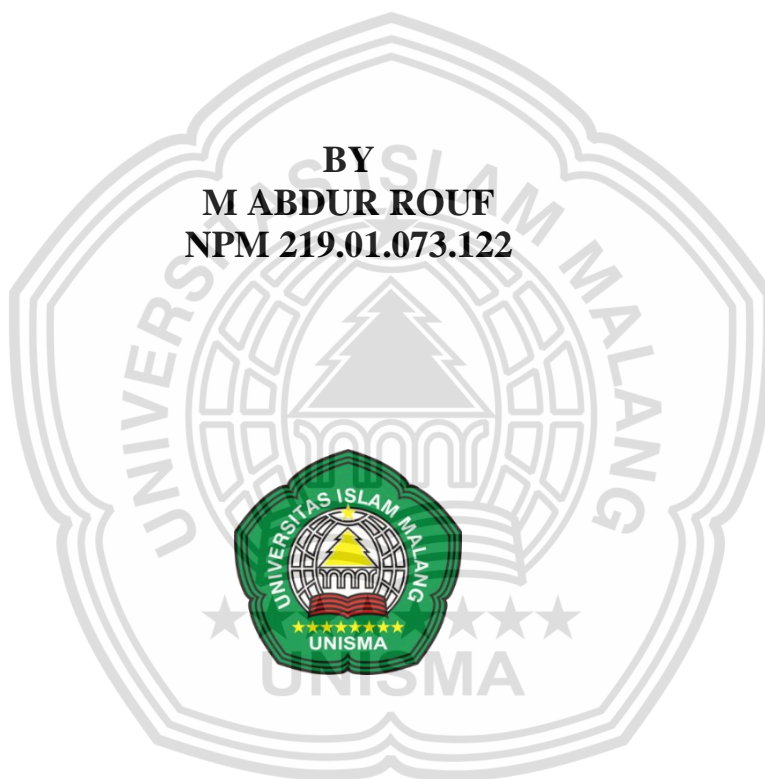




**COMPARATIVE STUDY ON THE SPEECH ANXIETY
LEVELS AND THEIR PERFORMANCE BETWEEN BASIC
AND INTERMEDIATE STUDENTS AT QUR'AN VILLAGE**

SKRIPSI

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ABSTRACT

M Abdur Rouf, 2023. *Comparative Study on The Speech Anxiety Levels and Their Performance Between Basic and Intermediate Students at Qur'an Village*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang.
Advisor I: Ika Hidayanti, M.Pd. Advisor II: Febti Ismiatun, M.Pd.

Keywords: Comparative Study, Speech Anxiety, Qur'an Village

Speaking is an important productive skill to master. Its role is critical for effective communication. According to Bygart (Al-Roud, 2016), speaking ability is the ability to share thoughts and ideas, reasoning, and emotions with other people through the use of oral language ensure that the message is clearly delivered and well received by the audience (Al-Roud, 2016). Which level of speech anxiety is higher between basic and intermediate level? Is there a difference in speech performance between the basic and intermediate levels? And then What factors affect the students' speech anxiety between basic and intermediate levels?

This study uses mixed methods to provide broader insights into anxiety in giving English speeches to basic-level students (junior high school) and intermediate-level students (senior high school) of Qur'an Village Diwek-Jombang. In this study, the researcher combined the types of methods to get clearer results. These researchers employ an explanatory design, which begins with quantitative data collection and analysis and is followed by qualitative data gathering and analysis. The population of this research is 20 male students that were recruited for this investigation the basic level and intermediate level in the third grade of junior high school who take course in Qur'an village.

