THE CORRELATION BETWEEN STUDENTS' ANXIETY DURING CLASS PRESENTATIONS AND THEIR ENGLISH SPEAKING ACHIEVEMENT AT SMA ISLAM AL-MA'ARIF SINGOSARI MALANG

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AUGUST 2022

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SKRIPSI
Presented to
Faculty of teacher training and education
Islamic University of Malang
in partial fulfillment of the requirements for the degree of Sarjana in English
language education

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ABSTRACT

Aliyah, Ilmi Firdaus. 2022. *The Correlation between Students' Anxiety during Class Presentations and Their English Speaking Achievement at SMA Islam Al-Maarif Singosari Malang.* Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Ika Hidayanti, S.Pd., M.Pd; Advisor II: Mochammad Imron Azami, M.Ed.

Key words: Correlation, Anxiety, English Speaking Achievement

English is becoming an essential foreign language in Indonesia, not just in school required to learn English but many professions also need to learn English, for English is the language of the world. One the most important factors in learning English are the anxiety that students have, since anxiety is one of the greatest fears experienced by every human being. The students feel anxiety when they speaking English, especially in classroom presentations. For those, the students' anxiety has correlation with their English-speaking achievement. This study aimed to know whether there is a correlation between students' anxiety during class presentations and their English-speaking achievement at SMA Islam Al-Maarif Singosari Malang, and whether there is significant difference in the students' speaking achievement among 3 classes.

This study used a correlation design with simple random sampling techniques. The participants are the eleventh grade Mathematics and Natural Sciences at SMA Islam AL-Maarif Singosari Malang who are joining English class. The researcher used questionnaire and document as the instrument. Therefore, the total participants in this study were 72 students. To analyze the data the researcher used SPSS 20 with Pearson Product Moment Correlation, and then the researcher used One Way Anova to compare three classes to find significance of the different in the students' speaking achievement.

The first finding indicated that there was negative correlation between students' anxiety during class presentations and their English-speaking achievement. The correlation between two variables is .80 ($0.80 < r$), that means there is very strong correlation. Then the level of probability (p) significance (sig.2 tailed) was 0.000, it means that p (0.000) was lower than 0.01. It means that the higher anxious students, the lower students' English-speaking achievement. The second finding from differences among students' speaking achievement, Anova table shows that mean difference (F) = 181,748, and the significant value is 0.000 which is lower than 0.05. It means that there is significant difference on the students' speaking achievement among MIPA 1, MIPA 2, and MIPA 3 classes.

Based on the finding of the study, it is addressed to English lecturers to be aware that speaking anxiety can hinder students' speaking skills and contribute negatively to students' speaking practice, so the teacher should create the comfortable and enjoyable at English class. It is also suggested for the students,

Students who have high anxiety do not mean they cannot speak English during presentations. It is hoped that students can develop and improve their speaking skills using strategies, so the students will get better results and scores in their learning process. For future research, it is suggested to use wide scope and participant and use experimental design to get deeper analysis about students' anxiety and English achievement.

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains several parts. They are the background of the study, research problem of the study, purpose of the study, hypothesis of the study, scope and limitation of the study, significance of the study and definition of key term of the study.

1.1 Background of the Study

English is becoming an essential foreign language in Indonesia, not just in school required to learn English but many professions also need to learn English, for English is the language of the world. Adnan (2021) said that "Now, the most widely spoken or learned is English since English is the most widely spoken language in the country". English is one of the languages that we need to know in order to communicate actively with strangers.

According to Brown (2004), "speaking is one of the fourth skills that students should master besides writing, listening, and reading. It is important to learn because speaking needs the oral communication like vocabulary, grammar, pronunciation, comprehension and fluency". Nowadays, schools are already using a method where students are more active than teachers. Students are led to be more active in speaking and dare to express their opinions or idea in front of many people. It is supported by Correa (2017) from journal of *Relationship Between Group Seating Arrangement in the Classroom and Student Participation in EFL*

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Classes at a Secondary School in Chile, the researcher said that "if students are more active in their class, they can improve their language skills especially speaking skill because they will likely to interact with each other in a more fluidly way."

