
8th Participant MA	Hard to say in English, noisy, not ready, lack of preparation, not confident	Trait Anxiety

9th Participant SR	Nervous, lack of vocabulary, not confident, fear of negative evaluation by peers, confused	Trait Anxiety
10th Participant TH	Not feeling anxious	-
11th Participant WAF	Nervous, awry, become awkward, fear of negative evaluation by peers, lack of preparation	Trait Anxiety
12th Participant ZAH	Nervous, did not know how to read it, English was difficult	Trait Anxiety
13th Participant NAH	Nervous, fear of negative evaluation by peers, not confident, lack of vocabulary, suddenly called by the teacher	Trait Anxiety

Based on the table of interview results, most of the students spoke of their fear of making mistakes and being ridiculed by peers. Further, when asked why felt so anxious, the participants responded that they felt anxious when did not prepare enough. Moreover, they thought that they felt anxious because had limited vocabulary and did not know how to pronounce it.

While asked how people react if someone make a mistake, they responded that their peers will laugh. The writer also examined the participants' beliefs about English language. Most of the participants also admitted that English was difficult. They thought that they need to know every word to understand what being said in English. They also thought that other students were better than them.

Further, the participants also asked how teacher influenced their feelings. Some of them said no. they assumed that their English did not made them anxious when speaking English in front of the class. They assumed that the teacher is like a friend. There was who think that the teacher influences their feelings. They were afraid of being wrong and getting low grades. When they were wrong then the teacher justified the mistake, they feel embarrassed and afraid of being laughed at by others.

2. The Result of Observation

Table 5
The Result of Observation

Participant	Sign	Type of Anxiety
<i>AF</i>	Look away, squirming, stammering, sweating, he said emm.. eee...aaa remembered the sentences that would be said next	Trait Anxiety
<i>KM</i>	Trembling, look away, when unable remembered the sentences that would be said next, she just silent and then hurried back to her seat	Trait Anxiety
<i>MSAM</i>	He was squirming, stammering while remembered the next sentences.	Trait Anxiety
<i>AMH</i>	When the turn comes forward, he came forward in front of the class nervously, his hands trembled when speaking in front of the class, he spoke haltingly and stammering	Trait Anxiety
<i>MII</i>	He came forward confidently, when he arrived in front of the class, he gave a big smile to his friends then chuckled, he stood up and posed like a model, when his friends laughed at his behavior, he laughed as he delivered the material and then he forgot about the material	State Anxiety

