



**ANALYSIS STUDENTS' SPEAKING ANXIETY  
OF THE XI SMA NEGERI 6 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to Institute For Islamic Studies Padangsidimpuan*

*as a Partial Fulfillment of the Requirement for the Graduate Degree of Education Scholar*

*(S.Pd) in English*

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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2019**



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*Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan  
as a Partial Fulfillment of the Requirement for the Degree of Graduate  
Educational Scholar (S.Pd.) in English*

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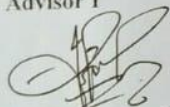
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After Reading, studying and giving advice for necessary revision on thesis belongs to **KURNIATI SIREGAR**, entitled. "**ANALYSIS OF THE STUDENTS' SPEAKING ANXIETY AT GRADE XI SMA NEGERI 6 PADANGSIDIMPUAN**". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate Education (S.Pd.) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

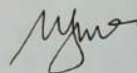
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Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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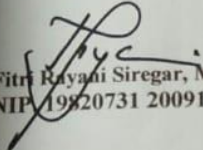
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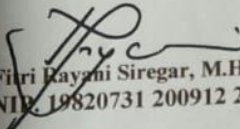
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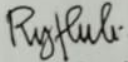
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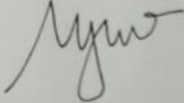
  
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IPK : 2,96  
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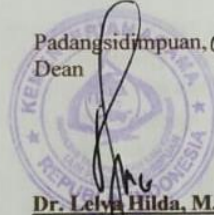
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, researcher would like thank to Allah SWT who has given researcher can finish this thesis. Secondly, blessing and peace be upon to prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thanks:

1. Special thanks are due to Eka Sustri Harida, M.Pd, as my advisor 1 and Yusni Sinaga, S.Pd, M.Hum, as my advisor II who had given suggestion, ideas, critical, and guidance in writing this thesis.
2. Thanks are due to Dr. H. Ibrahim Siregar, MCL., as Rector of state Institut for Islamic Studies (IAIN) Padangsidempuan.
3. Thanks are due to Dr. Lelya Hilda, M.Si., as Dean of Tarbiyah and Pedagogy Faculty IAIN Padangsidempuan.
4. Thanks are due to Fitri Rayani Siregar, M.Hum., as a chief of English Education Department IAIN Padangsidempuan.
5. All lectures who have given me their valuable through in teaching English for researcher during the process of academic years in TBI IAIN Pdangsidempuan.
6. Thanks are due to Drs. Hamza, as Headmaster of SMA Negeri 6 Padangsidempuan who has given the information and time to do the research.
7. Special Thanks to my beloved parent (Mahmud Siregar) and (Darmian Harahap) who have given me supporting, praying, motivation both in material and spirit and advise me “ to never give up” during and after finishing academic year in IAIN Padangsidempuan.

8. Thanks to my beloved my sister (Nurmainsan Siregar) who have motivated and support me to finish my thesis and help me to solve my problem.
9. Thanks to my beloved my young brother (Amal Bakti Siregar, Mikrot Syukur Siregar) for you motivation and supporting.
10. Thanks to my uncle (Muda Siregar, Lelo Siregar, Ismail Siregar, Malkan Harahap, Saro Harahap, Ahmad Harahap) and my aunties (Mariani Harahap, Mawati Harahap) who have supported and motivated and thanks for your attention.
11. Thanks to my cousins and nieces ( Indah Permata Sari Siregar, Selviana Siregar, Fauziana Sari Siregar, Hotmaniar Sitorus, Bayani Siregar, Endar Saputra Daulay, Adi Husein Daulay, Untung Halomoan Siregar, Aldiansyah Siregar) I love you and you are my inspiration.
12. Thanks to my best friends ( Rifatul Hilma Nst, Elda Fitriani Rangkuti, Siti Rabiah Rangkuti, Lainatussifah Hasibuan, Junaidah Khairani Hrp, Ito Hariyanti Siregar, Ratina Mutiara Siregar, Siti Aisyah Hasibuan, Siti Devi Warni Dlt, Nurhawani Siregar, Nora Rahmadani Siregar, Iska Noveri Siregar, Enni Aisyah Btb, Rosmalina, Halimatussakdiah Nst, Atika Rosmala Htb, Fitri Khairani Dly, Fitri Maharani Dly, Asnita Deli Siregar, Robiatul Adawiyah Harahap, Armayani Htb) for supporting me both happy and sad.
13. Thanks to all my friends in TBI-3 ( Masrianti, Siti Arifah, Tiffany Sahayana Tanjung, Ahmad Tacher Hrp, Raudah Dly, Ainun, Eva Nst, Nita Asmita, Nirwan, Karrom, Elvi, Irham, Ade, Anggi, Eka, Fitri, Rahmadona, Latifah, Maria, Sadah atc.) who have supported and motivated me to finish this thesis.

Last but not least, researcher just wants to say thank you very much for their helping, Allah bless them and IAIN Padangsidimpuan.

Padangsidimpuan,

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### **ABSTRACT**

This research discussed about students' problems in speaking anxiety and how the students' strategies to overcome speaking anxiety in the classroom at grade XI SMA Negeri 6 Padangsidempuan. Almost all of the students are unwilling to use English in communication. It came from students themselves. They were feeling ashamed and were afraid to express their ideas. They worried everyone would mock them. Another reason concerned with the students' environment, parent and teaching learning technique in their school.

This research is qualitative descriptive. The subject in this SMA Negeri 6 Padangsidempuan at grade XI year 2018-2019. The totally number is 40 students. The data collected by observation and record. The results showed that the factor causing of the students' speaking anxiety to speak in the language classroom are: lack of familiarity of task, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence and then low English proficiency. The student's strategies to overcome speaking anxiety were peer seeking, preparation, relaxation, positive thinking and resignation.

Based on the researcher result, students speaking anxiety at grade XI SMA Negeri 6 Padangsidempuan was categorized into high anxiety. Then, from observation, record researcher found that the students cant't speak English well, it was because students were shy and afraid. Next, some of them are good in English speaking, but researcher result can be positive input for other researcher to conduct the researcher, particularly on speaking issue.

***Key Words : Analysis Students', Speaking Anxiety and High Anxiety.***

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#### **ABSTRAK**

Penelitian ini membahas tentang masalah siswa dalam kecemasan berbicara dan bagaimana strategi siswa untuk mengatasi kecemasan berbicara di kelas di kelas XI SMA Negeri 6 Padangsidempuan. Hampir semua siswa tidak mau menggunakan bahasa Inggris dalam komunikasi. Itu berasal dari siswa sendiri. Mereka merasa malu dan takut untuk mengekspresikan ide-ide mereka. Mereka khawatir semua orang akan mengejek mereka. Alasan lain berkaitan dengan lingkungan siswa, orang tua dan teknik belajar mengajar di sekolah mereka.

Penelitian ini adalah deskriptif kualitatif. Subjek di SMA Negeri 6 Padangsidempuan ini pada kelas XI tahun 2018-2019. Jumlah seluruhnya adalah 40 siswa. Data dikumpulkan dengan observasi dan catatan. Hasil penelitian menunjukkan bahwa faktor yang menyebabkan kecemasan berbicara siswa untuk berbicara di kelas bahasa adalah: kurangnya keakraban tugas, takut melakukan kesalahan, motivasi rendah, input yang tidak dapat dipahami, kurangnya kepercayaan diri dan kemudian kemampuan bahasa Inggris yang rendah. Strategi siswa untuk mengatasi kecemasan berbicara adalah mencari teman sebaya, persiapan, relaksasi, pemikiran positif dan pengunduran diri.

Berdasarkan hasil penelitian, kecemasan berbicara siswa kelas XI SMA Negeri 6 Padangsidempuan dikategorikan sebagai kecemasan tinggi. Kemudian, dari pengamatan, peneliti rekaman menemukan bahwa siswa tidak dapat berbicara bahasa Inggris dengan baik, itu karena siswa malu dan takut. Selanjutnya, beberapa di antaranya bagus dalam berbahasa Inggris, tetapi hasil peneliti dapat menjadi masukan positif bagi peneliti lain untuk melakukan peneliti, terutama pada masalah berbicara.

Kata kunci: Analisis Siswa, Kecemasan Berbicara dan Kecemasan Tinggi.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is communication tool in life. Thorough language people can communicate to each other with signs such as word and gestures. Language is also the most effective communication to convey ideas, messages, intentions, feelings, and opinion to other.

Language is tool to shape our thoughts, feeling, desires, and deeds as well as tools to influence the form of symbols generated by the brain. It also stated by Linne T. Diaz-Rico, “ Language helps us to fulfill our potential, to show our inner selves with others, or to act the word powerfully”.<sup>1</sup> Language also means of communication among people, either spoken or written. It can be said that language is used as a medium of communication that has many function to perform in the life human being.

English is the language used as medium of communication and as an international language. This language is used to interact with other people around the world. English is always used in very educational level in Indonesia, such as university, senior high school, elementary school, and kindergarten. It means that every students should be master completely

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<sup>1</sup> Lynne T. Diaz-Rico, *Strategies For Teaching English Learners*, (USA: Person Education, Inc, 2 Edition, 2008),p.1.

English. There are four skills that the students should master. They are listening, speaking, reading, and writing.

Speaking is a skill of language learning and it is frequently used in daily activity, especially to carry out conversation with others. Speaking also can be defined as an activity in giving and asking opinion for as in dialoguing by one person to another person. In speaking, there is a process of communication between speaker and listener. There are also factors that influence the students' competence in English, especially in speaking as most students less practice.

Consequently, the learners become slowed down and find difficulties in communicating with others in English. Looking to the difficulties which are found by students, it can be influenced by many factors, such as: teaching, technique, intelligence, motivation, interest, grammar mastery, personality of the teacher, facility of the students, library, society, environment, family, etc.

Speaking is one of the productive skills that needed in communication. Speaking anxiety refers to the capability to convey thoughts, and feelings in spoken language. Speaking anxiety people from the different country in oral communication. Everyone always get should be masteres by students to face the competition era. More, ever, by mastered speaking English students can communicate with another a situation in which requires them speak in public. Although it just introduce themselves, present papers, speeches, expressing an opinion during the discussion and so on.

Anxiety is a normal responses to stress and is closely related to fear. Many people experience anxiety before, during or after stressful events such as speaking in front of audience, writing exam, entering new social situations. It should be avoided by students. Many students still feel anxiety when they before speaking in front of audience. They can not express everything in their because they feel anxiety.

Anxiety is a state of emotion in a present of future threat which nobody could escape from this. Then, anxiety about speaking anxiety is a common fear in all activities of people. Many students feel some degrees of communication apprehension or fear in communication with some stressful and anxiety-producing experience.

The purpose of this study is to analyze there as on behind the anxiety level in undergraduate students of a speaking in class and recommend strategies to overcome this fear.<sup>2</sup> Most people are not born public speaking; they are trained to become one. When they have to address an audience, they experience emotions like fear and anxiety, leading to nausea and excessive sweating. Most of them try to avoid situations where they have to perform or speaking in front audience, but when unavoidable, such situations are endured by distress.

## **B. Identification of the Problem**

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<sup>2</sup> Farhan Raja, “*Anxiety Level in Students of Public Speaking: cause and Remedies*” Institut of Business Management, Volume 4, no. 1. Spring 2017, p.95.  
<http://www.researchgate.net/publication/317357079.pdf> accessed o 06 june 2017 on 11.35 a.m.

Problems of the research based on the background of the problem were needed to be identification other to be characterized as they should be presentation of the identification makes researcher being easier to search them intensively.

### **C. Focus of the Research**

Based on the background explanation, the researcher focused this study about students' anxiety on their speaking. It is to analyze and synthesize information by students' anxiety.

### **D. Formulation of the Problems**

Based on the problem above, the researcher formulates the problems as follow:

1. How far is the students' speaking anxiety at grade XI SMA Negeri 6 Padangsidempuan?
2. What causes of students' speaking anxiety at grade XI SMA Negeri 6 Padangsidempuan?

### **E. The Objectives of the Research**

Based on the formulation of problem above, the aims of the research as follow:

1. To explain the students' speaking anxiety at grade XI SMA Negeri 6 Padangsidempuan.
2. To know the significant analysis of speaking anxiety at grade XI SMA Negeri 6 Padangsidempuan.

## **F. The Significances of the Research**

This research has significanes that purpose to analyze students' anxiety in analyzing and synthesizing speaking anxiety. Therefore, the findings of this research are expected to be relevant i some aspects, especially relevant to:

1. As the information of English of SMA Negeri 6 Padangsidimpuan.
2. As the motivating the lectures of English in teaching English especially speaking.
3. As the information for the reader to know about students' anxiety in speaking.
4. As the information and reference of all reserachers who want to use the result of this research became as the comparison of their further research.

## **G. The Definition of key Terms**

To avoid the vagueness and miss understanding between the writer and the readers, the terminologies are explained as follow:

1. Analysis

Analysis is an inspection concerning meaning and essence something. It means to know the actually situation by doing or making something to achieve a certain goal, it is the process of

breaking a complex topic or substance into smaller parts in order to gain a better understanding.

## 2. Anxiety

Anxiety is a negative feeling when someone feels anxious, apprehensive, or uneasy in a specific time and feels hesitate with their ability. In English as Foreign Language (EFL), language anxiety is also possible found on the four skills (listening, speaking, reading, and writing), vocabulary, and grammar. Each student may be having more than one of anxiousness, and this will influence students' language learning process. Numerous researchers have provided some definition about anxiety. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

## 3. Speaking Anxiety

Speaking anxiety is very common among both college students and the general population. Many people who speak for a living, including actors, business people, and politicians, experience public speaking anxiety. In fact, some of these experinced public speakers feel that a little nervousness before a

performance or speaking engagement gives them the ability to perform at their best.<sup>3</sup>

Students experiencing public speaking anxiety say they are concerned they will be embarrassed if they speaking. They say they are worried they will make a mistake, look "stupid" to others, or be judged unattractive. Some students say they get upset thinking about others looking at them or being the center of attention.<sup>4</sup> Many students who experience speaking anxiety have low self esteem.

In addition to the emotional aspects of public speaking anxiety, there are often physical symptoms as well. These are symptoms that are associated with anxiety, shaky voice, rapid heartbeat, sweating blushing, dizziness, shortness of breath, digestive discomfort, or forgetting something you know or were about to say.

## **H. Outline on the Thesis**

The systematic of this thesis were divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

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<sup>3</sup> Louise Katz, P.h.D, *Public Speaking Anxiety*, (Postdoctoral Intern: UTM Counseling and Career Services: 2000), p.1.

<sup>4</sup> *Ibid.*,p.2

The first chapter is Introduction consisted of Background of the problems, Identification of the Problem, Focus of the Problem, Formulation of the Problem, Objectives of the Research, Significant of the Terms, and the last is Definition of Terminologies. All reasons why the researcher really interested in finding phenomena or realities of students' speaking anxiety of the IPA 1 in SMA Negeri 6 Padangsidimpuan explains in Background of the Problem.

