

**STUDENTS' SPEAKING ANXIETY IN ELT CLASSROOM: A
CASE STUDY IN PRIMARY EDUCATION**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education**



Oleh:

FADILAH
NIM: 2518008

**ENGLISH EDUCATION DEPARTMENT
EDUCATIONAL AND TEACHERS TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Apabila di kemudian hari pernyataan ini terbukti tidak benar, maka penulis bersedia menerima sanksi yang berlaku di Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan.

Pekalongan, 18 April 2023

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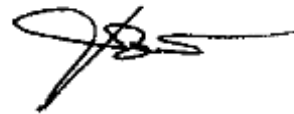
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Dengan ini saya mohon agar skripsi saudara/i tersebut dapat segera di munaqasyahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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MOTTO

“Prosesnya Masing-masing. Jadi, Pelan-pelan Saja Sayang”

I’AM

ABSTRAK

Berbicara adalah cara mengekspresikan diri yang berusaha untuk menunjukkan emosi dan menyampaikan perasaan. Siswa umumnya bergumul dengan aspek pembelajaran bahasa Inggris ini, terutama siswa di sekolah dasar yang terus-menerus gugup saat berbicara dalam bahasa tersebut. Penelitian ini mencoba untuk mengidentifikasi variabel yang berkontribusi terhadap kecemasan berbicara serta banyak jenis kecemasan yang mungkin terjadi saat berbicara bahasa Inggris. Penelitian ini menggunakan teknik kualitatif. Lima siswa dan satu guru akan berpartisipasi dalam penelitian ini. Teori klarifikasi kecemasan berbicara Tercan dan Kenan (2015) dan teori Ghufron dan Rini (2009) digunakan oleh peneliti dalam penelitian ini untuk mengidentifikasi penyebab kecemasan berbicara. Penelitian ini berkontribusi dengan mengidentifikasi penyebab kecemasan dan jenis kecemasan.

Keywords:*Berbicara, Kecemasan, Pelajaran Bahasa Inggris (ELT)*

ABSTRACT

Speaking is a way of expressing oneself that seeks to demonstrate emotion and convey feelings. Students generally struggle with this aspect of learning English, especially those in primary school who are constantly nervous when speaking in the language. This study tries to identify the contributing variables to speaking anxiety as well as the many types of anxiety that might occur when speaking English. This study employs qualitative techniques. Five students and one teacher participate in this study. The Tercan and Kenan (2015) theory of speaking anxiety clarification and the Ghufron and Rini (2009) theory were both employed by the researcher in this study to identify the causes of speaking anxiety. This study contributes by identifying the causes of anxiety and the types of anxiety.

Keywords: *Speaking, Anxiety and English Language Teaching (ELT)*

PREFACE

Praise and thanksgiving to Allah, who has made it possible for me to write a thesis titled **“Students’ Speaking Anxiety In Elt Classroom: A Case Study In Primary Education”** by providing me with the chance and the pleasure to do so. Thank God that we were blessed to be the people of the loving Prophet Muhammad SAW, who is the finest individual to have shown us the way to the true and beautiful road. Several people gave this suggested study a lot of support, which allowed it to be finished. In light of this, I would want to express my gratitude to:

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Pekalongan, 22 April 2023



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CHAPTER I

INTRODUCTION

1.1. Background Of The Study

In education or our society, we will be presented with many things, one of which is communication. In this day and age, communication experiences many changes, such as being able to communicate via messages or telephone. Nurjamal, Sumirat, and Darwis (2011) argue that speaking is a place to express opinions directly or through intermediaries such as radio and television. However, communicating with people around us still requires language, either spoken or unspoken. Talking is a place to voice their feelings and what they think (Rohim et al., 2009). Every day, we, as social beings, desperately need communication by talking to each other or listening to what they have. According to Arsad and Mukti (1993), everyone can write, but they may not necessarily be able to explain what they write well. While people who have speaking skills will very easily create new, more interesting topics.

According to Supriyadi (2005), someone who has good speaking skills will have many advantages, both in the social and professional environment. Speaking skills are also needed by students. Because skills are needed in the teaching and learning process. Speaking skills are very important for success in the student learning process. Children who have not been able to speak properly and correctly, will find it difficult in every learning process (Kurniasih 2012). Their speaking skills have a good

impact on their thinking, reading, writing, and listening patterns. Good communication skills can also be useful for conveying what is being felt and what is being thought clearly and can be understood by the listener. Communicating is the goal of speaking, as Tarigan (2008) explains. Using good language will add value both during the learning process and when communicating with people around us.

