

## **ABSTRACT**

### **ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING OF GRADE VIII JUNIOR HIGH SCHOOL**

**BY**

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The research is conducted in order to find out the difference on students' speaking skill between those who are in discussion and role play technique; to find out whether students having low speaking anxiety have better speaking skill than those having high speaking anxiety; to find out the interaction between the teaching technique, speaking skill and students' speaking anxiety. This is a quasi-experimental research with two ways factorial design. It applies discussion technique and role-play technique on students' speaking skill viewed from students' speaking anxiety. The samples, who were taken in random sampling, are 28 students from VIII<sup>B</sup> and 28 students from VIII<sup>C</sup>. The instruments used in this study are speaking test and questionnaire.

It is known that  $F_o$  between columns (7.32) is higher than  $F_t$  at the level of significance  $= 0.05$  (4.03) and  $= 0.01$  (7.15), the difference between columns is significant. The mean of students' score taught using discussion technique (72.04) is higher than those who are taught using role-play technique (66.93). It can be concluded that the use of discussion technique gives significant result on students' speaking skill. Furthermore,  $F_o$  between rows (7.32) is higher than  $F_t$  at the level of significance  $= 0.05$  (4.03) and  $= 0.01$  (7.15), the difference between rows is significant.. In addition, the mean score of students who have low speaking anxiety (72.04) is higher than those who have high speaking anxiety (66.93). It can be concluded that students having low speaking anxiety have better speaking skill than those having high speaking anxiety. At last,  $F_o$  interaction (9.98) is higher than  $F_t$  at the level of significance  $= 0.05$  (4.03) and  $= 0.01$  (7.15), there is an interaction effect between teaching technique and speaking anxiety toward students' speaking skill. Therefore, the null hypothesis ( $H_0$ ) stating that there is no any interaction between the teaching technique, speaking skill and students' speaking anxiety is rejected. It means that the effect of teaching technique depends on the degree of students' speaking anxiety.

Based on the research findings, it is known that the score of speaking skill taught using discussion is significantly different from the score of speaking skill taught using role-play to the students having low speaking anxiety but the implementation of the technique is equal for teaching speaking to the students having high speaking anxiety; however, based on the result of ANOVA, the score of students having high speaking anxiety in speaking skill taught using role-play is still better than those who are in discussion class. It means that, there is an interaction between teaching technique and students' speaking anxiety on the students' speaking skill.