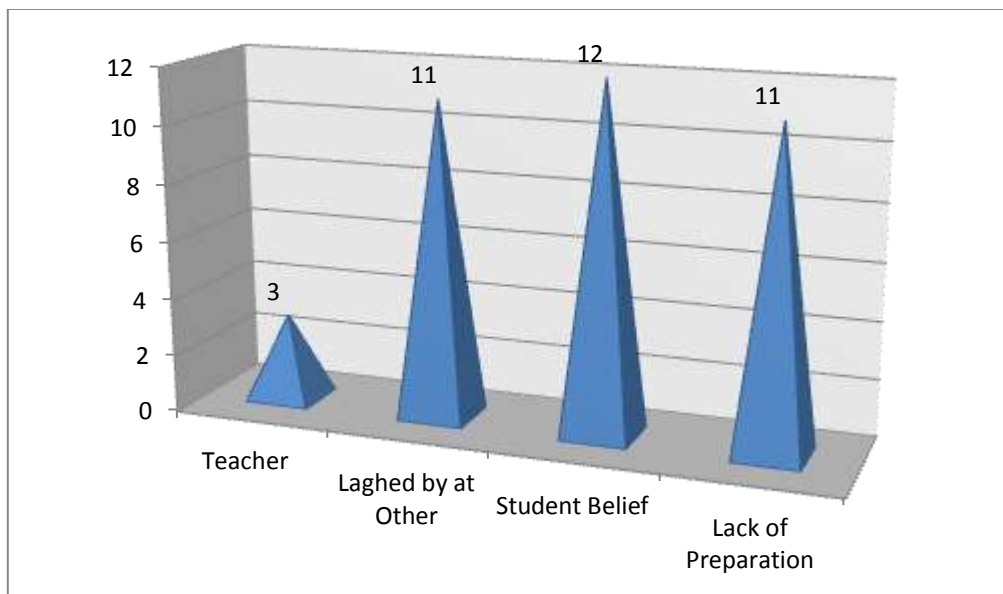
<i>SR</i>	He came forward confidently and delivered the material aloud. When his friends laughed, he laughed and continued to deliver the material to completion	State Anxiety
<i>HAY</i>	When her turn comes, she forwarded doubtfully, stepped back and forth and grimaced. he delivered the material by holding back laughter, and looked away, he also had difficulty pronounced the words	Trait Anxiety
<i>WAF</i>	She came forward confidently and delivered the material aloud. Although the pronunciation was not correct and spoke intermittently with the words ae ee emm, but he remained confident and could move his body casually despite being laughed at by his friends	State Anxiety
<i>TH</i>	She came forward confidently and could express his limbs freely. she also spoke loudly and clearly	-
<i>LH</i>	When the turn comes forward, she came forward in front of the class nervously, her hands trembled when speaking in front of the class, she spoke haltingly and stammering	Trait Anxiety
<i>MA</i>	When the turn comes forward, she came forward in front of the class nervously, she was trembling, squirming, and lowered his voice when speaking in front of the class	Trait Anxiety
<i>NAH</i>	She came forward confidently and delivered the material aloud. Although the pronunciation was not correct and spoke stammering, but she remained confident and could move his body casually despite being laughed at by his friends	State Anxiety
<i>ZAH</i>	She came forward confidently and delivered the material aloud. When her friends laughed, she laughed and squirming but she continued the material to completion	State Anxiety

Based on the table of the result of observation above, indicated that some of students when spoke English in front of the class, they were looking away, squirming, stammering, lowering their voice. And also, there were students that still confident and delivered the material aloud although the pronunciation was not correct and laughed their friends. And there were student could express their limbs freely.

C. Description of Findings

The finding suggested several factors that possibly contribute to the students' anxiety in their speaking English. It also indicated that those factors were not only come from teacher but also the students. Based on the finding, the factors that contribute to anxiety could be classified as follows:

Figure 4. Factors Contribute to Anxiety



1. Factors Contribute to Anxiety Comes From Teacher

Most of participants responded that they were very concerned about having to speak in front of the class. They frequently answered that they started to worry when their teacher asked them to practice their speaking in front of the class. While the other said that they started to be panic when have to speak English. Many also commented that they get anxious when suddenly teacher asked them a question. One student reported that just simply being called on can produce anxiety.

Moreover, some of the participants confessed that they felt uneasy because all the students pay attention to them. They fear of being negatively evaluated by both teacher and peers which can expose their inadequacies. Furthermore, they thought it might happen because of their limited vocabulary and grammatical knowledge.

During observation it also found that the students appeared to be anxious when speaking in front of others. Some of them lowered their voice. Few even refuse that teacher's intruction to practice their speaking skill in front the class in an effort to avoid humiliation or embarrassment of being called to speak.

Similar result was found by Iizuka (2010) that students experienced anxiety in some contexts. One of the contexts is speaking in front of the class. These finding is also consistent with Koach and Terrel, as cited in Oxfod (1999) that oral presentation is the most anxiety producing activities. He added that being called on to respond orally was also

anxiety producing. Horwitz *et al.* (1986) also noted that students are very self-conscious about speaking foreign language in front of other students, those feeling often lead to fear or even panic. Moreover, according to them difficulty in speaking in groups or in public are all manifestations of communication apprehension.

2. Factors Contribute to Anxiety Comes From Students

a. Being Language at by Others

Another factor that play great role in contributing the participants into anxious feeling is unsupportive manner such as ridicule by peers or teacher. They all thought that people in their classroom will laugh at them if they make a mistake. In other words they all were very concerned about being laughed at by others or making fool of themselves in public.