The second chapter consisted of Theoretical Description which explained about Definition of Speaking Anxiety and Related Finding is an adding information in conduct this research.

The third chapter is Research Methodology and it consisted of the Time and Place of the Research, Research Design, Source of the Data, Instrument of Collecting Data, and Technique of Data Analysis.

The fourth chapter, consisted of the Result of the Research, the Description of the Data, Discussion and the Threats of the Research.

Finally, the fifth chapter consists of conclusion and suggestion.

## **1. THEORETICAL DESCRIPTION**

### **A. Students' Speaking Anxiety**

#### **1. Definition of Anxiety**

Anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening. People who feel anxiety while speaking in public generally tend to avoid situations where

they have to perform, but when they encounter such situations, they suffer intense distress and anxiety everyone feels anxiety from time to time.

Few people get through a week without some anxious tension or a feeling that something is not going to go well. We may feel anxiety when we're facing an important event, such as an exam or job interview, or when we perceive some threat or danger, such as waking to strange sounds in the night. However, such everyday anxiety is generally occasional, mild and brief, while the anxiety felt by the person with an anxiety disorder occurs frequently, is more intense, and lasts longer—up to hours, or even days.<sup>5</sup>

People often live with anxiety disorders for years before they are diagnosed and treated. If you suspect that you have an anxiety disorder, it is important to seek professional treatment as soon as possible. Anxiety disorders are treatable, and early treatment can help to ensure treatment success.

This theoretical school is best described as operating in the middle position of social analysis, between the micro-analytical focus on the psyches of individual subjects and the macro-analytical focus on larger systems of meaning and material structures. One of the challenges with theorizing and analyzing contemporary social performance, however, is that all three levels in a larger whole are implicated. Thus, while many of

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<sup>5</sup>Neil A. Rector, PhD, *Anxiety disorders An information guide* (Canada : Centre for Addiction and Mental Health, 2008), p.1-5.

the insights and strategies posed in Goffman's research are quite useful in understanding the perform dynamics of particular social situations, both proximate and mediated, they fall somewhat short in explaining the ways that subjects orient themselves in much situation.<sup>6</sup> Indeed one might, shadowing binswanger, understand performance as itself a kind of being-intheword, one bound to symbolic self-hood and saturating any original projecttoborrow the sart term.

Anxiety is considered to be a normal human reaction in many situations. For example, some such anxiety is usually present when meeting someone for the first time(perhaps on a blind date), interviewing for a job, taking an important test, or playng a musical instrument before others.

Furthermore, Carole Wade Tayris explains that:

Generalized anxiety disorders is an on going sense of anxiety and fear and unrestrained sense that something bad is going to happen, and a very strong sense of fear taht aries on most days for six months, and is not caused by something related to the physical, such as illness, drugs, or for drinking lost of coffee. Symptoms of the disorders include difficulty concertrating, irritability, excessive tension, sleep tension, sleep disturbance, and undesirable anxiety.<sup>7</sup>

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<sup>6</sup> Stave Bailey, *Performance Anxiety* (Canada: York University, 2016), p. 29-31

<sup>7</sup> Carole , Carol Tavris, *Psikologi*, ( Jakarta: Penerbit Erlangga, 2007), p.330.

Anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening. People who feel anxiety while speaking in public generally tend to avoid situations where they have to perform, but when they encounter such situations, they suffer intense distress and anxiety. In this chapter, concepts are introduced that have been used historically to describe people who are reticent about interacting with, and performing before, others. In addition to social phobia, these concepts most often include introversion, shyness, social withdrawal, behavioral inhibition, and social and performance anxiety.

The purpose of this study is to identify and investigate the cause behind the anxiety level of students of speaking anxiety in undergraduate programs and recommended steps that could be adopted to overcome their anxiety level. This study presents the reasons behind the fear of speaking in students and problems caused by their fear. It includes the detailed description of the results and findings of the research. Thus, the following research questions will be looking into.

Anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried and fearful.

We struggle, tremble, perspire, and our hearts beat quickly. In general, anxiety can be defined as a complex concept dependent upon not only on one feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations.<sup>8</sup> In simple words, anxiety is usually associated with unpleasant feeling and is similar to fear.

Their research also describes the results, which illustrate that social anxiety included in people is directly proportional to the variety of feedback received from the audience. They explain that this creates a strong impact on the confidence of the individuals and it translates significantly into their public addresses. Every four out of ten people rank public speaking fear as one of their apex three fears, often a fear more dreadful than death. Most psychologists refer to it as an irrational fear which could be easily overcome.

## 2. Anxiety Symptoms

While anxiety symptoms vary person to person, in general the body reacts in a very specific way to anxiety. When you feel anxious, your body

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<sup>8</sup> Lader, Malcon H, *The Nature of Clinical Anxiety in Modern Society*, (New York: John Willy&Sons, 1975), p. 125.

goes on high alert, looking for possible danger and activating your fight or flight responses. As a result, some common symptoms of anxiety include.

Anxiety is a fear of something many people are afraid of things that will happen to themselves, such as public speaking, face the semester exam, face a new social, face a snakes and so on. Their symptoms can occur such as dizziness, tremor, nervous, could not sleep and so on.

According to Hatloy Explains:

a. Physical Effects

Short-term effects:

- 1) Increased muscular tension can discomfort and headaches
- 2) Rapid breathing may make you feel light-headed and shaky, and give you pins and needles.
- 3) Rising blood pressure can make you more aware of a pounding heart.
- 4) Changes in the blood supply to your digestive system may cause nausea and sickness.
- 5) You may feel an urgent need to visit the toilet, and get butterflies in your stomach

Long-terms effect:

- 1) Fear combined with tension and lack of sleep can weaken your immune system. Lowering your resistance to infection.

- 2) Increased blood pressure can cause heart or kidney problems, and contribute to the chances of having a stroke.
- 3) You may experience digestive difficulties.
- 4) You may also feel depressed.

b. Psychological Effects

Anxiety can make you more fearful, alert, on edge, irritable, and unable to relax or concentrate. You may feel an overwhelming desire to seek the reassurance of others, to be weep and dependent.

c. Behaviour Effects

If anxiety is severe, you may find it difficult to hold down a job, develop or maintain good relationships, or simply to enjoy leisure time. Sleep problems may make your anxious feeling even worse and reduce your ability to cope.

Based on explanation above, the researcher concludes that anxiety symptoms can affect many things in everyone such as affecting thought, physical, and behaviour. The influence of the thoughts such as scared, fooling themselves ahead of others, irritability. The influence of the chest, neck and back. The influence of the behaviour such as avoid going out, refrain from others, taking medication to relieve stress.

3. Anxiety Disorders

An anxiety disorder may make people feel anxious most of the time or for brief intense episodes, which may occur for no apparent reason. People with anxiety disorders may have anxious feelings that are so uncomfortable that they avoid daily routines and activities that might cause these feelings.

Some people have occasional anxiety attacks so intense that they are terrified or immobilized. People with anxiety disorders are usually aware of the irrational and excessive nature of their fears. When they come for treatment, many say, "I know my fears are unreasonable, but I just can't seem to stop them." The major categories of anxiety disorders are classified according to the focus of the anxiety. A brief description of each is given below, based on the diagnostic criteria outlined in the *Diagnostic and Statistical Manual of Mental Disorders (dsm-iv)*. Although each anxiety disorder can have many different symptoms, one representative example has been chosen to illustrate the typical cognitive, physical and behavioural symptoms of each disorder.

Those who are waiting for an important bit of news, or those who live in difficult to predict situations, will often experience anxiety, a general condition when we are trying to anticipate something, or psychological tension.

Carole Wade and Carole Tavris say: People who are in a dangerous situation, or situations they do not know, like someone who will do a parachute for the first time, or find someone themselves confronted with a cobra, will tend to feel

fear. If it lasts for short time, these emotions will be adaptive, because they will give us the energy to deal with the danger situation. These emotions will ensure we will not do parachuting without the knowledge of how to use a parachute, and will make sure we stay away from the cobra. It will lead to chronic anxiety, which is marked by persistent feelings of tension to anticipate something bad, or unfortunate; causing panic attacks, excessive anxiety, which lasts for a moment; causing phobia, excessive fear.<sup>9</sup>

However, in certain situations, the fear will become unrelated from the real danger, or on the contrary, the fear will persist even if the danger situation or situation of the uncertainty has become a thing of the past.

This is no longer the anxiety is normal. This disorder is often called anxiety disorders in psychological terms. Anxiety disorders are a serious mental illness. People with this disorder usually have great anxiety and excessive, and often losing control. There are several types of anxiety disorders:

a. Phobia

Phobia is fear feelings that happen on someone and usually towards specific object. According to Hatloy” Phobia is about irrational fear. If you have a phobia, your anxiety will be triggered by every specific situations or objects; such as spiders, heights, flying or crowded places,

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<sup>9</sup>Neil A. Rector, PhD, *Op. Cit.*, p. 7.

even when there is no danger to you". It means that phobia is anxiety on something or specific object. Phobia can be specific such as the fear of a certain thing (eg. Dogs, spider, snake) or more generalized, where the fear involves situations. It means that phobia is fear feeling involves situations. Based on previous above, the researcher concludes that phobia is a fear that happens on someone and usually towards specific object, place and situations.

People who have agoraphobia have a fear of certain places or situations that make them feel trapped, powerless, or embarrassed. These feelings lead to panic attacks. People with agoraphobia may try to avoid these places and situations to prevent panic attacks.

b. Generalized Anxiety Disorders (GAD)

Generalized anxiety disorders (GAD) is fear feeling to face events long lasting or excessive worry. It means that generalized anxiety disorder is anxiety long lasting towards something.

According to Hatloy "Generalized anxiety disorders have feel anxious for a long time and often feel fearful, but are not anxious about anything in particular. The strength of symptoms can vary. " it means that generalized anxiety

disorders (GAD) same with the previous explanation that a fear long lasting.

People with (GAD) experiences contains anxiety and worry about activities or events, even those that are ordinary or routine. The worry is greater than is should be given the reality of situation. The worry cause physical of the situatio. The body, such as headdaches, stomach upset, or trouble sleeping.<sup>10</sup> Generalized anxiety disorders(GAD) involves excessive anxiety and worry, occurrin more days than not for a period of at least six months, about a number of eventss or activities. It is means that generalized anxiety disorders (GAD) involves excessive anxiety towards events.

c. Obsessive Compulsive Disorders(OCD)

Obsessive compulsive disorders is a habit activity when activity does not happen so that someone who experienced it will anxious. According to Rector”Obsessive compulsive disorders (OCD) involves recurrent obsessive or compulsions that are serve enough to be time consuming or cause marked distress or significant

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<sup>10</sup>*Ibid.*, p. 12.

impairment”.<sup>11</sup> It means that obsessive compulsive disorders is any compulsions that are serve to something. Based on explanation above, the researcher conclude that obsessive compulsive disorders is a habit activity when activity does not happen so that someone who experinced it will anxious.

Obsessive compulsive disorders (OCD) is the continual experince of unwanted or instrusive thoughts and worries tht cause anxiety. A person may know these thoughts are trivial, but they will try to relieve their anxiety by performing certain rituals or behaviours. This may include hand washing, counting or checking on things such as whether or not they’ve locked their house.

#### d. Post-Traumatic Stress Disorders(PTSD)

Post-traumatic stress disorders is a conditional flash back to the past that makes anxious exmple get bad score in semester exam, death and so on. Rector says” Post-traumatic stress disorders involves the person’s response to the event must involve intents fear, helplessness, or horror”. It means that pos-traumatic stress disorders

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<sup>11</sup> Rector, *Obsessive Compulsive Disorders*,(New York: Longman, 2002), p.44.

involves response someone fear feeling.<sup>12</sup> Posttraumatic stress disorder (*ptsd*) involves the “development of characteristic symptoms following exposure to an extreme traumatic stressor.

Pos-traumatic stress disorders (PTSD) occurs after experinces a traumatic event such as:

- a) War
- b) Assault
- c) Natural disaster
- d) Accident

Symptoms include trouble relaxing, distrubing dreams, of fpashback to the traumatic event or situation. People with post-rtraumatic stress disorders may also avoid things related to the trauma.

e. Panic Disorders

Panic disorders is worry feeling will happen something and sometime we do not know what events will appear. Panic disorders may sometimes occur for no reasons, and you may not be able to understand why. You

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<sup>12</sup>*Ibid.*, p. 11.

may feel as if your mind has gone totally out of control. It means that panic disorders is uneasy feeling towards something that sometimes what events will happen.

Panic disorders cause sudden and repeated bouts of severe anxiety, fear, or terror that peak in a matter of minutes. This is known as a panic attack. Those experiencing a panic attack may experience:

- a) Heart palpitation
- b) Sweating
- c) Trembling
- d) Rapid or irregular heartbeat that feels like fluttering or pounding (palpitations).

Panic attacks may cause one to worry about them occurring again or try to avoid situations in which they've previously occurred. Panic attacks may be accompanied by agoraphobia, when someone avoids or endures—with marked distress—specific situations, such as being outside the home alone, being in a crowd or standing in a line.

So, there are several ways to deal with anxiety, the methods are as follows:

1. Set your breath to feel calm. Before starting to speak publicly, make sure that our grog sense is lost or invisibly, by regulating breathing as quietly as possible. Do not start a conversation with a condition that is still nervous, this can lead to speech errors or can make us feel awkward.
2. Make a pause for a while before starting the speech. Make a pause between about 1 minute before starting speech, make sure the preparations are complete and the sense of PD shas emerged.
3. Believe that the signs of physical are invisible. Make sure that anxiety or gesture that show that we are nervous are not visible to the audince, this will affect the audience, and the audience will think we are fully prepared.
4. Do not let yourself know your nervousness. Never apologize for our nervousness, mischief, or anxiety. This will only make the audience think we are not professional, and the status of ordinary, also assume we are not broad-minded.

5. Make preparations before performing. This is related to preparation such as a small note to help us in the speech, and make sure the sound system goes well.
6. Accept imperfections. We must show compidence, make sure that we can speak in public, do not bother about our imperfection, it will actually make our sense of PD decreases.
7. Do not be burdened by appearance. Focus on communication. In talking communication is the main thing, therefore we must prioritize our communication with the audience, make sure our communication goes smoothly, do not burdened by the appearance.
8. Do not burden the mind by trying to memorize the contents of the speech. This is a common practice. Do not memorize the entire contents of the speech, we are only required to read at a glance and understand the speech, if we memorize, it actually weighs our mind and we look too refer to the next.
9. Use the tools to divert anxiety. To eliminate visible anxiety, switch with the tools around you, for example, etc. For the audience does not see the signs of our anxiety.

