

ABSTRACT

Meirasanti, Advensia Glori. (2019). *ELESP Students' Speaking Anxiety in Impromptu Speech in Critical Listening and Speaking II class*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Speaking is the one of the important skills especially for students of the English Departments. One of the obligatory speaking subjects in ELESP of USD is Critical Listening and Speaking II class. In Critical Listening and Speaking II class, students are expected to speak confidently and fluently. One of the activities that can help the students to improve their speaking skill is impromptu speech. The students are expected to deliver speech in the form of English impromptu speech in front of the class. However, delivering English impromptu speech in front of the class becomes the cause of anxiety for students.

This research was aimed to find out the factors that caused students' speaking anxiety in Critical Listening and Speaking II class and give strategies in controlling and reducing students' speaking anxiety in Critical and Listening II class. There were two research questions proposed in this research, (1) "What were the factors that caused students' speaking anxiety in Critical Listening and Speaking II B class ?", and (2) "What are the possible suggestions to reduce students' speaking anxiety while performing in Critical Listening and Speaking II class?".

In conducting the research, the researcher used qualitative method. The research participants were students of Critical Listening and Speaking II B class of ELESP of Sanata Dharma University batch 2017 who experienced performing impromptu speeches in the previous speaking classes. In collecting the data, the researcher carried out an observation and an interview.

The result of this research indicated that the factors that caused students' speaking anxiety in Critical Listening and Speaking II B class were namely cognitive factors, psychological factors, social factors and physical factors. Besides that, the result of this research was also used to purpose the possible suggestions to reduce students' speaking anxiety. They were 6 strategies namely preparation, relaxation, positive thinking, peers seeking, resignation, and self-reflection.

Keywords : *ELESP, impromptu speech, speaking anxiety, Critical Listening and Speaking II class*

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Berbicara adalah salah satu keterampilan penting terutama bagi siswa yang berasal dari Jurusan Bahasa Inggris. Salah satu mata kuliah *speaking* wajib di PBI USD yaitu kelas *Critical Listening and Speaking II*. Di kelas *Critical Listening and Speaking II*, siswa diharapkan untuk berbicara dengan percaya diri dan lancar. Salah satu kegiatan yang dapat membantu siswa untuk meningkatkan ketrampilan berbicara mereka adalah *impromptu speech*. Para siswa diharapkan untuk menyampaikan *impromptu speech* berbahasa Inggris di depan kelas. Namun, menyampaikan *impromptu speech* bahasa Inggris di depan kelas menjadi penyebab munculnya kecemasan bagi siswa.

Penelitian ini bertujuan untuk mengetahui faktor-faktor yang menyebabkan kecemasan berbicara siswa mata kuliah *Critical Listening and Speaking II* kelas B dan memberikan strategi dalam mengendalikan dan mengurangi kecemasan berbicara siswa di kelas *Speaking*. Ada dua pertanyaan penelitian yang diajukan dalam penelitian ini, (1) "Apa faktor-faktor yang menyebabkan kecemasan berbicara siswa mata kuliah *Critical Listening and Speaking II* kelas B ?", dan (2) "Apa saran yang mungkin untuk mengurangi kecemasan berbicara siswa saat menampilkan *impromptu speech* di kelas *Critical Listening and Speaking II Class*?".

Dalam melakukan penelitian, peneliti menggunakan metode kualitatif. Partisipan di penelitian adalah mahasiswa mata kuliah *Critical Listening and Speaking II* kelas B PBI Universitas Sanata Dharma angkatan 2017 yang telah melakukan *impromptu speech*. Dalam mengumpulkan data, peneliti melakukan observasi dan wawancara.

Hasil penelitian ini menunjukkan bahwa faktor-faktor yang menyebabkan kecemasan berbicara siswa mata kuliah *Critical Listening and Speaking II* kelas B dipengaruhi oleh empat faktor yaitu faktor kognitif, faktor psikologis, faktor sosial dan faktor fisik. Selain itu, hasil dari penelitian ini juga menemukan saran yang mungkin untuk mengurangi kecemasan berbicara siswa yang disarankan yaitu strategi *preparation, relaxation, positive thinking, peers seeking, resignation and self-reflection*.

Keywords : *ELESP, impromptu speech, speaking anxiety, Critical Listening and Speaking II class*