The first finding indicates the results of the questionnaire which shows that the basic level overall students get average mean of 3.35 which means they are at a moderate level of anxiety, and intermediate overall students get average mean of 3.55 which indicates that they are at a high level of anxiety. The data above shows that the overall intermediate level is higher than the basic level because the anxiety level is higher at the intermediate level so that this data has the conclusion that the level of anxiety for English speech is higher at the intermediate level than the basic level. The second finding indicate significant difference in speech anxiety between the basic level and intermediate level through the content of speech English which has been assessed and processed through SPSS using independent sample T test, the significant value of $0.049 < 0.05$ was obtained, which means that there was significant difference in the content scores of English speech at the basic and intermediate level classes. And the value of English speech content at basic and intermediate shows that the mean value for the basic level class is 78.10 and the mean value for the intermediate level class is 63.30. It can be seen that the value of $\text{sig} = 0.049 < 0.05$ means that there is a significant difference in the value of English speech content for basic level and intermediate level classes.

Students revealed several factors that anxiety occurred because of low speaking skills, lack of practice, fear of being made up mistakes, and fear of being

criticized, which leads to low self-esteem. inability to control emotions, and feelings of inferiority. Students who have excessive anxiety make measures to lessen their uneasiness, lack of confidence when on stage. Researchers also propose numerous ways for reducing student fear, including changing mindsets, planning ahead of time, practicing to increase students' English abilities and self-confidence, and being brave.



ABSTRACT

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Berbicara adalah keterampilan produktif yang penting untuk dikuasai. Perannya sangat penting untuk komunikasi yang efektif. Menurut Bygart (Al-Roud, 2016), kemampuan berbicara adalah kemampuan untuk berbagi pemikiran dan gagasan, penalaran, dan emosi dengan orang lain melalui penggunaan bahasa lisan memastikan bahwa pesan tersampaikan dengan jelas dan diterima dengan baik oleh audiens (Al-Roud, 2016). -Roud, 2016). Tingkat kecemasan berbicara manakah yang lebih tinggi antara tingkat dasar dan menengah? Apakah ada perbedaan performa bicara antara tingkat dasar dan menengah? Lalu faktor apa saja yang mempengaruhi kecemasan berbicara siswa tingkat dasar dan menengah?

Penelitian ini menggunakan metode campuran untuk memberikan wawasan yang lebih luas mengenai kecemasan dalam berpidato bahasa Inggris pada siswa tingkat dasar (SMP) dan siswa tingkat menengah (SMA) di Desa Quran Diwek-Jombang. Dalam penelitian ini, peneliti menggabungkan jenis-jenis metode untuk mendapatkan hasil yang lebih jelas. Para peneliti ini menggunakan desain penjelasan, yang dimulai dengan pengumpulan dan analisis data kuantitatif dan diikuti dengan pengumpulan dan analisis data kualitatif. Populasi penelitian ini adalah 20 siswa laki-laki yang direkrut untuk penyelidikan ini tingkat dasar dan menengah di kelas tiga sekolah menengah pertama yang mengambil kursus di kampung Al-Qur'an.

Temuan pertama menunjukkan hasil angket yang menunjukkan bahwa siswa tingkat dasar secara keseluruhan memperoleh rata-rata rata-rata sebesar 3,35 yang berarti berada pada tingkat kecemasan sedang, dan siswa tingkat dasar secara keseluruhan memperoleh rata-rata rata-rata sebesar 3,55 yang berarti berada pada tingkat kecemasan tinggi. tingkat kecemasan. Data di atas menunjukkan bahwa secara keseluruhan tingkat kecemasan berbicara bahasa Inggris lebih tinggi dibandingkan tingkat dasar karena tingkat kecemasan lebih tinggi pada tingkat menengah sehingga data ini mempunyai kesimpulan bahwa tingkat kecemasan berbicara bahasa Inggris lebih tinggi pada tingkat menengah dibandingkan tingkat dasar. . Temuan kedua menunjukkan perbedaan yang signifikan kecemasan berbicara antara tingkat dasar dan menengah melalui konten pidato bahasa Inggris yang telah dinilai dan diolah melalui SPSS menggunakan uji Independent Sample T test, diperoleh nilai signifikan sebesar $0,049 < 0,05$ yang berarti ada terdapat perbedaan yang signifikan dalam skor isi pidato bahasa Inggris di kelas tingkat dasar dan menengah. Dan nilai isi pidato bahasa Inggris pada tingkat dasar dan menengah menunjukkan nilai rata-rata kelas tingkat dasar sebesar 78,10 dan nilai rata-rata kelas tingkat menengah sebesar 63,30. Terlihat nilai $\text{sig} = 0,049 < 0,05$ artinya terdapat perbedaan yang signifikan nilai isi pidato bahasa inggris kelas tingkat dasar dan menengah.

