

SKRIPSI



**CAUSAL FACTORS IN ENGLISH-SPEAKING ANXIETY OF
ENGLISH EDUCATION DEPARTRMEN OF
UNIVERESITAS MURIA KUDUS**

By

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2020



**CAUSAL FACTORS IN ENGLISH-SPEAKING ANXIETY OF
ENGLISH EDUCATION DEPARTMENT STUDENTS OF
UNIVERSITAS MURIA KUDUS**

SKRIPSI

**Presented to the Universitas Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in the Department of English Education**

By

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MURIA KUDUS**

2020

MOTTO AND DEDICATION

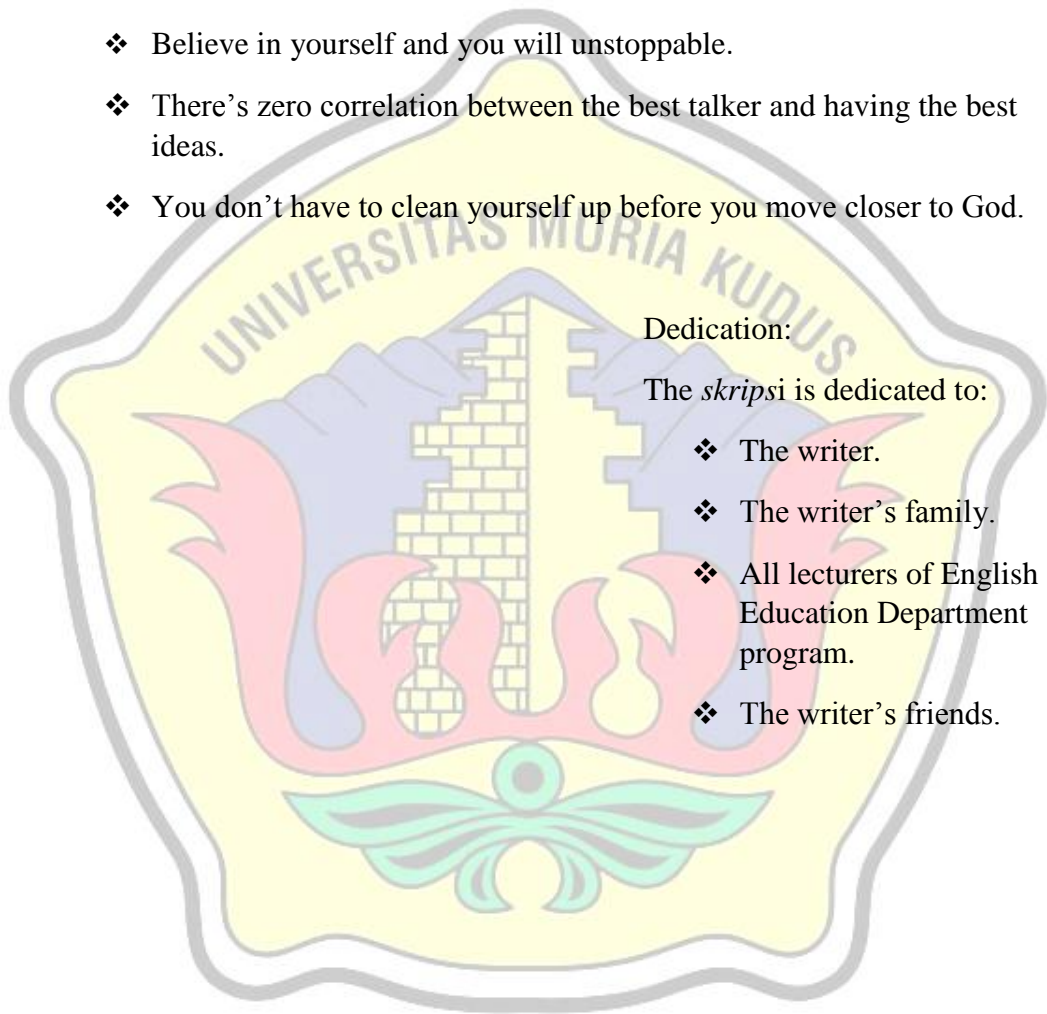
Motto:

- ❖ I'll keep trying because my efforts might surprise me.
- ❖ You are the artist of your life, don't hand the paintbrush to anyone else.
- ❖ Believe in yourself and you will unstoppable.
- ❖ There's zero correlation between the best talker and having the best ideas.
- ❖ You don't have to clean yourself up before you move closer to God.

Dedication:

The *skripsi* is dedicated to:

- ❖ The writer.
- ❖ The writer's family.
- ❖ All lecturers of English Education Department program.
- ❖ The writer's friends.



ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Lina Nurfa Septiana (NIM 201632063) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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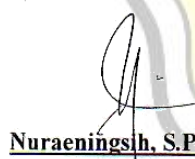

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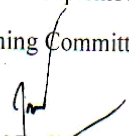
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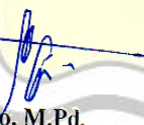
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In the name of Allah The Most Gracious and The Most Merciful. All praises to Allah for his gift to complete this *skripsi*.

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5. Her beloved family who always give biggest support in her life.
6. For all he friends, thanks for your support and help.

Finally, the writer hopes that the *skripsi* will be useful and give information for the reader who deals with English-speaking anxiety.

Kudus, 23rd August, 2020

Lina Nurfa Septiana

ABSTRACT

Septiana, Lina Nurfa. 2019. ‘*Causal Factors in English-Speaking Anxiety of English Education Department’s Students of Universitas Muria Kudus in Academic Year 2020*’. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Dr. Fitri Budi Suryani, SS, M.Pd. (2) Rusiana, S.Pd, M.Pd.

