

**SPEAKING ANXIETY IN EFL CLASSROOM AMONG TENTH  
GRADERS OF SMA MUHAMMADIYAH 3 YOGYAKARTA**

**S1 THESIS**



By  
Resti Oktorini  
1700004119

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS AHMAD DAHLAN  
YOGYAKARTA  
2024**

**SPEAKING ANXIETY IN EFL CLASSROOM AMONG TENTH  
GRADERS OF SMA MUHAMMADIYAH 3 YOGYAKARTA**

**S1 THESIS**

Submitted to the Faculty of Teacher Training and Education  
Universitas Ahmad Dahlan Yogyakarta as a Partial Fulfillment of the Requirements  
for the Attainment of *Sarjana Pendidikan*



By

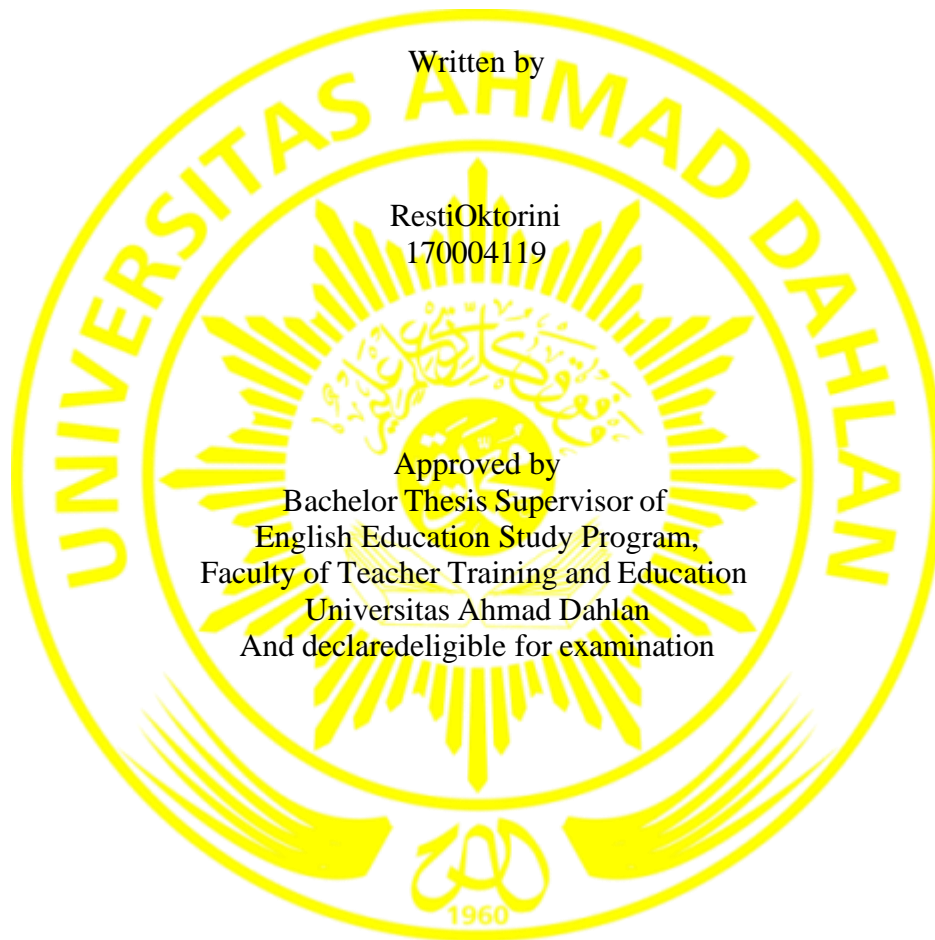
Resti Oktorini

1700004119

**ENGLISH EDUCATIONSTUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS AHMAD DAHLAN  
YOGYAKARTA**

**2024**

**SPEAKING ANXIETY IN EFL CLASSROOM AMONG TENTH  
GRADERS OF SMA MUHAMMADIYAH 3 YOGYAKARTA**



Written by

RestiOktorini  
170004119

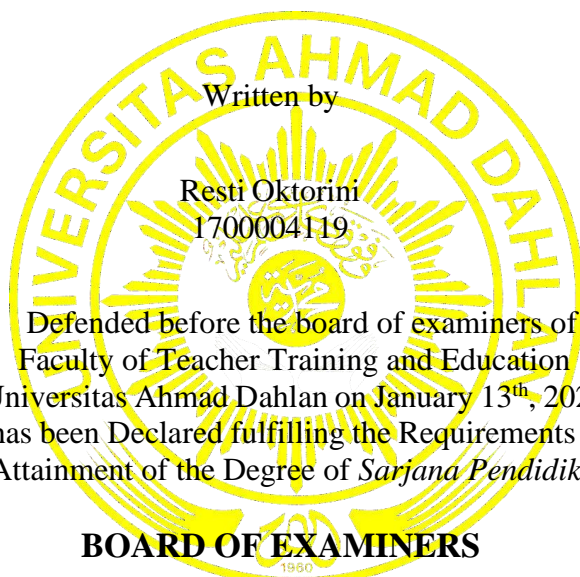
Approved by  
Bachelor Thesis Supervisor of  
English Education Study Program,  
Faculty of Teacher Training and Education  
Universitas Ahmad Dahlan  
And declared eligible for examination

Supervisor,

Soviyah, M.Hum  
NIY 60010216.

# BACHELOR THESIS

## SPEAKING ANXIETY IN EFL CLASSROOM AMONG TENTH GRADERS OF SMA MUHAMMADIYAH 3 YOGYAKARTA



Written by

Resti Oktorini  
1700004119

Defended before the board of examiners of  
Faculty of Teacher Training and Education  
Universitas Ahmad Dahlan on January 13<sup>th</sup>, 2024  
and has been Declared fulfilling the Requirements for the  
Attainment of the Degree of *Sarjana Pendidikan*

### BOARD OF EXAMINERS

1. Chief Examiner : Soviyah, S.Pd.,M.Hum.
2. Examiner I : Dr. Fauzia, M.A.
3. Examiner II : Muh Saeful Effendi, M.Pd.B.I.

.....  
.....  
.....

Yogyakarta, January 25<sup>th</sup>, 2024

Faculty of Teacher Training and Education  
Universitas Ahmad Dahlan Dean,



Muhammad Sayuti, M.Pd., M.Ed., Ph.D.  
NIPM 19710317 201601 111 0763796

## PERNYATAAN TIDAK PLAGIAT

Yang bertanda tangan di bawah ini:

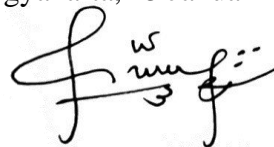
Nama : Resti Oktorini  
NIM : 1700004119  
Email : restioktorini6@gmail.com  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Tesis : Speaking Anxiety in EFL Classroom among Tenth  