Moreover, some of them had painful memories of being ridiculed by other students. They admitted that their peers often ridiculed or even sometimes shouted at them if they make a mistake. It just simply makes them lose their focus and feel so embarrassed. This finding also indicated that it why they get so nervous when had to speak in front of the class.

In addition, this finding is supported by the result of observation that indeed most students were likely to laughed at their peers when he or she made a mistake. The worst thing was students who made mistake just started to lose their focus. Their mind went blank and

remained silent for a moment. They fidgeting, squirming, stammering or stuttering. They looked so disturbed, worried and even sweating. While some of them just smiled or also laughed to cover their anxious feeling.

Similar result was found by Price that fear of being laughed at by other as one of the greatest sources of anxiety. Moreover, this finding is also consistent with Oxford, he noted that ridicule is one of the most important issue related to language anxiety.

b. Students' Belief about the Language Learning

Certain beliefs were also found as factor that may contribute to students' anxiety. The interview revealed that English has gained reputation as notorious lesson. Many of the participants felt that English was difficult subject. They often think that they just cannot speak correctly. They also felt less competent than other students. They kept thinking that other students were way better than them. In other words they had a low self esteem.

Furthermore, some of them replied that they felt overwhelmed by the language rules. While several others admitted they had a problem with their vocabulary. They believed that in order to understand what being said in English they must understand every word.

These findings were consistent with Horwitz *et al.* that certain beliefs about language learning also contribute to the students' tension and frustration in the classroom. In addition, Price found that anxious students believed their language skills were weaker than any other students. He added that unsuccessful language learners. Similar results were found by Marwan that lack of confidence is one of the primary causes of students' anxiety.

c. Lack of Preparation

The findings indicated that lack of preparation was also a factor that contributes to the students' anxiety. Few admitted that they usually get very anxious when they did not prepare enough for speaking practice. One student blamed himself for getting so much worried because he was studying less. Similar results were found by Marwan that lack of preparation was the major contributor of students' anxiety. In addition, Iizuka also found that participating in class without enough preparation often leads to anxiety.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This presented study focus on senior high school level and showed clear and convinced evidence of the causes of students' anxiety in speaking English. According to the students, there were at least four factors which found in this study, they are: teacher, being laughed at by others, students' beliefs, and lack of preparation. The causes of these factors are not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which deepened our understanding of students' anxiety in speaking English.

The experiences of the students provide a great deal of information about students' anxiety in speaking English. They offer insights on what may contribute to their anxiety as well as what teacher can do to reduce that anxiety. In other words students can provide valuable information about their anxiety in learning English. Therefore, it is important to use their insight to create a more relaxing environment.

Then to solve this problem, the researcher found 5 (five) solutions among 9 (nine) solutions of students' speaking anxiety. The solutions are planning for change, confronting anxiety-provoking situations, changing the way to communicate and improve the relationships, learning to make presentation with confidence, and stop trying to be perfect.

B. Suggestion

To whom in order to:

1. The Students

The students are suggested to be more confident and practice more to speak English in order to improve their speaking.

2. The English Teacher

The researcher suggest to the English teacher to give more acceptable teaching technique which make the students more enjoy and motivated to the teaching and learning process in the class.

3. Principal

The principal is suggested to support the English learning process by preparing the facilitation and instrument completely.

4. Other researchers

For the other researcher, it can be a reference to identify and analyzed the other aspect in speaking English.

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APPENDIXES

List of Questioner

Nama :

Kelas :

No. Absen :

Petunjuk :

- Tulislah nama, kelas, dan no. absen Anda!
- Pilihlah jawaban yang sesuai dengan Anda, dengan cara memberikan tanda cek (√) pada kolom yang disediakan!
- Jawablah dengan sejujur-jujurnya!