Anxiety is one of the greatest fears experienced by every human being. Anxiety is one of the emotional factors of students where it can make it difficult for students to understand. Sometimes students who feel anxious will try harder but their understanding will get worse in order that they feel more anxious. According to Ritonga et al., (2020), One of the most important factors in learning English is the anxiety that students have, so the level of language anxiety determines the learning process, and the learning process that is owned is a serious concern."

Adnan (2021, p. 122) stated that in speaking class, fear of students speaking is caused by several factors. Students often experience tension reactions that interfere with their ability to play in a foreign language class. If students are afraid to speak, it can affect their speaking performance in class." When students feel anxious, the confidence that they instil will become a sense of fear or worry about something that will not necessarily happen. For example, before making a presentation in class, she feels confident that she can present their assignments, stillafter coming forward and being seen by many students, they feel anxious and worried about explaning of their own. She will be uncomfortable and insecure, and her presentation will not go as planned.

Based on the observation at SMA Islam Almaarif Singosari, the researcher conducted interviews with teachers in the field of English studies related to students' speaking skills and anxiety about speaking English. According to the English teacher, speaking skills are often practised by students when presenting material or presenting the results of assignments. The activity of speaking means that students are trained to speak and perform in front of classmates and the crowd. English teacher also added that the presentation in front of the class aims to teach students' speaking skills so that they can speak English fluently, and students can also practice directly with their friends.

Before speaking in front of the class to convey the results of the assignment, students are allowed to prepare what will be presented in order that students will not experience anxiety when offering it. The presentation activities discussed in this study were presentations related to the material and the results of the assignment. The material and the results of the assignment will be delivered by students individually or in groups. The activity of presenting the results of assignments and materials, especially individually, can bring up feelings of anxiety in students even though students have made preparations. The feelings of anxiety that exist in these students will also be discussed in this study.

According to the results of research conducted by Katz (2000) at the University of Tennessee at Martin entitled *Public Speaking Anxiety* shows that public speaking both among students and the general public, and the results of this study show that 20-85% of people feel anxiety when they speak in public. According to Sutarsyah (2017), in relation to the research on the speaking

performance tests and the questionnaire on speaking anxiety showed that feelings of nervousness gets the highest score among all items. And the result from of study is that students with lower anxiety have better performance in their speaking. All in all, the students with higher anxiety have worse performance in their speaking.

Related to the problems above, the researcher wants to discuss the students' anxiety during class presentations and their students' English speaking achievement. Anxiety that wants to be seen in this study is anxiety speaking in front of the class in presenting materials and assignments individually or in groups especially in the eleventh grade of Mathematics and Natural Sciences students at SMA Islam Al-Ma'arif Singosari Malang. Eleventh grade students are used as subject research because eleventh grade students still have presentation activities in the class. This presentation activity is still available to the twelfth-grade students and maybe more often done in activities study, but in this study the twelfth-grade students were not selected as the subject of research because the twelfth-grade students have graduated.

SMA Islam Al-maarif Singosari was chosen as a place of research because the teacher uses presentation as a learning method. This research conducts because many students feel anxiety when making presentations in front of the class. This is caused by the curiosity of researchers about the level of anxiety that experienced by students when students do presentations in the class, as well as the researcher want to know whether there is a significant correlation between the level of anxiety that arises in the eleventh-grade students with their English

speaking achievement with the research title *"The correlation between students' anxiety during class presentations and their English speaking achievement at SMA Islam Al-Ma'arif Singosari Malang"*.

1.2 Research Problems

In this study the researcher formulated the research question to be answered:

1. Is there any correlation between students' speaking anxiety during class presentations and their English speaking achievement at SMA Islam Al-Ma'arif Singosari Malang?

2. Is there any significant difference in the students' speaking achievement among MIPA1, MIPA2 and MIPA3 classes?

1.3 Objective of the Research

The objectives of the study are:

1. To find out whether there is a correlation between students' speaking anxiety during class presentations and their English speaking achievement at SMA Islam Al-Ma'arif Singosari Malang.