Siswa mengungkapkan beberapa faktor kecemasan terjadi karena rendahnya kemampuan berbicara, kurang latihan, takut dibuat-buat, dan takut dikritik sehingga menyebabkan rendahnya harga diri. ketidakmampuan mengendalikan emosi, dan perasaan rendah diri. Siswa yang mempunyai rasa cemas yang berlebihan melakukan tindakan untuk

mengurangi kegelisahannya, kurang percaya diri ketika di atas panggung. Peneliti juga mengusulkan berbagai cara untuk mengurangi rasa takut siswa, antara lain dengan mengubah pola pikir, membuat perencanaan terlebih dahulu, berlatih untuk meningkatkan kemampuan bahasa Inggris dan kepercayaan diri siswa, serta bersikap berani.

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CHAPTER I

INTRODUCTION

The researcher provided information regarding in this chapter about the background of the study, problems of the study, the objective of the study, the scope and limitation of the research, the significance of the study, and the definition of key terms.

1.1 Background of The Study

Speaking is a crucial productive ability to learn. Its role is critical for effective communication. According to (Bygart & Al-Roud, 2016), speaking ability is the ability to share thoughts and ideas, reasoning, and emotions with other people through the use of oral language ensure that the message is clearly delivered and well received by the audience. Speaking is a fundamental skill for developing communication. As a result, it is critical to master speaking skills, particularly the ability to speak English, which is used for international communication.

English is the lingua franca, which means it is used to bridge communication between people who speak different languages worldwide. another advantage is that English language users would be able to communicate and interact with people worldwide (Grag & Gautam, 2015), Students can enhance their other English abilities individually; however, students cannot

communicate independently and must locate someone to speak to them in order to increase their speaking skills (Indrianty, 2016). However, many students struggle with speaking a foreign language. According to (Souriyavongsa et al., 2013), most students are helpless in foreign language learning in various parts of the world.

Public training in speaking or speaking in public is important for someone, as recognizes that professionals are expected to continue to practice in order to improve their communication skills and then someone can become a good public speaker by putting in a lot of practice time (Verderber, 2011). More often than not, someone will practice speaking in public before delivering information to the general public in advance. Based on practical theory and experience, public speaking can begin with exercises, diligently reading the script, vocal training, talking in front of the mirror while looking in the mirror, and matching appearance (Dewi, 2013).

Speech is an incorrect example of public speaking. Speech is part of Public Speaking, cause, the meaning of speech itself is an attempt to convey ideas and thoughts for conveyed to the public (Dewi, 2013). The speech can be in the form of deliberation, advice, information, and education. A good speech is a speech that can give something positive and the expected information in the speech can be delivered well so that it is accepted by those who listen to it (Syam, 2006). Explained that the meaning of speech is speaking technique. The speech will be made using effective words or language. The person giving the speech will display a person's skill. Generally, it will show skill in making word choices. It will affect the listeners. Speech is a greeting with a good arrangement that can be

conveyed to a large number of people. A great speech will give a positive impression to those who hear it. The ability to deliver a speech or speak well in public can help a person develop in their careers.

The previous study explains about speaking is considered one of the final results or the output of the language learning process. The student who is learning a language is expected to be able to communicate the target language (Amelia & Husna, 2020), considered speaking is an important skill since language learning progress is dependent on the ability of the learner to participate in oral activities. Speech anxiety is a general problem in school, especially in language classes. According to (Abbasi et al., 2019), teachers in schools are concerned about their students' ability to capitalize on communicative opportunities, despite the fact that speaking is a standard requirement in English as a second language (ESL) classes. When students do not practice their second language, especially English, in order to get better at it and more comfortable with it, there is cause for concern because we live in a globalized society where knowledge of English is useful or even required in many circumstances. ESL students are frequently exposed to circumstances in which speaking is expected, if not demanded. As a result, students' willingness to communicate is crucial (Zarrinabadi et al., 2019).

