

ABSTRACT

Prastika, Iyastin. 2023. An Analysis of Students' Speaking Anxiety Factors in English Foreign Language (EFL) (A Case Study at SMK Islam Bina Khalifah Bangsa). An Undergraduate Thesis. English Education Study Program, Teacher Training and Education Faculty. Universitas Muhammadiyah Metro. Advisor (1) Amirudin Latif, M.Pd (2) Drs. H. Bambang Eko Siagiyanto, M.pd.

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This study aims to find out the kinds of student anxiety experienced by students when speaking in English and to uncover the factors that trigger this anxiety at SMK IB Khalifah Bangsa. The benefits of this study are to assist students in overcoming anxiety when speaking English and to provide insights to teachers regarding the factors that can influence students' anxiety in speaking English.

This research employs a qualitative research method with a case study approach. The researcher selected one class of eleventh-grade Pharmacy students at SMK IB Khalifah Bangsa, consisting of 16 students, as the research subjects. In the data collection process, the researcher utilized observation, questionnaires, and interviews. Data analysis consists of three main stages: data reduction, data presentation, and verification of conclusions drawn.

From the data analysis, the researcher concluded several findings regarding the factors of student anxiety in speaking English at SMK IB Khalifah Bangsa as follows: First, there are various types of anxiety experienced by students when speaking English in the eleventh-grade Pharmacy class at SMK IB Khalifah Bangsa, which can be categorized based on Asparanita's theory as State Anxiety, Trait Anxiety, and specific situational anxiety. Second, there are six factors that contribute to student anxiety in learning to speak English in the eleventh-grade Pharmacy class at SMK IB Khalifah Bangsa, in line with Jeffrey's theory (2020), which are: (1) Self-prediction toward fear (2) Irrational faith (3) Over-sensitivity toward threat (4) The sensitivity of anxiety (5) Wrong attribution body signal (6) Low self-efficacy. The results of this study can also serve as a basis for further research on English speaking anxiety and how to create an environment and strategies that support better learning.