THE CORRELATION BETWEEN STUDENTS’ SPEAKING ANXIETY AND THEIR SPEAKING ABILITY

THESIS

By:
RESTUWATI AZHAR
201310100311013

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG
2017
This thesis was written by Restuwati Azhar and was approved on October 19, 2017.

By:

Advisor II,

Advisor I,

Laela Hikmah Nurbatra, M.A., M.EdLead

Dr. Hartono, M.Pd
This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of University of Muhammadiyah Malang and accepted as one of the requirements to achieve Sarjana Degree in English Language Education on October 28, 2017

Approved by:

Faculty of Teacher Training and Education
University of Muhammadiyah Malang

Examiners:
1. Dra. Erly Wahyuni, M.Si
2. Adityo, S.S., M.A
3. Dr. Hartono, M.Pd.
4. Laela Hikmah N., M.A., M.EdLead

Signatures:
1. ........................................................
2. ........................................................
3. ........................................................
4. ........................................................

Dr. Poncojari Wahyono, M.Kes.
MOTTO AND DEDICATION

“Do your best, Allah will do the rest.”

“It is You we worship and You we ask for help.”

{Al Fatihah: 5}

This thesis is dedicated to:
My beloved grandfather —who might see me now from different world,

My beloved parents, my lil’ sister,

and someone who turned me out to decide to graduate sooner.
AUTHOR’S DECLARATION OF ORIGINALITY

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or Institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone’s copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by thesis committee and the English Language Education Department office.

Malang, October 28, 2017
Restuwati Azhar
THE CORRELATION BETWEEN STUDENTS’ SPEAKING ANXIETY AND THEIR SPEAKING ABILITY

ABSTRACT

This study was aimed to investigate the relationship between the students’ speaking anxiety and their speaking ability. This study was carried out at SMP Tahfidzul Qur’an of An-Najah Cindai Alus Islamic Bording School.

The designated research design of this study was quantitative non-experimental design; correlational study. It was due to the fact that correlational study methods are used to assess relationships and patterns of relationship among variables in a single group of subjects. In collecting the data, the researcher utilized some techniques and instruments; questionnaire and speaking test. The questionnaire was utilized in order to collect the data of students’ speaking anxiety, while the speaking test was administered in order to collect the data of the students’ speaking ability. The data were examined by using Pearson correlation.

The result of this study indicated that there was a negative and significant correlation between students’ speaking anxiety and their speaking ability (significant value= 0.011 < 0.05). It was also found that the two variables were moderately correlated (correlation coefficient= -0.517). It means that the increase of the students speaking anxiety will be followed by the decrease of the students’ speaking ability.

Keywords: Speaking, Speaking Anxiety, Speaking Ability
ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah SWT for all His mercy and blessings so that the researcher can accomplish this undergraduate thesis. Shalawat and salam may always be upon Rasulullah SAW, his family, his colleagues, and everyone who follows his way.

In the process of the compilation of this thesis, a lot of helps, supports, motivations, advices and pray are coming up from the following people whom the researcher is very grateful to. To begin with, the researcher would like to express her sincere appreciation and gratitude toward her first advisor Dr. Hartono, M.Pd. and her second advisor Laela Hikmah Nurbatra, M.A., M.Ed for their steady guidance, valuable comments and suggestions, and boundless patience during the period of the thesis guidance.

Moreover, the researcher would like to express her gratitude to the principal of SMP Tahfidzul Qur’an of An-Najah Cindai Alus Islamic Boarding School, Najdatus Sa’diyah, Lc., students parenting and counseling staff of An-Najah Cindai Alus Islamic Boarding School, Nor Faridatunnisa, M.Hum., teacher Wardhatul Jannah and Khairunnisa, and VIII grade of students of SMP Tahfidzul Qur’an for their time and cooperation during the research process.

Then, the researcher would also like also to be grateful toward some great friends; Shofura for always allowing the researcher to take her draft as an example, fellows of 5 Menara (Hesti, Mbak Yas, Sendy, and Kemull), all fellow students of English Department A 2013, SPACE Translation, members of LRC 614, and all of great friends that cannot be pointed out here one by one. A lot of
acknowledgments are upon their encouragement and assistance so that this thesis can be settled. May Allah bless and repay their kindness.

Most of all, the researcher would like to show her sincere appreciation to her mother Dra. Hj. Aspihani for the endless love, pray and support, and her father Abdul Hair for the consoles through the phone calls. The researcher is also very gratified to her little sister Raudhatul Karimah for her regular reminder to complete this thesis as soon as possible and for her helps during the completion of the research.

Truthfully, this research is distant from perfect, yet it is expectantly will be convenient not only for the researcher but also for the reader. In this case, constructive thought and suggestions are welcomed for the sake of the improvement.

Malang, October 19, 2017

Restuwati Azhar
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>MOTTOS AND DEDICATION</td>
<td>iv</td>
</tr>
<tr>
<td>AUTHOR’S DECLARATION OF ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xii</td>
</tr>
<tr>
<td><strong>CHAPTER I INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Research Background</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Research Problem</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Hypothesis</td>
<td>3</td>
</tr>
<tr>
<td>1.4 Research Objective</td>
<td>4</td>
</tr>
<tr>
<td>1.5 Research Significance</td>
<td>4</td>
</tr>
<tr>
<td>1.6 Scope and Limitation</td>
<td>4</td>
</tr>
<tr>
<td>1.7 Definition of Key Terms</td>
<td>5</td>
</tr>
<tr>
<td><strong>CHAPTER II REVIEW OF RELATED LITERATURE</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Speaking Skill</td>
<td>6</td>
</tr>
<tr>
<td>2.2 The Teaching of Speaking</td>
<td>7</td>
</tr>
<tr>
<td>2.3 The Problems in the Teaching of Speaking</td>
<td>8</td>
</tr>
<tr>
<td>2.4 Learning Anxiety</td>
<td>10</td>
</tr>
<tr>
<td>2.5 Speaking Anxiety</td>
<td>12</td>
</tr>
<tr>
<td>2.6 The Effect of Anxiety on Learning Achievement</td>
<td>13</td>
</tr>
</tbody>
</table>
CHAPTER III RESEARCH METHOD

3.1 Research Design ................................................................. 15
3.2 Research Subject .............................................................. 16
3.3 Data Collection ................................................................. 17
  3.3.1 Technique and Instrument ............................................ 17
  3.3.2 Procedure ................................................................. 18
3.4 Data Analysis ................................................................. 18

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Research Findings ............................................................. 20
  4.1.1 The Students’ Speaking Anxiety ................................. 20
  4.1.2 The Students’ Speaking Ability ................................. 22
  4.1.3 The Result of the Hypothesis ..................................... 22
4.2 Discussion ................................................................. 24

CHAPTER V CONCLUSION AND SUGGESTIONS

5.1 Conclusion ................................................................. 26
5.2 Suggestion ................................................................. 26

REFERENCES

APPENDICES
LIST OF TABLES

4.1 Students’ Anxiety Level ................................................................. 20

4.2 Correlation Analysis Output ....................................................... 23
LIST OF APPENDICES

1. Foreign Language Classroom Anxiety Scale proposed by Horwitz, Horwitz, & Cope (1986)
2. Speaking Test Rubric
3. The Students’ Speaking Test Score
4. The Students’ Foreign Language Classroom Anxiety Scale (FLCAS) Score
REFERENCES


