

**THE RELATIONSHIP BETWEEN ANXIETY AND STUDENTS'
SPEAKING SKILL IN THE SECOND SEMESTER STUDENTS OF THE
ENGLISH DEPARTMENT AT FKIP UHAMKA JAKARTA IN THE
2019/2020 ACADEMIC YEAR**

A PAPER

**SUBMITTED AS A PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE DEGREE OF
*SARJANA PENDIDIKAN***



**BY:
SILVIA MUTIARA CAHYANTI
1501055104**

**THE STUDY PROGRAMME OF ENGLISH EDUCATION
THE SCHOOL OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF MUHAMMADIYAH PROF.DR.HAMKA
JAKARTA
2020**

VALIDATION SHEET

TITLE : THE RELATIONSHIP BETWEEN ANXIETY AND STUDENTS' SPEAKING SKILL IN THE SECOND SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT FKIP UHAMKA JAKARTA IN THE 2018/2019 ACADEMIC YEAR

NAME : Silvia Mutiara Cahyanti

NIM : 1501055104

This paper has been presented, examined and revised based on the advisors and examiners' suggestions.

The Study Programme : English Education
 The Faculty : The School of Teacher Training and Education
 The University : Muhammadiyah Prof. Dr. Hamka
 The Day and Date : February, 22nd 2020

Full Name	Signature	Date
Chairperson : Drs. Zuhad Ahmad, M. Pd		24/08/2020
Secretary : SilihWarni, Ph. D		24/08/2020
Advisors I : Dr. Roslaini, M. Hum		16/09/2020
Advisors II : Neti Hartati, M. Pd		23/11/2020
Examiner I : SilihWarni, Ph. D		24/08/2020
Examiner II : Dr. Akhmad Haqiqi Ma'mun M. Pd		15/11/2020

Dean,

Dr. DesvianBandarsyah, M. Pd
 (NIDN.0317126903)

ABSTRACT

Silvia Mutiara Cahyanti: 1501055104. *“The Relationship Anxiety And Students’ Speaking Skill In The Second Semester Students Of The English Department At FKIP UHAMKA Jakarta In The 2019/2020 Academic Year”* A paper. Jakarta: The Study Programme of English Education The School of Teacher Training and Education, The University of Muhammadiyah Prof. Dr. Hamka. 2019.

The purpose of the research is to get the empirical data of whether or not there is relationship between anxiety and the ability to speak English of the first semester students of the English department of FKIP UHAMKA Jakarta in the 2018/2019 academic year. The research was started in September and finished in November 2019.

The sample of the research was Survival Listening Speaking class and the participants consisted of 30 students. The method was quantitative data by using questionnaire to obtain the data of the anxiety and doing a monolog in a video for measuring the speaking skill.

The finding of the research showed that the calculation of correlation analysis by Pearson Product Moment was r observe (r_o) is 0,4792 and r table (r_t) is 0.349 in the level significance $P = 0.05$ with $n = 30$. It means that r_o is higher than r_t ($0.47 > 0.349$). Therefore, H_o is rejected and H_i is accepted. In brief, there was a relationship between students’ anxiety and theirspeaking skill of the secondsemester students of the English department of FKIP UHAMKA Jakarta.

Keywords : *Students, Anxiety, and Speaking skill*

TABLE OF CONTENTS

VALIDATION SHEET	i
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGMENT	iv
TABLE OF CONTENT	v
LIST OF TABLES	xi
CHAPTER I INTRODUCTION	
A. The Background of the Study Problem.....	1
B. Research Question.....	3
C. The Limitation of the Problem.....	3
D. The Objectives of the Study.....	4
E. The Significances of the Study.....	4
CHAPTER II THEORETICAL FRAMEWORK	
A. Speaking.....	5
1. The Understanding of the Speaking.....	5
2. The Types of Speaking.....	7
a. Imitative.....	7
b. Intensive.....	7
c. Responsive.....	7
d. Transactional (dialogue).....	8

