

**THE RELATIONSHIP BETWEEN THE STUDENTS' ANXIETY AND
THE SPEAKING ABILITY OF THE EIGHTH GRADE STUDENTS IN
THE FIRST SEMESTER OF SMPIT NURUL FIKRI BEKASI IN 2020/2021
ACADEMIC YEAR**

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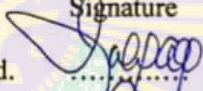

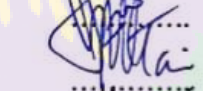
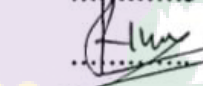

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ABSTRACT

Naila Salma Labiba : 1601055091. “*The Relationship Between the Students’ Anxiety and the Speaking Ability of the Eighth Grade Students in the First Semester of SMPIT Nurul Fikri Bekasi in the 2020/2021 Academic Year.*” A paper. Research Programme of English Education, The School of teacher Training and Education, The University of Muhammadiyah Prof. DR HAMKA, 2020

The main purpose of this research was to investigate the significant relationship between students’ anxiety and their English speaking abilities. The method that the writer used in this research was the correlation research. The eighth grade students of SMPIT Nurul Fikri were selected as the population. There were 35 students as the sample of this research by using random sampling. Speaking test was done to measure the students’ speaking abilities. By using oral Proficiency categories from Brown (2004), the students’ speaking abilities were scored in the terms of the four subskills of vocabulary, grammar, pronunciation, and fluency. Furthermore, Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed by Horwitz, (1986) was used to measure the foreign language anxiety containing 30 items. *Pearson Product-Moment* was used to find out the correlation between variables.

The data were collected and calculated by using the questionnaire and speaking test. After collecting the data, the writer analyzed the pre-exquisite test analysis of those normality and linearity tests. The result of the research data was normal and linear, and then it can be continued to analyze the research hypothesis by using Pearson Product Moment coefficient correlation analysis. The result were r_o is higher then r_{table} ($r_o = 0,335 > r_t = 0.34$). It can be concluded H_o was rejected and H_i was accepted. It means that there is a relationship between students anxiety and the speaking abilities.

The analysis can be continued to find out t_{test} significance by using t_{test} . The result t_o is higher than t_{table} ($t_o = 2,12 > t_t = 1,69$). It can be concluded t_o was rejected, and t_t was accepted. It means that there is a significant relationship between students' anxiety and the speaking abilities. The writer hopes the result of the research is useful for the writer and the English teacher.

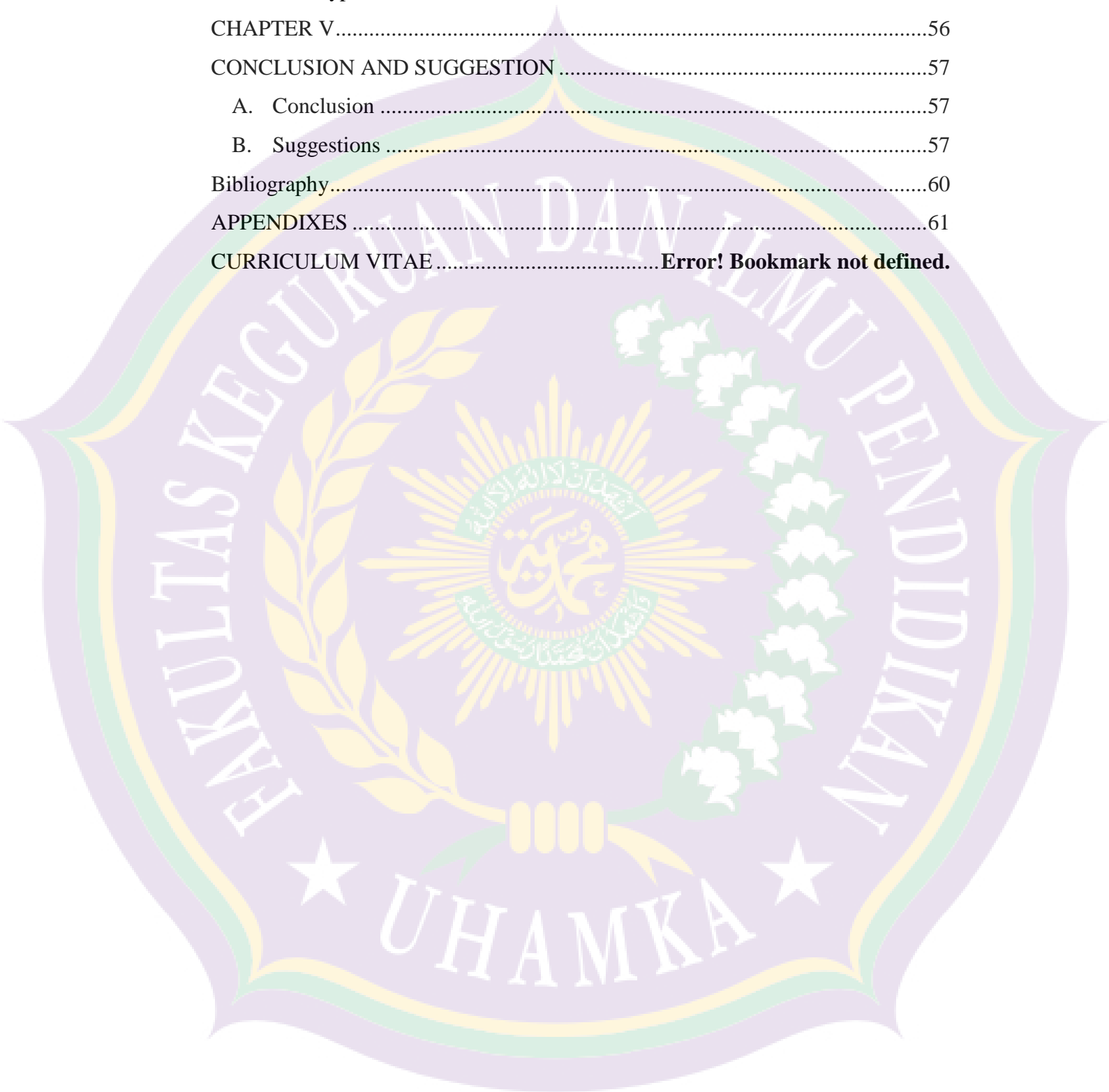
Keywords: *Anxiety, Speaking Ability, FLCAS, Eighth grade students.*