10. Imagine yourself giving a good and strong speech. We have to think that what we deliver is a good and quality information, it can help improve our confidence.<sup>13</sup>

People who were afraid to speak because of the audience and do not want to appear to be failing in front of them. Make a speech with simple words. Try to memorize the concept and flow of the topic, without memorizing words. Techniques for preventing speech anxiety are rehearsing and rehearsing.

#### 4. Definition of Speaking

There are many definitions of speaking. Based on the Oxford Advanced Learner's Dictionary, speaking is defined as to talk or conversation to somebody about something or mention or describe something or somebody.<sup>14</sup> Speaking is an integrated personality that bases the background of the speaker. Another aspect like the way of dressing is an external factor that influences the speaker. Henri Guntur said that, "Talk is the ability to pronounce articulation sounds or words to express, and convey thoughts, ideas and feelings."<sup>15</sup> The writer's translation is English that

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<sup>13</sup> Gaviasa, "Mengatasi Kecemasan Berbicara Siswa Didepan umum" accessed from (<http://www.scribd.com/doc/39539509>. Kecemasan Berbicara) at November 10<sup>th</sup>2009 on 10:47 a.m.

<sup>14</sup> A.S.Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York:Oxford University Press, 2005), p.1467.

<sup>15</sup> Henry Guntur Tarigan, *Menulis sebagai Suatu Keterampilan Berbicara*, (Bandung: Angkasa, 1986),p.15.

speaking is the ability of someone to pronounce the sounds of the articulation or words express, to say and deliver the ideas, feeling, etc.

Next, speaking is to express or communication opinions, feeling, and ideas, etc. Speaking is fundamentally an instrumental act.<sup>16</sup> Speaking is one of important aspects in communication besides listening. Byrne says, "Speaking is an activity involving two or more participants as hearers and speakers."<sup>17</sup> Speaking does not only have to convey idea, feeling and message, b) it also speaking has many aspects. According to Hymes, "The word SPEAKING is an acronym for which (S) is for setting, (P) is for participant, (E) is for ends, (A) is for act sequence, (K) is for key, (I) is for instrumentalities, (N) is for norm, (G) is for genre".<sup>18</sup> Richards says, "The nature of speaking as well as the factors involved in producing fluent and appropriate aspeech needs to be understood"<sup>19</sup>

According to Robert Lado tates, " Speaking ability is described as the ability to express oneself in life situation in precis words or the ability to convers, or to express a sequence of ideas fluently".<sup>20</sup> The other expert, Douglas Brown says, "Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the

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<sup>16</sup> Clark and Clark, *Psychology and Language*, (New York:Harcourt Brace Jovanovich Inc,19977), p.223.

<sup>17</sup> Byrne,D, *Teaching Oral English*, (London:Longman,200),p.8.

<sup>18</sup> Ronal Wardhaugh, *Introduction to Sociolinguistic*, (Brazil:Blackwell, 1986), p.272.

<sup>19</sup> Jack Richards, *Methodology in Language Teaching*, (United States: Cambridge University Press, 2002), p.202.

<sup>20</sup> Robert Lado, *Language Testing*, (New York:Longma, 2000), p.240.

accuracy and effectiveness".<sup>21</sup> Furthermore, Speaking as communicative approach have developed, teachers have been concerned to ensure that students not only practice speaking in a controlled way in order to procedure feature of pronunciation, vocabulary, and structure accurately, but also practice using these feature more freely in purposeful communication.

a. Principle of Speaking

The five basic principles of speaking according to hums are:

1. Open with as bang: too many speechhes die before they again.  
You still have executivies opening up by telling to audience, what a pleasure it is to be with them. That's an amenity reduced to an inanity.
2. Focus on one theme: a speech may have three or four major points, but they should be wrapped up in a single theme such as peace through strength.
3. Keep the language simple: stuffy syntax and the use of self important words can rob power from a speech.
4. Use analogies and illustrations.
5. Make conclusion emotional or dramatic: if you don't hip your dominant them strongly when you close, your audience may

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<sup>21</sup> Douglas Brown, *Language Assement Prinples and Classroom Practice*, (United States:Longman, 2004), p.140.

not grasp your real message. Humor should never be used at the end or beginning, but should be slipped into the middle. Humor must always be seen as a matter of surprise. Speaking that means the Gumpers is: Situation, participants, end act sequence, key, instrument, and genre.

b. The Speaking Difficulties

Bear in mind that characteristics of spoken language can make oral performance easy as well as, in some cases, difficult. Here is what makes speaking difficult:

1. Clustering. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
2. Reduced Form. Contractions, elisions, reduced vowels, etc. All form special problems in teaching spoken English. Students who don't learn colloquial, contractions can develop a stilted, bookish quality of speaking that in turn stigmatizes.
3. Performance Variables. One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pause, backtracking, and correction. You can actually teach learners how to use these. For example, in English our "thinking

time” is not silent, but rather we insert certain”fillers”: uh, um, well, you know, I mean like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

4. Stress, Rythem, and Intonation. This is the most important characteristic of English pronunciation. The stress-timed rythm of spoken English and its intonation patterns convey important message. Anas Syafei<sup>22</sup> in his English pronunciation:Theorynand Practice’s book says that”stress is the key to the pronunciation of an English word and the location of the stress always be learned with the word”. And the other page, he states<sup>23</sup>”rythm means beat of language or stress-timed”, while he declares more”intonation is the tune of what we say. More specifically, it is the combination of musecal tones(pitch) on which we pronounce the syllables that make up or our speech”.

Knowing what are speaking difficulties can make the oral performance more effectives as well as. The teacher have to minimize and error spoken language of students’ speaking skill. So that speaking can be more enjoying and interesting.

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<sup>22</sup> Anas Syafei, *Pronunciation Theory and Practice*, (Jakarta :Depdikbud,1988), p.23.

<sup>23</sup> Victoria Neufeldt, *Webstren New World Collage Dictionary*,(USA:MacMillan,1995),p.33.

### c. Aspect of Speaking Ability

According to Arthur Hughes, there are five categories to measure speaking skill such as: accent, grammar, vocabulary, fluency and comprehension.<sup>24</sup> Here are the further explanations:

#### 1. Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.<sup>25</sup> For example a French person speaking English is described as having a french accent. The accent can be identified looks like this:

- a. Pronunciation frequently unintelligible
- b. The heavy accent due to difficult to understanding the pronunciation
- c. Foreign accent requires concentrated listening mispronunciation lead to sometimes make misunderstanding and apparent errors in grammar or vocabulary, furthermore, foreign accent. Mispronunciation which do not interfere with understanding
- d. The pupil has ability to differentiate and understand difficult of pronunciation.
- e. No conspicuous mispronunciation, but would not be taken for a native speakers.<sup>26</sup>

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<sup>24</sup> Arthur Hughes, *Testing for Language Teachers*, ( USA:Cambridge University Press, 1990), p.111..

<sup>25</sup> Nirmala Sari, *An Introduction to Linguistic*, (Jakarta:Departemen Pendidikan dan Kebudayaan,1988), p.138.

<sup>26</sup> Victoria Neufeldt, *Op.Cit.*,p.7.

So, accent is the emphasis by stress, pitch or both given to a particular syllable or word when it spoken.

## 2. Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics). Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence. Grammar can be identified looks like this:

- a. Grammar almost entirely inaccurate phrases.
- b. Constant errors showing of very few major patterns and frequently preventing communication.
- c. The pupil shows imperfect control of some patterns but or weakness that cause misunderstanding.
- d. Sometimes, the patterns without pattern are not imperfect and it makes misunderstanding.

- e. There are few errors, without pattern of failure.<sup>27</sup>

So, grammar is the way how to construct English sentence in a good grammatical construction and be aware errors of grammar while arrange sentence in speaking to avoid misunderstanding.

### 3. Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, sign, gesture, etc. It is used for communication expression, in particular art, skill/ability and others. Vocabulary can be identified looks like this:

- a. Vocabulary inadequate for even the simplest conversation.
- b. Vocabulary limited to basic personal and survival areas (time, food, transportation, and family).
- c. He diction or choice of word sometimes is not suitable. Lack of vocabulary prevent discussion of some common professional and social topics.
- d. Professional vocabulary adequate to discussion on any non-technical subject with some circumlocation.
- e. Professional vocabulary broad and precies, general vocabulary adequate to cope with

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<sup>27</sup>*Ibid.*,p.286.

complex practical problems and varied social situations.<sup>28</sup>

Vocabulary is more than of target language of words. A spoken word is a sound or sequence of sound, which communicate those "ideas" precisely, a speaker should express them with precise words rather than general words.

#### 4. Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pause, false starts, word searches. Fluency is probably best achieved by following the stream of speech to flow then, as some over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course. Fluency can be identified and looks like this:

- f. Speech is not halting and fragmentary that conversation is virtually impossible.
- g. Speech is very slow and uneven except for short or routine sentences.

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<sup>28</sup>*Ibid.*,p.1994.

- h. Speech is frequently hesitant and jerky.
- i. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
- j. Speech is effortless and smooth, but perceptible non-native in speed and evenness.<sup>29</sup>

So, definition of fluency is derived as the ability of an individual to speak without under hesitation.

## 5. Comprehension

Hornby states "Comprehension is the mind's act or power of understanding".<sup>30</sup> Comprehension is the capacity for understanding idea, fact, etc. A longer definition of comprehension can be identified looks like this:

- a. Understands too little for the simplest type of conversation.
- b. Understands only slow, very simple speech on common social and touristic topic, requires constant repetition and rephrasing.
- c. Understands careful, somewhat simplified speech when engaged in a dialog, but may require considerable repetition and rephrasing.
- d. Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.

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<sup>29</sup> H. Douglas Brown, *Op. Cit.*, p.268-270.

<sup>30</sup> A. S. Hornby, *Advanced Learners Dictionary Current English*, (London: Oxford University, 2000), p.234.

- e. Understand everything in normal educated conversation expect for every colloquial or low frequency items or exceptionally rapid or slurred speech.<sup>31</sup>

It means that comprehension is the capacity for understanding ideas, fact, etc. A longer definition of comprehension will be as the act of understanding the meaning.

Based on the above statement, in the academic contraxt, the teachers needed to have clear understanding about what aspects were going to assess. There were many experts talking about aspects of speking assessment. The following were some components and rubrics of speaking test from some experts.

Speaking anxiety is the act or art of the person who speaks that which is spoken; utterance, discourse.<sup>32</sup> It is also the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning.

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<sup>31</sup> Victoria Neufeld, *Op.Cit.*,p.286.

<sup>32</sup>*Ibid.*,p.48.

Anxiety is a fear feeling that often experiences everyone when face. Something that make a person often feel anxious, like when speaking in front of public, will take the observation, record. So that, the researcher want to conduct an analysis of students' speaking anxiety..

## B. Review of Related Findings

This researcher related to Putri Melinda, Researcher title "An Analysis of Students' Anxiety on Their Public Speaking Performance at Fifth Semester STKIP Tapanuli Selatan". Based on the data, the students' anxiety public speaking can be categorized enough.<sup>33</sup>

Then, Dina Sri Wahyuni, research title is "The Correlation Language Ego and Students' Speaking Ability at Grade VIII SMP Negeri 5 Padangsidempuan".<sup>34</sup> The result of her research is group presentation has very good to speaking ability at grade VIII SMP Negeri 5 Padangsidempuan.

Next, Ati Saidatul Ula's<sup>35</sup> have found that are the students' speaking anxiety can be categorized into very anxious it as shown by the result

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<sup>33</sup> Putri Melinda, "An Analysis of Students' Anxiety on Their Public Speaking Performance at Fifth Semester STKIP Tapanuli Selatan", (Unpublished Thesis, Padangsidempuan, 2016), p.1.

<sup>34</sup> Dina Sri Wahyuni, "The Correlation Between Language Ego and Students' Speaking Ability at Grade VIII SMP Negeri 5 Padangsidempuan", (Unpublished Thesis, Padangsidempuan STAIN Padangsidempuan 2012), p.1.

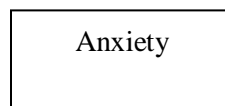
<sup>35</sup> Ati Saidatul Ula, Analysis of Speaking Anxiety in the Production of English in Speaking Class (A Study in the 2<sup>nd</sup> Semester Students of International Class Program (KKI) Salatiga in the Academic Year 2015/2016. Accessed from <http://Jurnalmahasiswa.IAINSalatiga.ac.id/index.php/retain/article/view/15838> July 03<sup>th</sup>, 2019 16.30pm.

analyzing data of this research show that most of the students are at “Mildly Anxious” level with no “Very Anxious” student. There are 5 (29%) students who experience “Anxious” level, 9 (53%) students are in “Mildly Anxious” level, 2 (12%) students have “Relaxed” level and only 1 (6%) students from 17 students, is in “Very Relaxed” level.

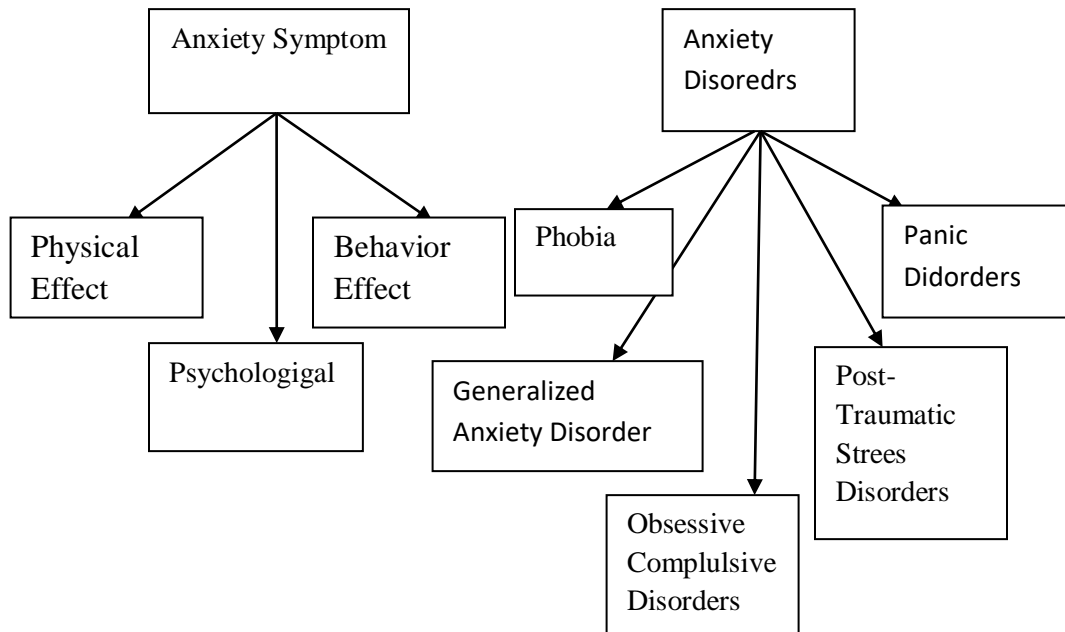
Then, Anke . Blote’s<sup>36</sup> have found the speaking anxiety can differ from other subtypes of social phobia by the result of the data. The significance of this finding for social phobia studies using speech tasks to assess participants’ state anxiety and behavioral performance.

