

**THE CORRELATION BETWEEN SPEAKING ANXIETY AND ENGLISH  
ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMK  
MUHAMMADIYAH 2 PALEMBANG**

**THESIS**

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**UNIVERSITAS MUHAMMADIYAH PALEMBANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION STUDY PROGRAM  
AUGUST 2018**

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**THESIS**

**Presented to**

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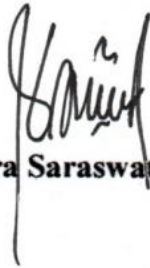
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**THE CORRELATION BETWEEN SPEAKING ANXIETY AND ENGLISH ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 PALEMBANG**

beserta seluruh isinya adalah benar merupakan hasil karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap skripsi saya.

Palembang, 16 Agustus 2018

Yang menyatakan,



Abdillah Haris R

## Motto and Dedication

*Motto :*

✓ *Everyone has their own time to shine.*

*This is dedicated to:*

- *My beloved parents Muhammad Asad Isa and Mala Rosanti who always behind me to give supports, prays and suggestions so the researcher can finish this study until this moment and for my stepmother Maya Indah who always give me motivations and never be tired to remind me to do the best.*
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## ABSTRACT

Haris R, Abdillah. 2018. *The correlation between speaking anxiety and English achievement of the Eleventh Grade Students of SMK Muhammadiyah 2 Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang*. Advisors (1) Kurnia Saputri, S.Pd., M.Pd., (2) Masagus Sulaiman, S.Pd., M.Pd.

**Keywords:** Speaking anxiety, English achievement

The title of this thesis is “The Correlation between speaking anxiety and English achievement of the Eleventh Grade students of *SMK Muhammadiyah 2 Palembang*”. The Limitation of the study was only focused on “The Correlation between speaking anxiety and English achievement of the Eleventh Grade Students of *SMK Muhammadiyah 2 Palembang*”. The formulation of the study was “Is there any significant correlation between speaking anxiety and English achievement of the Eleventh Grade Students of *SMK Muhammadiyah 2 Palembang*?”. The objectives of the study was “to find out whether or not the significant correlation between speaking anxiety and English achievement of the Eleventh Grade Students of *SMK Muhammadiyah 2 Palembang* with the total 30 students. The sample of this study was 30 students taken by Convenience Sampling Method. The data were collected through two ways. The first one was through a ready-made questionnaire by Horwitz, E, K., Horwitz, M, B., & Cope, J. The second one was through the documentation’s score of English achievement. The data were analysis, the value of correlation between speaking anxiety and English achievement (r-obtained) was 0.836 in two tailed testing at 0,05 of significant level Of 30 samples (r-table = 0.36). It means that there was a significant correlation between speaking anxiety and English achievement. Since the value of r-obtained was higher than r-table, the alternative concluded that there was a significant correlation between speaking anxiety and English achievement

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The Researcher

**AHR**

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# CHAPTER I

## INTRODUCTION

This chapter consists of (1) background of the study, (2) problem of the study, (3) limitation of the study, (4) formulation of the study, (5) objective of the study, (6) significance of the study, (7) hypotheses of the study, and (8) criteria for testing the hypotheses.

### **1.1 Background of the Study**

English is divided into four skills such as listening, speaking, reading, and writing. Therefore, speaking is the second skill and has important role as communication. Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also ability to process information and language (Harmer, 2007 ; Wahyuni, 2016, p.27). In other word, speaking has applied in daily life as a way to communicating each other. Speaking is the productive skill that should be learned by students. It is not easy to speak English as foreign language.

In English class, Feelings of anxiety and nervousness are common among second or foreign language learners. There was problem among the students also known as speaking anxiety, Basic (2011) states that speaking anxiety as a fear of expressing oneself orally who can be recognized by psychological. It is most likely that these signs can obstruct and inhibit one's ability to speak since a person who experiences that kind of anxiety will not be able to focus on the speaking process (p.4). It means that the learner does not have bravery to speak up during the lesson, it due to they are thinking how to speak perfectly without making a mistakes, it make

the students prefer to silent than show up so that become the obstacle to improve their skill.

Occasional anxiety is a normal part of life, it is the condition of worry about things like health, money, or family problems. According to Marsh (2015) Anxiety is a word use to describes feeling of unease, worry and fear. It incorporates both the emotions and the physical sensations we might experience when we are worried or nervous about something (p.4). In the other words, anxiety is a condition which *shocked* the person when they feel anxious or afraid of what their face. Most of people do not recognize their anxiety for what it was, and instead think there was something wrong with them. Some people were preoccupied with the symptoms of anxiety (e.g stomach aches, increased heart rate, and shortness of breath).