e. Interpersonal (dialogue).....	8
f. Extensive (monologue).....	8
3. The Characteristics of a Successful Speaking.....	8
4. The Students Problems in Speaking Activities.....	9
5. Speaking Competence Based on Syllabus.....	10
6. The Types of Speaking Test.....	11
a. Interview.....	11
b. Live Monologues.....	11
c. Recorded Monologues.....	11
d. Role Play.....	12
e. Collaborative Tasks and Discussions.....	12
7. Assessing Speaking Skill.....	12
B. Anxiety	
1. The Understanding of Anxiety.....	14
2. The Types of Anxiety.....	16
3. The Level of Anxiety.....	18
a. Mild anxiety.....	18
b. Moderate anxiety.....	18
c. Severe anxiety.....	18
d. Panic.....	19
4. The Factors that caused Anxiety.....	21
5. The Aspects of English Language Anxiety.....	25
6. Coping Strategies in Speaking Anxiety.....	27
a. Perseverance.....	27

b. Developing skill.....	27
c. Positive Thinking	28
d. Compensation strategy	28
e. Various relaxation	28

7. Assessing The Student's Anxiety.....	29
C. Conceptual Framework.....	31
D. Relevant Research.....	32
E. Hypothesis.....	33

CHAPTER III RESEARCH METHODOLOGY

A. The Objective of the Research.....	34
B. The Time and Location of the Research.....	34
C. The Population and Sample of the Research.....	35
D. The Method of the Research	35
E. The Instrument of the Research	35
1. For X variable	35
2. For Y variable	36
F. The Technique for Collecting Data.....	36
G. The Variable of the Research.....	37
H. The Data Analysis	37
1. Normality Test	37
2. Linearity	37
3. Correlation Analysis	38
4. Significance Analysis	39
I. The Hypotheses of the Research.....	39
1. Verbal Hypotheses	39
2. Statistic Hypotheses.....	40

CHAPTER IV RESULTS AND DISCUSSION

A. The Data Description.....	41
------------------------------	----

1. The Data of The Students' Anxiety.....	41
2. The Data of Speaking Skill.....	44
B. The Analysis of Data.....	47
1. The Normality Test.....	47
a. Normality Test for Students' Anxiety....	47
b. Normality Test for Speaking Skill.....	50
2. The Linearity Test.....	52
C. The Data Interpretation.....	53
1. The Correlation Analysis.....	53
2. The Significance Analysis.....	55
3. The Research Hypothesis.....	57
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	58
B. Suggestion.....	58
BIBLIOGRAPHY.....	60
APPENDIX.....	61

CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is one of the important skills in English that students have to master in learning languages. Since, it is considered as one of the requirement to continue the study abroad. Moreover, people who master speaking in English are more easily to get a job. As mentioned by Zyoud (2016) that the ability to speak is the most important skill since it is the basic for communication. So that, it is important to master speaking because speaking is the most essential skill that people use to communicate each other. It is clear that the students have considered themselves good speaker if they can communicate fluently and effectively in English.

Based on the experience, the writer finds out some problems that were often encountered by students during the learning speaking in classes. The problems are divided into two categories, external and internal. The external problems are problems caused by environmental factor; they are: first, the limited opportunities to train students' speaking skills. Students have some difficulties in finding a supportive environment to practice their speaking skills because most activities still use Bahasa as the prominent media. Secondly, the purpose of learning to speak is not clear because some students live in environments where English is not needed. This condition is related to the position of English as a

foreign language in Indonesia which is not used as a means of communication in every part of life.

Students of senior high school and university are taught speaking skill. In UHAMKA, Speaking skill is divided into four subjects, Survival Listening Speaking, Transactional Listening Speaking, Academic Speaking, and Public Speaking. The students have to take the speaking class each semester. In speaking class, there are several problems faced by students, for example: first, they do not have a strong motivation to practice their speaking skills so that they cannot use the language correctly. Second, they get some obstacles in speaking English. They revealed that they did not know what they were going to say, they lacked preparation, they were nervous and worried about making mistakes, or lacked confidence (Wang, 2014). This inconvenient situation affects the students' learning process, so it is hard for them to speak properly. In education it is called anxiety.

