

**THE CORRELATION BETWEEN TEST ANXIETY AND ENGLISH  
MASTERY OF ELEVENTH GRADE STUDENTS OF SMAN 1 BELITANG**

**A Thesis by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

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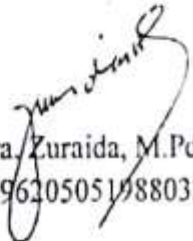
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2018

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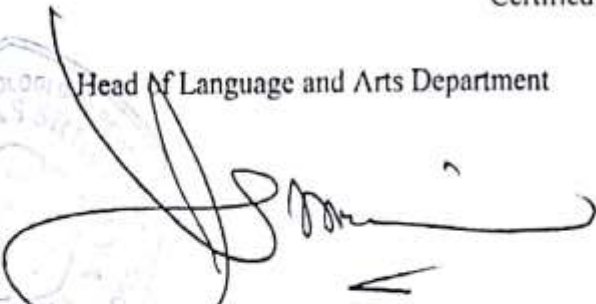
  
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**By**

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## DECLARATION

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## **DEDICATIONS**

This thesis is dedicated to my beloved parents (Jauhari and Erna Supriyatin) who always give me endless prayer, support and love. Thank you for everything. Without you, I would not be here finishing my study.

I also have to thank all of my friends in SEESPA 2014 Palembang for the friendship we share throughout this journey. And special thanks to my best friend, Bagus Ruswanto, thank you for being the shoulder I can always depend on.

## **ACKNOWLEDGEMENT**

First and foremost, I would like to express the greatest gratitude to Allah SWT for His blessing and mercy upon me, therefore this thesis can be accomplished. I would also like to express my deepest gratitude and appreciation to my advisors; Dra. Zuraida, M.Pd. and Dra. Rita Hayati, M.A. for their advice and support in writing this thesis. Then, I would like to express my gratitude to the Dean of Faculty of Teacher Training and Education (Prof. Sofendi, M.A., Ph.D.) and all his staff members, the Head of Language and Arts Education Department (Dr. Didi Suhendi, M.Hum.) and the Head of English Education Study Program (Hariswan Putra Jaya, S.Pd., M.Pd.) for their assistance in administrative matters. Last but not least, I would like to express my appreciation to the headmaster, the teachers of English and all the administrative staffs of SMAN 1 Belitang for their help during the research.

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# THE CORRELATION BETWEEN TEST ANXIETY AND ENGLISH MASTERY OF ELEVENTH GRADE STUDENTS OF SMAN 1 BELITANG

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## ABSTRACT

The objectives of this study were to find out whether or not: (1) there was significant correlation between test anxiety and English mastery of eleventh grade students of SMAN 1 Belitang, (2) there was significant contribution of test anxiety on English mastery and (3) there was significant difference between male and female students' test anxiety. The sample of this study was 190 eleventh grade students of SMAN 1 Belitang which consist of one hundred and twelve female students and seventy eight male students. It was selected by convenience sampling technique. The data of English mastery were collected through general English test while the test anxiety level was determined by Test Anxiety Inventory (TAI). The data analysis used correlation analysis, regression analysis, and independent sample t-test. The results showed that (1) there was negative significant correlation between test anxiety and English Mastery of eleventh grade students of SMAN 1 Belitang ( $r$ -obtained  $-0.417$  and  $p$ - value  $0.00$ ), (2) there was  $17.4\%$  contribution of test anxiety on English mastery, and (3) there was a significant difference between male and female students' test anxiety.

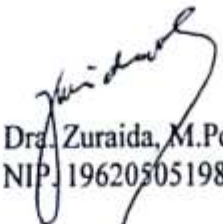
**Keywords:** *correlation, test anxiety, English mastery*

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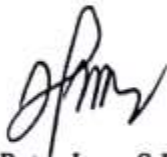
  
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## CHAPTER I

### INTRODUCTION

This chapter presents: (1) background, (2) problems, (3) objectives, and (4) significances of the study.

#### 1.1 Background of the Study

English is regarded as international language. It achieves global status because it develops a special role which is recognized in every country (Crystal, 2003). It is used as *lingua franca* in many different fields throughout the world. It is also the most widely-learned second language for almost all countries. Recently, the total number of second language speakers of English has overstepped the number of the first language speakers of English. Kahru (2009) claims that the total number of English speakers are 1132.9 million including 408 million first language speakers who are from UK, US, Australia, New Zealand and 724,9 million second language speakers from India, Philippines, Pakistan, Malaysia, Bangladesh, Hong Kong, Singapore, Sri Lanka, China, Japan, Indonesia, Thailand, South Korea, Vietnam, Myanmar, Taiwan, Cambodia, and Laos.

According to Brown (2000), learning second language is a long and complex process. He also states that second language learning is affected by many reasons. In Indonesia, English is a first foreign language that is learned widely. It is usually learnt from children until adult in formal or informal institutions. Learning English in this era is essential due to the use of English in every aspect of life, such as: science, technology, engineering, bussiness, tourism, and education. In the latest curriculum, English is considered as one of the obligatory subjects in junior high school and senior high school (Kemendikbud, 2013). But the fact shows that according to PISA 2015 report, Indonesia is ranked in 62<sup>nd</sup> position out of 72 countries. It showed that the level of English achievement of Indonesian students are still low. Brown (2000) states that there are many factors

that affect students' language learning, one of them is anxiety. A study conducted by Alwasilah (2000) reveals that there are many students in Indonesia who cannot communicate in English well even though they have been learning English for years. Whereas, English is also one of the subjects that is examined in national examination. National examination is a measurement of students' competency on certain subjects with reference to standards of graduate competency (Kemendikbud, 2017).