So that, from the above descriptions, the researcher wanted to analyze the students’ speaking anxiety at grade XI SMA Negeri 6 Padangsidempuan. so that, the researcher is interested to make the research about “*Analysis Students’ Speaking Anxiety of the XI SMA Negeri 6 Padangsidempuan*”. The researcher hopes this research can complete and contribute the previous findings.

#### d. Conceptual Framework



<sup>36</sup>Anke . Blote, The Relation Between Public Speaking Anxiety and Social Anxiety. Accessed from <https://.ncbi.nlm.nih.gov/m/pubmed/157721> August 19<sup>th</sup>, 2019 12.42 pm.



By paying attention to the above to the discussion particularly on theoretical description the researcher concludes that to her own conclusion or concept in relating the two variables in this research

## 1. RESEARCH METHODOLOGY

### A. The Location and Time of The Research

This research has been done at SMA Negeri 6 Padangsidimpuan. It is located at Jln. Sutan Soripada Mulia no.25 on Padangsidimpuan. The subject of research is grade XI students of SMA Negeri 6 Padangsidimpuan in 2017-2018 academic years. The research had been done for 2 months, it was on September 2018, it was started from 4<sup>th</sup>-24<sup>th</sup> of September 2018.

### B. Research Design

In this research, the researcher used qualitative design with descriptive method. So, qualitative research based the phenomena in field. The qualitative research is the research where the researcher must be in location or research place. Result of observation, record video is not in numerical form as in quantitative research but in sentence form that easy to understand. According to Lexy J. Moleong, qualitative research is the research that's mean to understand the phenomena about what is the subject research underone by usin natural method.<sup>37</sup> Added L.R Gay and Peter Airasian, qualitative research is useful for describing particular localized settings and for exploratory analysis.<sup>38</sup>

Therefore, here the researcher used qualitative descriptive method to see the atudents' speaking anxiety in classroomat grade XI IPS I.

### **C. Source of the Data**

The source of data this research :

#### **1. Primary Source of Data**

Students at grade XI SMA Negeri 6 Padangsidimpuan of academic year 2017-1018. The researcher look one class to do the research because it will be representative to take the result of the research.

### **D. Instrument of Collecting Data**

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<sup>37</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung:Rosda Karya, 2009), p.5.

<sup>38</sup>L. R. Gay & Peter Airasian, *Educational Research Competence for Analysis and Aplication*, (USA: Prentice Hall 2000), p.232.

The key instrument of this research was the researcher self. The researcher was taken the data by students and the English teacher and to collect the valid data. Based on participant, for the primary data the researcher used observation and recording for collecting the data, this research used the qualitative researcher. L. R. Gay Stated "Qualitative research sometimes combines qualitative (e.g observation) and quantitative (e.g. tes scores) data in studies, resulting in the need for statistical analysis)".<sup>39</sup> Based of statement above, the researcher chose the instrument of collecting data in this research. They are:

#### 1. Observation

Observation is used collect data about students' speaking anxiety in teaching and learning process and the impementation of collaborative learning method. However, the researcher used observation notes because it is a simple form and the data not counted but using note to describe what happened in the classroom.<sup>40</sup>

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<sup>39</sup>L. R. Gay & Peter Airasian, *Educational Research Cometence for Analysis and Application* (USA:Prentice Hall,2000),p.109.

<sup>40</sup>Anne Burns, *Doing Action Research in English Language Teaching*,(New York: Routledge, 2010),p.67.

The instrument for the source of secondary, the research used the observation. Observation is a technique of collecting data which is used an observation to the object of the reseach.<sup>41</sup> Observation can be done directly or indirectly. The researcher had been done directly observation namely to observe the object directly without mediator. This observation used to know how the students speaking anxiety in the class.

## 2. Interview

Interview is an activity to collect information from informant through dialogue question. Interviews provide oppurtunities for the researcher to know each respondent feels about a particular issue intimately, interviewing is very time-consuming.<sup>42</sup> It means that interview is a technique here researcher give challenge to informant to share their ideas and opinion.

Based on explanation above, the researcher concluded that interview is a dialogue between speaker and informant that can exchange information here informant free give opinion, ideas. So, the researchers get the accurate information.

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<sup>41</sup>Yatim Riyanto, *Metodologi Penelitian Pendidikan*, (Surabaya:SIC,2010), P. 96.

<sup>42</sup> Gay and Peter Airason, *Education Research Competencis for Analysis and Aplication*, (USA:Prentice Hall, 2000), p. 219.

### 3. Video record

Most data will be obtained by recorded the speaking anxiety. Record here means that the researcher record the students' speaking anxiety related the researcher's technique assessing. So, every students has to record their that they have been done. Then, the researcher will video record the student's monolog presentation/speaking performance.

## E. Technique of Data Analysis

After collecting data, the researcher analyzed the data by using some steps to analyze the student' speaking anxiety, they are:

1. Editing of data, it was done to arrange the data to be structured sentence systematically.
2. Reducation of the data, it was done to look for the uncomplted data and put the unnecessary side data.
3. Tabulation of the data, it was done to occunt give scores to participants' answer, frequency and percentage. To obtain the percentage of the students' answer, it takes on the table by using the formula:

$$p = \frac{f}{n} \times 100\%$$

Note      f      = Frequency

            N      = Sun of Respondent

            P      = Percentage

4. Description of the data, it is done describer interpreted data that have been collected systematically.
5. Finally, the researcher explains the reason given in interview as the conclusion from students.<sup>43</sup>

After the researcher found mean score of all students, it is consulted the criteria as follows:

1. If the value of mean score is 81 – 100, it can be categorized into very good.
2. If the value of mean score is 61 – 80, it can be categorized into high.
3. If the value of mean score is 41 – 60, it can be categorized into enough
4. If the value of mean score is 21 – 41, i can be categorized into low
5. If the value of mean score is 0 – 2-, it can be categorized into very low.

#### F. Technque of checking trustworthiness data

Trustworthiness in qualitative research was very important because cheking to the trustworthiness of the data. Qualitative researc, technique of data trusrthiness means measuring the reliablity and validity of the data. There

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<sup>43</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta:PT. Grafindo Persada, 1991), p.43.

were nine techniques to determine the data trustworthiness stated by Lexy J.Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to object of the research.
3. Triangulasi is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison of the data.
4. Checking with friendly through discussion is done with epos the interview result or the final result that gotten discussion with friends.
5. Analyze the negative case is the research collects the example an appropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, with using the free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking credibility.

8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing used to check the truth and certainty of data, this point that done well to the process of result and extent.<sup>44</sup>

From strategies above, the researcher just took checking with friend that has related research with the researcher and refer to them when examining the data collected discussing with the expert one in speaking anxiety. The researcher worked with friend to compare data to do checking the trustworthiness of the data.

## **1. RESULT OF RESEARCH**

### **A. The Description of Students' Speaking Anxiety at Grade XI SMA Negeri 6 Padangsidempuan based on observation and video record.**

Based on the result of the students' speaking Anxiety in doing the observation, interview and video record at grade XI SMA Negeri 6 Padangsidempuan, the researcher concluded that the students' speaking anxiety in giving the argumentation about the 1 topics given” *Introducing by Dialogue*” was included into category.

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<sup>44</sup>Lexy J. Moleong, *Metode Penelitian Kualitative* ( Bandung Rosdakarya, 2009), p. 135.

The researcher concludes that the facts show, four informants has the same problem. They experienced some anxiety symptoms and anxiety disorders on their self when they will face something specifically in speaking. They still experienced nervous, sweating, difficulty concentrating, rapid beartbeat, panic and afraid prolonged to face something. Eventhough, they have different intensity feel anxiety symptom and anxiety disorders. It means that the informants have big efforts to eliminate of anxiety feelings especially on their speaking performance.

So, based on the observation for students at grade XI SMA Negeri 6 Padangsidimpuan. There are 32 students. From result score video record students' speaking anxiety of all students above, the researcher conclude that every student still feel anxiety specifically in performance. There are high anxiety and low anxiety.

Based on the observation, interview and video record by researcher, generally there strategies of research in analysis speaking anxiety in XI grade at SMA Negeri 6 Padangsidimpuan. When students speak in front of the class, the reseacrher takes a video recording to see the student's anxiety speaking, do they feel anxious when speaking. The experienced some anxiety symptoms and anxiety disorders on their-self.

When they will face something specifically in performance. They still experienced nervous, sweating, difficulty concentrating, rapid heartbeat, panic and afraid to face something.

The students' difficulties in speaking anxiety at grade XI SMA Negeri 6 Padangsidempuan can be seen from the table below:

**Table I**  
**Indicator of Students Anxiety**

Variable	Indicator
Students' Anxiety	<ul style="list-style-type: none"> <li>a. Trembling</li> <li>b. Sweat pouring</li> <li>c. Fast heartbeat</li> <li>d. Indigestion</li> <li>e. Fear</li> <li>f. Tension</li> <li>g. Distrubed concentrasion</li> <li>h. Nervouse <sup>45</sup></li> </ul>

a. Trembling

Based on the description above the researcher conclude that, the students feel trembling in speaking anxiety are EFN, IP, FS, EM, RH, T, VA, ST they are said when they speaking in front of audience, they feel trembling. According to EFN, she said she have some efforts to eliminate feelings of anxiety when

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<sup>45</sup> Neil A Rector, *Anxiety Disorders An Information Guide*, (CANADA: Centre for Addition and Mental Healt, 2005), p. 7-12.

speaking in front of audience such as she often speaking alone, she is easy to panic when speaking in front people. And sometimes what her know is blank when in front of audience.

Second, while IP, she said when she speaking in front of audience, shee feel trembling and often panic. Based on interviewing, the researcher concludes that IP she is high anxiety and not confidence when speaking in front of audience.

Next, FS she said when speaking in front of audience she feels trembling, because she always make preparation before when speaking in front of audience, she is easy to panic.

b. Sweat Pouring

Based on the description above the researcher conclude that, the students feel sweat pouring are: EM she said when she speaking of audience she feel trembling, she have some efforts to elimante feelings of anxiety when speaking in front of audience. Based on interviewing, the researcher concludes that EM also same with RH.

Then, T she said when she speaking in front of audience she feel trembling. Because, if she often feel difficult concentrating when speaking in front of audience.

The students feel sweat pouring the researcher conclude they are FS,EAS, SPRS, VA, FS. They are said, when speaking in front of audience, they feel sweat pouring.

According to FS she is easy to panic when speaking in front of audience, so she always sweat pouring if she speaking of classroom. Based on interviewing, the researcher concludes that FS also same with EAS. Next to SPRS, she said if she speaking in front of audience she always sweat pouring, because she easy to panic and not focus what want to say. While, VA she said when speaking in front of audience she feel sweat pouring. Because, she fear make mistake. The researcher concludes that actually, VA still feel anxiety when speaking in front classroom. Next, FS he said when speaking in front of audience, some time she easy to panic such as when her friend laugh her make mistake

forget the matery that has larned so make her don't know what can say to audience.

c. Fast Heartbeat

Based on interviewing, observation and video record, the students feel fast heartbeat are AA, DS. According to AA she said when she speaking in front of audience she feel fast heartbeat, because when she speaking, sometimes she is easy to panic such as when her friends laugh her make forget the matery that has learned so make her don't know what want to say to audience. While, DS she said when she speaking in front of audience she always feel fast heratbeat, because less practice which made her tongue awkward in pronunciation English word and made is halting while speaking. The cause were he was low self-cinfidence and the environment did not support her speaking skill. He is still got nervouse and awkward while speaking.

d. Fear

Then, students feel fear when speaking in front of audience they are MM, RH, ADP and SR. While, they said when they speaking in front of

audience they feel fear. Because they fear to make a mistake and laugh in front of audience and they are forget what they say. It means that they that they need to develop their speaking skill in performance and eliminate their feeling of anxiety. They are easy to panic.

e. Tension

Next, based on interviewing students feel tension when speaking in front audience they are EM, FS, INS, LS, AR. According to EM, FS INS they said when they speaking in front of audience they always feel tension. Because, they easy to panic. They also said it can be tagged gesticulate, because they can not confidence speaking in front of audience. When they speaking in front of audience, they feel tension, panic and often pressing thumb and put her hands behind her waist.

While LS, AR also said when they speaking in front of audience they feel tension. Because, they often feel difficult concentrating when speaking in front of audience. They feel nervous and easy to panic.

f. Nervous

Next, based on interviewing students feel tension when speaking in front audience they are IM, S, IPS, LA, AN. According to EM, FS INS they said when they speaking in front of audience they always feel nervous.

When speaking in front audience they feels nervous, palpitation suddenly hot cold on her body.

So based on informant that has anxiety, they are more difficult to control their anxiety when speak in front performance. Such as they are often move her body, laugh in front of audience and they are forget what they say. It means that they need to develop their speaking skill in public and eliminate their feeling of anxiety.

From analysis of structure observation that has been conducted in SMA Negeri 6 Padangsidempuan the researcher concludes that the problem on students' speaking anxiety on their speaking performance are: 1). The students most high anxiety is 16 students and low anxiety 8 students. 2). Students that has low anxiety and

high anxiety when they are spontaneously asked speaking in front of classroom, they still have anxiety eventhough different intensity of anxiety. 3). Students low anxiety, eventhough they seen still anxiety and have some anxiety symptoms but the fact they are fluently, more relax speaking in front of audience and not mix indonesian language. 4). Students high anxiety they seen often forget what they will say, not focus on their audience, mix indonesian language in delivering speech, showing a little of laugh in front of audience, move her body and feel panic.

Hence after video record the students SMA Negeri 6 Padangsidimpuan, the researcher concluded that their main problem in speaking skill was in vocabulary mastery.

Beside their problem in vocabulary mastery, self-confidence became essential because low of confidence made them nervous and halting when they apply their speaking skill in their daily activities formal or informal situation.

To check the trustworthiness of data above, the researcher used participatory modes of research (deep observation and video record). It is technique of validating data. The researcher checked the result of the all observation with the participants. If the answers from all participants had similarities in means the data were already valid.

After observation all the participants, the research concluded that the validity of the data had already been valid, because the researcher had validated the data by comparing the result of the observation, interview and video record from all participant, the researcher found that the sameness of answer concerned students' speaking anxiety at grade SMA Negeri 6 Padangsidimpuan.