Related to English subject, Qur'an Village holds a speech training program or speech contest which is held three times a month. Speech exercises or speech contests are only for students who are already at the intermediate level in the Qur'an Village according to the theme given by the teacher. It is hoped that a speech training model or speech contest like this will trigger the participants to be

more confident in their performance and fluent in delivering them. When giving a speech, one must pay attention to appearance, language style, and expression, and must be confident in conveying the contents of the speech, so that people who see our speech are attracted and influenced by the speech we deliver.

Speaking is a crucial skill in language learning, as it is expected of students to communicate the target language. However, speech anxiety is a common issue in schools, particularly in language classes. Teachers are concerned about students' ability to capitalize on communicative opportunities, despite speaking being a standard requirement in English as a second language (ESL) classes. In a globalized society, knowledge of English is useful or even required in many circumstances. ESL students are often exposed to situations where speaking is expected or demanded, making their willingness to communicate crucial. Therefore, teachers must address speech anxiety to ensure students can fully utilize communicative opportunities in their language classes.

Qur'an Village hosts a monthly speech training program or contest for intermediate English students. The program aims to increase confidence and fluency in delivering speeches. Participants must focus on appearance, language style, and expression while delivering the speech. The goal is to attract and influence people who see the speech, ensuring that the speaker's message is well-received and influenced. The contests are held three times a month, focusing on the teacher's chosen theme.

The research gap regarding speaking is considered as one of the final results or outputs of the language learning process. Students who are learning a language are expected to be able to communicate the target language. Considers speaking to be an important skill because progress in language learning depends on the learner's ability to participate in oral activities. Speaking anxiety is a common problem in schools, especially in language classes.

Teachers at the school are concerned about their students' ability to take advantage of communicative opportunities, despite the fact that speaking is a standard requirement in English as a second language (ESL) classes. When students do not practice their second language, especially English, in order to become better and more comfortable with it, this is a cause for concern because we live in a global society where knowledge of English is useful or even necessary in many circumstances.

ESL students are often faced with situations where speaking is expected, but not required. Therefore, students' willingness to communicate is very important.

1.2 Research Questions

1. Which level of speech anxiety is higher between basic and intermediate level?
2. Is there a difference in speech performance between the basic and intermediate levels?

3. What factors affect the students' speech anxiety between basic and intermediate levels?

1.3 Objectives of the Study

1. To know which level of speech anxiety is higher between basic and intermediate level.
2. To determine whether there is a substantial difference in speech anxiety between the basic and intermediate levels.
3. To identify the element that influences students' speech anxiety between the basic and intermediate levels.

1.4 Scope and Limitation of the Study

The researcher established several research limitations based on the above-mentioned statement problem, including the level of speech anxiety experienced by basic and intermediate level students in Qur'an Village, the factors causing speech anxiety in basic and intermediate level students in Qur'an Village, and overcoming proper suggestion to students who have a high anxiety level in speech.

In this study there were 20 participants, ten from basic level and ten from intermediate level. But in the opinion of Horwitz (1986), the researcher is now taking a reference as an instrument, there are 20 participants, but the lack of research participants is 10 participants, so in this study the researcher will take a sample of 20 participants and will maximize the participants to complete the current study.

1.5 Significances of the Study

There are two types of relevance in this study: theoretical and practical significances. Theoretically, the purpose of this study to discover differences in English speech anxiety between basic and intermediate level participants among third grade junior high school students completing classes at the Qur'an village. The findings of this study can help teachers enhance their English language skills, particularly in speaking. In practice, the benefit of knowing anxiety in speaking class is to find out how much anxiety is in speaking class and find out the factors and causes of why this anxiety can occur in the speaking class, knowing this situation will result in solving problems that might occur during the learning process.

