

**THE RELATIONSHIP BETWEEN THE STUDENTS' ANXIETY AND THE  
SPEAKING SKILLS AT THE TENTH GRADE ON THE SECOND SEMESTER  
OF MA RAUDHATUL JANNATINNAIMIN THE 2019/2020 ACADEMIC YEAR**

**A Paper**

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## VALIDATION SHEET

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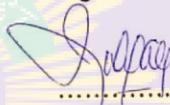
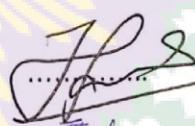
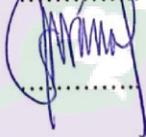
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## ABSTRACT

**Azzahro Nur Pramesti:** 1601055098. “*The Relationship between The Students’ Anxiety And the Speaking Skills at the Tenth Grade on the Second Semester of MARaudhatul Jannatinnaim in the 2019/2020 Academic Year.*” A paper. Jakarta Study Programme of English Education, The School of TeacherTraining and Education, The University of Muhammadiyah Prof. DR. HAMKA, 2020

The purpose of this study was to describe the relationship between students’ anxiety and their English speaking skill. The method that the writer used in this study is the correlation study. The population of this study were the tenth grade students of MA Raudhatul Jannatinnaim. There were 30 students as the sample of the research by using random sampling. There are two instruments in collecting the data. The first instrument is questioner to measure students’ anxiety Foreign Language Classroom Anxiety Scale (FLCAS), which was developed by Howirtz; the second instrument is an interpersonal dialog to measure students’ speaking skills.

The data were collected and calculated by using questioner and speaking test after data collecting it must be analysis prerequisite test analysis those are normality and linearity test analysis the result of the research the data were normal and linear, and then it can be continued to analyze research hypothesis by using Pearson Product Moment coefficient correlation analysis the result were  $r_o$  is higher then  $r_{table}$  ( $r_o = 0.381 > r_t = 0.329$ ) it can be concluded  $H_o$  is was rejected and  $H_a$  was accepted it means that there is a relationship between students anxiety and the speaking skill.

The analysis can be continued to find out ttest significant by using ttest. The result to is higher than  $t_{table}$  ( $t_o = 2.181 > t_t = 1.70$ ). It can be concluded to was rejected, and  $t_t$  was accepted. It means there is a significant relationship between students' anxiety and the speaking skill. The writer hopes the result of the research are useful for the writer and the English teacher.

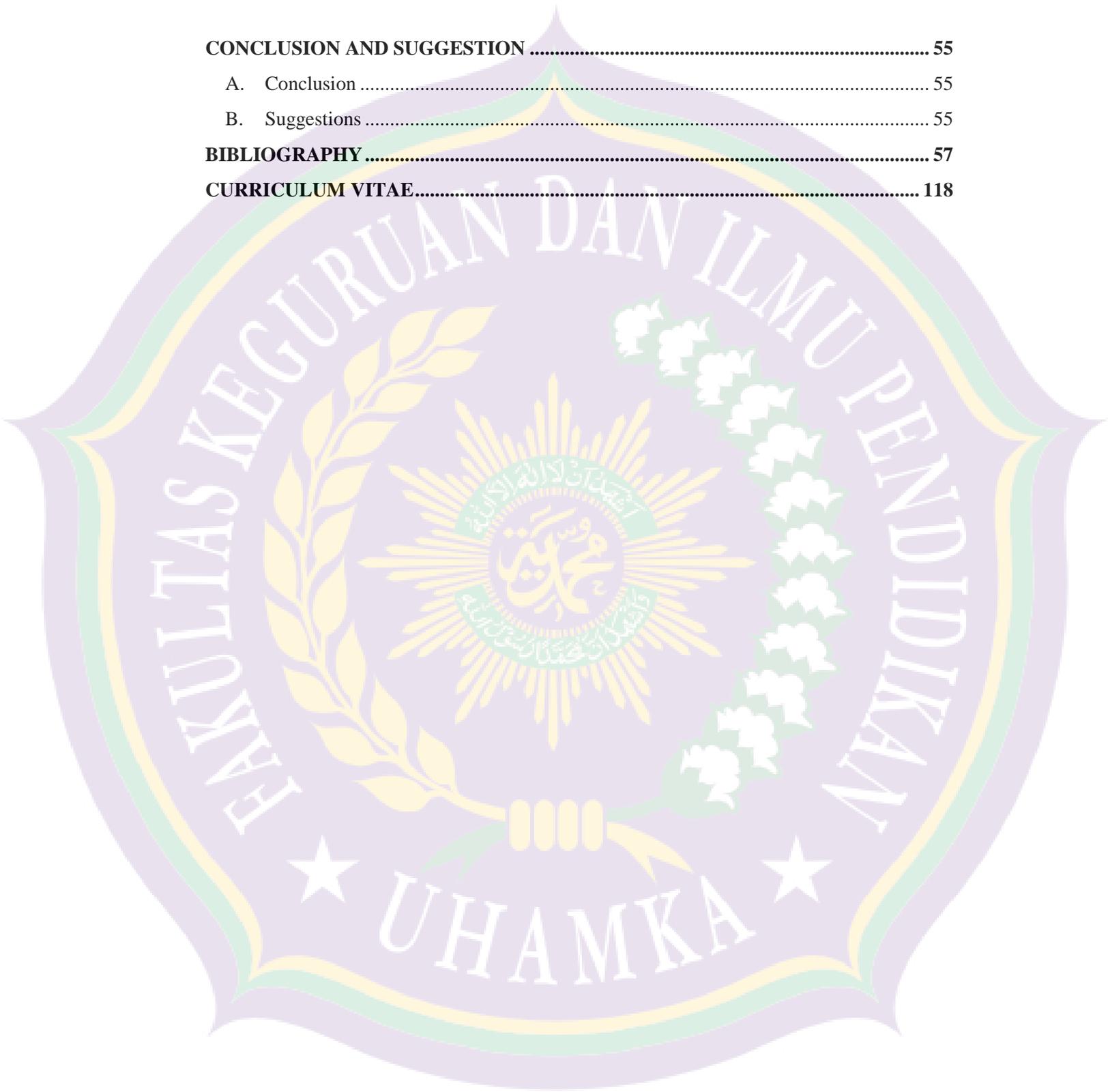
**Keywords:** Anxiety, Speaking and Correlational Study