## **B. Discussion**

After analyzing the data, it was known that the student' speaking anxiety at grade SMA Negeri 6 Padangsidimpuan was categorized into high anxiety category. The researchers need to align some fact that there are some problems in speaking performance especially in students' anxiety.

The students must be able speaking in front of performance. As candidate the teacher, the students should have ability to convey

something or information to audience confidently with good fluency, clear pronunciation and well grammar. High anxiety caused feeling panics when peaking in front audience and make students not focus on their audience, forget what will they say and often move their body when speak. So the students should be have efforts to eliminate their anxiety first before speak in front audience.

This research related to Putri Melinda, Based on the data, the students' speaking anxiety can be categorized enough.<sup>46</sup>

Then, Dina Sri Wahyuni, The result of her research is group presentation has very good to speaking ability at grade VIII SMP Negeri 5 Padangsidimpuan.

The next is related to Holidawati Siregar, The result of his script is that there is significant effect of using pictures sequences to students' speaking skill between control class and the class that used the picture sequence.

### **C. Threats of the Research**

In conducting this research, the research realized that there were so many threats in doing speaking anxiety research. It started from arranging proposal until finishing thesis. The researcher realized that to conduct a qualitative research needed long time research. Due to the limitation of

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<sup>46</sup>Putrid Melinda, " An Analysis of Students Anxiety on Their Public Speaking Performance a study to the Fifth Semester Students of STKIP Tapanuli Selatan", ( *Unpublished Thesis*, Padangsidimpuan: STKIP TapselPadangsidimpuan, 2016), p.1.

time and finance, and material; this research was conducted in short time which made it far from perfection; it just one month.

In conducting the interview, the results obtained be less valid, due to the grade XI IPS 1 students who might not be too serious in answering any problem from observation, there was a mutual cheating, bias, psychological support in activities such observation and the limited time available. Then, because or the research's home is far from research field, the researcher get difficulties to go there. Next, because of the students' time limitation is not enough (1 lesson was 45 minutes), while the researcher give observation and video record. The last, the researcher got the students were not serious in doing the speaking anxiety, because there was not their English teacher observed their class while the researcher did the research there

However, the researcher had done the best in this research. The researcher was very aware of the threats that exist in this paper, but with hard work, this paper could be fully resolved. Therefore, to get a fix for this paper, the researcher expected support from teacher, friends and readers.

## **1. CONCLUSIONS AND SUGGESTIONS**

### **A. CONCLUSIONS**

Based on the result of observation and record that done by researcher about Students' Speaking Anxiety at SMA Negeri 6 Padangsidimpuan, the researcher would like to write the conclusion of this research, as follows:

1. The students' speaking anxiety at grade XI SMA Negeri Padangsidimpuan can be category good.
2. The students' speaking anxiety get the problems in developing from internal factors ate: low motivation and self-confidence, the students got difficulties in vocabulary mastery, students' background knowledge or education affects their performance. From external factors they are: the school is still less of English teacher, school do not provide good language laboratory, there is no place in the school such regular English event or competition, English club, English group discussion, English zone and books about English was still. So that there were complex students' problems in developing English speaking anxiety at grade XI SMA Negeri 6 Padangsidimpuan.
3. The students must be able speaking in front of public. As candidate the teacher, the students should have ability to covey something or information to audience confidently with good fluecy, clear pronunciation and well grammar. High anxiety caused feeling panics when speak in front of audience and make students not focus on their audience, forget what will say and often move their

body when speak. So, the students should be have efforts their anxiety first before speak in front public.

## **B. SUGGESTION**

Based on the above conclusions, the researcher offers some suggestions as follows:

1. For the English teacher in order to pay special attention about students' progression in lwarning and developing their speaking anxiety. To keep motivation students to move forward in their study. The teacher must increase their capability, credidibility and professionnalism in teaching. The teachers are model, motivator and advisor for students do that it could help students to create professional English teacher in the future.
2. For students, in order to be aware about their purpose inj studying, study hard to get success in their study, improve their weakness to get better in mastering English especially in speaking skill.





## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Students' Speaking Anxiety

##### 1. Definition of Anxiety

Anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening. People who feel anxiety while speaking in public generally tend to avoid situations where they have to perform, but when they encounter such situations, they suffer intense distress and anxiety everyone feels anxiety from time to time.

Few people get through a week without some anxious tension or a feeling that something is not going to go well. We may feel anxiety when we're facing an important event, such as an exam or job interview, or when we perceive some threat or danger, such as waking to strange sounds in the night. However, such everyday anxiety is generally occasional, mild and brief, while the anxiety felt by the person with an anxiety disorder occurs frequently, is more intense, and lasts longer—up to hours, or even days.<sup>1</sup>

People often live with anxiety disorders for years before they are diagnosed and treated. If you suspect that you have an anxiety disorder, it is important to seek professional treatment as soon as possible.

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<sup>1</sup>Neil A. Rector, PhD, Anxiety disorders An information guide (Canada : Centre for Addiction and Mental Health, 2008), p.1-5.

Anxiety disorders are treatable, and early treatment can help to ensure treatment success.

This theoretical school is best described as operating in the middle position of social analysis, between the micro-analytical focus on the psyches of individual subjects and the macro-analytical focus on larger systems of meaning and material structures. One of the challenges with theorizing and analyzing contemporary social performance, however, is that all three levels in a larger whole are implicated. Thus, while many of the insights and strategies posed in Goffman's research are quite useful in understanding the perform dynamics of particular social situations, both proximate and mediated, they fall somewhat short in explaining the ways that subjects orient themselves in such situation.<sup>2</sup> Indeed one might, shadowing Binswanger, understand performance as itself a kind of being-in-the-world, one bound to symbolic self-hood and saturating any original project to borrow the Sartre term.

Anxiety is considered to be a normal human reaction in many situations. For example, some such anxiety is usually present when meeting someone for the first time (perhaps on a blind date), interviewing for a job, taking an important test, or playing a musical instrument before others.

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<sup>2</sup> Stave Bailey, *Performance Anxiety* (Canada: York University, 2016), p. 29-31

Furthermore, Carole Wade Tayris explains that:

Generalized anxiety disorders is an on going sense of anxiety and fear and unrestrained sense that something bad is going to happen, and a very strong sense of fear taht aries on most days for six months, and is not caused by something related to the physical, such as illness, drugs, or for drinking lost of coffee. Symptoms of the disorders include difficulty concertrating, irritability, excessive tension, sleep tension, sleep disturbance, and undesirable anxiety.<sup>3</sup>

Anxiety is defined as a sate of uneasiness and apprehension of fear caused by the anticipation of something threatening. People who feel anxiety while speaking in public generally tend to avoid situations where they have to perform, but when they encounter such situations, they suffer intens distress and anxiety. In this chapter, concepts are introduced that have been used historically to describe people who are reticent about interacting with, and performing before, others. In addition to social phobia, these concepts most often include introversion, shyness, social withdrawal, behavioral inhibition, and social and performance anxiety.

The purpose of this study is to identify and investigate the cause behind the anxiety level of students of speaking anxiety in undergraduate programs and recomended steps that

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<sup>3</sup> Carole , Carol Tavis, *Psikologi*, ( Jakarta: Penerbit Erlangga, 2007), p.330.

could be adopted to overcome their anxiety level. This study presents the reasons behind the fear of speaking in students and problems caused by their fear. It includes the detailed description of the results and findings of the research. Thus, the following research questions will be looking into.

Anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried and fearful. We struggle, tremble, perspire, and our hearts beat quickly. In general, anxiety can be defined as a complex concept dependent upon not only on one feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations.<sup>4</sup> In simple words, anxiety is usually associated with unpleasant feeling and is similar to fear.

Their research also describes the results, which illustrate that social anxiety included in people is directly proportional to the variety of feedback received from the audience. They explain that this creates a strong impact on the confidence of the individuals and it translates significantly into

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<sup>4</sup> Lader, Malcon H, *The Nature of Clinical Anxiety in Modern Society*, (New York: John Willy&Sons, 1975), p. 125.

their public addresses. Every four out of ten people rank public speaking fear as one of their apex three fears, often a fear more dreadful than death. Most psychologists refer to it as an irrational fear which could be easily overcome.

## 2. Anxiety Symptoms

While anxiety symptoms vary person to person, in general the body reacts in a very specific way to anxiety. When you feel anxious, your body goes on high alert, looking for possible danger and activating your fight or flight responses. As a result, some common symptoms of anxiety include.

Anxiety is a fear of something many people are afraid of things that will happen to themselves, such as public speaking, face the semester exam, face a new social, face a snake and so on. Their symptoms can occur such as dizziness, tremor, nervous, could not sleep and so on.

According to Hatloy Explains:

### a. Physical Effects

Short-term effects:

- 1) Increased muscular tension can discomfort and headaches
- 2) Rapid breathing may make you feel light-headed and shaky, and give you pins and needles.
- 3) Rising blood pressure can make you more aware of a pounding heart.

- 4) Changes in the blood supply to your digestive system may cause nausea and sickness.
- 5) You may feel an urgent need to visit the toilet, and get butterflies in your stomach

Long-terms effect:

- 1) Fear combined with tension and lack of sleep can weaken your immune system. Lowering your resistance to infection.
- 2) Increased blood pressure can cause heart or kidney problems, and contribute to the chances of having a stroke.
- 3) You may experience digestive difficulties.
- 4) You may also feel depressed.

b. Psychological Effects

Anxiety can make you more fearful, alert, on edge, irritable, and unable to relax or concentrate. You may feel an overwhelming desire to seek the reassurance of others, to be weep and dependent.

c. Behaviour Effects

If anxiety is severe, you may find it difficult to hold down a job, develop or maintain good relationships, or simply to enjoy leisure time. Sleep problems may make your anxious feeling even worse and reduce your ability to cope.

Based on explanation above, the researcher conclude that anxiety symptom can affect many things in everyone such as affecting thought, physical, and behaviour. The influence of the thoughts such as scared, fooling themselves ahead of others, irritability. The influence of the chest, neck and back. The influence of the behaviour such as avoid going out, refrain from other, taking medication to relieve stress.

### 3. Anxiety Disorders

An anxiety disorder may make people feel anxious most of the time or for brief intense episodes, which may occur for no apparent reason. People with anxiety disorders may have anxious feelings that are so uncomfortable that they avoid daily routines and activities that might cause these feelings.

Some people have occasional anxiety attacks so intense that they are terrified or immobilized. People with anxiety disorders are usually aware of the irrational and excessive nature of their fears. When they come for treatment, many say, "I know my fears are unreasonable, but I just can't seem to stop them." The major categories of anxiety disorders are classified according to the focus of the anxiety. A brief description of each is given below, based on the diagnostic criteria outlined in the *Diagnostic and Statistical Manual of Mental Disorders (dsm-iv)*. Although each anxiety disorder can have many different symptoms,

one representative example has been chosen to illustrate the typical cognitive, physical and behavioural symptoms of each disorder.

Those who are waiting for an important of news, or those who live in difficult to predict situations, will often anxiety, a general condition when we are trying to anticipate something, or psychological tension.

Carole Wade and Carole Tavriss say: People who are in a dangerous situation, or situations they do not know, like someone who will do a parachute for the first time, or find someone themselves confronted with a cobra, will tend to feel fear. If it lasts for short time, these emotions will be adaptive, because they will give us the energy to deal with the danger situation. These emotions will ensure we will not do parachuting without the knowledge of how to use a parachute, and will make sure we say away from the cobra. It will lead to chronic anxiety, which is marked by persistent feelings of tension to anticipate something bad, or unfortunate; causing panic attacks, excessive anxiety, which lasts for a moment; causing phobia, excessive fear.<sup>5</sup>

However, in certain situations, the fear will become unrelated from the real danger, or on the contrary, the fear will persist even if the danger situation or situation of the uncertainty has become a thing of the past.

This is no longer the anxiety is normal. This disorder is often called anxiety disorders in psychological terms. Anxiety disorders are a serious mental illness. People with this disorder usually have great

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<sup>5</sup>Neil A. Rector, PhD, *Op. Cit.*, p. 7.

anxiety and excessive, and often losing control. There are several types of anxiety disorders:

a. Phobia

Phobia is a fear that happens to someone and usually towards a specific object. According to Hatloy, Phobia is about irrational fear. If you have a phobia, your anxiety will be triggered by every specific situation or object; such as spiders, heights, flying or crowded places, even when there is no danger to you. It means that phobia is anxiety on something or specific object. Phobia can be specific such as the fear of a certain thing (eg. Dogs, spider, snake) or more generalized, where the fear involves situations. It means that phobia is a fear feeling involving situations. Based on the previous above, the researcher concludes that phobia is a fear that happens to someone and usually towards a specific object, place and situation.

People who have agoraphobia have a fear of certain places or situations that make them feel trapped, powerless, or embarrassed. These feelings lead to panic attacks. People with agoraphobia may try to avoid these places and situations to prevent panic attacks.

b. Generalized Anxiety Disorders(GAD)

Generalized anxiety disorders (GAD) is fear feeling to face events long lasting or excessive worry. In means that generalized anxiety disorder is anxiety long lasting towards something.

According to Hatloy”Generalized anxiety disorders have feel anxious for a long time and ofte feel fearful, but are not anxious about anything in particular. The strength of symptoms can vary. “ it means that generalized anxiety disorders (GAD) same with the previous explanation that a fear long lasting.

People with (GAD) experiences contants anxiety and worry about activities or events, even those that are ordinary or routine. The worry is greater than is should be given the reality of situation. The worry cause physical of the situatio. The body, such as headdaches, stomach upset, or trouble sleeping.<sup>6</sup> Generalized anxiety disorders(GAD) involves excessive anxiety and worry, occurrin more days than not for a period of at least six months, about a number of eventss or activities. It is means that generalized anxiety

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<sup>6</sup>*Ibid.*, p. 12.

disorders (GAD) involves excessive anxiety towards events.

c. Obsessive Compulsive Disorders(OCD)

Obsessive compulsive disorders is a habit activity when activity does not happen so that someone who experienced it will anxious. According to Rector<sup>7</sup>Obsessive compulsive disorders (OCD) involves recurrent obsessive or compulsions that are serve enough to be time consuming or cause marked distress or significant impairment<sup>7</sup>.<sup>7</sup> It means that obsessive compulsive disorders is any compulsions that are serve to something. Based on explanation above, the researcher conclude that obsessive compulsive disorders is a habit activity when activity does not happen so that someone who experinced it will anxious.

Obsessive compulsive disorders (OCD) is the continual experince of unwanted or intrusive thoughts and worries tht cause anxiety. A person may know these thoughts are trivial, but they will try to relieve their anxiety by performing certain rituals or behaviours. This may

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<sup>7</sup> Rector, *Obsessive Compusive Disorders*,(New York: Longman, 2002), p.44.

include hand washing, counting or checking on things such as whether or not they've locked their house.

d. Post-Traumatic Stress Disorders(PTSD)

Post-traumatic stress disorders is a conditional flash back to the past that makes anxious exmple get bad score in semester exam, death and so on. Rector says” Post-traumatic stress disorders involves the person’s response to the event must involve intents fear, helplessness, or horror”. It means that pos-traumatic stress disorders involves response someone fear feeling.<sup>8</sup> Posttraumatic stress disorder (*ptsd*) involves the “development of characteristic symptoms following exposure to an extreme traumatic stressor.