SS : Sangat Sering

P : Pernah

S : Sering

TP : Tidak Pernah

Kk : Kadang-kadang

No.	Uraian	SS	S	Kk	P	TP
1.	Saya merasa gelisah atau gugup dan cemas ketika berbicara bahasa inggris					
2.	Saya merasa takut tanpa alasan yang jelas ketika akan berbicara bahasa Inggris					
3.	Saya mudah marah, tersinggung, dan panik ketika teman-teman saya menertawakan saya ketika saya berbicara bahasa inggris					
4.	Saya selalu merasa kesulitan dan merasa sesuatu yang jelek akan terjadi ketika saya berbicara bahasa inggris di depan kelas					
5.	Kedua tangan dan kaki saya sering gemetar ketika saya berbicara bahasa Inggris di depan kelas					
6.	Saya merasa badan saya lemas ketika nama saya dipanggil ketika praktek berbicara bahasa Inggris					

7.	Saya tidak dapat duduk dengan tenang menunggu panggilan guru untuk berbicara bahasa Inggris di depan kelas					
8.	Jantung saya berdebar-debar dengan keras dan cepat sebelum, sedang, dan sesudah berbicara bahasa Inggris					
9.	Saya merasa tidak percaya diri ketika harus berbicara bahasa Inggris di depan kelas					
10.	Saya merasa kurangnya kosa kata membuat saya takut untuk berbicara bahasa Inggris					
11.	Hafalan saya hilang ketika saya akan maju untuk berbicara bahasa Inggris di depan kelas					
12.	Saya takut mendapat nilai rendah ketika praktek berbicara bahasa Inggris					
13.	Saya takut salah ketika berbicara bahasa Inggris di depan kelas					
14.	Saya merasa bahwa siswa lain lebih mahir berbicara bahasa Inggris daripada saya					
15.	Saya menjadi gugup dan bingung ketika guru menunjuk secara acak untuk berbicara di depan kelas					
16.	Saya tetap tenang ketika berbicara bahasa Inggris di depan kelas					
17.	Saya dapat berbicara bahasa Inggris dengan lancar di depan kelas					
18.	Saya tetap tenang dan percaya diri meskipun teman-teman saya menertawakan saya ketika saya berbicara bahasa Inggris					

19.	Saya bangga ketika guru menunjuk saya untuk berbicara bahasa Inggris di depan kelas					
20.	Saya dengan mudah menggerakkan tubuh saya ketika saya berbicara bahasa bahasa Inggris					
21.	Saya merasa bahwa berbicara bahasa Inggris di depan kelas adalah hal yang sangat menyenangkan					
22.	Saya tidak sabar menunggu giliran saya untuk menunjukkan kemampuan berbicara bahasa Inggris saya					
23.	Saya merasa nyaman ketika tes berbicara bahasa Inggris					
24.	Saya merasa percaya diri ketika saya berbicara di depan kelas					
25.	Saya merasa berbicara bahasa Inggris adalah suatu hal yang mudah					
26.	Saya bejalan dengan tenang ketika maju untuk berbicara bahasa Inggris di depan kelas					
27.	Saya berani berbicara bahasa Inggris di depan kelas meskipun saya tak pandai berbicara bahasa Inggris					
28.	Saya tidak khawatir ketika berbicara bahasa Inggris walaupun saya berbuat kesalahan					
29.	Saya merasa bahwa saya mahir dalam berbicara bahasa Inggris					
30.	Saya selalu siap untuk ditunjuk guru untuk berbicara bahasa inggris di depan kelas					

List of Interview

1. Bagaimana perasaan kamu ketika berbicara bahasa Inggris di depan kelas?
2. Menurut kamu sendiri, kenapa kamu begitu cemas saat berbicara bahasa Inggris di depan kelas?
3. Hal apa saja yang mengganggu kamu ketika berbicara bahasa Inggris di depan kelas?
4. Apa reaksi orang-orang di sekitar kamu salah ketika berbicara bahasa Inggris di depan kelas?
5. Apakah menurutmu bahasa Inggris itu sulit?
6. Apakah guru bahasa Inggrismu mempengaruhi perasaan kamu ketika berbicara bahasa Inggris di depan kelas?
7. Menurut kamu, bagaimana supaya berbicara di depan kelas terasa lebih rileks?

