

**AN ANALYSIS OF STUDENT'S ANXIETY
IN SPEAKING ENGLISH**



A THESIS

Submitted to the English Language Education Study Program
as a Partial Fulfillment of the Requirements for the S.Pd. Degree

By

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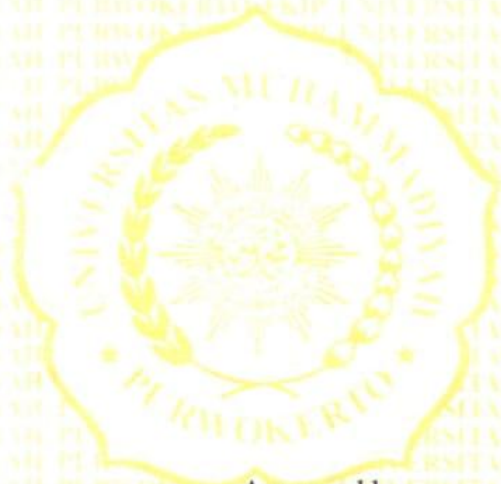
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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DEDICATION

Bismillahirrohmanirrohim

From the deepest and purest of my heart, this thesis is heartedly dedicated to:

1. First of all, thanks to Allah SWT, who has given me the trust to be able to go through all the processes and trials that existed while working on my thesis well so that I can train myself to be a little more patient and accept that in the end, it will produce maximum results.
2. Myself. Thank you for wanting to try and fight this far. Thank you for staying strong until the end after going through a process that was not easy.
3. My beloved parents. Thank you for always being there, helping me when I fell and gave up while working on my thesis, and for wanting to be patient with my posing even though it was not as fast as my other friends.
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8. All PBI A friends who have supported me.

MOTTO

"If we never try, how we will know."

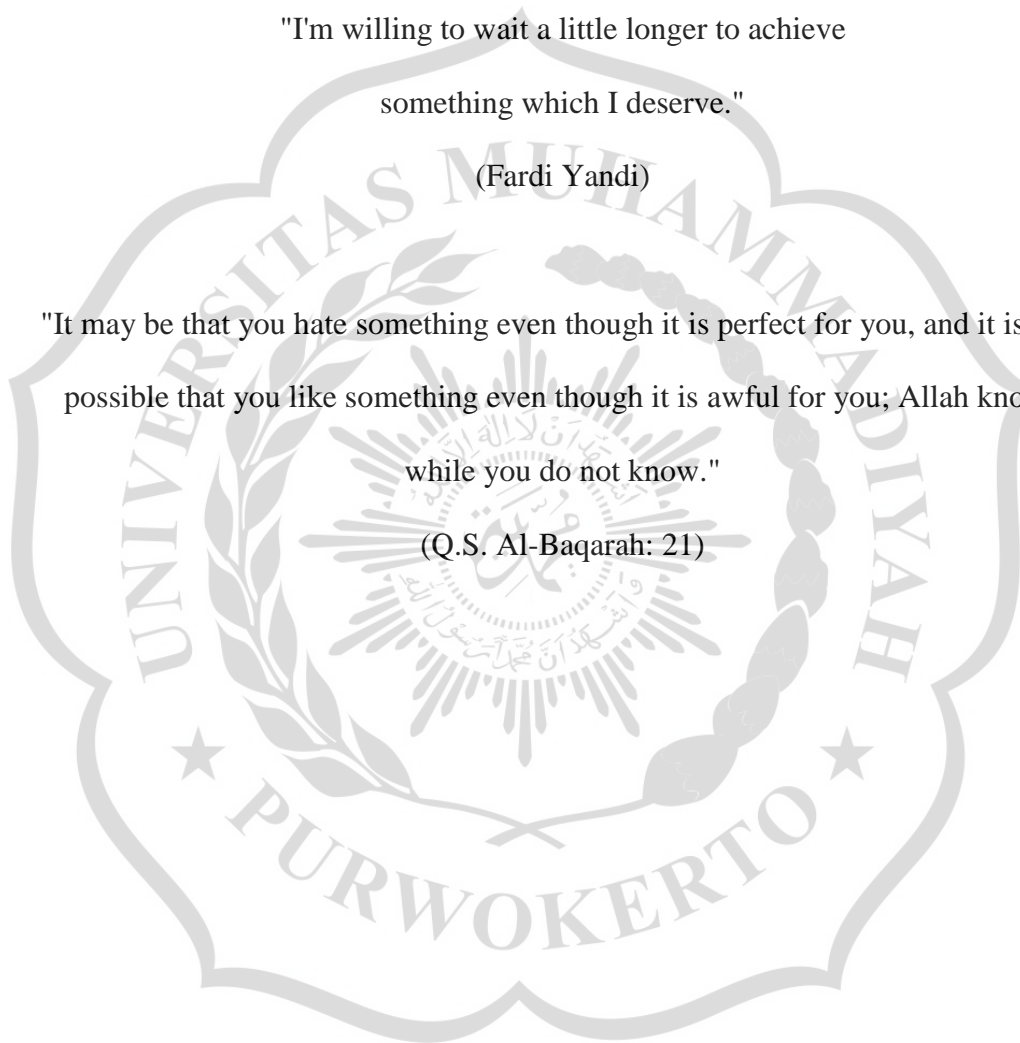
(Stacey Ryan)

"I'm willing to wait a little longer to achieve
something which I deserve."