Pos-traumatic stress disorders (PTSD) occurs after experinces a traumatic event such as:

- a) War
- b) Assault
- c) Natural disaster
- d) Accident

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<sup>8</sup>*Ibid.*, p. 11.

Symptoms include trouble relaxing, disturbing dreams, of flashback to the traumatic event or situation. People with post-traumatic stress disorders may also avoid things related to the trauma.

e. Panic Disorders

Panic disorders is worry feeling will happen something and sometime we do not know what events will appear. Panic disorders may sometimes occur for no reasons, and you may not be able to understand why. You may feel as if your mind has gone totally out of control. It means that panic disorders is uneasy feeling towards something that sometimes what events will happen.

Panic disorders cause sudden and repeated bouts of severe anxiety, fear, or terror that peak in a matter of minutes. This is known as a panic attack. Those experiencing a panic attack may experience:

- a) Heart palpitation
- b) Sweating
- c) Trembling
- d) Rapid or irregular heartbeat that feels like fluttering or pounding (palpitations).

Panic attacks may cause one to worry about them occurring again or try to avoid situations in which they've previously occurred. Panic attacks may be accompanied by agoraphobia, when someone avoids or endures—with marked distress—specific situations, such as being outside the home alone, being in a crowd or standing in a line.

So, there are several ways to deal with anxiety, the methods are as follows:

1. Set your breath to feel calm. Before starting to speak publicly, make sure that our grog sense is lost or invisibly, by regulating breathing as quietly as possible. Do not start a conversation with a condition that is still nervous, this can lead to speech errors or can make us feel awkward.
2. Make a pause for a while before starting the speech. Make a pause between about 1 minute before starting speech, make sure the preparations are complete and the sense of PD has emerged.
3. Believe that the signs of physical are invisible. Make sure that anxiety or gesture that show that we are nervous are not visible to the audience, this will affect

the audience, and the audience will think we are fully prepared.

4. Do not let yourself know your nervousness. Never apologize for our nervousness, mischief, or anxiety. This will only make the audience think we are not professional, and the status of ordinary, also assume we are not broad-minded.
5. Make preparations before performing. This is related to preparation such as a small note to help us in the speech, and make sure the sound system goes well.
6. Accept imperfections. We must show compidence, make sure that we can speak in public, do not bother about our imperfection, it will actually make our sense of PD decreases.
7. Do not be burdened by appearance. Focus on communication. In talking communication is the main thing, therefore we must prioritize our communication with the audience, make sure our communication goes smoothly, do not burdened by the appearance.
8. Do not burden the mind by trying to memorize the contents of the speech. This is a common practice. Do not memorize the entire contents of the speech, we are

only required to read at a glance and understand the speech, if we memorize, it actually weighs our mind and we look too refer to the next.

9. Use the tools to divert anxiety. To eliminate visible anxiety, switch with the tools around you, for example, etc. For the audience does not see the signs of our anxiety.
10. Imagine yourself giving a good and strong speech. We have to think that what we deliver is a good and quality information, it can help improve our confidence.<sup>9</sup>

People who were afraid to speak because of the audience and do not want to appear to be failing in front of them. Make a speech with simple words. Try to memorize the concept and flow of the topic, without memorizing words. Techniques for preventing speech anxiety are rehearsing and rehearsing.

#### 4. Definition of Speaking

There are many definition of speaking. Based on the Oxford Advanced Learner's Dictionary" Speaking is defined as to talk or conversation to somebody about something or mention or describe something or

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<sup>9</sup> Gaviasa, "Mengatasi Kecemasan Berbicara Siswa Didepan umum" accessed from(<http://www.scribd.com/doc/39539509>. Kecemasan Berbicara) at November 10<sup>th</sup>2009 on 10:47 a.m.

somebody”.<sup>10</sup> Speaking is an integrated personality that base the background of the speaker. Another aspect like the way of dressing is an external factor influences the speaker. Henri Guntur said that” Talk is the ability to pronouce artucalition sounds or words to express, and convey thoughts, ideas and feeling.<sup>11</sup> The writer translation is English that speaking is the ability of someone to pronounce the sounds of the articulation or words express, to say and deliver the ideas, feeling, etc.

Next, speaking is to express or communication opinions, feeling, and ideas, etc. Speaking is fundamentally an instrumental act.<sup>12</sup> Speaking is one of important aspects in communication besides listening. Byrne says,”Speaking is an activity involving two or more practicipants as hearers and speakers.<sup>13</sup> Speaking does not only have to convey idea, feeling and message, b) it also speaking has many aspects. According to Hymes,”The word SPEAKING is an acronym for which(S)is for setting, (P) is for participant,(E) is for ends, (A)is for act sequence, (K) is for key, (I) is for instrumentalities, (N) is for norm,(G) is for genre”.<sup>14</sup> Richards

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<sup>10</sup> A.S.Hornby, *Oxford Advanced Learner's Dictionary of Current English*(New York:Oxford University Press, 2005), p.1467.

<sup>11</sup> Henry Guntur Tarigan, *Menulis sebagai Suatu Keterampilan Berbicara*, (Bandung: Angkasa, 1986),p.15.

<sup>12</sup> Clark and Clark, *Psychology and Language*, (New York:Harcourt Brace Jovanovich Inc,19977), p.223.

<sup>13</sup> Byrne,D, *Teaching Oral English*, (London:Longman,200),p.8.

<sup>14</sup> Ronal Wardhaugh, *Introduction to Sociolinguistic*, (Brazil:Blackwell, 1986), p.272.

says, “The nature of speaking as well as the factors involved in producing fluent and appropriate aspeech needs to be understood”<sup>15</sup>

According to Robert Lado tates, “ Speaking ability is described as the ability to express oneself in life situation in precis words or the ability to convers, or to express a sequence of ideas fluently”.<sup>16</sup> The other expert, Douglas Brown says, “Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectives”.<sup>17</sup> Furthermore, Speaking as communicative approach have developed, teachers have been concerned to ensure that students not only practice speaking in a controlled way in order to procedure feature of pronunciation, vocabulary, and structure accurately, but also practice using these feature more freely in purposeful communication.

a. Principle of Speaking

The five basic principles of speaking according to hums are:

1. Open with as bang: too many speechhes die before they again.

You still have executivies opening up by telling to audience,

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<sup>15</sup> Jack Richards, *Methodology in Language Teaching*, (United States: Cambridge University Press, 2002), p.202.

<sup>16</sup> Robert Lado, *Language Testing*, (New York:Longma, 2000), p.240.

<sup>17</sup> Douglas Brown, *Language Assement Prinples and Classroom Practice*, (United States:Longman, 2004), p.140.

what a pleasure it is to be with them. That's an amenity reduced to an inanity.

2. Focus on one theme: a speech may have three or four major points, but they should be wrapped up in a single theme such as peace through strength.
3. Keep the language simple: stuffy syntax and the use of self important words can rob power from a speech.
4. Use analogies and illustrations.
5. Make conclusion emotional or dramatic: if you don't hit your dominant theme strongly when you close, your audience may not grasp your real message. Humor should never be used at the end or beginning, but should be slipped into the middle. Humor must always be seen as a matter of surprise. Speaking that mean the Gumpers is: Situation, participants, end act sequence, key, instrument, and genre.

b. The Speaking Difficulties

Bear in mind that characteristics of spoken language can make oral performance easy as well as, in some case, difficult. Here is what makes speaking difficult:

1. Clustering. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
2. Reduced Form. Contractions elisions, reduced vowels, etc. All form special problems in teaching spoken English. Students who don't learn colloquial,contractions can develop a stilted, bookish quality of speaking that in turn stigmatizes.
3. Performance Variables. One of the advantages of spoken language is that process of thinking as you speak allows you to manifest a certain number of performance hesitations, pause, backtracking, and correction. You can actually teach learners how a use and hastate. For example, in English our "thinking time" is not silent, but rather we insert certain "fillers": uh, um, well, you know, I mean like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.
4. Stress, Rythem, and Intonation. This is the most important characteristic of English pronunciation. The stress-timed rythm of spoken English and its intonation patterns convey important message. Anas Syafei<sup>18</sup> in his English pronunciation:Theory and Practice's book says that "stress is

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<sup>18</sup> Anas Syafei, *Pronunciation Theory and Practice*, (Jakarta :Depdikbud,1988), p.23.

the key to the pronunciation of an English word and the location of the stress always be learned with the word". And the other page, he states<sup>19</sup>"rhythm means beat of language or stress-timed", while he declares more"intonation is the tune of what we say. More specifically, it is the combination of musical tones(pitch) on which we pronounce the syllables that make up our speech".

Knowing what are speaking difficulties can make the oral performance more effective as well as. The teacher has to minimize and error spoken language of students' speaking skill. So that speaking can be more enjoyable and interesting.

c. Aspect of Speaking Ability

According to Arthur Hughes, there are five categories to measure speaking skill such as: accent, grammar, vocabulary, fluency and comprehension.<sup>20</sup> Here are the further explanations:

1. Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.<sup>21</sup> For

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<sup>19</sup> Victoria Neufeldt, *Webster's New World College Dictionary*,(USA:MacMillan,1995),p.33.

<sup>20</sup> Arthur Hughes, *Testing for Language Teachers*, ( USA:Cambridge University Press, 1990), p.111..

example a French person speaking English is described as having a french accent. The accent can be identified looks like this:

- a. Pronunciation frequently unintelligible
- b. The heavy accent due to difficult to understanding the pronunciation
- c. Foreign accent requires concentrated listening mispronunciation lead to sometimes make misunderstanding and apparent errors in grammar or vocabulary, furthermore, foreign accent. Mispronunciation which do not interfere with understanding
- d. The pupil has ability to differentiate and understand difficult of pronunciation.
- e. No conspicuous mispronunciation, but would not be taken for a native speakers.<sup>22</sup>

So, accent is the emphasis by stress, pitch or both given to a particular syllable or word when it spoken.

## 2. Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in

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<sup>21</sup> Nirmala Sari, *An Introduction to Linguistic*, (Jakarta:Departemen Pendidikan dan Kebudayaan,1988), p.138.

<sup>22</sup> Victoria Neufeldt, *Op.Cit.*,p.7.

pharase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics). Grammar is necessary for communication; it gives us the format of stuctures of language themselves. In other words, grammar tells us how to constructs a sentence. Grammar can be identified looks like this:

- a. Grammar almost entirely inaccurate pharases.
- b. Constant errors showing of very few major patterns and frequently preveting communication.
- c. The pupil shows imperfect control of some patterns but or weakness that cause misunderstanding.
- d. Sometimes, the patterns without pattern are not imperfect and it makes misunderstanding.
- e. There are few errors, without pattern of failure.<sup>23</sup>

So, grammar is the way how to construct English sentence in a good grammatical construction and be a aware errors of grammar while arrange sentence in speaking to avoid misunderstanding.

### 3. Vocabulary

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<sup>23</sup>*Ibid.*,p.286.

Vocabulary is an interrelated group of nonverbal system, symbols, sign, gesture, etc. It is used for communication expression, in particular art, skill/ability and others. Vocabulary can be identified looks like this:

- a. Vocabulary inadequate for even the simplest conversation.
- b. Vocabulary limited to basic personal and survival areas (time, food, transportation, and family).
- c. He diction or choice of word sometimes is not suitable. Lack of vocabulary prevent discussion of some common professional and social topics.
- d. Professional vocabulary adequate to discussion on any non-technical subject with some circumlocation.
- e. Professional vocabulary broad and precies, general vocabulary adequate to cope with complex practical problems and varied social situations.<sup>24</sup>

Vocabulary is more than of target language of words. A spoken word is a sound or sequence of sound, which communicate those "ideas" precisely, a speaker should express them with precise words rather than general words.

#### 4. Fluency

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<sup>24</sup>*Ibid.*,p.1994.

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pause, false starts, word searches. Fluency is probably best achieved by following the stream of speech to flow then, as some over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course. Fluency can be identified and looks like this:

- f. Speech is not halting and fragmentary that conversation is virtually impossible.
- g. Speech is very slow and uneven except for short or routine sentences.
- h. Speech is frequently hesitant and jerky.
- i. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
- j. Speech is effortless and smooth, but perceptible non-native in speed and evenness.<sup>25</sup>

So, definition of fluency is derived as the ability of an individual to speak without under hesitation.

## 5. Comprehension

Hornby states "Comprehension is the mind's act or power of understanding".<sup>26</sup> Comprehension is the

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<sup>25</sup> H.Douglas Brown, *Op.Cit.*,p.268-270.

capacity for understanding idea, fact, etc. A longer definition of comprehension can be identified looks like this:

- a. Understands too little for the simplest type of conversation.
- b. Understands only slow, very simple speech on common social and touristic topic, requires constant repetition and rephrasing.
- c. Understands careful, somewhat simplified speech when engaged in a dialog, but may require considerable repetition and rephrasing.
- d. Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
- e. Understands everything in normal educated conversation except for every colloquial or low frequency items or exceptionally rapid or slurred speech.<sup>27</sup>

It means that comprehension is the capacity for understanding ideas, fact, etc. A longer definition of comprehension will be as the act of understanding the meaning.

Based on the above statement, in the academic context, the teachers needed to have clear understanding about what aspects were going to assess.

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<sup>26</sup> A. S. Hornby, *Advanced Learners Dictionary Current English*, (London:Oxford University,2000),p.234.

<sup>27</sup> Victoria Neufeld, *Op.Cit.*,p.286.

There were many experts talking about aspects of speaking assessment. The following were some components and rubrics of speaking test from some experts.

Speaking anxiety is the act or art of the person who speaks that which is spoken; utterance, discourse.<sup>28</sup> It is also the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning.

Anxiety is a fear feeling that often experiences everyone when face. Something that make a person often feel anxious, like when speaking in front of public, will take the observation, record. So that, the researcher want to conduct an analysis of students' speaking anxiety..

## B. Review of Related Findings

This researcher related to Putri Melinda, Researcher title "An Analysis of Students' Anxiety on Their Public Speaking Performance at Fifth Semester STKIP Tapanuli Selatan". Based on the data, the students' anxiety public speaking can be categorized enough.<sup>29</sup>

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<sup>28</sup>*Ibid.*,p.48.

<sup>29</sup> Putri Melinda, "An Analysis of Students' Anxiety on Their Public Speaking Performance at Fifth Semester STKIP Tapanuli Selatan", (Unpublished Thesis, Padangsidimpuan, 2016), p.1.

