

ABSTRACT

Rahman Ahrizal, 2021. An Analysis of Students' Anxiety Factors in Speaking English at SMAN 1 Alalak Kab. Barito Kuala. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dr. Hj. Nida Mufidah, M.Pd (II) Sovia Rahmaniah, M.Pd

Keywords: Factors of Speaking Anxiety, Descriptive Qualitative Research, Speaking, Speaking Anxiety.

English is considered to be one of the most important language in the world. One of the reason is that English is spoken as the first language in many country. Every students has a different mental condition in speaking English, a few students can speak unhesitatingly in front of the class, and there are likewise students who can't communicate in English because they fell embarrassed and nervous.

This study aims to find out the kinds of student anxiety in speaking English and to identify the factors caused students' anxiety in speaking English at SMAN 1 Alalak Kab. Barito Kuala. The objectives of this study are able to help students' problem in speaking English and the teacher can find out the cause of students' anxiety in speaking English

This research used qualitative research method with case study approach. The researcher chose the twelfth grade in class MIA 1 at SMAN 1 Alalak which consists 28 students and the teacher. In collecting the data, the researcher used observation and interview. The observation was used to identify the students who have anxiety in speaking English. The interviews were conducted with the teacher and students.

From the data analysis, the researcher found some conclusion of students' anxiety factors in speaking English at SMAN 1 Alalak as follows: first, there were kinds of anxiety that students have in speaking English at the twelfth grade of SMAN 1 Alalak based on Elis theory, they are State Anxiety and Trait Anxiety. Second, there were three factors caused the students' anxiety in learning speaking English at the twelve grade in class XII MIA 1 at SMAN 1 Alalak based on Horwitz (2011) theory, they are: (1) communication apprehension, (2) test anxiety and (3) fear of negative evaluation.