Anxiety is a feeling of being threatened, and unpleasant to be with, followed by physical and psychological reactions of anxiety about not being able to adapt or deal with situations when speaking in public without a definite specific cause comes before or during public communication (Muslimin, 2013). Howritz, Howritz, and Cope (1986) state that anxiety is a subjective feeling of tension, fear, nervousness, and worry associated with the awakening of the autonomic nervous system, while Aryadillah (2017) states that anxiety is classified as a physiological emotional state of arousal. It is characterized by terms such as worry, fast heartbeat, and fear of making mistakes.

Difficulty speaking can cause several effects, one of which is anxiety. Anxiety arises in students because of external and internal aspects (Aryadillah, 2017). External aspects such as, in terms of grammar and material studied. While the internal aspects such as fear of making mistakes, fear of mispronouncing, and others. Anxiety in speaking a foreign language can be caused by various factors. Howritz et al. (1986)

stated that three factors make students feel anxious. First, is the problem of communication. The second is fear of negative evaluation. Third, general feelings of anxiety (test anxiety). Furthermore, student anxiety can be identified with three symptoms such as general avoidance, physical actions, and cultural dependence symptoms such as laughing, nodding or joking (Adwas, Jbireal, and Azab, 2019).

Anxiety in speaking English is one of the effects of feeling that arise due to several things such as lack of knowledge, low preparation, fear of making mistakes, and difficulty understanding instructions from lecturers (Young 1999). Foreign language learners who experience public speaking anxiety have low self-esteem (Katz 2000). When a foreign language learner does not achieve adequate proficiency in speaking especially in public speaking, it can be affected by feelings of anxiety. This feeling of anxiety is known as foreign language anxiety (FLA) (Akbar, Sofyan, and Damayanti, 2018).

Many previous studies have investigated students' speaking anxiety in a foreign language. For example, investigating students' anxiety in speaking English (Keong & Jawad, 2015) and finding out students' anxiety levels (Raja, 2017), as well as the factors that cause anxiety in speaking English (Antoro, Wisasongko, and Khazanah, 2015). Those research leads to students who easily express opinions well, as well as high school and college students who are anxious when speaking in English. This research

was conducted because some children had difficulty speaking vocabulary in English even though they had studied English subjects from grade 1. in the title “**Students’ Speaking Anxiety In Etl Clasroom : A Case Study In Primary Education**”

1.2 Formulation Of The Problem

This problem formulation aims to find out what factors cause students' anxiety in speaking English.

1. What types of anxiety frequently manifest themselves in students when speaking English?
2. Why do they experience anxiety when speaking English?

1.3 Operational Definitions

To clarify, the author includes several definitions so that they can be understood.

1. Anxiety type: varieties of anxiety 1. agitated, tense, anxious, unable to fall asleep, and easily exhausted 2. Headache accompanied by noticeable muscle tension, particularly in the head, neck, and spine. The discomfort could be in the front, the top, or the rear of the head. 3. shaking throughout the body, particularly in the wrists and arms.

Increased autonomic system activity, including accelerated breathing, food digestion, heart rate, excessive perspiration (particularly on the palms), facial warmth and reddening, and

occasionally, a dry mouth or increased salivation (Ramaiah, 2003).Anxiety: Anxiety is an emotion in an uncontrollable state (Stuart and Sundeen, 2016).

2. Factor Affecting : Anxiety, Concern, And Fear Of An Unexpected Event Are Some Anxiety-Related Causes (Kartono 1986).

1.4 Significance Of The Research

1. Theoretical:To determine the origins of speaking anxiety, this study will contribute to theories by Tercan and Kenan (2015) and Ghufron and Rini (2009). There are three types of anxiety according to Tarcen and Kenan (2015) clarification theory : state anxiety, trait anxiety, and situation-specific anxiety. According to Ghufron and Rini (2009), there are two explanation for speaking anxiety : internal causes and external factors.
2. Empirical:This study will explain the anxiety factors of students in speaking English and their solutions.
3. Practical:This study provides information on what factors cause anxiety in speaking English, and this research may also be useful for teachers, parents, and students to overcome the anxiety they or those around them feel.

CHAPTER V

CONCLUSION

This chapter is divided into two sections, the first of which is the conclusion, in which the study findings are quickly explained and the problem formulation is addressed. The second section offers advice for educators on how to deal with.