Anxiety is normal reaction to certain situations, a small level of anxiety is normal, but severe anxiety can be a serious problem (Hubberty, 2012 ; Cassie, 2012, p.4). In this case, anxiety also has relation to the aspect of study which was impact to the students called student's anxiety. Academic or students anxiety can become more detrimental over time. As a student's academic performance suffer, anxiety level related to certain academic task increase.

According to Minnahhan and Rappaport (2013) student with high anxiety can fall behind academically because he or she is distracted and has impaired verbal working memory skill when anxious (p.34). In this way, student's anxiety was the problem who often faced by students during his study, which was make them not confidence or afraid in doing mistake.

Furthermore, there was an achievement as student's learning target to reach the score as high as possible. Students were achieving when they acquire the knowledge, skills, and attitudes that will prepare them to lead happy and successful lives. Based on standard American Psychological Association (APA) (1999) achievement is viewed basically as the competence a person has in a area of content. This competence is the result of many intellectual and non intellectual variables. It was not easy to define, quantify and measure student achievement. The most common indicator of achievement generally refers to a student's performance in academic areas.

From the explanation described, the researcher has experienced in conducting this title as his research study, when he was doing Field Teaching Practice or *Praktik Pengalaman Lapangan* at *Sekolah Menengah Kejuruan (SMK) Muhammadiyah 2 Palembang* in August 2017, most of students have problem when they were learning or studing English subject, they felt anxious when the researcher deliver the material, it look like they afraid or there was something wrong to them, so that the researcher interst to find out the problem.

## **1.2 Problem of the Study**

Based on the background mentioned, the researcher wants to figure out the problem of correlation between speaking anxiety and English achievement of the Eleventh Grade Students of *SMK Muhammadiyah 2 Palembang*.



### **1.3 Limitation of the Problem**

There was a limitation in the problem of this study in order to make this study clear. This study focused on the correlation between speaking anxiety and English achievement of the Eleventh Grade Students of *SMK Muhammadiyah 2 Palembang*.

### **1.4 Formulation of the Problem**

Referring to the explanation stated, the formulation of this study would be into this question, “is there any correlation between speaking anxiety and their English achievement of the Eleventh Grade Students of *SMK Muhammadiyah 2 Palembang?*”

### **1.5 Objective of the Study**

The objective of this study was to find out whether or not there is a correlation between speaking anxiety and English achievement of the Eleventh Grade Students of *SMK Muhammadiyah 2 Palembang*.

### **1.6 Significance of the Study**

Hopefully, the result of this study could be useful for the other researcher, the reader, the teacher, and the students to know more on the speaking anxiety and the influence to English achievement.

### **1.6.1. For the Researchers**

By doing this research, it would be helpful to other researcher to find the definition of anxiety, can help us to solve the anxiety problem if we meet the person who anxious in English subject later.

### **1.6.2 For the Readers**

The researcher hope, it would be useful for the readers to know more on anxiety generally and the impact to the personality when we are anxious in learning.

### **1.6.3 For the Teachers**

Hopefully, it would be useful for the teacher especially the teacher of English who often faced the similar case during the lesson class. The teacher knows how to handle the students who anxious in English subject and also the teacher knows to motivate the students so that they will get better after face the anxiety.

### **1.6.4 For the Students**

Hopefully, this study would be useful for the students or learners who often get anxious during learning English subject whether in formal or non-formal condition, because the new learner mostly face it, so that by recognize the symptom of anxiety that was described in chapter two, the students will be easier to know that they are anxious.

## **1.7 Hypotheses of the Study**

Indawan, Rini, & Sulaiman (2017) describes that Hypotheses could be interpreted as a temporary answer in the research study to do and should be proved by empirical data (p.23). In this context, there were two kinds of hypotheses of this study as follows:

$H_a$  : There was a significant correlation between speaking anxiety and the English achievement of the Eleventh Grade Students of *SMK Muhammadiyah 2 Palembang*.

$H_o$  : There was no significant correlation between speaking anxiety and the English achievement of the Eleventh Grade Students of *SMK Muhammadiyah 2 Palembang*.

### 1.8 Criteria for Testing the Hypotheses

According to Sugiyono (2016) that the criteria of testing the hypotheses in measuring the correlation are as follows:

1.  $H_o$  :  $p = 0$ , 0 means that there was no correlation between speaking anxiety and the English achievement of the Eleventh Grade Students of *SMK Muhammadiyah 2 Palembang*.
2.  $H_a$  :  $p \neq 0$ , "it is not zero" it could be higher or lower than zero. It means that there was correlation between speaking anxiety and the English achievement of the Eleventh Grade Students of *SMK Muhammadiyah 2 Palembang* (p.69).

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