2. To know whether there is any significant difference in the students' speaking achievement among MIPA1, MIPA2 and MIPA3 classes.

1.4 Hypothesis of the Study

Based on the statement of the problem stated above, the hypothesis of the study is formulated into the following statements.

a. Null hypothesis (H_0)

- There is no significant correlation between students' anxiety during class presentations and their English speaking achievement at SMA Islam Al-Ma'arif Singosari Malang.

- There is no significant difference in the students' speaking achievement among MIPA1, MIPA2 and MIPA3 clasess.

b. **Alternative hypothesis (H_a)**

- There is a significant correlation between students' anxiety during class presentations and their English speaking achievement at SMA Islam Al-Ma'arif Singosari Malang.

- There is a significant difference in the students' speaking achievement among MIPA1, MIPA2 and MIPA3 classes.

1.5 Scope and Limitation of the Study

The scope of this study focuses on the students' English speaking achievement and the context of speaking skill that is correlated with students' anxiety during class presentations in 11th grade of SMA Islam Al-Maarif Singosari. The English speaking achievement score is taken from the students' final test score from English teacher in SMA Islam Al-Maarif Singosari.

The limitation of this study is there were students who did not come to school. It affected the data of the questionnaire, so the student's scores from the teacher should be customized with the number of respondents who filled out the questionnaire.

1.6 Significance of the Study

Theoretically, the result of this study is expected to give insight that if students' anxiety is low, their scores are high. Inapposite, if their anxiety is high, their scores will be low. This is related to specifically speaking class.

Practically, For English teachers, it can be used as new information to face students' anxiety in speaking English. Teacher is expected to choose a method or activity that can reduce student anxiety, such as providing opportunities for students to prepare themselves to study the material to be presented, and teacher can also create a new strategy to increase students' achievement. For students, this study is expected to be helpful for the students as a knowledge to push them to study harder and not feel anxious while speaking English. It is hoped by having low anxiety about speaking English, they can get better achievement.

1.6 Definition of Key Terms

Here are the terminologies utilized in this study:

1. Correlation

The term *correlation* in this study is something related to statistics that show or tell us whether there is a relationship between students'

anxiety during class presentations and their English speaking achievement.

2. Anxiety

The term *anxiety* in this study is a feeling of anxiety that can occur when students are talking or communicating with other people directly or indirectly. Speaking anxiety can also be interpreted as a form of communication barrier that can be experienced by each individual, especially when students present in front of their friends in English speaking classes.

3. English speaking achievement

The term English speaking achievement in this study is a value obtained by students from speaking their class presentations where students present their material or assignment in English speaking class. It aims to find out and assess the extent of students speaking English fluently.
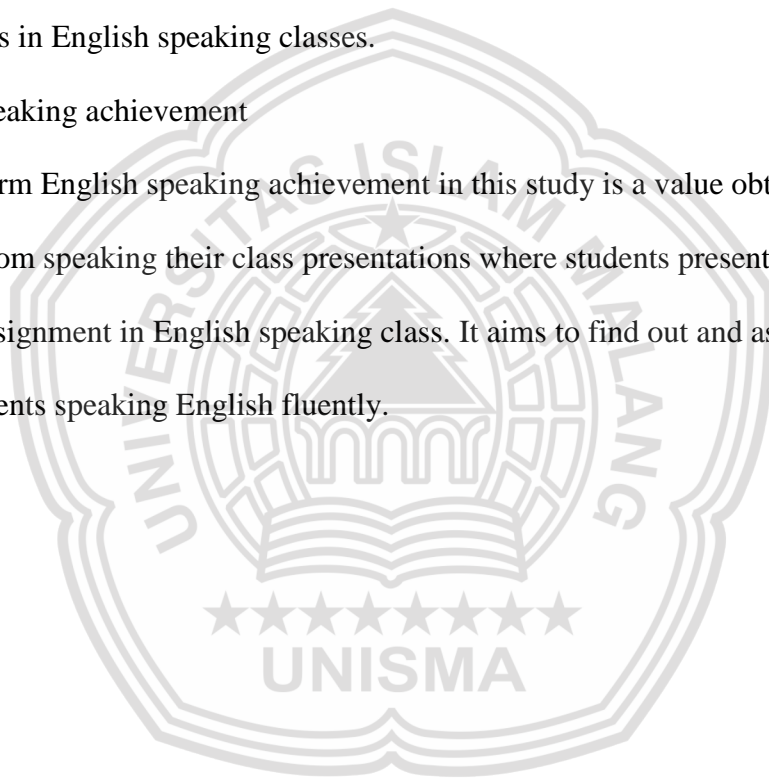
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions and suggestions of this research and some suggestions for students, lecturers, and future researchers.

