

Students' Perception on Their Source of Speech Anxiety in Speaking Class

SKRIPSI

*Presented to English Department Study Program Letters and Culture Faculty
As Partial Fulfillment of the Requirements for the Bachelor Degree of Education*

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Gorontalo, ,2018



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
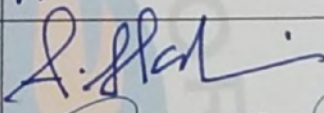
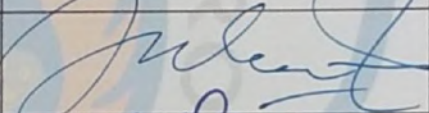
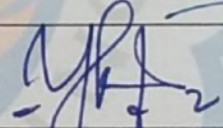
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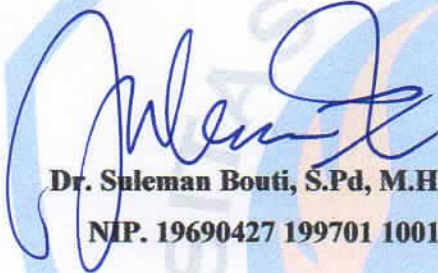
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Abstract

M. Nugraha Aditya Wikarta, 2018. *Students' Source of Speech Anxiety in Speaking Class Skripsi.* English Department. Letters and Culture Faculty. State University of Gorontalo. **Principle Supervisor: Dr. Suleman Bouti, M. Hum and Co-Supervisor: Yusna Bantulu, S.Pd, M.A**

Speech anxiety in speaking class is one of phenomenon that mostly happen to the students of English as a foreign language learner. Based on Young (1991) who stated that students' source of speech anxiety divided into four sources; classroom atmosphere, low of self-esteem, foreign language learner, and error correction. This research investigated and described about the phenomena of students' source of speech anxiety in the speaking class by using students' individual experience about the class it-self. This research was a qualitative study, by using phenomenological approach which is investigating and describing individual reaction and perception about students' experience about speech anxiety in speaking class. This research was taken data by interviewing eight participants who is taken from English department students of State university of Gorontalo. Those students were the student who got C and D in their achievement of the previous speaking class. Based on the result of this research, those four sources generally give impact to students' speech anxiety, furthermore, classroom atmosphere was the source that give the most influence to students' anxiety in speaking class, especially, the lecturer role. The participants were expecting the comfort class with lower of anxiety and pressure. The teaching method need to be more fun and suitable for each student.

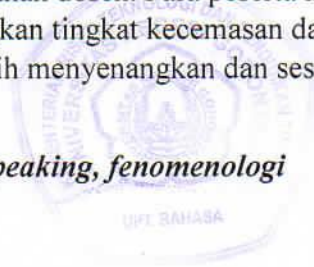
Keyword: *speech anxiety, speaking class, phenomenology*

ABSTRAK

M. Nugraha Aditwa Wikarta 2018. *Sumber Kecemasan Siswa Dalam Berbicara di Kelas Speaking*. Skripsi. Jurusan Bahasa Inggris, Fakultas Sastra dan Budaya, Universitas Negeri Gorontalo. **Pembimbing I: Dr. Suleman Bouti, M. Hum dan Pembimbing II: Yusna Bantulu, S. Pd., MA.**

Kecemasan berbicara dalam kelas *speaking* adalah salah satu fenomena yang paling sering terjadi pada mahasiswa Jurusan Bahasa Inggris sebagai pembelajar Bahasa asing. Young (1991) menyatakan bahwa sumber kecemasan siswa dalam berbicara dibagi kedalam empat sumber: atmosfir kelas, percaya diri yang rendah, pembelajar Bahasa asing, dan koreksi kesalahan. Penelitian ini menyelidiki dan menjelaskan fenomena sumber kecemasan mahasiswa dalam berbicara dengan menggunakan pengalaman masing-masing siswa mengenai kelas itu sendiri. Penelitian ini adalah sebuah penelitian kualitatif, dengan menggunakan pendekatan fenomenologi yang menginvestigasi dan menjelaskan reaksi dan persepsi mahasiswa tentang pengalaman mereka mengenai kecemasan dalam berbicara di kelas *speaking*. Data dalam penelitian ini diambil melalui wawancara dengan delapan orang mahasiswa jurusan Bahasa Inggris Universitas Negeri Gorontalo. Mereka adalah para mahasiswa yang mendapatkan nilai C dan D dalam kelas *speaking* sebelumnya. Penelitian ini mengungkapkan bahwa keempat sumber kecemasan tersebut biasanya berdampak dengan mempengaruhi kecemasan siswa dalam berbicara. Atmosfir kelas menjadi sumber kecemasan yang berkontribusi paling besar terhadap kecemasan siswa dalam berbicara di kelas *speaking*, khususnya peranan dosen. Para peserta mengharapkan kelas yang nyaman yang mampu menurunkan tingkat kecemasan dan tekanan yang mereka hadapi. Metode mengajar harus lebih menyenangkan dan sesuai untuk masing-masing siswa.

Kata kunci: kecemasan berbicara, kelas speaking, fenomenologi



Motto and Dedication

“As a human, you need your own shark chasing behind you. Not too big that will eat you, but not too small that keep you steady. Big enough to keep you running”

Keenan Pearce, Axelerate The Series,
2016

“Sometime, a perfectionist needs a messy desk for a thousand imperfect work. The right time to start is now, the right action to do is do.”

Aditya Wikarta

To my Beloved Mother and Father and Brothers
The Brotherhood of English Department
&My Almamater
State University of Gorontalo

Preface

All praise to Allah, the highest gratitude of myself for All that I have done in concluding this Skripsi. All invocation belong to the most heroic man of this world, the last prophet Muhammad SAW who spread out the light of all knowledge. I do recognize myself, it is so hard to finish this work without Allah's Power. By this time, I written this Skripsi to fulfill the academic level of Bachelor of Education of English Department, State University of Gorontalo.

The gratefulness I dedicated to my advisors, Dr. SulemanBouti, M.Humas Principle Supervisor and YusnaBantulu, S.Pd, M.Pd and Moh. Syahrin Ibrahim, S.Pd, M.Edas the co-supervisor who always guides and gives me the problem solving till my work is done flawlessly. I thank for every second of your life which you spent on me in order to create my very first work of research. My gratitude also belong to the examiners for All the constructive suggestions in detailed of every pages of mine whom the first examineris Nurlaila Husain, S.S, M.Pd and Dr. Abid, S.S, M.Ed TESOL as the second examiner.

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In Conclusion, My Overwhelming debt of thanks were the all contributors to this research.

This work never been written without their effort. Moreover, I Believe, humanly, the constructive suggestions are needed in order to evolve this work particularly in English Education field.

Gorontalo, 2018

M. NugrahaAditya Wikarta

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