

**A STUDY OF STUDENTS' CONFIDENCE AND ANXIETY IN ORAL
PERFORMANCE AMONG INDONESIAN LEARNERS OF ENGLISH**

**A Thesis Presented as a Partial Fulfillment of the Requirement to Obtain
the Bachelor Degree in the English Linguistics Study Program**



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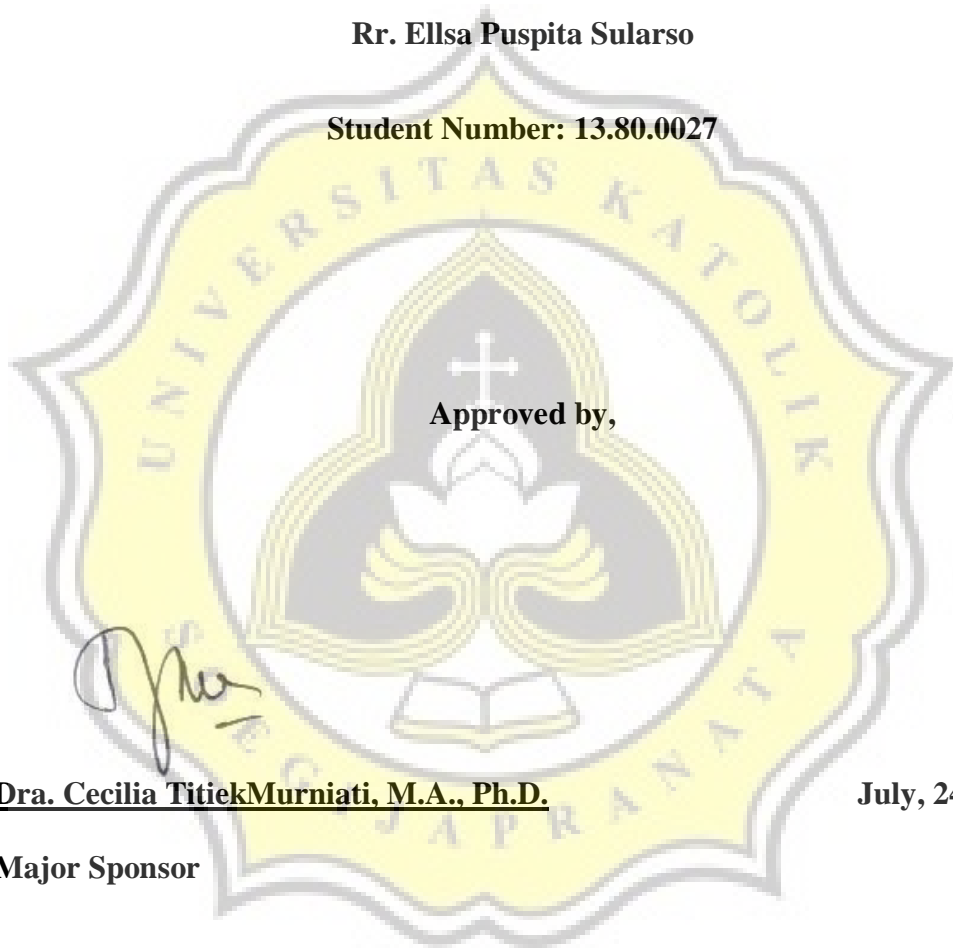
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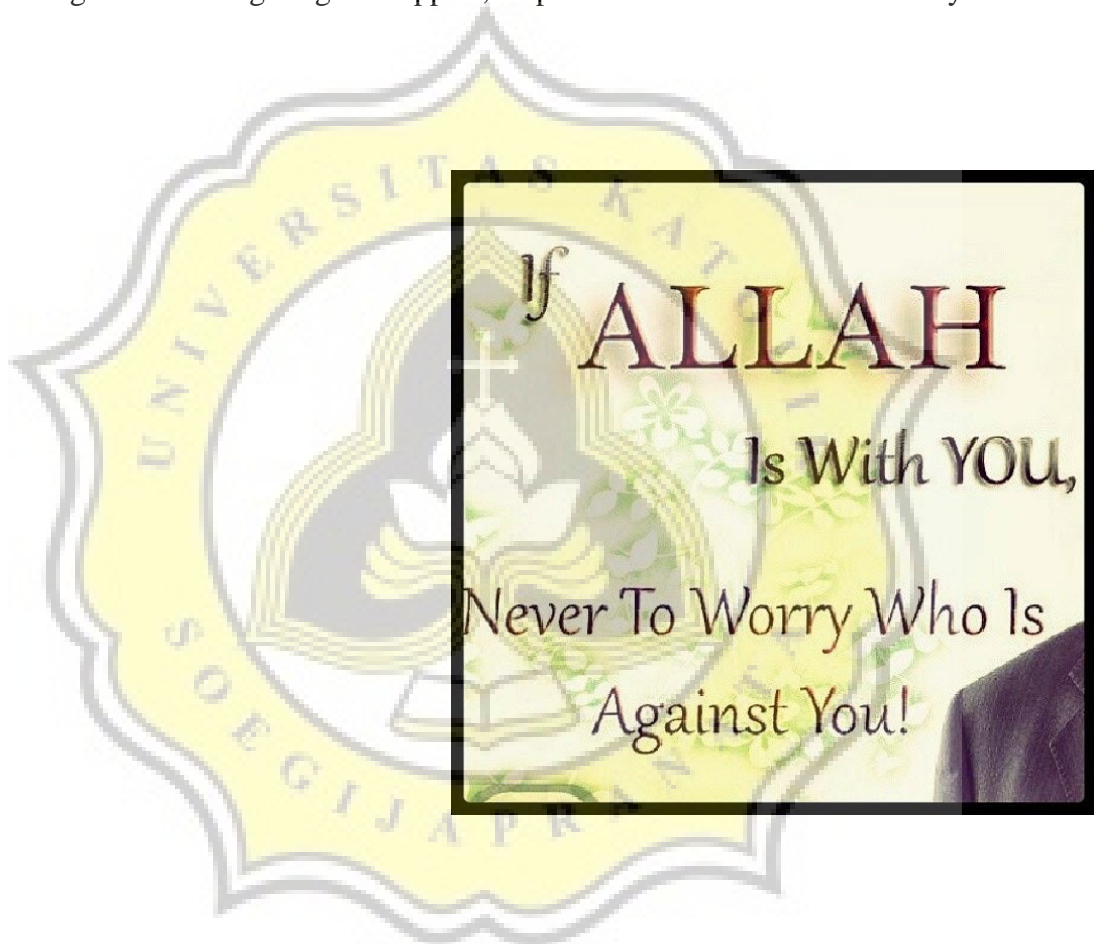
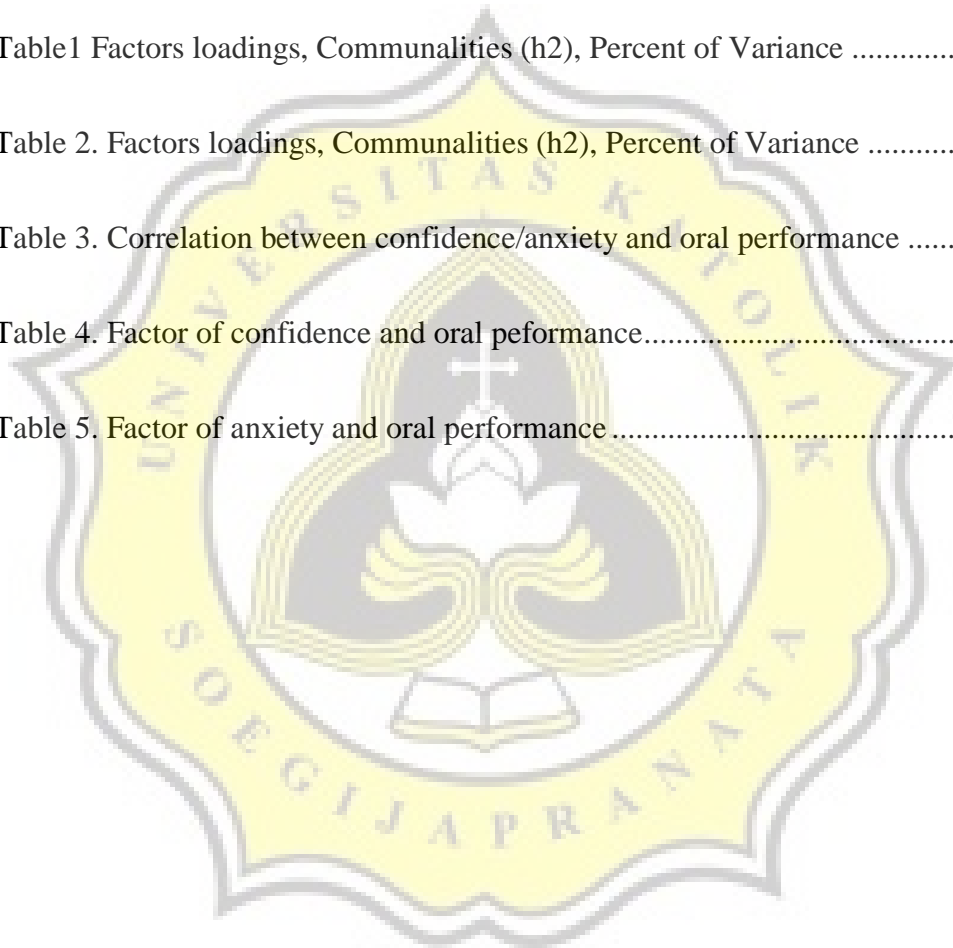


