

UNDERGRADUATE THESIS

**STUDENTS' ANXIETY IN ENGLISH PRESENTATION ACTIVITIES
AT TENTH GRADE STUDENTS OF SMA NEGERI 1 SIDOARJO**



By

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**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS AIRLANGGA
SURABAYA**

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**Submitted in Partial Fulfillment of the Requirements for the Sarjana Degree
of English Department Faculty of Humanities Universitas Airlangga**

By

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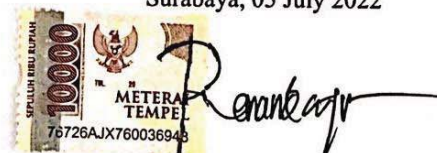
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Cintassa Agni Renanda

121811233015

**I DEDICATE THIS THESIS TO MY FAMILY AND
EVERYONE WHO LOVES AND SUPPORTS ME**

APPROVAL SHEET

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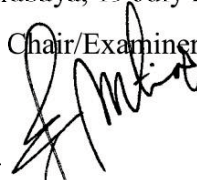
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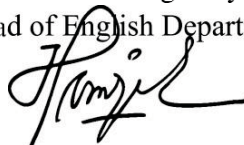
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ACKNOWLEDGEMENTS

First and foremost, I would like to express my sincerest gratitude to Allah SWT, for the good health and blessing that were necessary to complete this undergraduate thesis entitled: Students' Anxiety in English Presentation Activities at Tenth Grade Students of SMA Negeri 1 Sidoarjo. This thesis also benefited greatly from the support of many people, some of whom I would sincerely like to acknowledge here.

To begin with, I am deeply grateful to my thesis advisor Salimah, S.S., M.Ed. for always giving me her precious time to comment, advise, and guide my work over a semester with all of the motivation that has made me able to finish this undergraduate thesis.

Then, I would like to express my gratitude to Dr. Layli Hamida, M.Hum., who has been my academic advisor during my college. I am also forever indebted to all of the English Department faculty members who have kindly shared their expertise, sincere and valuable guidance, as well as encouragement throughout my study.

My deepest thank also goes to all of the tenth-grade students of SMA Negeri 1 Sidoarjo who has given the time to participate in this study.

I would like to show my greatest thanks to my adoring family. For my mom and father, I would like to say thank you for all of your priceless support, uncountable prayer, attention, patience, and motivation. For my sister and brother, thank you for always supporting and entertaining me. You both are my forever best

friends. I thank my family for convincing me that I can pass all of the ups and downs in the process of making this undergraduate thesis.

Furthermore, I would like to thank all of my dearest friends who have been there for me during the writing process. Thank you for always supporting me mentally and physically.

Last but not least, I want to thank me for believing in me, for doing all this hard work, for having no days off, for never quitting, and for just being me at all times.

Surabaya, 05 July 2022

The Writer

**QUE SERA, SERA
WHATEVER WILL BE, WILL BE
THE FUTURE IS NOT OURS TO SEE**

-Jay Livingston and Ray Evan

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ABSTRAK

Kecemasan saat melakukan presentasi dalam bahasa Inggris adalah fenomena yang sering ditemui dan dapat dialami oleh pembelajar bahasa asing. Mengetahui bahwa kegiatan presentasi sangat penting dalam dunia pendidikan dan pekerjaan, siswa diharapkan mampu menguasai keterampilan berbicara. Penelitian ini bertujuan untuk menguji tingkat kecemasan siswa dalam kegiatan presentasi bahasa Inggris. Penelitian ini juga bertujuan untuk mengungkap akar penyebab kecemasan siswa dalam kegiatan presentasi bahasa Inggris dengan menggunakan teori kecemasan berbahasa asing yang dikemukakan oleh (Horwitz, Horwitz, and Cope 1986). Penelitian ini menggunakan pendekatan kuantitatif dengan menyebarkan kuesioner kepada 42 siswa kelas sepuluh SMA Negeri 1 Sidoarjo. Kuesioner “*Public Speaking Class Anxiety Scale*” yang dirancang oleh Yaikhong and Usaha (2012) digunakan dalam penelitian ini. Selain itu, penelitian ini juga mewawancarai 8 siswa untuk mendapatkan penjelasan yang lebih mendalam tentang tanggapan kuesioner mereka. Dengan menghitung persentase dan skor rata-rata, penelitian ini menemukan bahwa 42.85% siswa memiliki tingkat kecemasan sedang. Selanjutnya, di antara empat akar kecemasan, ketakutan berbicara ($M= 24.3$) muncul sebagai akar yang paling memicu kecemasan pada mayoritas siswa kelas sepuluh diikuti oleh ketakutan akan evaluasi negatif ($M= 23.0$), kecemasan ujian ($M= 22.3$), dan kenyamanan dalam berbicara bahasa Inggris ($M= 21.3$). Selain itu, berdasarkan hasil wawancara, kurangnya rasa percaya diri siswa, gugup, dan kurangnya persiapan terbukti menjadi penyebab paling banyak yang membuat siswa mengalami ketakutan berbicara.

Kata Kunci: *Kecemasan berbahasa asing, Pelajar EFL, Presentasi*

ABSTRACT

Anxiety during an English presentation activity is a phenomenon that is often encountered and can be experienced by foreign language learners. Knowing that presentation activities are very important in the world of education and work, students are expected to be able to master speaking skills. This study is aimed at examining the level of students' anxiety in English presentation activities. This study also intended to reveal the root causes of students' anxiety in English presentation activities by utilizing the foreign language anxiety theory proposed by (Horwitz, Horwitz, and Cope 1986). This study employed a quantitative approach by distributing questionnaires to 42 tenth-grade students of SMA Negeri 1 Sidoarjo. "Public Speaking Class Anxiety Scale" (PSCAS) questionnaire developed by Yaikhong and Usaha (2012) was utilized in this study. Moreover, this study also interviews 8 students to get more in-depth explanation of their questionnaire responses. By calculating the percentage and mean score, this study discovered that 42.85% of students had a moderate level of anxiety. Furthermore, among four roots, communication apprehension (M= 24.3) comes out as the most anxiety-inducing root in the majority of tenth-grade students followed by fear of negative evaluation (M= 23.0), test anxiety (M= 22.3), and comfort in speaking English (M= 21.3). In addition, based on the interview results, students' lack of confidence, nervousness, and lack of preparation were proven to be the most causes that make students suffer from communication apprehension.

Keywords: *EFL learners, Foreign language anxiety, Presentation*