Graders of SMA Muhammadiyah 3 Yogyakarta

### Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah mendapatkan gelar keserjanaan baik di Universitas Ahmad Dahlan maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian dan implementasi saya sendiri, tanpa bantuan pihak lain kecuali arahan pembimbing akademik dan narasumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diujikan yangtelah diketahui dan di setujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka sayabersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Ahmad Dahlan.

Yogyakarta, 25 Januari 2024



Resti Oktorini

## PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : Resti Oktorini  
NIM : 1700004119  
Email : restioktorini6@gmail.com  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris

Judul tugas akhir : Speaking Anxiety in EFL Classroom among  
Tenth Graders of SMA Muhammadiyah 3  
Yogyakarta

Dengan ini saya menyerahkan hak *sepenuhnya* kepada Perpustakaan Universitas Ahmad Dahlan untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut

Saya (~~mengijinkan/tidak mengijinkan~~)\* karya tersebut diunggah ke dalam Repository Perpustakaan Universitas Ahmad Dahlan.

Demikian pernyataan ini saya buat dengan sebenarnya.

Yogyakarta, 25 Januari 2024  
Peneliti



Resti Oktorini

Mengetahui  
Dosen Pembimbing



Soviyah, S.Pd., M.Hum  
NIY.60010216

MOTTO

❖ **“If you don't give up, you still have a chance”.**

(JackMa)

## DEDICATION

Especially, this thesis is dedicated to:

1. Thanks to **Allah SWT**, for all the blessings and mercy that have been given.
2. My beloved parents (**Munanto and Umiyati**) have loved, given prayers, and provided support to be able to finish this thesis.
3. My beloved sister, **Melisa Andani** has given support.
4. My Supporting system is **Mr. J** who has given me love, and encouragement and accompanied me in many activities.
5. My friends **ZahrotulFitri, ElmawaddahErsya, ErlinaNur'aini, Anwar Zami'syah, HendriAuliaNugraha, DitaNuurAnnisaa, Mega Sari and AuliaRahmadhani** who have coloured my life while studying at UAD.