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CHAPTER I

INTRODUCTION

A. The Background of the Research

Nowadays, in the era of modernization and internalization, English has become the essential language. It increases the need to learn and to master it continuously. Related to this, there are many interesting opportunities to get the better life for the people. This reality increases the English learners in the world.

In Indonesia, English is learnt as a foreign language. In the matter of education system, it is taught as a local-content subject in the primary school and a compulsory subject in both junior and senior high schools. Teaching learning process of English concentrates on the four skills of listening, speaking, reading, and writing. Among the four skills, speaking plays the important role in English learning. Most people evaluate the success in learning English based on how well their speaking abilities. According to Leong, n.d. (2017:34), the main aim of English language teaching is to give the learners' speaking abilities to the English language effectively and correctly. Human communication is a complex process. People need the communication when they want to say something and to transmit the information. Speakers use the communication when they are going to inform someone about something.

In brief, speaking is very important in the foreign language learning. Unfortunately, most students do not have good capability in speaking due to the different reasons such as the emphasis on grammar, pronunciation, and other factors. Among the several affective factors that affect speaking the foreign language generally and specifically, anxiety appears as an important factor that often influences the oral production of students in a foreign language used. This case explains the various phenomena such as students' reluctance to participate in speaking classes, and their lack of performance and comprehension. Foreign language students who indicate the speaking anxiety do not feel comfortable when they ask to appear in the target language. As a result, they prefer to keep silent in front of the whole class rather than an opportunity to improve their communication skills. Melouah (2013:2) described that speaking anxiety experienced in EFL classrooms has often a pervasive detrimental impact and influences students' adaptation to their learning environment and ultimately the comprehension of their educational goals.

Based on the writer's teaching experience in SMKN 8 Bekasi, especially for the twelfth grade students who faced some difficulties in learning English, the anxiety can be seen when they felt confused to answer the simple question using English and they were afraid of making mistakes. They also faced some difficulties in comprehending the text and responding to the audio or someone's speech. These students' abilities are the result reached by the students in the learning process. According to

Suryabrata (2003:324 in Kunci, (2019)), there are internal and external factors that influenced the students' abilities of dealing with both internal factors (psychology and physical factors) and external factors (environmental and instrumental factors). Internal factors consist of health, enthusiasm and motivation, anxiety, and learning habit meanwhile, external factors consist of family, school, society, and environment. It means that anxiety is part of internal factor influenced by the students' abilities and their feelings in the learning evaluation.

Referring to the statements above, the writer wants to concern on the discussion of "The Relationship Between the Students' Anxiety and the Speaking Ability of the Eighth Grade Students in the First Semester of SMPIT Nurul Fikri Bekasi in the 2020/2021 Academic Year"

B. The Identification of the Problems

Based on the background of the research, the writer identifies the problems as follows :

1. The students are afraid of making the mistakes when they speak up English in front of the class.
2. Some students feel anxious when they are assigned to speak up English in front of the class.
3. There is the significant relationship between the students' anxiety and the English speaking ability of the eighth grade students of SMPIT Nurul Fikri Bekasi in the first semester of SMPIT Nurul Fikri of the 2020/2021 academic year.

C. The Limitation of the Problem

To do the research, the writer limits the analysis only to the relationship between the students' anxiety and the speaking abilities. Therefore, the writer just focuses on dialogue interpersonal.

D. The Question of the Problem

From the description of the background of the research problem, the identification of the research problems, and the limitation of the problem above, the writer is going to formulate the following question: "Is there a significant relationship between students' anxiety and their speaking ability of the eighth grade students of SMPIT Nurul Fikri Bekasi in the first semester of SMPIT Nurul Fikri of the 2020/2021 academic year?"

A. The Objective of the Research

The objective of this research is to determine whether or not there is the relationship between students' anxiety and their speaking ability of the eighth grade students of SMPIT Nurul Fikri Bekasi in the first semester of SMPIT Nurul Fikri of the 2020/2021 academic year.

E. The Significant of the Research

By conducting this research, the writer hopes that this research will give some useful information for the students to reduce their anxious speaking. It also demands the teacher's role to overcome their feelings for their speaking confidently.

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