

**STUDENTS' SPEAKING ANXIETY IN DEBATE CLASS AT ENGLISH  
EDUCATION DEPARTMENT OF UNIVERSITAS MUHAMMADIYAH  
PONOROGO**

**THESIS**

*Presented as Partial Fulfillment of the Requirements for Getting Bachelor*

*Degree of English Education Department*



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**2026**

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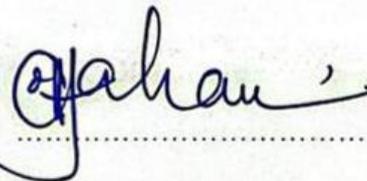
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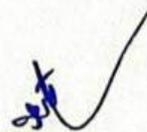
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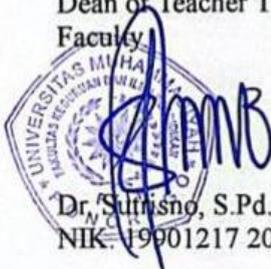
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## ABSTRACT

**Shatara, Khansa Farama. 2026.** *Students' Speaking Anxiety in Debate Class of English Education Department of Universitas Muhammadiyah Ponorogo.* Thesis. English Education Department Universitas Muhammadiyah Ponorogo. Ponorogo. Advisors: (1) Dr. Diah Atiek Mustikawati S.Pd., M.Hum. (2) Dr. Ana Maghfiroh M.Pd.,B.I.

**Keywords:** Speaking Anxiety, Communication Apprehension, Coping Mechanism, English Debate Class

Speaking anxiety is a common challenge in English academic debate, where students are required to perform publicly under evaluative and time-pressured conditions. This study aimed to explore the manifestations, causes, and coping strategies of speaking anxiety among students in an English debate class.

Using a descriptive qualitative design, the study involved third-semester students of the English Education Department at Universitas Muhammadiyah Ponorogo. Data were collected through semi-structured interviews and classroom observations conducted during debate activities.

The findings indicate that speaking anxiety is a multidimensional and situational phenomenon, manifested through physiological, cognitive, and behavioral responses across trait-based, context-based, situation-based, and audience-based dimensions of communication apprehension. The debate context itself emerged as the primary trigger of anxiety. Fear of Negative Evaluation was identified as the core cause, particularly related to being assessed by lecturers and peers. This fear was intensified by concerns over linguistic accuracy and argument quality, conceptualized as Performance Quality Concern, as well as by familiarity with classmates, which heightened concern over social image. Observational data supported these findings, revealing hesitation, reliance on scripts, avoidance of eye contact, and visible nervousness during debate sessions.

Students employed both problem-focused and emotion-focused coping strategies; however, these strategies mainly functioned as short-term regulation and did not substantially reduce underlying evaluative fears. Overall, the study concludes that speaking anxiety in English academic debate is shaped primarily by situational and social factors. These findings suggest the need for pedagogical practices that foster supportive evaluation and psychologically safe debate environments to enhance students' speaking confidence and wellbeing.

## THESIS STATEMENT

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Handwritten signature of Khansa Farama Shatara.

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## DEDICATION

This thesis is sincerely dedicated to those who have guided, encouraged, and supported me throughout this journey.

1. Allah SWT, the ultimate source of my strength and my light. Every breakthrough and every bit of peace I found in the chaos was a gift of His infinite mercy. This achievement is, first and foremost, a testament to His grace.
2. My beloved parents, my wonderful mother and my late father in heaven, who have been the heartbeat of this journey. Their prayers are the invisible force behind my success, and their endless sacrifices paved the way for me to chase my dreams. In particular, this work is a tribute to my late father, who always wished for his youngest child to achieve the highest possible education. I hope this milestone honors his legacy and makes them both as proud as I am to be their daughter.
3. My dear family, the safe space that kept me grounded. Their constant warmth and steady belief in my potential provided the energy I needed to keep going whenever things felt overwhelming.
4. Dr. Diyah Atiek Mustikawati, M.Hum., the late Siti Asiyah, M.Pd., and Dr. Ana Maghfiroh, M.Pd., B.I. for being such inspiring mentors. Beyond the academic guidance, their patience and wisdom deeply shaped my perspective, along with all the lecturers who shared their knowledge along the way.
5. My dearest, Muhammad Bilfaz Althafilla, my most reliable anchor. Thank you for being the calm in my storm, for the unwavering support, and for reminding me that life still holds so many vibrant colors and joy beyond the grey lines of these pages.
6. All my friends in the college, for the shared struggles and the many memories we created within the walls of our campus. My heartfelt thanks go to my dear friends, Nika, Adinda Thalia, Syafa, and Dinda Putri, for the

laughter and support that made this path so much brighter. I also extend my sincere gratitude to my seniors, Putri Cholissatun and Anindhea, for their kindness, guidance, and for being such wonderful examples throughout this journey.

7. My "day ones" since junior high school, Sari and Erfana. Thank you for the years of priceless friendship and for staying by my side through every version of myself. From our early days of dreaming to this very milestone, their presence has been a constant comfort, and I am so grateful that we are still walking this path together.
8. My long-life friends since high school, Velanosa, Salwa, Muna, Monica, Brenda, Febby, and Belqis. Even as we grow and change, their presence remains a constant source of joy and a reminder of the roots that started it all.
9. All my GenBI family, especially Elif, Nadia, Yuana, and Sherly. For the collaboration, the soul-nourishing energy, and the motivating spirit that made this entire experience so much more vibrant and meaningful.
10. Lastly, a deep appreciation to myself. Thank you for showing up every single day, even when the weight of the world felt a bit too heavy. I am grateful for the resilience to keep pushing through the exhaustion, the patience to endure the setbacks, and the quiet courage to believe in my own voice when it faltered. This thesis is more than just an academic requirement, for me it is a testament to my survival, my growth, and my refusal to give up on the dreams I once whispered to the stars. To the version of me who started this journey and the one who stands here now: We made it, and I am so incredibly proud of us.

- *Every ending quietly carries the seed of a new beginning* -

## ACKNOWLEDGEMENT

In the name of Allah SWT, the Most Beneficent and the Most Merciful. All praise is due to Allah SWT for His blessings that allowed the author to complete this thesis. May peace and salutations be upon the Prophet Muhammad SAW, who has guided us from darkness to light. This thesis is submitted as a partial fulfillment of the requirements for the degree of Bachelor of Education at the English Education Department, Universitas Muhammadiyah Ponorogo. The author wishes to express her sincere gratitude to:

1. Dr. Rido Kurnianto, M.Ag., as the Rector of Universitas Muhammadiyah Ponorogo.
2. Dr. Sutrisno, M.Pd., as the Dean of the Faculty of Teacher Training and Education.
3. Dr. Elok Putri Nimasari, M.Pd., as the Head of the English Education Department.
4. Dr. Diyah Atiek Mustikawati, M.Hum. the late Siti Asiyah, M.Pd., and Dr. Ana Maghfiroh M.Pd., B.I. as the advisors, for their invaluable guidance and mentorship.
5. All lecturers of the English Education Department, for the knowledge and wisdom shared throughout my studies.
6. The participants of this study, the third-semester students of the English debate class at Universitas Muhammadiyah Ponorogo, for their time, honesty, and willingness to share their experiences.
7. Her beloved parents and family, for their endless love, sacrifices, and prayers.

The author welcomes any suggestions and criticisms for the improvement of this research.

Ponorogo, January 17th, 2026

Khansa Farama Shatara

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