Then, Dina Sri Wahyuni, research title is” The Correlation Language Ego and Students’ Speaking Ability at Grade VIII SMP Negeri 5 Padangsidempuan”.<sup>30</sup> The result of her research is group presentation has very good to speaking ability at grade VIII SMP Negeri 5 Padangsidempuan.

Next, Ati Saidatul Ula’s<sup>31</sup> have found that are the students’ speaking anxiety can be categorized into very anxious it as shoed by the result analyzing data of this research sho that most of the students are at “Mildly Anxious” level ith no”Very Anxious” student. There are 5 (29%) students ho experience”Anxious” level, 9 (53%) students are in “Mildly Anxious” level, 2 (12%) students have”Relaxed” level and only 1 (6%) students from 17 students, is in “Very Relaxed” level.

Then, Anke . Blote’s<sup>32</sup> have found the speaking anxiety can different from other subtypes of social phobiaby the result of the data. The significance of this finding forsocial phobia studies using speech tasks to assess participants’ state anxiety and behavioral performance.

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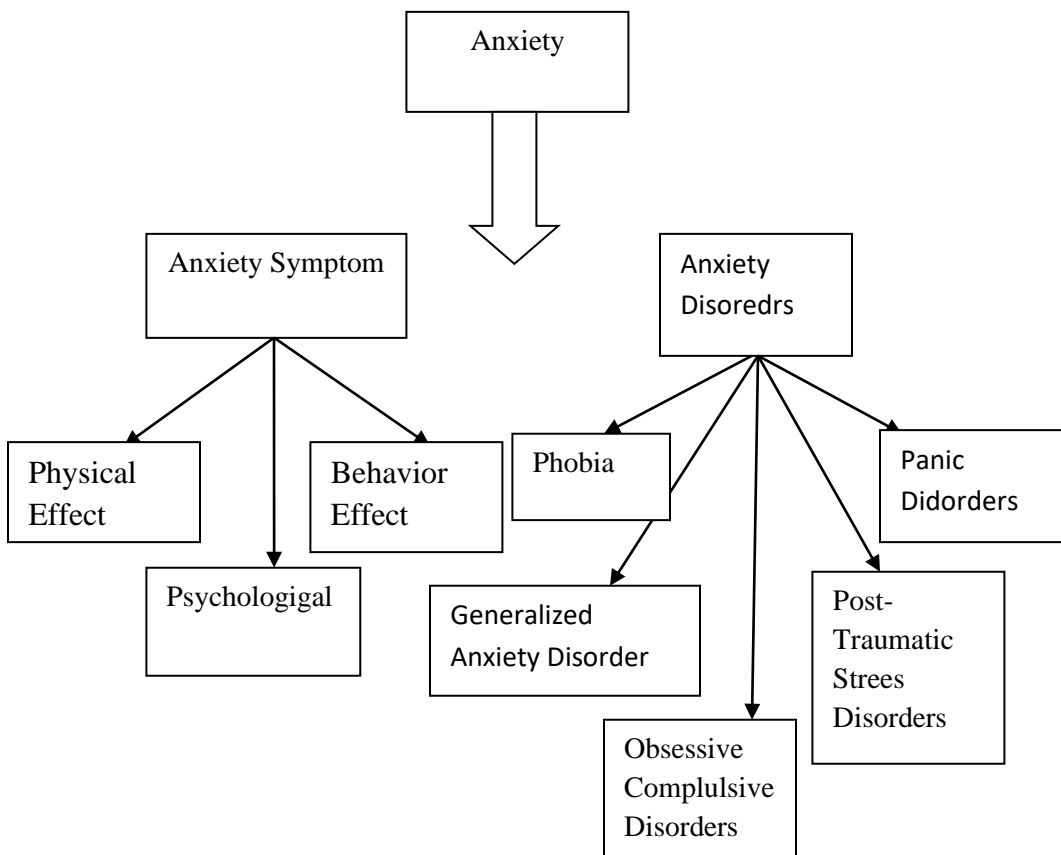
<sup>30</sup> Dina Sri Wahyuni, ”*The Correlation Between Language Ego and Students’ Speaking Ability at Grade VIII SMP Negeri 5 Padangsidempuan*”, (Unpublished Thesis, Padangsidempuan STAIN Padangsidempuan 2012),p.1.

<sup>31</sup>Ati Saidatul Ula, Analysis of Speaking Anxiety in the Production of English in Speaking Class( A Study in the 2<sup>nd</sup> Semester Students of International Class Program (KKI) Salatiga in the AcademicYear2015/2016.*Accessedfrom*<http://Jurnalmahasiswa.IAINSalatiga.ac.id/index.php/retain/article/view/15838> July 03<sup>th</sup>, 2019 16.30pm.

<sup>32</sup>Anke . Blote, The Relation Beteen Public Speaking Anxiety and Social Anxiety. *Accessed from* <https://ncbi.nlm.nih.gov/m/pubmed/19117721> August 19<sup>th</sup>, 2019 12.42 pm.

So that, from the above descriptions, the researcher anted to analyze the students' speaking anxiety at grade XI SMA Negeri 6 Padangsidimpuan. so that, the researcher as interested to make the research about" *Analysis Students' Speaking Anxiety of the XI SMA Negeri 6 Padangsidimpuan*".The researcher hopes this research can complete and contribute the previous findings.

d. Conceptual Framework



By paying attention to the above to the discussion particularly on theoretical description the researcher conclude that to her own conclusion or concept in relating the two variables in this research

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Location and Time of The Research**

This research have been done at SMA Negeri 6 Padangsidimpuan. It is located at Jln. Sutan Soripada Mulia no.25 on Padangsidimpuan. The subject of research is grade XI students of SMA Negeri 6 Padangsidimpuan in 2017-2018 academic years. The serearch had been done for 2 month, it was on September 2018, it was started from 4<sup>th</sup> - 24<sup>th</sup> of September 2018.

#### **B. Reseach Design**

In this reseacrh, the researcher used qualitative design with descriptive method. So, qualitative research based the phenomena in field. The qualitative research is the research where the researcher must be in location or research place. Result of observation, record video is not in numerical from as in quantitative reseacrh but in sentence form that easy to understand. According to Lexy J. Moleong, qualitative research is the research that's mean to understand the phenomena about what is the subject research underone by usin natural method.<sup>1</sup> Added L.R Gay and Peter Airasian, qualitative research is useful for describing particular localized settings and for exploratory analysis.<sup>2</sup>

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<sup>1</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung:Rosda Karya, 2009), p.5.

<sup>2</sup>L. R. Gay & Peter Airasian, *Educational Research Competence for Analysis and Aplication*, (USA: Prentice Hall 2000), p.232.

Therefore, here the researcher used qualitative descriptive method to see the atudents' speaking anxiety in classroomat grade XI IPS I.

### **C. Source of the Data**

The source of data this research :

#### **1. Primary Source of Data**

Students at grade XI SMA Negeri 6 Padangsidimpuan of academic year 2017-1018. The researcher look one class to do the research because it will be representative to take the result of the research.

### **D. Instrument of Collecting Data**

The key instrument of this research was the researcher self. The researcher was taken the data by students and the English teacher and to collect the valid data. Based on participant, for the primary data the researcher used observation and recording for collecting the data, this research used the qualitative researcher. L. R. Gay Stated"Qualitative research sometimes cimbines qualitative (e.g observation) and quantitative (e.g. tes scores) data in studies, resulting in the need for statistical analysis)".<sup>3</sup> Based of statement above, the researcher chose the instrument of collecting data in this research.

They are:

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<sup>3</sup>L. R. Gay & Peter Airasian, *Educational Research Cometenace for Analysis and Application* (USA:Prentice Hall,2000),p.109.

## 1. Observation

Observation is used to collect data about students' speaking anxiety in teaching and learning process and the implementation of collaborative learning method. However, the researcher used observation notes because it is a simple form and the data not counted but using note to describe what happened in the classroom.<sup>4</sup>

The instrument for the source of secondary, the research used the observation. Observation is a technique of collecting data which is used an observation to the object of the research.<sup>5</sup> Observation can be done directly or indirectly. The researcher had been done directly observation namely to observe the object directly without mediator. This observation used to know how the students speaking anxiety in the class.

## 2. Interview

Interview is an activity to collect information from informant through dialogue question. Interviews provide opportunities for the researcher to know each respondent feels

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<sup>4</sup>Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.67.

<sup>5</sup>Yatim Riyanto, *Metodologi Penelitian Pendidikan*, (Surabaya: SIC, 2010), P. 96.

about a particular issue intimately, interviewing is very time-consuming.<sup>6</sup> It means that interview is a technique here researcher give challenge to informant to share their ideas and opinion.

Based on explanation above, the researcher concluded that interview is a dialogue between speaker and informant that can exchange information here informant free give opinion, ideas. So, the researchers get the accurate information.

### 3. Video record

Most data will be obtained by recorded the speaking anxiety. Record here means that the researcher record the students' speaking anxiety related the researcher's technique assessing. So, every students has to record their that they have been done. Then, the researcher will video record the student's monolog presentation/speaking performance.

### E. Technique of Data Analysis

After collecting data, the researcher analyzed the data by using some steps to analyze the student' speaking anxiety, they are:

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<sup>6</sup> Gay and Peter Airason, *Education Research Competencis for Analysis and Aplication*, (USA:Prentice Hall, 2000), p. 219.

1. Editing of data, it was done to arrange the data to be structured sentence systematically.
2. Reducation of the data, it was done to look for the uncompleted data and put the unnecessary side data.
3. Tabulation of the data, it was done to occunt give scores to participants' answer, frequency and percentage. To obtain the percentage of the students' answer, it takes on the table by using the formula:

$$p = \frac{f}{n} \times 100\%$$

Note      f      = Frequency

            N      = Sun of Respondent

            P      = Percentage

4. Description of the data, it is done describer interpreted data that have been collected systematically.
5. Finally, the researcher explains the reason given in interview as the conclusion from students.<sup>7</sup>

After the researcher found mean score of all students, it is consulted the criteria as follows:

1. If the value of mean score is 81 – 100, it can be categorizred into very good.
2. If the value of mean score is 61 – 80, it can be categorized into high.
3. If the value of mean score is 41 – 60, it can be categorized into enough

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<sup>7</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta:PT. Grafindo Persada, 1991), p.43.

4. If the value of mean score is 21 – 41, it can be categorized into low
5. If the value of mean score is 0 – 20, it can be categorized into very low.

#### F. Technique of checking trustworthiness data

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data. Qualitative research, technique of data trustworthiness means measuring the reliability and validity of the data. There were nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to object of the research.
3. Triangulasi is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison of the data.
4. Checking with friendly through discussion is done with the interview result or the final result that gotten discussion with friends.

5. Analyze the negative case is the research collects the example an appropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, with using the free time to compare the result of the research with critics are collected.
7. Cheking the member is the most important in cheking credibility.
8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the contex of the research.
9. Auditing used to chek the truth and certainly of daya, this poin that done well to the process of result and extent.<sup>8</sup>

From strategies above, the researcher just took checking with friend that has related research with the researcher and refer to them hen examining the data collected discussing with the expert one in speaking anxiety. The researcher worked with friend to compared data to do checking the trustworthiness of the data.

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<sup>8</sup>Lexy J. Moleong, *Metode Penelitian Kualitative* ( Bandung Rosdakarya, 2009), p. 135.

## CHAPTER IV

### RESULT OF RESEARCH

#### **A. The Description of Students' Speaking Anxiety at Grade XI SMA Negeri 6 Padangsidimpuan based on observation and video record.**

Based on the result of the students' speaking Anxiety in doing the observation, interview and video record at grade XI SMA Negeri 6 Padangsidimpuan, the researcher concluded that the students' speaking anxiety in giving the argumentation about the 1 topics given” *Introducing by Dialogue*” was included into category.

The researcher concludes that the facts show, four informants has the same problem. They experienced some anxiety symptoms and anxiety disorders on their self when they will face something specifically in speaking. They still experienced nervous, sweating, difficulty concentrating, rapid heartbeat, panic and afraid prolonged to face something. Eventhough, they have different intensity feel anxiety symptom and anxiety disorders. It means that the informants have big efforts to eliminate of anxiety feelings especially on their speaking performance.

So, based on the observation for students at grade XI SMA Negeri 6 Padangsidimpuan. There are 32 students. From result score video record students' speaking anxiety of all students above, the

researcher conclude that every student still feel anxiety specifically in performance. There are high anxiety and low anxiety.

Based on the observation, interview and video record by researcher, generally there strategies of research in analysis speaking anxiety in XI grade at SMA Negeri 6 Padangsidimpuan. When students speak in front of the class, the reseacrher takes a video recording to see the student's anxiety speaking, do they feel anxious when speaking. The experienced some anxiety symptoms and anxiety disorders on their-self.

When they will face something specifically in performance. They still experienced nervous, sweating, difficulty concentrating, rapid heartbeat, panic and afraid to face something.

The students' difficulties in speaking anxiety at grade XI SMA Negeri 6 Padangsidimpuan can be seen from the table below:

**Table I**  
**Indicator of Students Anxiety**

Variable	Indicator
<b>Students' Anxiety</b>	<ul style="list-style-type: none"> <li><b>a. Trembling</b></li> <li><b>b. Sweat pouring</b></li> <li><b>c. Fast heartbeat</b></li> <li><b>d. Indigestion</b></li> <li><b>e. Fear</b></li> <li><b>f. Tension</b></li> <li><b>g. Distrubed</b></li> </ul>

	<b>concentrasion</b> <b>h. Nervouse</b> <sup>1</sup>
--	---

a. Trembling

Based on the description above the researcher conclude that, the students feel trembling in speaking anxiety are EFN, IP, FS, EM, RH, T, VA, ST they are said when they speaking in front of audience, they feel trembling. According to EFN, she said she have some efforts to eliminate feelings of anxiety when speaking in front of audience such as she often speaking alone, she is easy to panic when speaking in front people. And sometimes what her know is blank when in front of audience.

Second, while IP, she said when she speaking in front of audience, shee feel trembling and often panic. Based on interviewing, the researcher concludes that IP she is high anxiety and not confidence when speaking in front of audience.

Next, FS she said when speaking in front of audience she feels trembling, because she always make

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<sup>1</sup> Neil A Rector, *Anxiety Disorders An Information Guide*, (CANADA: Centre for Addition and Mental Healt, 2005), p. 7-12.

preparation before when speaking in front of audience, she is easy to panic.

b. Sweat Pouring

Based on the description above the researcher conclude that, the students feel sweat pouring are: EM she said when she speaking of audience she feel trembling, she have some efforts to eliminate feelings of anxiety when speaking in front of audience. Based on interviewing, the researcher concludes that EM also same with RH.

Then, T she said when she speaking in front of audience she feel trembling. Because, if she often feel difficult concentrating when speaking in front of audience.