1.6 Definition of Key Terms

To avoid misunderstanding, the researcher would like to define some key terms as follows:

a. Comparative Study

In this research, a comparative study is an investigation that compares the basic level and intermediate level which evaluates a phenomenon or fact between different locations, subjects or objects to identify similarities or differences.

b. Basic Level

The third grade junior high school students who take part in English learning at least 6 months in Qur'an village, students who have studied the

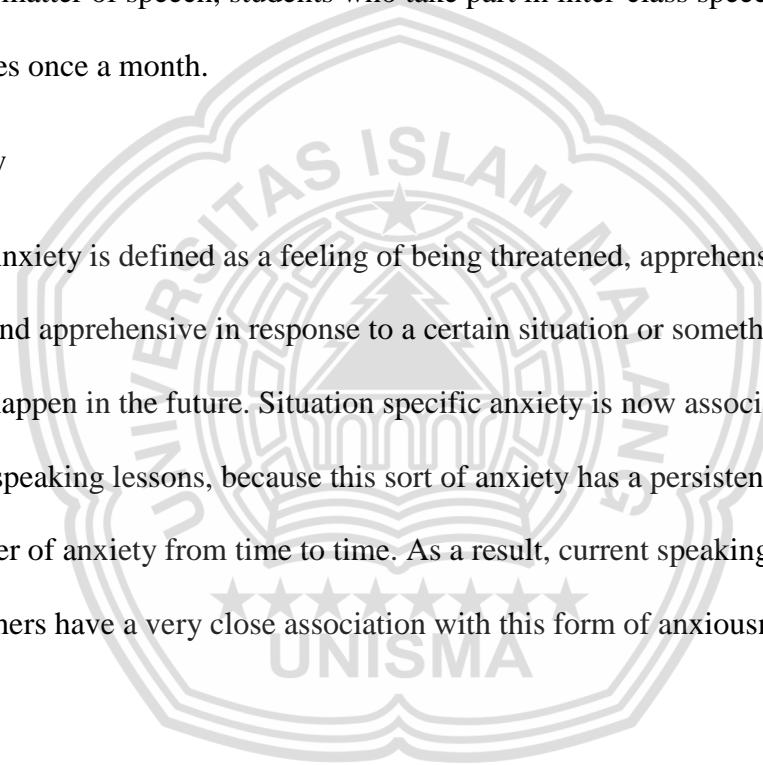
subject matter of speech, students who take part in inter-class speech contest exercises once a month.

c. Intermediate Level

The third grade junior high school students who take part in English learning at least 9 months in Qur'an village, students who have studied the subject matter of speech, students who take part in inter-class speech contest exercises once a month.

d. Anxiety

Anxiety is defined as a feeling of being threatened, apprehensive, tense, and apprehensive in response to a certain situation or something that might happen in the future. Situation specific anxiety is now associated with public speaking lessons, because this sort of anxiety has a persistent character of anxiety from time to time. As a result, current speaking class researchers have a very close association with this form of anxiousness.



CHAPTER V

CONCLUSION AND SUGGESTION

In this study, the researcher would want to present a conclusion and recommendations based on the study's findings. As noted in chapter I, the study's conclusion was the solution to the study's problem, and the finding was based on data analysis results. The guidelines are intended to help and motivate students, teachers, and researchers interested in English teaching and learning.

