

STUDENTS' ANXIETY AND ENGLISH SPEAKING PROFICIENCY OF
THE EIGHTH GRADE OF MTs AN-NAJAH CINDAI ALUS
MARTAPURA

THESIS

Presented to
Antasari State Institute for Islamic Studies Banjarmasin
in partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education

By
Ummi Khulsum
SRN. 1101240659

ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES BANJARMASIN
THE FACULTY OF TARBIYAH AND TEACHERS TRAINING
ENGLISH EDUCATION DEPARTMENT
2016 A.D/1437 H

STATEMENT OF AUTHENTICITY

By signing this form, I

Name : Ummi Khulsum

SRN : 1101240659

Certify that the work in this thesis is, to the best of my knowledge and belief, original, except as acknowledged the text, and has not been submitted, either in whole or in part, for a degree at this university or any other university. If someday, it is proven as duplication, imitation, plagiarism or made by others partly or entirely, I understand that my thesis and academic title will be cancelled due to the law.

Banjarmasin, December 14th 2015

The writer,

t

Ummi Khulsum

APPROVAL

Thesis Entitled : Students' Anxiety and English Speaking Proficiency of the Eighth Grade Students of MTs An-Najah Cindai Alus Martapura

By : Ummi Khulsum

Student Registration Number : 1101240659

Major/Student's Program : English Education Department/Strata I

Faculty : Tarbiyah and Teachers Training Faculty

Has been checked and revised properly. We hereby approved this thesis to be presented to and examined by the thesis examining team of Tarbiyah and Teachers Training Faculty of Antasari State Institute for Islamic Studies Banjarmasin.

Banjarmasin, December 14th 2015

Thesis Advisor,

Dr. Ridha Fadillah, S.Pd, M.Ed
NIP. 1974114082005011006

Approved by:
The Head of English Education Department
The Faculty of Tarbiyah and Teachers Training
Antasari State Institute for Islamic Studies Banjarmasin

Drs. Sa'adillah, M.Pd
NIP. 19640520 199203 1 006

VALIDATION

This is to certify that *the sarjana's* thesis of English Language Education with the title **STUDENTS' ANXIETY AND ENGLISH SPEAKING PROFICIENCY OF THE EIGHTH GRADE STUDENTS OF MTS AN-NAJAH CINDAI ALUS MARTAPURA** has been approved by the board of examiners as the requirements for the degree of *sarjana* in English Language Education.

Dr. H. AHDI MAKMUR, M.Ag, Ph.D, Chair
NIP. 19640530 199002 1 001

M. NUR EFFENDI, S.Ag, SS, M. Pd.I, Member
NIP. 19771212 200312 1 002

DR. RIDHA FADILLAH, S.Pd, M.Ed, Member
NIP. 19780304 200801 2 021

Approved by:
Dean Faculty of Tarbiyah and Teachers Training

Dr. Hidayat Ma'ruf, M. Pd.
NIP. 19690703 199503 1 004

ABSTRACT

Ummi Khulsum, 2015, *Students' Anxiety and English Speaking Proficiency of the Eighth Grade Students of MTs An-Najah Cindai Alus Martapura*.
Advisor: Dr. Ridha Fadillah, S.Pd, M.Ed.

Keywords: Anxiety, English Proficiency

The purpose of this study was to investigate the relationship between students' anxiety and English speaking proficiency. The problems should be answered in this research are: What is students' anxiety level on speaking English and is there the correlation between students' anxiety and English speaking proficiency.

The subject of the study is 49 students of the eighth grade of MTs An-Najah Cindai Alus Martapura. The objects of this study are the students' anxiety level on speaking English and the correlation between students' anxiety and English speaking proficiency. To collect the data, the writer applied the technique of questionnaire and spoken test. Then, the data is analyzed in quantitative method.

The result of this study shows that the level of students' anxiety is in moderate level. The mean score for overall anxiety is 66.40, communication apprehension is 40.24 and fear of negative evaluation is 26.16. And, the correlation between students' anxiety and English speaking proficiency is negative and not significant. It means that the hypothesis null (Ho) is accepted and hypothesis alternative (Ha) is denied.

ABSTRAK

Ummi Khulsum, 2015, Kecemasan Siswa dan Kecakapan dalam Berbicara Bahasa Inggris oleh Siswa Kelas Delapan MTs An-Najah Cindai Alus Martapura. Pembimbing: Dr. Ridha Fadillah, S.Pd, M.Ed.

Kata Kunci: *Kecemasan, Kecakapan Berbahasa Inggris*

Tujuan penelitian ini untuk menginvestigasi hubungan antara kecemasan siswa dan kecakapan dalam berbicara bahasa inggris. Adapun rumusan masalah dalam penelitian ini yaitu apa tingkat kecemasan siswa dalam berbicara bahasa inggris dan apakah ada hubungan antara kecemasan siswa dan kecakapan dalam berbicara bahasa inggris.

Subjek penelitian ini yaitu 49 orang siswa kelas delapan MTs An-Najah Cindai Alus Martapura. Objek penelitian ini adalah tingkat kecemasan siswa dalam berbicara bahasa inggris dan hubungan antara kecemasan siswa dan kecakapan dalam berbicara bahasa inggris. Untuk pengumpulan data, penulis menggunakan teknik angket dan spoken tes. Kemudian data tersebut dianalisa dalam metode kuantitatif.

