

## ABSTRACT

### **RIZKY PUTRI S (2018). AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN CONVERSATION THROUGH TEAMMATE (A Case Study at the Ninth Grade Students at MTs Ar-Rosyidiyah, Bandung)**

Speaking anxiety is one of the key issues in the acquisition of speaking by EFL learners and the most dominant factor influencing students not to speak English in the classroom. With this in mind, the research is aimed; (1) to observe the process of conversation through teammate in reducing students' speaking anxiety in speaking English, (2) to explore the causes of students' anxiety to speak English, and (3) to find out the students' speaking achievement. This qualitative study involves twenty students of ninth-grade class at MTs Ar-Rosyidiyah, Bandung. The data are obtained from observation, interview, questionnaire, and document analysis.

The results of the study reveal that the process of conversation in students' speaking anxiety through teammate run well based on the observation checklist. The findings show that there are any differences when the students do a conversation with the teacher and teammate, this is related to the type of anxiety. Then, the data of questionnaire was adapted from Horwitz, Horwitz and Cope (1986) and Macintyre, et al (1994). Based on the result, the causes of students' speaking anxiety is categorized into three aspects of anxiety, namely communication apprehension, test anxiety, and fear of negative evaluation. Then, the study reports the students' speaking achievement, it is counted by the criteria of scoring speaking that was adapted from Brown (2004) and the score of students' speaking ability were being classified to the level of ability that was adapted from Harris (1974). The results shows that there are alteration in their score when they do a conversation with teammate. Meanwhile, when they do a conversation with the teacher, they got small score.

Keywords : students' speaking anxiety, the aspects of anxiety, students' speaking achievement