5.1 Summary of the Finding

Based on the results of the research conducted, it can be interpreted that there are two types of anxiety that are more prevalent among the five selected students, namely mild anxiety and moderate anxiety. There were four students who experienced mild anxiety and one who experienced moderate anxiety. There are two influencing factors, namely internal anxiety and external anxiety. Four students have internal factors, and one student has external factors.

5.2 Suggestion

Based on the results of the research and the conclusions that have been presented, the researcher then submits suggestions that may be of benefit to the parties concerned with the results of this study. The suggestions that can be submitted are as follows:

1. For every teacher to be more aware of students so that they feel comfortable and enjoy teaching and learning activities so that the anxiety they feel can be reduced.

2. It is hoped that future researchers would be able to employ additional factors, such as how to reduce student fear when speaking in front of the class, and more participants as research subjects. This will help teachers deal with the situation effectively in the future.

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TABEL OF QUESTION

Tabel 4.3. Tabel Of Question

Reserch quation	Teori	Question
<p>1. What types of anxiety frequently manifest themselves in students when speaking English?</p>	<p>1. Mild anxiety is anxiety that is usually accompanied by signs of being more alert, confident, relaxed, motivated to learn, and calmer.</p> <p>2. Moderate anxiety is making more important decisions with signs of being impatient, irritable, sweating, dizzy, pacing, and tense.</p> <p>3. Heavy anxiety makes it difficult to think properly, which is characterized by difficulty thinking, sweating a lot, speaking fast, bending over, gritting teeth, pacing, and trembling.</p> <p>4. Panic is related to fear and trauma due to being unable to control oneself with signs of not</p>	<p>1. How did you feel when you were given the command to speak English?</p>

	<p>being able to do anything, excessive panic, causing increased motor skills, being unable to communicate with others, misunderstandings, and a loss of direction.</p>	
<p>1) What factors influence the anxiety of speaking English?</p>	<ol style="list-style-type: none"> 1. External factors that threaten physical integration include physiological disabilities, decreased ability to carry out daily activities (illness, physical trauma, upcoming surgery), and threats to self-systems that can harm identity, self-esteem, and integrated social functioning in individuals. 2. Internal factors of anxiety that lie on one's side include personal things such as age, gender, level of knowledge, personality type, environment, and situation. 	<ol style="list-style-type: none"> 1. Why did it come to that? What reasons make you like that? 2. Are you feeling sick? Are you dizzy? Or do you feel that you can't do it? 3. Are you afraid of being compared? Afraid because you don't know? Or do you feel uncomfortable with your classroom environment?

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Education background

No	Institution	Graduated year
1.	MI SIMBANG KULON	2012
2.	MTS SIMBANG KULON	2015
3.	MA SIMBANG KULON	2018

Transcript of Interview with All Participants via Indonesian

Interviewer : The writer

Interviewee : siswa 1 (s1), siswa 2 (s2) siswa 3 (s3), siswa 4 (s4), and siswa 5 (s5).

Day/Date : March, 20 2023.

Interviewer : *halo, sudah saya jelaskan ya sebelumnya, tentang wawancara ini*

All siswa : *hai, iya kak.*

Interviewer : *jadi kalian ini suka ngak sama pelajaran Bahasa Inggris?.*

S1 : *lumayan sh*

S2 : *biasa aja kak.*

S3 : *kadang suka, kadang engak.*

S4 : *engak susah soalnya.*

S5 : *suka.*

Interviewer : *pernah disuruh baca atau ngomong bahasa Inggris?*

All siswa : *pernah.,*

Interviewer : *nah, saat disuruh ngomong bahasa Inggris apanih yang kalian rasain?*

S1 : *kalau aku deg – degan aja sh mbk*

S2 : *kalau aku pertama – tama pasti gemetaran, tapi kalau udah dipertengahan biasa aja.*

Guru : *biasa paling mbk, deg – degan aja sama kadang suara dan barang yang dipegang gemetar.*

S3 : *aku sama gemetaran awalnya aja dipertengahan mah biasa.*

S4 : *kalau aku sama paling deg – degan aja mbk.*

S5 : *kalau aku suka gugup mondar mandir mbk, kadang pengen pipis.*

S1 : *iya dia, yang paling gugup mbk sering izin pipis, pas udahan ngomong.*

Interviewer : *beda – beda ya, tapi tau gak kenapa gak tenang mondar mandir sampe pengen pipis? Kenapa soalnya?*