Santrock(2003) points out, "Anxiety is a diffuse, vague, highly unpleasant feeling of fear and apprehension." It means anxiety is feeling of nervousness and worry of something that might happen. This will affect the students speaking.

Those situations happened to the students of the first semester of English department of FKIP UHAMKA. In the process of learning Transactional Listening Speaking class, the lecturer asked the students to speak in front of the class one by one, the writer had interviewed some of them. Most of them faced the difficulties when they wanted to express their ideas through English orally. They were afraid of making mistake or worried to be given the punishment. They felt

threatened by the situation. For example when they speak English, their friend sometimes laugh at them or correct them directly. Moreover, they worried that they could not pass the test for speaking class. They also said that they had the difficulties in grammar, pronunciation, vocabulary and fluency.

From the explanation above, it can be seen that the students have anxiety while learning speaking. The anxiety will arise when students start to convey the ideas in front of the class. As Horwitz (2015) points out, that anxious students may also have difficulty grasping the content of a target language messages. Therefore, the writer is interested in doing the research about students' anxiety at English department of FKIP UHAMKA to find the empirical evidence whether there is the relationship between the anxiety and the speaking skill. This research was conducted for the first semester students of the English department of FKIP UHAMKA Jakarta in the 2019/2020 academic year.

B. Research Question

The writer states the problem of this research as “Is there any significant relationship between the anxiety and the speaking skill of the first semester students of the English department of FKIP UHAMKA Jakarta in the 2019/2020 academic year.

C. The Limitation of the Problem

Considering the problems of students in learn English, this research is limited to find the empirical evidence about the relationship between the anxiety

and the speaking skill. This research will be conducted at the first semester in UHAMKA.

D. The Objective of the Study

The objective of this study is to get empirical evidence of the significant relationship between the anxiety and the speaking skill of the first semester students of the English department of FKIP UHAMKA Jakarta in the 2019/2020 academic year.

E. The Significance of the Study

There are some significances of the study. First, this study hopefully can be beneficial for English department and for the lecturer in order to create an enjoyable learning environment so that the students can learn speaking easily. Second, this study can give the information which is related to anxiety in learning speaking. Third, this study can be used to help the other students who want to conduct research in the same area. Fourth, this study can also be used by the students as an evaluation how to develop their learning strategies so that the students can improve their speaking fluently.

REFERENCES

- Brown, H. D. (2007). *Teaching by Principle An Interactive Approach to Language Pedagogy*. Third Edition. New York: Pearson Education, Inc.
- Djaali, Prof. Dr. H. and Dr. PudjoMulyono. (2008). *Pengukurandalambidangpendidikan*. Jakarta: PT. Grasindo.
- Elaine, K. H., Michael, B. H., and Joann, C. (1986). *Foreign Language Classroom Anxiety*. The Modern Language Journal, Vol. 70, 125-129.
- Feldman, R. S. (1996). *Understanding Psychology*. Fourth Edition. New York: Mc. Graw-Hill, Inc.
- Gerow, J. R. (1996). *Essentials of Psychology; Concepts and Application*. Second Edition. London: HarperCollins College Publisher, Inc.
- Gregory, and Jess Feist. (2002). *Theories of Personality*. Fifth Edition. New York: McGraw-Hill.
- Kojima, E. (2007). *Factors Associated with Second Language Anxiety in Adolescents From Different Cultural Backgrounds*. Los Angeles: University of Southern California.
- Liu, M. (2007). *Anxiety in Oral English Classrooms: A Study Case in China*. Indonesia Journal of English Language Teaching, Vol. 3, No. 1, 128-131.
- McDonough, J. (2013). *Materials and Methods in ELT*. Sussex: Wiley-Blackwell.