Hasil penelitian menunjukkan bahwa tingkat kecemasan siswa adalah sedang. Nilai rata-rata untuk kecemasan secara keseluruhan yaitu 66.40. communication apprehension adalah 40.24 dan fear of negative evaluation adalah 26.16. Dan hubungan antara kecemasan siswa dan kecakapan dalam berbicara bahasa inggris yaitu negatif dan tidak signifikan. Itu berarti hipotesis H_0 diterima dan hipotesis H_a ditolak.

MOTTO

-Believe in yourself that you can, although it was hard-

DEDICATION

This thesis is dedicated with pleasure and love to:

My Parents (Ruslan. K and Anah), for their blessing and always prays and gives me spirit and always support me to be a successful woman.

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين • الصلاة والسلام علي أشرف الأنبياء والمرسلين

سيدنا ومولنا محمد وعلي اله وصحبه اجمعين • اما بعد

All praises be to Allah the Almighty for His Mercy and Guidance till the writer can finish the thesis entitled: “Students’ Anxiety and English Speaking Proficiency of the Eighth Grade Students of MTs An-Najah Cindai Alus Martapura.”

May blessing and salutation always be upon the great Prophet Muhammad (PBUH), all his families, his companions, as well as his followers until the end of the day.

The writer expresses appreciation and gratitude to those who gave their help and motivation in finishing this thesis, they are:

1. Dr. Hidayat Ma’ruf, M.Pd., as the Dean of Tarbiyah Faculty of Antasari State Institute for Islamic Studies and all his staffs for their help in the administrative matters.
2. Drs. Sa’adillah, M.Pd., as the Head of English Department and all lectures of English Department of Tarbiyah Faculty of Antasari State Institute for Islamic Studies who helped and motivated me to reach my destination in this research.

3. My academic advisor, Mrs. Raida Asfihana, M.Pd., who always understand myself and always support me. Thank you very much for your attention and suggestion.
4. Dr. Ridha Fadillah, M.Ed., as the thesis advisor, thank for your understanding, patience, encouragement, suggestion, and corrections, during the writing of this thesis.
5. All lectures and assistants of Tarbiyah Faculty who have guided the writer.
6. Ustadz H. A. Syarkawi, S.Pd.I., and all the students that help and support me in getting the information, data, etc.
7. All of my friends who have directly and indirectly supported me in completing this study.

Finally, the writer hopes that this research paper will be useful for the next researchers. The writer believes that this research paper is far from adequate information. For the improvement if this research, the writer wishes the readers of this research give their criticism and suggestions.

Banjarmasin, December 14th, 2015 A.D
Rabi'ul Awal 2nd 2015 A.H

The Writer

CONTENTS

	Page
COVER PAGE	
TITLE PAGE	i
STATEMENT OF AUTHENTICITY	ii
APPROVAL	iii
ABSTRACT	iv
<i>ABSTRAK</i>	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
CONTENTS	x
LIST OF TABLES	xii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Statements of Problem	5
C. Objective of Study	6
D. Hypothesis	6
E. Assumption	6
F. Significance of Study	8
G. Definition of Key Term	8
CHAPTER II THEORETICAL REVIEW	
A. Anxiety	10
B. Language Anxiety.....	13
C. Relationship between Students' Anxiety and English Speaking Proficiency	18
D. Previous Studies	21

CHAPTER III RESEARCH METHOD

A. Research Design	26
B. Research Setting	26
C. Population and Sample	27
D. Data and Source of Data	27
E. Technique of Data Collection	28
F. Design of Measurement	29
G. Techniques of Data Processing and Analysis	34
H. Research Procedure	35

CHAPTER IV FINDINGS AND DISCUSSION

A. General Description of Research Location	40
B. Findings	42
C. Discussion	58

CHAPTER V CLOSURE

A. Conclusion	62
B. Suggestion	62

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

	Page
Table 1.1 Categories of Students' Speaking English Proficiency.....	33
Table 1.2 Categories of Anxiety Level for 15 items of FLCAS	37
Table 1.3 Categories of Anxiety Level for Communication Apprehension Dimension	37
Table 1.4 Categories of Anxiety Level for Fear of Negative Evaluation	37
Table 1.5 A summary of SMP Tahfidzul Qur'an study reliability indexes of FLCAS	39
Table 2.1 Respondents Classes	41
Table 2.2 A comparisons of Cronbach's alpha for FLCAS	41
Table 2.3 level of foreign language anxiety of students' foreign language	43
Table 2.4 Students' Proficiency Score in Speaking	47
Table 2.5 Classification of students' English speaking proficiency score	48
Table 2.6 Result for Pearson correlations between students' anxiety and English speaking proficiency	50
Table 2.7 Standard classification of correlation degree	51
Table 2.8 Students' anxiety and English speaking proficiency score	52
Table 2.9 Result for Pearson correlation between students' anxiety and English speaking proficiency	53
Table 2.10 Students' anxiety and English speaking proficiency score	54

Table 2.11 Result for Pearson correlation between students' anxiety and English speaking proficiency	55
Table 2.12 Students' anxiety and English speaking proficiency score	56
Table 2.13 Result for Pearson correlation between students' anxiety and English speaking proficiency	57

LIST OF FIGURES

	Page
Figure 1 Overall level of foreign language anxiety	44
Figure 2 Level of students' communication apprehension	45
Figure 3 Level of students' fear of negative evaluation.....	47

LIST OF APPENDICES

1. APPENDIX A
2. APPENDIX B
3. APPENDIX C
4. APPENDIX D
5. APPENDIX E