## ACKNOWLEDGEMENT

Bismillahirrohmanirrohim

The researcher expresses praise and gratitude to Allah SWT because it was only by His mercy and grace that the author was able to finish the thesis titled "*Speaking Anxiety in EFL Classroom among Tenth Graders of SMA Muhammadiyah 3 Yogyakarta.*" The researcher had many obstacles while completing the research and writing this thesis, but with the assistance, support, and direction of various individuals, this thesis was finally able to be finished. The researcher is aware that it might have flaws. Therefore, the researcher requests constructive criticism and suggestions. Furthermore, *Salawat and Salaam* may always be devoted to the Prophet Muhammad SAW. In the opportunity, the researcher offers gratitude to:

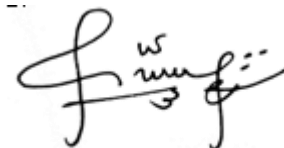
1. **Dr. Muchlas, M.T.**, as Rector of Universitas Ahmad Dahlan.
2. **Muhammad Sayuti, M.Pd., M.Ed., Ph.D.**, as the Dean Faculty of Teacher Training and Education.
3. **Sucipto, M.Pd., B.I., Ph.D.**, as Head of the English Education Study Program has provided direction and motivation to researchers and other friends to be able to complete the study;
4. **Soviyah, S.Pd., M.Hum**, as Thesis Advisor who has given time, valuable suggestions, and also corrections for errors during the process of writing this thesis;
5. **All lecturers of the English Education Department of Ahmad Dahlan University**, who have given me insight and experience during my study;
6. **All staff of Ahmad Dahlan University** who has helped a lot in administrative matters;
7. **Fitri Sari Sukmawati, M.Pd.**, as the principal of SMA Muhammadiyah 3 Yogyakarta, has permitted researchers to collect data at the school.
8. **Eka Wahyu Saputra, S.Pd.**, as an English teacher of SMA Muhammadiyah 3 Yogyakarta, has helped researchers a lot during the research process.
9. **All staff of SMA Muhammadiyah 3 Yogyakarta**, who have assisted in

obtaining research permits.

10. **All tenth-grade students of SMA Muhammadiyah 3 Yogyakarta for the Academic Year of 2022-2023.** In this case, have agreed to become research respondents.
11. **All staff PDM Kota Yogyakarta,** who have assisted with research permits for researchers to be able to conduct research in Muhammadiyah institutions, especially SMA Muhammadiyah 3 Yogyakarta.
12. And all parties who have helped researchers in this thesis, whose names cannot be mentioned here one by one.

Wish Allah SWT gives His blessing to all of you. And finally, the researcher realizes that this undergraduate thesis is not perfect enough. However, the researcher hopes that this thesis will be useful for further similar research and for readers in general.

Yogyakarta, 02 June 2023



Resti Oktorini

## TABLE OF CONTENT

COVER .....	i
COVER .....	ii
APPROVAL PAGE.....	iii
RATIFICATION PAGE.....	iv
PERNYATAAN TIDAK PLAGIAT.....	v
PERNYATAAN PERSETUJUAN AKSES .....	vi
MOTTO.....	vii
DEDICATION .....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENT .....	xi
TABLE OF APPENDICES .....	xii
LIST OF FIGURES .....	xiii
LIST OF TABLES.....	xiv
ABSTRACT .....	xv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study .....	1
B. Identification of the Study .....	4
C. The limitation of the Study.....	5
D. Formulation of the Study .....	5
E. Objective of the Study .....	5
F. Significance of the Study.....	5
G. Operational Definition .....	6
CHAPTER II LITERATURE REVIEW .....	7
A. Review of the Previous Studies .....	7
B. Theoretical Review.....	10
C. Conceptual framework .....	17
CHAPTER III RESEARCH METHOD .....	19
A. Research design .....	19
B. Research Setting .....	19
C. Research Populations and Samples.....	19