(Fardi Yandi)

"It may be that you hate something even though it is perfect for you, and it is also
possible that you like something even though it is awful for you; Allah knows
while you do not know."

(Q.S. Al-Baqarah: 21)



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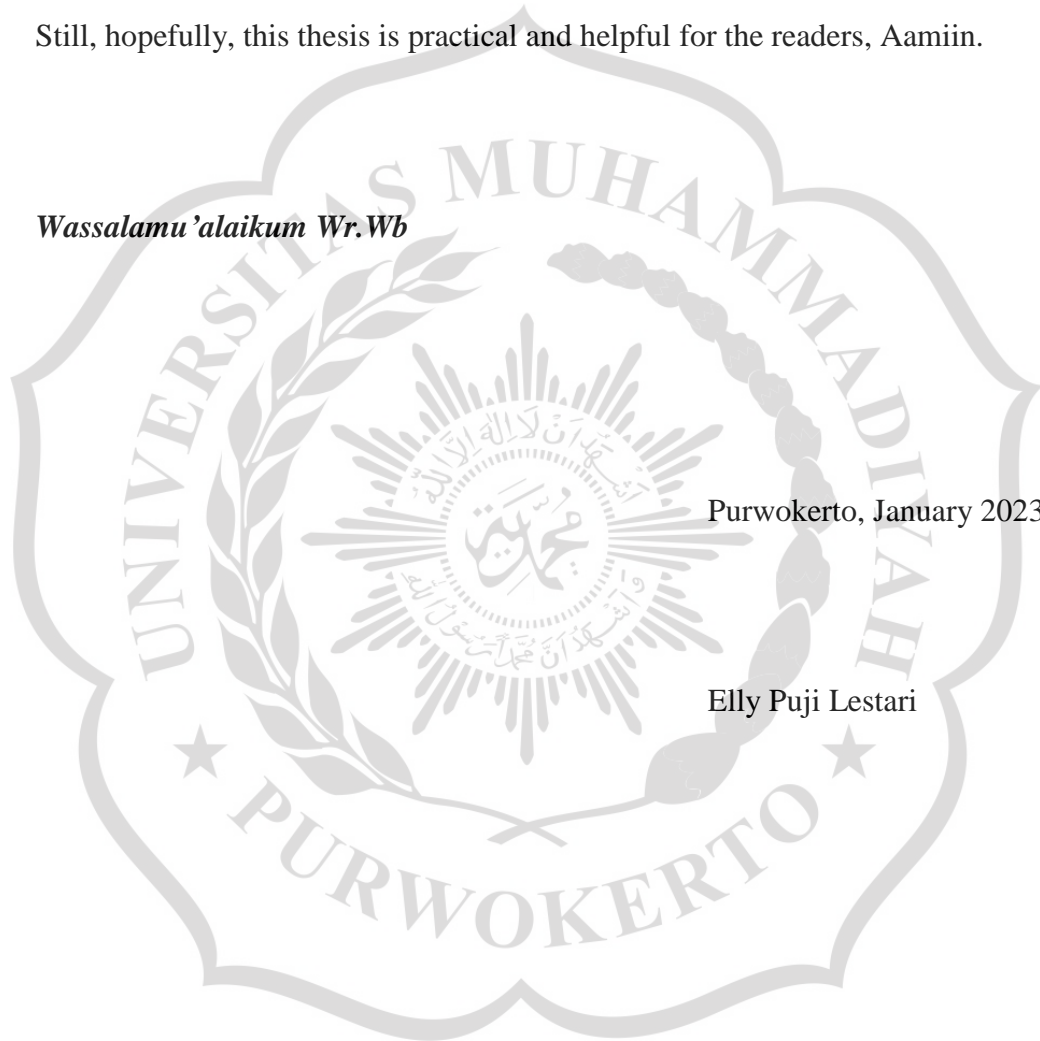
This thesis is submitted to fulfil one of the requirements to get an S.Pd Degree in English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Purwokerto. The writer realizes that this paper would not be finished without prayer, help, guidance, and support from people who always give support and motivation. Therefore, the writer would like to express special thanks to the following:

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The writer realized that this thesis still has weaknesses and is not perfect. Still, hopefully, this thesis is practical and helpful for the readers, Aamiin.