Examination has been a powerful tool for decision making in society. Zollar and Ben-chaim (1990) state that "the era in which we live is a test conscious age in which the lives of many people are not only greatly influenced, but are also determined by their test performance". Whereas, analysis of a study revealed that students perceived examination as a condition in which increase their anxiety and do not let them to demonstrate their true achievement (Zollar & Ben-chaim, 1990). Individuals sometimes hate studying and education just because of the evaluation and sitting in a test (Moadeli & Ghazanfari, 2005). Such feelings that come up during test resulting in test anxiety and causing the drop of students' achievement (Hill & Wigfield, 1984). Test anxiety is a kind of anxiety that happens when a person is taking a test or is being evaluated by a test administrator. It has an impact on academic performance, and working memory (Eysenck, 2001). As Sarason (1975) believes test anxiety is a kind of feeling that leads to negative cognitive evaluation, lack of concentration, unpleasant physiological reactions, and low proficiency in test performance. Brown (2007) states that while students can benefit from the average level of anxiety, some of the students may be overwhelmed from this feeling and lead to the decrease of their achievement. High level of anxiety has a negative effect on individuals' personal, social, familial, occupational, and educational performance (Zahrakar, 2008). According to a study, 10 millions of students and 20% university students in USA experienced test anxiety (Chapell, Blanding, Siverstein, Takashi, Newman, Gubi, & McCain, 2005). A study shows that female students experience more anxiety than male students (Ginter, Scalise, Mcknight, & Miller, 1982).

Although anxiety is a common phenomenon and the average level of it will keep people to be hard worker and responsible in what they have to do (Kahan, 2008; Donnelly, 2009), there are numbers of studies which revealed that test anxiety as a major cause to underachievement and low performance of the students (Oludipe, 2009). Some studies explore that test anxiety has significant correlation to academic performance since long time. Gaudry and Spielberger (1971) find that having high test anxiety will lead students to have low academic achievement in university level. Khalid and Hasan (2009) conduct a study to undergraduate students to explore the relationship between test anxiety and academic achievement and find that students with high academic achievement have low test anxiety scores and vice versa. Vitasari (2010) explores the relationship between test anxiety and academic achievement among Engineering students in Universiti Malaysia Pahang. The result showed that there is a significant relationship between high level anxiety and low academic performance among engineering students. Albero, Brown, Eliason & Wind (1997) also believe that students who experience high level of test anxiety had significant lower scores.

On the other hand, some researchers found negative correlation between test anxiety and academic performance (Hong and Karstenson, 2002). They also believe that high level of anxiety creates intrusive thoughts that do not associate with test. In contrast, Eysenck (2001) and Sansigiry and Monali (2006), believe that test anxiety distracts the concentration, attention and memory, and these became the factors that influenced academic performance. However, other researchers think that test anxiety happens because of the lack of competency in students rather than mentioned reasons. Some other researchers believe that no relationship between test anxiety and students' performances (Cheraghian, 2007), so the correlation between test anxiety and academic achievement still become a debatable topic.

In addition, on 29<sup>th</sup> of January 2018, the writer interviewed 10 out of 372 eleventh grade students of SMAN 1 Belitang (see appendix A). Based on the

interview, the writer received information that students of SMAN 1 Belitang mostly experience anxiety when facing English test. This may be due to the lack of preparation or the low level of self-efficacy that they have. It is similar with what Bandura (1997) states that learners who have high level of self-efficacy and self-confidence will not experience anxiety when being tested.

Therefore, the writer is interested in conducting a correlational study entitled “**The Correlation between Test Anxiety and English Mastery of Eleventh Grade Students of SMAN 1 Belitang**”.

## **1.2 Problems of the Study**

The problems of the study are formed in these following questions:

1. Is there any significant correlation between test anxiety and English mastery of eleventh grade students of SMAN 1 Belitang?
2. Is there any significant contribution of test anxiety on students’ English mastery of eleventh grade students of SMAN 1 Belitang?
3. Is there any significant difference between male and female students’ test anxiety?

## **1.3 Objectives of the Study**

Based on the problems above, the objectives of the study are to find out whether or not:

1. there is any significant correlation between test anxiety and English mastery of eleventh grade students of SMAN 1 Belitang.
2. there is any significant contribution of test anxiety on students’ English mastery of eleventh grade students of SMAN 1 Belitang.
3. there is any significant difference between male and female students’ test anxiety.



#### **1.4 Significances of the Study**

It is to be hoped that the result of this study will be beneficial for students, teachers, and other researchers. This study is aimed to make students concern about their test anxiety. Furthermore, it is essential for the test anxious students, so they can prepare the test well and demonstrate their true achievement during a test. It is to be hoped in the future there will be none students who are afraid facing a test. From this study, the teachers will gain information about students' test anxiety level. It is very important for the teachers to make sure that their students' can perform well on every test they face. This study is also hoped to be beneficial for academic research particularly for psychology of education field. It is to be hoped there will be following researches exploring this field.

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