The Docmentation of Research

1. The students fill the quisioner sheet



2. The students speak in front of class



Anugrah Fidaus



Wiwin Anisa Fitri



Kevin Mustofa



M. Irfan Islami



Hani Ammadia Yahya



Nur Akbar Hidayat



Titik Handayani



Lutfiatul Husna



M. Salsabila Al-Mutaqin



Shufie Rahmadi



Akmal Mar'i H.



Zakia Ahnaf Hanifa



Mar'atun Anifah





Class XI Religious of MA Muhammadiyah Metro



Class XI Religious of MA Muhammadiyah Metro



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBİYAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 13 A Metro, Telp (0725) 41507

Nomor : St.06/JST/PP.00.9/11/2017 Metro, 03 Januari 2017
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala Sekolah MA Muhammadiyah Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Rohmatul Hasanah
NPM : 13108327
Jurusan : Tarbiyah
Prodi : PBI
Judul : Increasing the Students' Writing Skill on Descriptive Text Through Mind Mapping at MA Muhammadiyah Metro

Untuk melakukan *PRA SURVEY* di MA Muhammadiyah Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Ak.a, M.Pd
NIP. 19691008 200003 2005



**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

Nomor : B-3628/In.28/D.1/TL.00/11/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MUHAMMADIYAH
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3628/In.28/D.1/TL.01/11/2018, tanggal 14 November 2018 atas nama saudara:

Nama : **ROHMATUL HASANAH**
NPM : 13108327
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MUHAMMADIYAH METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENT ANXIETY IN SPEAKING ENGLISH AT MA MUHAMMADIYAH METRO".

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

Wassalamu'alaikum Wr. Wb.



Metro, 14 November 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo 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-3628/In.28/D.1/TL.01/11/2018

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

Nama : ROHMATUL HASANAH
NPM : 13108327
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di MA MUHAMMADIYAH METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENT ANXIETY IN SPEAKING ENGLISH AT MA MUHAMMADIYAH 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.

Dikeluarkan di : Metro
Pada Tanggal : 14 November 2018



Mengetahui,
Pejabat Setempat



Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH CABANG METRO PUSAT

**MADRASAH ALIYAH MUHAMMADIYAH
KOTA METRO**

Status : Terakreditasi NSS : 131218720002. NPSN : 10648372
Alamat : Jln. K.H Ahmad Dahlan No. 1 Imopuro Metro Pusat Kota Metro, 34111

Nomor : 083/IV.4.AU/F/2017
Lamp : -
Hal : **Surat Balasan**

Metro, 12 Januari 2017

Kepada Ykh.
**Ketua Jurusan Tarbiyah
STAIN Jurai Siwo Metro**
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Waba'du, sehubungan dengan adanya surat dari Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro No.Sti.06/JST/PP.00.9/11/2017 tertanggal 03 Januari 2017 atas:

Nama : Rohmatul Hasanah
NPM : 13108327
Jurusan : Tarbiyah
Program Studi : Pendidikan Bahasa Inggris (PBI)

Pada dasarnya kami menerima dan mengizinkan mahasiswi tersebut untuk melakukan *Pro-Survey* di Madrasah, guna memenuhi Tugas Akhir/Skripsi Mahasiswa yang bersangkutan dengan judul "**Increasing the Students' Writing Skill on Descriptive Text Through Mind Mapping at Ma Muhammadiyah Metro**".

Demikian Surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Kepala Madrasah,

AHMAD KHOLIL, S.H.I
NBM. 1045 612



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH CABANG METRO PUSAT

MADRASAH ALIYAH MUHAMMADIYAH KOTA METRO

Status : Terakreditasi NSS : 131218720002. NPSN : 10648372
Alamat : Jln. K.H Ahmad Dahlan No 1 Imopuro Metro Pusat Kota Metro, 34111

Nomor : 161/IV.4.AU/F/2018
Lamp : -
Hal : Surat Balasan

Metro, 15 November 2018

Kepada Yth.
Wakil Dekan I
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Waha'du, sehubungan dengan adanya surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor: B-3628/In.28/D.1/TL.00/11/2018 tertanggal 14 November 2018 tentang izin *Research* mahasiswa:

Nama : Rohmatul Hasanah
NPM : 13108327
Jurusan : Pendidikan Bahasa Inggris
Semester : 11 (Sebelas)
Judul : AN ANALYSIS OF STUDENT ANXIETY IN SPEAKING ENGLISH AT MA MUHAMMADIYAH METRO

Pada dasarnya kami menerima dan mengizinkan mahasiswa tersebut diatas untuk melaksanakan *research* di madrasah Kami.