D. Research Instrument .....	20
E. Data Collecting Technique .....	22
F. Data Analysis Technique .....	22
G. Validity and Reliability.....	25
H. Research Procedure .....	25
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....	27
A. Finding.....	27
B. Discussion.....	42
C. Implication of the Study .....	46
D. Limitation of the Study.....	47
CHAPTER V CONCLUSION AND SUGGESTION.....	48
A. Conclusion .....	48
B. Suggestion .....	49
REFERENCES .....	50
APPENDICES .....	57

### **TABLE OF APPENDICES**

Appendix 1. 1 Data on The Subject of The Research.....	57
Appendix 1. 2 Questionnaire .....	58
Appendix 1. 3 Research Questionnaire Form.....	59
Appendix 1. 4 Lembar Kuesioner Penelitian.....	62
Appendix 1. 5 Interview Guideline In English .....	65
Appendix 1. 6 Interview Guideline InIndonesia .....	66
Appendix 1. 7 The Questionnaire Results .....	67
Appendix 1. 8 Transcript Form Interview .....	76
Appendix 1. 9 Illustration of Students Interview .....	83
Appendix 1. 10 Surat Izin Penelitian .....	85

## LIST OF FIGURES

Figure 1 Conceptual Framework .....	17
Figure 2 Illustration of students filling out questionnaires and interviews .....	27
Figure 3 Three Speaking Anxiety Factors.....	33
Figure 4 The Categorization of Level of Students' Anxiety in Percentage.....	35

## LIST OF TABLES

Table 1 Research Respondent.....	20
Table 2 Questionnaire Measuring Foreign Language Learning Anxiety .....	21
Table 3 Likert's Scores taken by Horwitz et al. (1986) .....	23
Table 4 The Categorization of the Ideal Mean.....	23
Table 5 The percentage of respondents of Tenth graders at SMA Muhammadiyah 3 Yogyakarta who were categorized by gender.....	28
Table 6 shows the percentage of respondents of Tenth graders at SMAMUHAMMADIYAH 3 Yogyakarta who were categorized by age .....	28
Table 7 Questionnaire Results of Communication Apprehension.....	30
Table 8 Questionnaire results of fear of negative evaluation .....	31
Table 9 Questionnaire results of Test-Anxiety .....	32
Table 10 Descriptive Statistics of the Students' Anxiety Level.....	33
Table 11 Classification of Anxiety Level .....	34
Table 12 The Categorization of Level of Students' Anxiety.....	34
Table 13 list of students' interview .....	36

Resti Oktorini 2023 “Speaking Anxiety in EFL Classroom among Tenth Graders of SMA Muhammadiyah 3 Yogyakarta.” Thesis. Yogyakarta: Ahmad Dahlan University.

### **ABSTRACT**

Speaking is one of the basic skills used to communicate with other people. Being the first foreign language introduced at school is of course something that still often causes anxiety among Indonesian students. Therefore, a study was conducted to determine the perceptions of Indonesian English students at SMA Muhammadiyah 3 Yogyakarta regarding the anxiety they experience when speaking a foreign language. This study has two main objectives, namely to find out the level of foreign language anxiety felt by Indonesian students, especially in private schools in Yogyakarta, when speaking English in an EFL classroom and to find the reasons for the foreign language anxiety felt by Indonesian students, especially private schools in Yogyakarta, when speaking English in EFL classroom.

This study used a mixed methods research design; the data were collected through the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and interview, and both quantitative and qualitative methods were used for analysis. The respondents of this study were tenth graders of a private school in Yogyakarta consisting of 98 students, 52 males, and 46 females.

The results of the questionnaire analysis showed the level of anxiety, that of the 98 students who were respondents, sixty-two students (63.3%) had a moderate level of anxiety, twenty-three students (23.3%) had a high level of anxiety, twelve students (12.2%) had a low level of anxiety, one student (1%) had a very low level of anxiety, and no students had a very high level of anxiety (0.0%). Meanwhile, the results of the interview analysis show the reasons that contribute to students' anxiety in English, including lack of self-confidence, feeling embarrassed and nervousness, grammatical errors, lack of preparation, being laughed at by other people, limited vocabulary, and fear of making mistakes.

**Keywords:** *EFL Classroom, Indonesian Students, Speaking Anxiety.*