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study Problem

Language has been a tool for communication in the world. It is the way to interact with people to regulate their social behavior. English is one of the international languages. English is an important function as the first foreign language in Indonesia it is taught as subject material at school. English has two types of skills first is Receptive skills, and the second one is productive skills. According to Sreena & Ilankumaran(2018), receptive skill has two skills there are reading and listening. And productive skill has two skills there are Speaking and Writing; they are also known as active skills.

According to Brown (1994: 51), speaking is an interactive process of constructing meaning that involves producing information. The information that students should be made that it is important to share the information they have to others. The process of speaking has the factor that will influence students' speaking skill that is anxiety.

Anxiety is one of the self esteems that human being. According to Spielberger (2014) anxiety is feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system the feeling of nervousness associated with language learning is generally known as language anxiety, so the writer assumed that anxiety often occurs in

speaking skills if the students have low anxiety they are good at speaking and also they will get a high score, but if the students have high anxiety they will get low in speaking score.

According to the writer, when did observation in the class X-A MA. Raudhatul Jannatinna'im with the English teacher Mrs. Hasmianti, the writer found when the English teacher asked students to speak in front of the class, the students got nervous, avoided and reduced to participate in teaching English classroom, they are afraid and shy to practice English speaking because they are worried about making mistakes. Based on the experience, some of them if they made a mistake, their classmates would laugh at them, so they preferred to be quiet and sit passively. That condition led the students feel worried in the classroom, and it may influence their speaking ability.

A previous study on analyzing students' anxiety in speaking was conducted by Gopang, Bughio, & Pathan, (2015). This research involved undergraduated students at Lasbela University in Baluchistan. The study has significantly of language learning anxiety as one of the important affective factors in second language learning. The data analyses of results reveal that students of Lasbela University have fairly high level of communication apprehension, test anxiety and fear of negative evaluation. It concluded on the basis of findings that students experienced moderate speaking anxiety. They felt nervous and avoided in speaking.

Therefore from the problem above the writer will do the research is “The Relationship between The Students’ Anxiety And the Speaking Skills at the Tenth Grade on the Second Semester of MA Raudhatul Jannatinnaim in the 2019/2020 Academic Year”

### **B. The Identification of the Problems**

Problems which relate to students’ anxiety in English speaking skills are:

1. Do the students think if they make mistake when they speak in front of the class in English class?
2. Do some students feel anxiety when they are asked to speak in English in front of the class?
3. Is there any the relationship between the students’ anxiety and the English speaking skills at the tenth grade in the second semester of MA Raudhatul Jannatinnaim of the 2019/2020 academic year?

### **C. The Scope or Limitation of the Study**

There are three problems in the identification of problems the writer only choose one problem that is relationship between the students’ anxiety and the speaking skills in the research the writer just focuses on dialogue interpersonal.

### **D. The Question of the Research**

Based on the background of the study problem, identification of the study problems, the scope or limitation of the problem, so the writer will

formulate the question of the research, as follow: “Is There Any The Relationship Between The Students’ Anxiety and The English Speaking Skills At The Tenth Grade In The Second Semester Of Ma Raudhatul Jannatinnaim Of The 2019/2020 Academic Year?”

#### **E. The Significance of the Study**

1. **For the writer**, this study can be increase the knowledge in daily life of teaching and learning English education.
2. **For the next researcher**, the result of this study as the function of the research references to do the some title in detail information.
3. **For English Education**,this study will contribute to find out the correlation between 2 variables
4. **For the school**, this study will givethe cause of why students feel anxiety when the teacher ask them to speak English, so the teachers must pay more attention to their students.

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