5.1 Conclusion

This study utilized questionnaire and interview to answer three research questions. After analyzing the data, it was found that basic level students get average mean of 3.39 which means they are at a moderate level of anxiety, and intermediate students obtain mean of 3.55 which indicates that they are at a high level of anxiety. The data above shows that the intermediate level students is higher than the basic level because the anxiety level is higher at the intermediate level so that this data has the conclusion that the level of anxiety for English speech is higher at the intermediate level than the basic level. The second finding indicate that the value of English speech content at basic and intermediate shows that the mean value for the basic level class is 78.10 and the mean value for the intermediate level class is 63.30. Moreover, It can be seen that the value of sig = 0.049 < 0.05 means that there is a significant difference in the value of English speech content for basic level and intermediate level classes. Finally, the last

result shows that students revealed several factors that caused them to experience anxiety. The first informant stated that anxiety occurred because of low speaking skills, lack of practice, lack of confidence when on stage. The second informant said that anxiety occurs because of fear of misinterpretation, fear of being made up mistakes, and fear of being criticized, which leads to low self-esteem. inability to control emotions, and feelings of inferiority.

As a result of this finding, the researcher concluded that the majority of the causes of students' speech anxiety were related to students' unfavorable assumptions. As a result, students' negative attitudes toward speaking were identified as the most important component. prompting students to experience public speech anxiety.

5.2 Suggestion

Concerning the conclusion, the researcher would like to make some recommendations that, hopefully, would be beneficial and meaningful to junior high school students in Qur'an Village, teachers, and future researchers.

1. For the Students

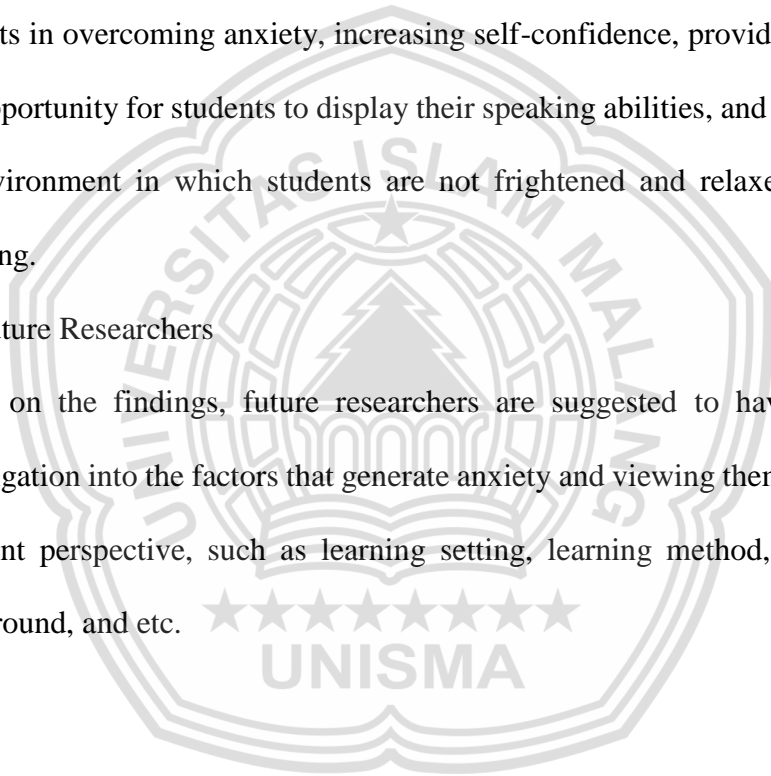
The researcher suggested the students to increase their speaking practice because understanding grammar and vocabulary will help them achieve other language abilities (listening, speaking, reading, and writing). Students should change their attitude, stop thinking negatively before or during their speech, have a positive self-image, stop being fearful of making mistakes, and quit overthinking when taking the oral test.

2. For English Teacher

The teacher should pay close attention to the pupils' level of understanding, difficulties with learning English, and learning strategy. When teaching English speech, the teacher should be able to choose the best teaching technique and methods for students with varied levels of English ability, especially when speaking English. Furthermore, the teacher must aid students in overcoming anxiety, increasing self-confidence, providing time and opportunity for students to display their speaking abilities, and creating an environment in which students are not frightened and relaxed when speaking.

3. For Future Researchers

Based on the findings, future researchers are suggested to have more investigation into the factors that generate anxiety and viewing them from a different perspective, such as learning setting, learning method, student background, and etc.



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