Wassalamu'alaikum Wr.Wb



Purwokerto, January 2023

Elly Puji Lestari

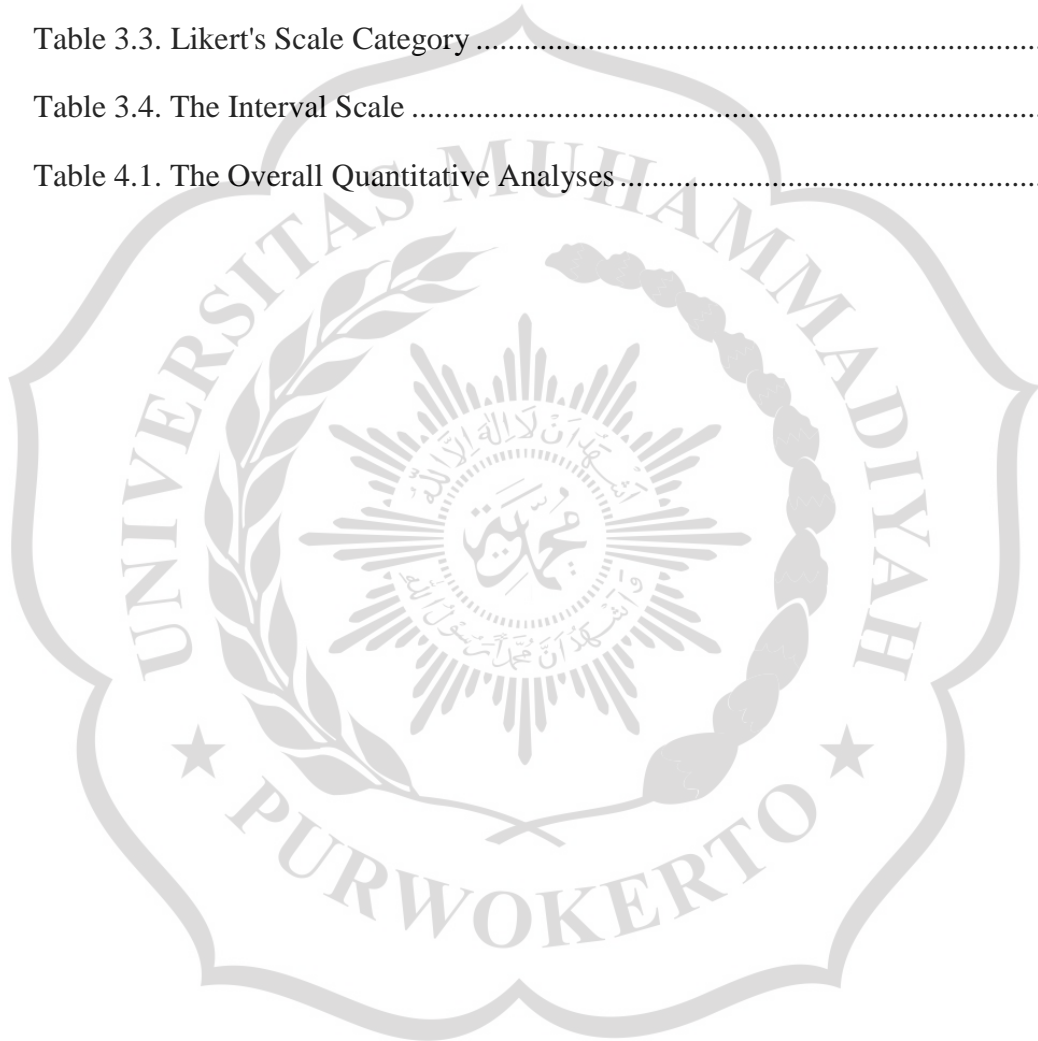
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ABSTRACT

This survey study investigates the students' anxiety about speaking English. It involved 18 fifth-semester students of the English Education Department at the Muhammadiyah University of Purwokerto. Distributed through Google Forms, its primary collected data instrument was a closed questionnaire which consisted of 15 statements and which was adapted from the final version of the Public Speaking Class Anxiety Scale (PSCAS) (Yaikhong & Usaha, 2012). The results of the quantitative analyses indicated that the students experienced anxiety when speaking in English (70.2%). The results illustrated that students deemed internal and external factors to have influenced their speaking anxiety. In terms of the internal factors, fear of making mistakes (82.2%) was the most influential factor causing student anxiety, while lack of motivation (46.6%) was the lowest factor. Regarding the external factors, lack of preparation (82.2%) was the most influential factor causing student anxiety. Lack of vocabulary (56.6%) was the lowest factor that caused anxiety in students speaking English. This study deemed that teachers' demanding classroom activities and students' beliefs their own speaking competencies may have affected their anxiety as well. With reference to the result of this study, lecturers should be aware of the factors causing students' speaking anxiety as it will affect their understanding and speaking performance.

Keywords: Students' English speaking, speaking anxiety