

## ABSTRACT

### **TAFTAZANI M RIFQI (2019). EXPLORING ENGLISH EDUCATION FRESHMEN'S SPEAKING ANXIETY (A Case Study in State Islamic University (UIN) Sunan Gunung Djati Bandung)**

Speaking anxiety is scourge and obstacles in the speaking acquisition of EFL learners, particularly new learners. Speaking anxiety is the most dominant aspect influencing students not to speak English in the process of learning. To anticipate potential problems resulted from students' speaking anxiety in English Education Department of UIN Sunan Gunung Djati Bandung, this research was conducted. It is aimed (1) to explore the kind of speaking anxiety in English education freshmen; (2) to explore the factor of freshmen's speaking anxiety in English education freshmen. This qualitative research involves one hundred and six first year students. The data are obtained from questionnaire and interview. Then, the data of questionnaire was adapted from Horwitz, Horwitz and Cope (1986) and Macintyre, et al (1999). And the data of interview was adapted from (LeCompte & Preissle, 1993)

The results of the study discover trait anxiety, state anxiety and specific situation anxiety of freshmen's speaking anxiety in English education department. Also communication apprehension, fear of negative evaluation and test anxiety of freshmen's speaking anxiety in English education department. The findings present that the kind and factor of their concern in speaking English are different. Related to the result, the kind of freshmen' speaking anxiety is categorized into three kind of anxiety; trait anxiety, state anxiety and special situation anxiety. Then, the research report the factor of freshmen's speaking anxiety is categorized into three factors of anxiety; communication apprehension, fear of negative evaluation test anxiety and the aspect of speaking, namely; pronunciation, grammar, fluency, vocabulary and comprehension.

This research is recommended for lecturer especially for speaking lecturer who teach at the first year student level of university. The lecturer should to know the kind and factor of students speaking anxiety. It is really important to make students more active in speaking. Then, for the future research, this study may complete previous studies of speaking anxiety. Hopefully, this research can be an example for conducting research in the same context in the future.