Demikian surat keterangan ini kami sampaikan, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb

Kepala Madrasah,

AHMAD KHOLIL, S.H.I
NBM, 1045 612



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH CABANG METRO PUSAT

**MADRASAH ALIYAH MUHAMMADIYAH
KOTA METRO**

Status : Terakreditasi NSS : 131218720002. NPSN : 10648372

Alamat : Jln. K.H Ahmad Dahlan No. 1 Imopuro Metro Pusat Kota Metro, 34111

Nomor : 167/IV.4.AU/F/2018

14 Januari 2019

Lampiran : -

Perihal : **BUKTI RESEARCH**

Assalamu'alaikum Wr. Wb

Menindak lanjuti surat dari Fakultas Tarbiyah dan ilmu keguruan Institut Agama Islam Negeri (IAIN) Metro Nomor: B-3628/In.28/D.1/TL.00/11/2018 tertanggal 14 November 2018 atas nama:

Nama : Rohmatul Hasanah

NPM : 13108327

Jurusan : Pendidikan Bahasa Inggris

Semester : 11 (Sebelas)

Judul : AN ANALYSIS OF STUDENT ANXIETY IN SPEAKING ENGLISH AT MA MUHAMMADIYAH METRO

Dengan ini kepala Madrasah Aliyah Muhammadiyah Metro menyatakan bahwa mahasiswa atas nama **ROHMATUL HASANAH** telah **BENAR-BENAR MELAKUKAN RESEARCH** di Madrasah kami.

Demikian surat keterangan ini kami sampaikan, agar dapat digunakan semestinya.

Wassalamu'alaikum Wr. Wb

Kepala Madrasah,

AHMAD KHOLIL, S.H.I
NBM. 1045 612



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Nomor : 3344 /In.28.1/J/PP.00.9/10/2018
Lamp :-
Hal : **BIMBINGAN SKRIPSI**

25 Oktober 2018

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Rohmatul Hasanah
NPM : 13108327
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis Of Students Anxiety In Speaking English At MA Muhammadiyah Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





**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-0437/In.28/S/OT.01/06/2018**

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

Nama : ROHMATUL HASANAH
NPM : 13108327
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13108327.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 Juni 2018
Kepala Perpustakaan,



Drs. Mukhtari Sudin, M.Pd.
NIP. 195808211981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : palmatul Hasanah

NPM : 13108327

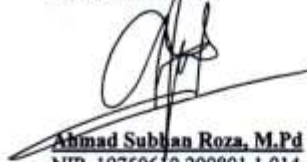
Fakultas : Tarbiyah

Angkatan : 2013

Telah menyerahkan buku berjudul : *Bilingualism (second Edition)*

Metro, 15 Januari 2019

Ketua Jurusan TBI



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

CURRICULUM VITAE



Rohmatul Hasanah was born in Jayasakti Anak Tuha Central Lampung on Mei 5th, 1995. She is the first of two daughters of Mr. Abdurrohman and Mrs. Sri Harwati. She lives in Tri Tunggal Jaya, Gunung Agung, West Tulang Bawang.

She graduated from kindergarten of RA Bustanul ‘Ulum Jayasakti and finished on 2001. And then she continued her study in state Elementary School of Madrasah Ibtidaiyah Jayasakti and finished in 2007. Then she continued her study in State Junior high School in MTs Bustanul ‘Ulum Jayasakti and finished on 2010. After graduated from Junior High School, she continued to Integrated Islamic High School of Al Mujtama’ Al Islami South Lampung and transferred on 2012 to Vocational High School of Muhammadiyah Gunung Agung West Tulang Bawang and finished on 2013. On 2013 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies Metro.