The students feel sweat pouring the researcher conclude they are FS,EAS, SPRS, VA, FS. They are said, when speaking in front of audience, they feel sweat pouring.

According to FS she is easy to panic when speaking in front of audience, so she always sweat pouring if she speaking of classroom. Based on interviewing, the researcher concludes that FS also same

with EAS. Next to SPRS, she said if she speaking in front of audience she always sweat pouring, because she easy to panic and not focus what want to say. While, VA she said when speaking in front of audience she feel sweat pouring. Because, she fear make mistake. The researcher concludes that actually, VA still feel anxiety when speaking in front classroom. Next, FS he said when speaking in front of audience, some time she easy to panic such as when her friend laugh her make mistake forget the matery that has larned so make her don't know what can say to audience.

c. Fast Heartbeat

Based on interviewing, observation and video record, the students feel fast heartbeat are AA, DS. According to AA she said when she speaking in front of audience she feel fast heartbeat, because when she speaking, sometimes she is easy to panic such as when her friends laugh her make forget the matery that has learned so make her don't know what want to say to audience. While, DS she said when she speaking in front of audience she always feel fast heratbeat, because less practice which made her

tongue awkward in pronunciation English word and made is halting while speaking. The cause were he was low self-confidence and the environment did not support her speaking skill. He is still got nervouse and awkward while speaking.

d. Fear

Then, students feel fear when speaking in front of audience they are MM, RH, ADP and SR. While, they said when they speaking in front of audience they feel fear. Because they fear to mame mistake and laugh in front of audience and they are forget what they say. It means that they that they need to develop their speaking skill in performance and eliminate their feeling of anxiety. They are easy to panic.

e. Tension

Next, based on interviewing students feel tension when speaking in front audience they are EM, FS, INS, LS, AR. According to EM, FS INS they said when they speaking in front of audience they always feel tension. Because, they easy to panic. They also said it can be tagged gesticulate, because they can not

confidence speaking in front of audience. When they speaking in front of audience, they feel tension, panic and often pressing thumb and put her hands behind her waist.

While LS, AR also said when they speaking in front of audience they feel tension. Because, they often feel difficult concentrating when speaking in front of audience. They feel nervouse and easy to panic.

f. Nervous

Next, based on interviewing students feel tension when speaking in front audience they are IM, S, IPS, LA, AN. According to EM, FS INS they said when they speaking in front of audience they always feel nervous.

When speaking in front audience they feels nervous, palpitation suddenly hot cold on her body.

So based on informant that has anxiety, they are more difficult to control their anxiety when speak in front performance. Such as they are often move her body, laugh in front of audience and they are forget what they

say. It means that they need to develop their speaking skill in public and eliminate their feeling of anxiety.

From analysis of structure observation that has been conducted in SMA Negeri 6 Padangsidimpuan the researcher concludes that the problem on students' speaking anxiety on their speaking performance are: 1). The students most high anxiety is 16 students and low anxiety 8 students. 2). Students that has low anxiety and high anxiety when they are spontaneously asked speaking in front of classroom, they still have anxiety eventhough different intensity of anxiety. 3). Students low anxiety, eventhough they seen still anxiety and have some anxiety symptoms but the fact they are fluently, more relax speaking in front of audience and not mix indonesian language. 4). Students high anxiety they seen often forget what they will say, not focus on their audience, mix indonesian language in delivering speech, showing a little of laugh in front of audience, move her body and feel panic.

Hence after video record the students SMA Negeri 6 Padangsidimpuan, the researcher concluded that

their main problem in speaking skill was in vocabulary mastery.

Beside their problem in vocabulary mastery, self-confidence became essential because low of confidence made them nervous and halting when they apply their speaking skill in their daily activities formal or informal situation.

To check the trustworthiness of data above, the researcher used participatory modes of research (deep observation and video record). It is technique of validating data. The researcher checked the result of the all observation with the participants. If the answers from all participants had similarities in means the data were already valid.

After observation all the participants, the research concluded that the validity of the data had already been valid, because the researcher had validated the data by comparing the result of the observation, interview and video record from all participant, the researcher found that the sameness of answer concerned students' speaking anxiety at grade SMA Negeri 6 Padangsidempuan.

## B. Discussion

After analyzing the data, it was known that the student' speaking anxiety at grade SMA Negeri 6 Padangsidimpuan was categorized into high anxiety category. The researchers need to align some fact that there are some problems in speaking performance especially in students' anxiety.

The students must be able speaking in front of performance. As candidate the teacher, the students should have ability to convey something or information to audience confidently with good fluency, clear pronunciation and well grammar. High anxiety caused feeling panics when peaking in front audience and make students not focus on their audience, forget what will they say and often move their body when speak. So the students should be have efforts to eliminate their anxiety first before speak in front audience.

This research related to Putri Melinda, Based on the data, the students' speaking anxiety can be categorized enough.<sup>2</sup>

Then, Dina Sri Wahyuni, The result of her research is group presentation has very good to speaking ability at grade VIII SMP Negeri 5 Padansidimpuan.

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<sup>2</sup>Putrid Melinda, " An Analysis of Students Anxiety on Their Public Speaking Performance a study to the Fifth Semester Students of STKIP Tapanuli Selatan", ( *Unpublished Thesis*, Padangsidimpuan: STKIP TapselPadangsidimpuan, 2016), p.1.

The next is related to Holidawati Siregar, The result of his script is that there is significant effect of using pictures sequences to students' speaking skill between control class and the class that used the picture sequence.

### **C. Threats of the Research**

In conducting this research, the research realized that there were so many threats in doing speaking anxiety research. It started from arranging proposal until finishing thesis. The researcher realized that to conduct a qualitative research needed long time research. Due to the limitation of time and finance, and material; this research was conducted in short time which made it far from perfection; it just one month.

In conducting the interview, the results obtained be less valid, due to the grade XI IPS 1 students who might not be too serious in answering any problem from observation, there was a mutual cheating, bias, psychological support in activities such observation and the limited time available. Then, because or the research's home is far from research field, the researcher get difficulties to go there. Next, because of the students' time limitation is not enough (1 lesson was 45 minutes), while the researcher give observation and video record. The last, the researcher got the students were not serious in doing the speaking anxiety, because there was not their English teacher observed their class while the researcher did the research there

However, the researcher had done the best in this research. The researcher was very aware of the threats that exist in this paper, but with hard work, this paper could be fully resolved. Therefore, to get a fix for this paper, the researcher expected support from teacher, friends and readers.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. CONCLUSIONS

Based on the result of observation and record that done by researcher about Students' Speaking Anxiety at SMA Negeri 6 Padangsidimpuan, the researcher would like to write the conclusion of this research, as follows:

1. The students' speaking anxiety at grade XI SMA Negeri Padangsidimpuan can be category good.
2. The students' speaking anxiety get the problems in developing from internal factors ate: low motivation and self-confidence, the students got difficulties in vocabulary mastery, students' background knowledge or education affects their performance. From external factors they are: the school is still less of English teacher, school do not provide good language laboratory, there is no place in the school such regular English event or competition, English club, English group discussion, English zone and books about English was still. So that there were complex students' problems in developing English speaking anxiety at grade XI SMA Negeri 6 Padangsidimpuan.
3. The students must be able speaking in front of public. As candidate the teacher, the students should have ability to covey something or information to audience confidently with good fluecy, clear

pronunciation and well grammar. High anxiety caused feeling panics when speak in front of audience and make students not focus on their audience, forget what will say and often move their body when speak. So, the students should be have efforts their anxiety first before speak in front public.

## **B. SUGGESTION**

Based on the above conclusions, the researcher offers some suggestions as follows:

1. For the English teacher in order to pay special attention about students' progression in lwarning and developing their speaking anxiety. To keep motivation students to move forward in their study. The teacher must increase their capability, credidibility and professionnalism in teaching. The teachers are model, motivator and advisor for students do that it could help students to create professional English teacher in the future.
2. For students, in order to be aware about their purpose inj studying, study hard to get success in their study, improve their weakness to get better in mastering English especially in speaking skill.

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## CURRICULUM VITAE

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Name : Kurniati Siregar  
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Place and Birthday : Huta Baru, 02 March 1994  
Sex : Female  
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### B. Parent

1. Father's name : Mahmud Siregar  
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3. Sister's name : Nurmainan Siregar  
4. Young brothers : Amal Bakti Siregar  
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### C. Educational background

Elementary School : SD N 101760 Mandasip, Kecamatan  
Simangambat since 2007-2008.  
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Nomor : 16 /In.14/E.6a/PP.00.9/ 09 /2017 Padangsidempuan, 6 September 2017  
Sifat : Biasa  
Lampiran : -  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. EKA SUSTRI HARIDA, M.Pd (Pembimbing I)
2. Yusni Sinaga, S.Pd., M.Hum (Pembimbing II)

Di-  
Padangsidempuan

*Assalamu 'Alaikum Wr. Wb*

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut :

Nama : Kurniati Siregar  
Nim : 13 340 0089  
Fak/Jur : Tarbiyah dan Ilmu Keguruan/TBI-3  
Judul Skripsi : **Analysis of The Students' Speaking Anxiety at Grade SMA Negeri 6 Padangsidempuan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

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Nomor : B - 051 /In.14/E.4c/TL.00/05/2018  
Hal : **Izin Penelitian**  
**Penyelesaian Skripsi.**

15 Mei 2018

Yth. Kepala SMA Negeri 6 Padangsidempuan  
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Kumiati Siregar  
NIM : 13 340 0089  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Huta Baru Kecamatan Simangambat Kabupaten Padang Lawas  
Utara

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "*An Analysis Students' Anxiety on Speaking Ability at Grade XI SMA Negeri 6 Padangsidempuan*". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas. Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dekan

Hilda, M.Si.  
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**PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN**

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**KOTA PADANGSIDIMPUAN**

: 421.4/389/SMA.6/2018  
: -  
: **Izin Melaksanakan Penelitian**  
: **Di SMA Negeri 6 Padangsidimpuan**  
: **TP. 2018/2019**

Kepada Yth :  
Wakil Dekan Bidang Akademik  
Institut Agama Islam Negeri  
Padangsidimpuan  
Di-

**Tempat**

Dengan hormat, menghunjuk surat Saudara Nomor : B - 651 / In.14 / E. 4c / TL.00 / 05 / 2018 tertanggal 15 Mei 2018 yang kami terima, maka dengan ini kami sampaikan bahwa:

Nama : **KURNIATI SIREGAR**  
NPM : 13 340 0089  
Fakultas : Tarbiyah dan Ilmu Keguruan / TBI  
Alamat : Huta Baru Kecamatan Simangambat Kabupaten Padang Lawas Utara

telah mengadakan penelitian untuk penyusunan Skripsi yang bersangkutan dengan judul :

**"AN ANALYSIS STUDENTS' ANXIETY ON SPEAKING ABILITY AT GRADE XI  
SMA NEGERI 6 PADANGSIDIMPUAN".**

Demikian kami sampaikan untuk dapat dimaklumi dan terima kasih.

Padangsidimpuan, 27 September 2018  
Kepada Sekolah,  
  
**A. I. W. N. S. P. I.**  
Pembina Tk. I  
NIP. 19631013 199203 1 002



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**SURAT PERNYATAAN TELAH REVISI SEMINAR PROPOSAL**

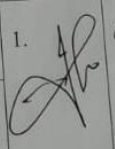
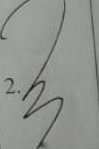
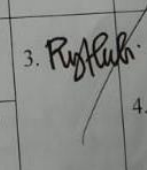
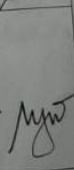
Saya yang bernama:

Nama : KURNIATI SIREGAR  
NIM : 13 340 0089  
Jurusan : TBI-3  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
JudulSkripsi : AN ANALYSIS STUDENT'S ANXIETY ON SPEAKING ABILITY AT  
GRADE XI SMA NEGERI 6 PADANGSIDIMPUAN

Menyatakan bahwa saya telah melakukan revisi seminar proposal pada tanggal  
2018. Demikian surat ini di buat untuk dapat di pergunakan seperlunya.

Padangsidimpuan, 08 2018  
Mengetahui:

**Penguji Seminar Proposal**

1.	Eka Sustris Harida, M.Pd NIP.19750917 200312 2 002	(Pembimbing/ Penguji)	1.	
2.	Hamka, M.Hum NIP.19840815 200912 1 005	(Pembimbing/ Penguji)	2.	
3.	Rayendriani Fahmei Lubis, M.Ag NIP. 19710510 200003 2 001	(Pembimbing/ Penguji)	3.	
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### SURAT PERNYATAAN TELAH REVISI SEMINAR HASIL

Saya yang bernama: /0 Juli 2019  
Hari/Tanggal : /0 Juli 2019  
Nama : Kurniati Siregar  
NIM : 13 340 0089  
Tempat : Ruang Seminar FTIK  
JudulSkripsi : Analysis of Students' Speaking Anxiety at Grade XI SMA Negeri 6 Padangsidimpuan

Menyatakan bahwa saya telah melakukan revisi seminar hasil pada tanggal 2019.  
Demikian surat ini di buat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, Rabu, 10 Juli 2019  
Mengetahui:

#### Pembimbing / Penguji Seminar Hasil

1.	Eka Sustri Harida, M. Pd Nip. 19750917 200312 2 002	(Pembimbing1/ Penguji)	1.	
2.	Sri Rahmadhani Siregar, M.Pd NIDN. 2006058602	(Pembimbing2/ Penguji)	2.	
3.	Zainuddin, S, S., M.Hu. NIP. 19760610 200801 1 016	(Penguji)	3.	
4.	Sojuangon Rambe, S, S., M.Pd NIP. 19790815 200604 1 003	(Penguji)	4.	

Mengetahui:

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<b>INS</b>								
<b>EFN</b>								
<b>MA</b>								
<b>NA</b>								
<b>H</b>								
<b>GH</b>								
<b>AL</b>								

## **APPENDIX II**

### **Speaking Test Topic Material**

*Direction:* Every students are asked for preparing his/her material based on the topic below. The students are asked for choosing the best one of two topics below that they think more comprehensive able. Then, the researcher will take video record the students' monolog presentation/speaking performance. Finally the students' speaking that had been. Here are the two topics that must be chosen:

- 1. Dialogue**
- 2. Smooking is not a human right**

## **APPENDIX III**

### **Instrument**

#### **Interview Question List Informant' Data**

1. What is your name ?
2. What your favorite subject?
3. What do you feel when you speaking in front class?
4. Do you have preparation before speaking to the class?
5. Do you have someone who is easy to panic? Why?
6. Do you have difficulty concentrating when speak to the audience?
7. Do you phobia person when speaking in front class?
8. Do you have effort to eliminate feelings of anxiety when speaking to the audience? Give the explanation, please!!!