5.1 Conclusions

Based on the result of the chapter I until chapter IV, the researcher attempts to give the conclusions of this study. This study used quantitative methods. The sample of this study was the whole students of eleventh grade of Mathematics and Natural Sciences students at SMA Islam Al-Ma'arif Singosari Malang which consists of 72 students from three classes. This study used questionnaire and the record of students' final test English score to collect the data.

The finding of the first research question shows that r value was -.923 with significance of 0.000 indicates shows a negative correlation. This negative correlation means that the correlation is inversely proportional. So, it is concluded that there is significant correlation between students' anxiety and their English-speaking achievement in senior high school. In addition, the alternative hyphothesis (Ha) answered the research problem which is there is a significant correlation between students' anxiety during class presentations and their English speaking achievement.

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The finding of the second research question shows that there is significant difference in the students' speaking achievement among MIPA1, MIPA2 and MIPA3 classes. This is in accordance with the results of the study using a One-Way ANOVA which resulted in a sig. Value at 0.000. It means that the F value calculated by the data is significant difference, and the hypothesis testing of alternative hypothesis (Ha) which is 'there is significant difference on the students' speaking achievement among class MIPA1, MIPA2 and MIPA3' was accepted.

Thus, this finding confirms the finding of Djumingin (2019) that found anxiety contributes to the student's low achievement in classroom presentations, so the Students' anxiety in classroom presentation and students' achievement have significant correlation, and the finding of Ghonsooly (2015) that found both variables are correlated in negative correlation. However, this finding contradicts the finding of Ela & Ismiatun (2021) that found there was no correlation between speaking anxiety and speaking achievement.

5.2   Suggestions

Based on the research of this study, some suggestions are addressed to students, lecturers, and future researchers. The suggestions are presented as follows:

1. For students

Since the students' anxiety can influence their English speaking achievement, hopefully the students can get information about their own language

anxiety and information about the factors that contribute to their anxiety and have to minimize anxiety in classroom presentations. Students who have high anxiety do not mean they cannot speak English during presentations. It is hoped that students can develop and improve their speaking skills using strategies, so the students will get better results and scores in their learning process.

2. For English teachers

Teacher should know that students' anxiety can be a factor that influences students' English speaking achievement, so they are expected to be a good motivator for students, and give more attention what they need when they face some difficulties and anxiety in English class. By knowing the contribution of anxiety toward English speaking achievement, the teacher should create the comfortable and enjoyable English class. Teachers should be aware that speaking anxiety can hinder students' speaking skills and contribute negatively to students' speaking practice. When they have high anxiety, they will have inhibitions during class presentation. So, after knowing the students' anxiety, teachers can increase students' self-confidence and appreciation by creating a more relaxed and enjoyable classroom environment.

3. For future researchers

It is suggested for future researchers who want to conduct similar research to use wide scope and participant and use experimental design to get deeper analysis of students' anxiety and English achievement. The researcher also hopes that this study can be a reference for other researchers who have similar research

and it could be supplementary to have more extended questionnaires and references. The future researchers are recommended to construct the appropriate aspects of speaking tests and use various test not only questionnaires and dokument but also using test.

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