

**COMPARISON OF STUDENTS' SPEAKING ANXIETY BASED ON
STUDENTS' LEARNING STYLE AT SECOND GRADE OF JUNIOR
HIGH SCHOOL IN SMP N 29 PADANG**

Thesis

*Submitted as Partial Fulfillment of The Requirements to Obtain Bachelor of
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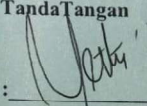
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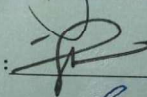
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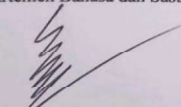
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ABSTRACT

Angela, Yola. (2022). *Comparison of Students' Speaking Anxiety Based on Students' Learning Style at Second Grade of Junior High School in SMP N 29 Padang. Padang: English Department, Faculty of Language and Arts, Universitas Negeri Padang.*

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The aim of this research is to compare the students' speaking anxiety based on students' learning style at second grade of SMP N 29 Padang. It was carried out using descriptive method. In learning style, the result of this research showed almost of 31 students in class VIII.1 of SMP N 29 Padang dominant in "Authority- Oriented" after that they dominant in "Concrete", and just several students who dominant in "Communicative" learning style. Furthermore, based on speaking anxiety level, the result of this research showed almost of all students in class VIII.1 of SMP N 29 Padang dominant in "Anxious" level in the first position and in second position the students dominant in "Mildly Anxious" , but just several students who dominant in "relaxed" speaking anxiety level.

Keywords: *Students' speaking anxiety, Students' Learning Style*

ABSTRAK

Angela, Yola. (2022). *Comparison of Students' Speaking Anxiety Based on Students' Learning Style at Second Grade of Junior High School in SMP N 29 Padang*. Padang: English Department, Faculty of Language and Arts, Universitas Negeri Padang.

Pembimbing: Dr. Havid Ardi, S.Pd., M.Hum.

Penelitian ini bertujuan untuk membandingkan tingkat ketakutan berbicara siswa berdasarkan gaya belajar siswa yang ada di kelas dua dari SMP N 29 Padang. Penelitian ini dilakukan dengan metode deskriptif. Dalam gaya belajar, hasil menunjukkan hampir semua dari 31 siswa di kelas VIII.1 di SMP N 29 Padang lebih dominan di "*Authority-Oriented*" setelah itu mereka dominan di gaya belajar "*Concrete*", dan hanya beberapa siswa yang dominan di gaya belajar "*Communicative*". Selanjutnya, berdasarkan tingkat ketakutan berbicara siswa, hasil menunjukkan hampir dari semua siswa yang ada di kelas VIII.1 SMP N 29 Padang dominan berada di level "*Anxious*" dan selanjutnya di posisi kedua ada "*Mildly Anxious*", hanya beberapa siswa yang dominan di tingkat "*Relaxed*"

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The writer realizes that this thesis is still far from perfection. Therefore, readers are expected to provide constructive criticism and suggestions for this thesis.

Padang, November 2022

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking was an important activity in our live. This activity made us easily to deliver the messages to everyone in the world. It meant that speaking was our way to sent the messages through utterances to did communication with others. Harmer (2007:284) stated that speaking was a skill to did communication fluently and processing the information of the language. In other words speaking was a skill in daily life to conveyed and received the information by did communication.

In modern era, speaking ability was very useful, especially for students who wanted to got more knowledge. It was better if the students were fluent to spoke in English. Usmonov (2020) stated that students should learn English to support them to achieved their goals. In other words, to be fluent in English made the students could searched and got many information about what they wanted from anywhere, because English was an international language that connected people through communication.

Fluent spoke in English was important because English an international language that connected all people in the world. Because of that, our government made the curriculum that English should be learned and mastered by the student start from junior high school until senior high school. But during EFL classroom process many problems happened. According to Nihal (2010) In English foreign language learning process in the classroom, the teacher got many problems,

especially when the teacher asked the students to spoke in English in front of class, it happened because they felt nervous and did not want to speak. It related with the researcher's experienced being an English teacher.

Last year, the researcher did a field observation being an English teacher at SMP N 29 Padang during six months. The researcher got a chance to teach the students at second grade. While teaching English, the researcher found several problems that students faced in EFL process in the classroom one of the problems is speaking. The researcher diffculted to did discussion with the students in the class room because they were felt anxiety to spoke in English and being passive students. Even, when the researcher gave a question in a simple form the students still did not want to gave their answer. It made there was no feedback between the teacher and the students during EFL classroom process.

