

**RESEARCHING THE FACTORS AND COPING STRATEGIES
OF STUDENTS' SPEAKING ANXIETY**

THESIS

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UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2024 M / 1446 H**

PAGE OF APPROVAL

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In partial fulfillment of the requirements for
The Bachelor Degree of Education in English Language Teaching

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and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

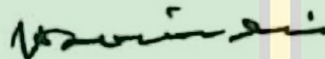
Wednesday, August 14th, 2024 M
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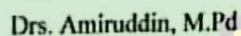
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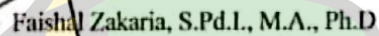
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**Researching the Factors and Coping Strategies
of Students' Speaking Anxiety**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

بسم الله الرحمن الرحيم

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ACKNOWLEDGMENT

With gratitude and appreciation, *Alhamdulillah*, I would like to thank Allah Subhanahu wa Ta'ala for providing me with the opportunity, inspiration, and strength to complete this thesis. We send our regards and prayers to our beloved Prophet Muhammad, *Shallallahu Alaihi wa Sallam*, who has served as the epitome of what it means to be the best human being.

First of all, my most profound respect and gratitude goes to Prof. Habiburrahim, S.Ag., M.Com., M.S., Ph.D as my thesis supervisor who has always provided me with advice and guidance so that this thesis can be completed as it should. The study program's leader, Syarifah Dahliana, S.Ag., SE., M.Ag., M.Ed., Ph.D., and secretary, Azizah, M.Pd., put in a lot of effort to keep the program accredited. Furthermore, I would like to thank all of the instructors from whom I received instruction while attending the English Language Education Department of the State Islamic University of Ar-Raniry. May Allah grant them happiness and health.

My profound appreciation and best wishes are extended to my parents, Nurdin Hasan and Eliana Evawani, who are the two most influential people in my life and who never stop praying for me. I also want to thank my sisters and brother, Rahmah Azzurra, Nurul Izzah, Sabrina Masthura, Sultan Shalahuddin Al-Ayyubi, and Qaisara Wafiyah for their unwavering support, amusement, and contribution to my life. I would like to thank all my friends whom I cannot mention one by one, may Allah ease all your affairs and bless everything you do.

This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. I acknowledge that there are many errors in my thesis. As a result, any insightful criticism and recommendations are welcome and much valued.

Banda Aceh, 22 Juli 2024

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ABSTRACT

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Main Supervisor : Prof. Habiburrahim, S. Ag., M. Com., M.S., Ph.D.
Keywords : Factors, Strategies, Speaking anxiety

The problem that English students often face when learning to speak in English is that they feel anxious when speaking in front of the class. However, many students are not aware of the factors that cause their anxiety and do not know how to deal with it. This research aims to identify the factors and strategies that EFL students' use in dealing with speaking anxiety. This research used a descriptive qualitative approach through semi-structured interviews to obtain the data. The research participants were selected using convenience sampling. The participants were six English students who had taken a speaking class. The findings showed that there were five factors of speaking anxiety (1) lack of preparation, (2) fear of making mistakes, (3) lack of English skills, (4) excessive worry about achieving the target study, and (5) fear of people's reaction. There were also four strategies for dealing with speaking anxiety (1) changing mindset, (2) relaxation, (3) being confident, and (4) improving speaking skills.

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CHAPTER 1

INTRODUCTION

A. Background of Study

English is the language that has been settled as an international language and one of the most important languages that everyone needs to learn and integrate their understanding to communicate. In learning English, speaking is a productive skill that holds an important role in communication. According to Al-Roud (2016), speaking skills are the ability to convey thoughts, strength, logic, and emotions to others through spoken language to ensure that the message is clearly presented and well received by the listeners.

Speaking is a fundamental skill for developing communication. As a result, it is critical to develop speaking abilities, particularly the ability to speak English, which is used for worldwide communication. English is the *lingua franca*, which implies that it is utilized to facilitate communication between people who speak different languages around the world. According to Garg and Gautam (2015), another advantage is that English language users will be able to communicate and interact with people from all over the world.

Speaking English is very significant because it is highly useful in dealing with the globalization period. However, it is still difficult for learners to become proficient in speaking English. The students still

experience obstacles to mastering speaking English. Fitri (2019) discovered in her early research that many students cannot perform speaking in front of many people it is challenging to deal with oral performance. It is natural for students to get anxious, nervous, shy, and unconfident when speaking in front of many people. These characteristics state that students experience anxiety in speaking English.

According to Heri, Risqi, and Dyah (2018), anxiety affects everyone in everyday life, at anytime, anywhere, and in any condition. Wu (2010) claimed that one of the major problems for students learning a language is anxiety, they are likely to feel anxious when learning the language. Anxiety can have an impact on the process and student learning results, particularly on student speaking performance. He argued that anxiety has piqued the interest of language educators since it is a key barrier to foreign language learning that students must overcome.

In Indonesia, English is a foreign language, the students are not used to speaking English since they rarely practiced speaking English when they were learning it from elementary until high school. Therefore, they will feel afraid to speak English. Students who lack self-confidence and willingness to learn will be hesitant to demonstrate their speaking abilities in front of many people.

According to Wu (2010), anxiety is one of the most difficult problems for students learning a language; they are likely to feel anxious when learning the language. It can impact students' learning processes and

outcomes, particularly their speaking performances. He claimed that anxiety has been a topic of considerable interest in language education since it is an important obstacle to foreign language acquisition that students must overcome.

Because of anxiety, students will be afraid to speak English. Students with low self-confidence and a lack of motivation to learn will be reluctant to show their speaking skills in front of many people. As Fitri (2019) said, students should discover the cause of their anxiety and suggest further research to find out more about it. This may indicate that not many students are aware or know about the causes of the anxiety they experience; this results in students not being able to find solutions to deal with their anxiety.

From this information, the researcher suggests that students may not be aware of the factors that cause their anxiety and do not know how to deal with their anxiety, which results in them not being able to stop the anxiety they are experiencing. Based on all the definitions above, the researcher would like to conduct the research entitled "Researching the factors and coping strategies of students' speaking anxiety".

B. Research Question

Based on the explanation above, the researcher formulates the research questions as follows:

1. What are the factors driving EFL students to feel anxiety in English speaking?

2. How do the students deal with EFL speaking anxiety?

C. Aims of Study

The purpose of this research are:

1. To find out the factors driving EFL students feel anxiety in English speaking.
2. To find out how the students deal with EFL speaking anxiety.

D. Significance of the Study

The significance of this research are:

1. For students, this provides many benefits because it gives them self-confidence and fluency in speaking English in front of many people, such as in giving a presentation or speech. The main thing in this case they can reduce or even relieve the anxiety in their speaking.
2. For researchers and English teachers implementing this study is expected to be more innovative in teaching, especially in teaching speaking.
3. For the other researcher, the result is hoped to help other researchers gain new knowledge about new methods, insights, and understanding.