



SOURCES OF STUDENTS' SPEAKING ANXIETY
(A Case of English Department Students of STKIP SOE)

Submitted as partial fulfillment for Sarjana Pendidikan

by

AGUSTINA M. KLAES

8820320130003

ENGLISH EDUCATION PROGRAM
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SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN SOE

Jalan Badak Nomor 5A, Lokasi 2 SMK Negeri 1 SoE

Email : stkip.soe@gmail.com

DECLARATION OF ORIGINALITY

Hereby I declare that this journal entitle “sources of students’ speaking anxiety (a case of English Department students of STKIP SOE)” is original and definitely the researcher own work. The researcher completely responsible for all the contents. Other writer’ opinions or findings included in this journal are quoted and cited in accordance with ethical standard.

SoE, 24th July 2020





APPROVAL SHEET
SOURCES OF STUDENTS' SPEAKING ANXIETY
(A Case of English Department Students of STKIP SoE)

Approving that, this final project has been approved, examined, and defended in the Final Examination on July 24, 2020.

SoE, July 24th 2020

Approved by

Examiners team	Signature
1. Leader Supervisor I : Lesly N. Ndun, S.Pd.,M.Hum	
2. Secretary Supervisor II : Tri Buce J. Banu, M.Pd	
3. Member Examiner : Lusiana J.Ch. Patty, M.Pd	

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Agustina M. Klaes

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Agustina M. Klaes
STKIP SoE, English Education Program
Merieklaes25@gmail.com

Abstract

This research is conducted to find out the sources of students' speaking anxiety. The subject of the study is the six semester students of English department of STKIP SoE. The Qualitative method was applied to collect the data, in which 16 students of English class was selected to be the participants. The data were gathered through 25 close-ended questionnaire items. The questionnaire items were adapted from Sabrina Chowdury (2014). The data was analyzed based on five categories there are: factors associating with foreign language anxiety, fear of performance in test situation, associating with learners' personalities, fear of interaction with proficient speaker, and learners' high ambition. The result of this research based on the questionnaire items that already distribute such as 44 % students agree with their personalities, 37 % students have problems of fear of interaction with their proficient speaker, 36 % students high ambition, 35 % students have problems of associating with foreign language anxiety, and the last is 32 % students fear of their performance in test situation.

Keywords : Speaking; Anxiety; Strategy

Introduction

English is an international language as it is a tool of communication among people in different countries in the world. By using English, one can communicate and cooperate with people from different countries in many aspects like social, education, and culture, Phyak (2006). There are four skills that should be learned by students in learning English Listening, Speaking, Reading and Writing skills. Moreover, there are also some components such as grammar, punctuation, spelling and pronunciation. However, in this study the researcher will focus on speaking skill.

Speaking is a way of expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching and learning methodologies. According to Amir (2010) speaking is ability to pronounce articulation of sounds or words for expressing, stating and delivering thoughts, ideas and feeling. Astuti (2010) say that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

In speaking skill, students may still have many problems with it. No matter how much the students know about the target language, they still have many difficulties in speaking such as lack of self confidence, lack of vocabulary, grammatical pattern, and also bad of students' pronunciation. The problems that the students' have in speaking anxiety is when faced with a problem at work, before taking a test, or before making an important decision.

Gregersen (2005), as cited in ShabnamAmini (2014) conclude that, anxiety is a negative way to present human feelings, anxiety in communicating in a second language especially when the language is English can have a debilitating effect and can influence students' adaptation to the target environment and ultimately their educational goals.