S5 : *karna kurang percaya diri mbk, aku kan gini, kadang takut diejek.*

Interviewer : *loh, gak apa apa dong, emang kenapa? Perah sampai diejek?*

S1 : *iya dikelas gak ada yang ngejek biasa aja.*

S5 : *ngak sh, tapi kadang ngerasa kurang percaya diri aja.*

Interviewer : *ngak papa, santai aja. Kalau kalian tau gak kenapa ngerasa deg degan? Kurang nyaman sama lingkungan? Apa karena tidak tau cara bacanya?*

S1 : *malu karna belum bisa ngomong atau baca dengan jelas itu sh.*

S4 : *aku malu.*

S1 : *dia mah emang pemalu banyak diemnya.*

Interviewer : *gitu ya? Tapi kelihatan sh.*

S3 : *aku kan mondok jadi kerasa kurang nyaman aja gitu, kadang gak paham sama apa yang mereka omongin.*

S2 : *sama mbk, kurang nyaman sam lingkungan.*

Interviewer : *okey, tapi kalian tidak merasa pusing? Sakit apa trauma gitu kan ya?*

All siswa : *iya enggak.*

Interviewer : *yasudah terimakasih ya*

All siawa : *sama sama.*



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17 Maret 2023

Lamp. : -

Hal. : **Permohonan Izin Penelitian**

Yth.

Kepala MIS SIMBANG KULON 02

di

Tempat

Assalaamualaikum Wr. Wb.

Diberitahukan dengan hormat bahwa :

Nama : FADILAH
NIM : 2518008
Jurusan/Fakultas : TBIG/Tarbiyah dan Ilmu Keguruan

Adalah mahasiswa Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Pekalongan yang sedang melaksanakan penelitian untuk penyelesaian Final Project dengan Judul:

STUDENTS' SPEAKING ANXIETY IN ELT CLASSROOM: A CASE STUDY IN PRIMARY EDUCATION

Sehubungan dengan hal itu, dimohon kesediaan Bapak/Ibu untuk memberikan ijin penelitian kepada mahasiswa tersebut.

Demikian, atas kebijaksanaan dan bantuan Bapak/Ibu disampaikan terima kasih

Wassalaamualaikum Wr. Wb.

a.n. Dekan

Ketua Program Studi

Tadris Bahasa Inggris



Ahmad Burhanuddin



YAYASAN MADRASAH SALAFIYAH SIMBANG KULON

المدرسة الابتدائية السلفية

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Yang bertanda tangan dibawah ini :

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Jabatan : Kepala Madrasah
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Status : Mahasiswa Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan
Jenis Kegiatan : Penelitian Skripsi
Judul Skripsi : **STUDENT'S SPEAKING ANXIETY IN ELT CLASSROOM : CASE STUDY IN PRIMARY EDUCATION.**

telah kami beri ijin untuk melaksanakan kegiatan penelitian skripsi di MI Salafiyah Simbang Kulon 02.
Demikian surat keterangan ini dibuat untuk digunakan seperlunya.

Pekalongan, 19 Maret 2023

Kepala MI Salafiyah Simbang Kulon 02

Saifuddin, S.Pd.I.

SURAT IZIN ORANG TUA

Saya yang bertanda tangan dibawah ini :

Nama : M.Y

Orang tua dari anak

Nama : siswa 5 (s5)

Kelas : 6 B

Dengan ini menyatakan bahwa saya telah memahami apa yang telah dijelaskan tentang penelitian yang berjudul **“students’ speaking anxiety in elt classroom: a case study in primary education”** dan saya dengan kesadaran penuh tanpa paksaan dan tekanan dari siapapun mengizinkan anak saya untuk dapat berpartisipasi dalam penelitian tersebut dengan catatan :

1. Data dijaga dengan baik dan hanya digunakan dalam penelitian saja
2. Tidak mengungkap identitas asli anak saya dan saya dapat kapanpun memutuskan untuk melarang anak saya ikut kembali berpartisipasi dalam penelitian lain.

Tanggal : 19 Maret 2023

Tanda tangan orangtua



OBSERVATION OF THE CLASS WHEN SPEAKING EXERCISES

Picture 1.1 Students are speaking



Picture 1.2 Students are speaking



Picture 1.3 Students are speaking



Picture 1.4 The teacher explained