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ABSTRACT

Speaking is one of the most important skills in English. However, students in Indonesia who learn English as their major sometimes feel nervous when they are asked to speak English in front of class. There are some factors that influence them in speaking. The purpose of this study is to analyze whether anxiety and self-confidence affect students in oral performance, to know the kind of challenges they faced in speaking class and to know what kind of strategies they make in increasing their speaking skill. The data were taken from 45 freshmen in Faculty of Language and Arts, Soegijapranata Catholic University. The analysis used in this study is mixed method. To collect quantitative data, the writer distributed the questionnaires about confidence and anxiety. The next step, the writer analyzed quantitative data using factor analysis and correlation in SPSS. The result shows that there are three factors that influence in speaking anxiety and confidence. The main factors for anxiety are criticism, communication and examination, while language potential, situation and communication are the main aspects for confidence. The findings of this study indicated that the more anxious the students were, the lower their speaking scores were. The writer also interviewed some students. From the interview, the writer found that there were some reasons why students were nervous in speaking. The reasons why students were anxious and had lack of self confidence were lack of English fluency, lack of practice, unpleasant academic environment, lecturers and peers. There are some strategies to increase their speaking skill. They are; learn more about grammar and vocabularies, watching a movie, reading many books, practice a lot, and listening to music.

ABSTRAK

Speaking merupakan salah satu komponen terpenting dalam bahasa Inggris. Namun, siswa-siswa di Indonesia yang belajar bahasa Inggris terkadang merasa gugup saat diminta untuk berbicara di depan kelas. Ada beberapa factor yang mempengaruhi siswa dalam berbicara. Tujuan dari studi ini adalah untuk menganalisa apakah kekhawatiran dan kepercayaan diri mempengaruhi siswa dalam *oral performance*, untuk mengetahui tantangan-tantangan apa saja yang siswa hadapi ketika berbicara bahasa Inggris, dan untuk mengetahui strategi apa yang membuat siswa dapat meningkatkan kemampuan *speaking* mereka. Data diambil dari 45 siswa Fakultas Bahasa dan Seni angkatan 2016 di Universitas Katolik Soegijapranata. Studi ini menggunakan analisa campuran, kuantitatif dan kualitatif. Untuk kuantitatif, penulis menyebarkan 4 kuesioner tentang kekhawatiran dan kepercayaan diri dalam *speaking*. Langkah selanjutnya, penulis menganalisa data menggunakan faktor analisis dan korelasi dalam SPSS. Dari hasil analisa menunjukkan bahwa ada 3 faktor utama yang mempengaruhi *anxiety* dan *confidence*. 3 faktor utama dalam *anxiety* adalah *criticism*, *communication* dan *examination* sedangkan *language potential*, *situation* dan *communication* adalah faktor-faktor utama dalam *confidence*. Hasil lainnya adalah semakin tinggi tingkat kekhawatiran siswa, maka semakin rendah pula nilai *speaking* yang mereka dapat. Penulis juga mewawancarai beberapa siswa dari angkatan 2016. Dari hasil wawancara ditemukan bahwa ada beberapa alasan yang melatar belakangi siswa gugup saat berbicara bahasa Inggris. Beberapa alasan tersebut adalah kurangnya penguasaan kelancaran dalam bahasa Inggris, kurangnya latihan berbicara dalam bahasa Inggris, situasi kelas yang kurang kondusif, dosen, dan lawan bicara. Adapun beberapa strategi yang dapat meningkatkan kemampuan mereka dalam berbicara, antara lain belajar mengenai grammar dan kosakata, menonton film, membaca banyak buku, rajin berlatih dan mendengarkan musik.