Key Words: *English-Speaking Anxiety, Causal Factors Analysis, Strategies.*

Anxiety is one thing that needs to be overcome, especially in English communication skill. Causal factors in students' English-speaking anxiety should be known and reduced in order to help students have a good English-speaking proficiency. Students' feelings of anxious or nervous may impede their language learning and performance abilities, especially when practicing speaking English in speaking class (Subandowo, 2016).

This research aims to know some causal factors in students' English-speaking anxiety and the strategies faced by the third semester of English Education Department's students in Universitas Muria Kudus in academic year 2019/2020.

The writer uses descriptive qualitative design to interpret the data in this research. Closed-ended questionnaire and interview were used to get deeper results. The obtained data were processed through multiple stages of data processing, like collecting the data, classifying the data, verifying the data and drawing conclusions of the findings. The subjects of this research were 40 students of the third semester of English Education Department's students in Universitas Muria Kudus in academic year 2019/2020 who filled the questionnaire but, only 10 students who were chosen randomly by the writer.

The result of this research shows that the dominant factor in English-speaking anxiety for the participants was test-anxiety factor which has 41,2% from the calculation followed by communication apprehension and fear of negative evaluation which has the same percentage that is 33%. It means the students feel anxious when they are asked to perform to speak English in front of the class, it is because of their lack of preparation and references in English-speaking learning. On the other hand, the result of the interview showed that preparation can be a good solution to be more confident and reduce English-speaking anxiety in the classroom.

Based on the conclusion, the writer would like to propose some suggestions in order to make the reader recognize about the causal factors in English-speaking anxiety faced by the students in the classroom and their strategies to reduce it. The lecturers should consider the activities before being applied in the classroom in order to decrease their anxiety and make them feel more comfortable joining the class. Moreover, when the lecturer corrects the students' mistakes, she or he should convey it in a good way rather than to make them feel like being intimidated in the classroom.

ABSTRAK

Septiana, Lina Nurfa. 2019. “ *Analisis Faktor-Faktor Penyebab Kecemasan Berbicara Bahasa Inggris pada Mahasiswa Jurusan Pendidikan Bahasa Inggris di Universitas Muria Kudus Tahun Akademik 2020*”. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dr. Fitri Budi Suryani, SS, M.Pd. (2) Rusiana, S.Pd, M.Pd.

Kata kunci: *Kecemasan Berbicara Bahasa Inggris, Analisis Faktor-faktor Penyebab, Strategi-strategi*

Kecemasan merupakan hal yang perlu diatasi dalam berkomunikasi, terlebih dalam aspek berbahasa Inggris. Faktor-faktor penyebab kecemasan dalam berkomunikasi menggunakan bahasa Inggris perlu diketahui dan diatasi untuk membantu mahasiswa agar memiliki kemampuan berbicara Bahasa Inggris yang baik. Para mahasiswa yang merasa cemas maupun gugup akan berpengaruh pada pembelajaran bahasa dan kemampuan kinerja, terutama ketika berlatih untuk berbahasa Inggris di kelas berbicara (Subandowo, 2016).

Penelitian ini bertujuan untuk mengetahui beberapa faktor-faktor penyebab kecemasan dalam berbicara bahasa Inggris beserta strategi-strategi untuk mengatasi kecemasan yang dihadapi oleh para mahasiswa semester ketiga jurusan Pendidikan Bahasa Inggris di Universitas Muria Kudus tahun akademik 2019/ 2020.

Penulis menggunakan model kualitatif deskriptif untuk menginterpretasikan data yang ada di dalam penelitian ini. Kuesioner dan wawancara digunakan sebagai pendekatan untuk mendapatkan informasi yang lebih mendalam. Data yang terkumpul akan diproses melalui beberapa tahap pemrosesan, seperti pengumpulan data, klasifikasi data, verifikasi data dan pengambilan kesimpulan. Subjek pada penelitian ini adalah para mahasiswa semester ketiga jurusan Pendidikan Bahasa Inggris di Universitas Muria Kudus tahun akademik 2019/2020.

Hasil dari penelitian ini menunjukkan bahwa faktor yang mendominasi faktor-faktor penyebab kecemasan berbahasa Inggris para mahasiswa adalah kecemasan terhadap tes dengan jumlah prosentase sebesar 41,2% dari jumlah kalkulasi diikuti oleh kecemasan terhadap komunikasi dan ketakutan pada penilaian negatif yang mana memiliki jumlah prosentase yang sama yaitu sebesar 33%. Ini menunjukkan bahwa para mahasiswa mengalami kecemasan ketika mereka diminta untuk berbahasa Inggris di kelas, ini disebabkan oleh kurangnya persiapan dan sumber-sumber pembelajaran berbahasa Inggris. Disisi lain, hasil dari proses wawancara menunjukkan bahwa persiapan dapat menjadi solusi yang baik untuk menjadikan para mahasiswa lebih percaya diri dan mampu mengurangi kecemasan berbahasa Inggris di kelas.

Berdasar pada kesimpulan, penulis ingin mengajukan beberapa saran untuk membuat para pembaca mengenali faktor-faktor penyebab kecemasan berbahasa Inggris yang dialami oleh para mahasiswa di kelas beserta strategi-strategi mereka untuk mengurangi kecemasan. Para dosen disarankan untuk mempertimbangkan pemilihan jenis kegiatan sebelum kelas berlangsung bertujuan untuk mengurangi kecemasan para mahasiswa dan membuat mereka lebih percaya diri untuk mengikuti kelas. Terlebih ketika para dosen mengoreksi kesalahan para

mahasiswa, para dosen disarankan untuk menyampaikan dengan cara yang baik daripada membuat mereka merasa terintimidasi di kelas.



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