Anxiety seemed like the simple thing but actually it gave a strong influenced on students' language learning process. Gardner and his colleagues stated that anxiety gave built the definite impact in the process of building English skill (Gardner, 1985; Gardner, Day, & MacIntyre&Gardner, 1989; 1991, 1994) (Kumaravadiveli, 2009). Iriqat (2010) showed that between anxiety and students' oral performance 60 EFL students form ten, eleventh, and twelfth- grade students at both Taffouh Secondary School for girls and boys in Taffouh and 20 teachers have a significant correlation perception FLCA (Foreign Language Classroom Anxiety) has a bad impact on the speaking performance of EFL. Subsequent, while similar level of anxiety is find in male and female. In addition, Ellis (1992) cited in (Khasinah, 2014,p.111) stated that second language learning process can

influenced by anxiety, attitude and motivation, cognitive factors. Anxiety have a big factor because it will give bad impact for the students in language learning process such as lowering score of performance in standardized, lack of vocabulary and less of word production ((Howitz & Young, 1991; MacIntyre & Gardner, 1991c) cited in (Khan, 2010).

Anxiety spoke in English while EFL classroom could happened because the teacher wrong to choose the approach in taught and it made the students felt not comfortable and not confidence during the process language learning. The students have the different characteristic that made they have different way to learnt that we called “students’ learning style”. According to Pritchard stated that learning style was a favorite way for someone to got a knowledge with a particular activity. It meant every student has the different comfortable way to studied. Because of that, important for the students knew what type their learning style, it would help them to understood the material more easy and also it would helped the teacher to knew what approach in taught who matched with their students.

Jensen and Nickelsen (2011 : 35) stated that learner have three variations. They were visual learner, kinesthetic learner, and auditory learner. From the explanations above, the students have variation on learning style caused they have their own way to study. If the students wrong to choose their learning style,

it will give big impact on their study result. The wrong learning style would made the students felt anxious to spoke in English in the classroom.

Two researchers have been conducted research about students' learning style. The research conducted by Havid Ardi (2006) about Profil Gaya Bealajar Bahasa Inggris Siswa SMA Negeri 7 Kota Padang. In his journal, he found authority oriented was the style of students' learning in SMA N 7 Padang which was their achievement in English depended on the teacher who taught them. Second, Abbas Pourhossein Gilakjani (2012) in his journal with the title "Visual, Audiotory Kinestetik Learning Style Reading Comprehension and Their Impact on English Language" He found visual strategy was students' favorite strategy, it happened because the students lazy to read a book and wanted to understood the point of the book so quickly.

The previous researcher just focus to knowing what kind of learning style in a particular school. They were no researched whether the students who have different learning style have the same level or no on their speaking anxiety. From some explanations and the researcher's experienced above, the researcher needs to research comparison students' speaking anxiety based on students' learning style at second grade of junior high school of SMP N 29 Padang to complete this gap.

B. Identification of the Problems

In English learning process the students have different achievement, some of them have a fast caught and the others have slow caught. It happened because the students' have the differences or the students have variation in learning

English such as from their motivation, age, attitude, aptitude, personality, learning strategies and, learning style. Many teachers did not realize about the students' learning style, it made the students felt not comfortable and anxiety to spoke in English when learning English.

C. Limitation of the Research

The research was limited on the comparison of students' speaking anxiety based on students' learning style in English learning classroom process at second grade of SMP N 29 Padang.

D. Formulation of The Problems

Based on the statement above, the writer would like to formulate the research question as follow: "What was the comparison of students' speaking anxiety based on their learning style?"

E. Research Question

Based on the statement above, the researcher would like to formulate the research question as follow :

1. How was the students' learning style in learning English at second grade of SMP N 29 Padang?
2. How was the students' speaking anxiety level in learning English at second grade of SMP N 29 Padang?
3. How was the comparison students' speaking anxiety based on their learning style at second grade of SMP N 29 Padang?

F. Purpose of the Research

1. To found out the students' learning style in learning English
2. To found out the students speaking anxiety in learning English
3. To found out the comparison of students' speaking anxiety based on students' learning style at second grade of SMP N 29 Padang.

G. Significance of the Research

The outcomes of this research were expected to be beneficial for:

1. Teacher

Hopefully, after got the result from this research, the teacher could identified the type of students' learning style that matched with them so that the students more enjoyed and not anxiety to spoke during EFL process in the classroom.

2. The Students

Every student definitely has different learning style, because of that the students need to know first what type of learning style that fit with their self. So that, they feel comfortable and do study more efficiently. Besides that, level of speaking anxiety also important to students know, because it helps them to find out the solution and know the best way to press their anxiety. Th researcher hoped, after this research done the students could found the best way in studied and they knew their level in speaking anxiety.

H. Definition of the Key Term

- Comparison : Process of comparing students' speaking anxiety based on their learning style.

- Speaking Anxiety : A kind of an emotion that signed feeling of tension, worried though, and could caused by the physical changed such as increased blood pressure. They were happened when spoke.

- Students' Learning Style :The differences of the students' way enjoy in learning.