

**THE CORRELATION BETWEEN SOCIAL-
EMOTIONAL COMPETENCIES AND SPEAKING
ANXIETY OF ENGLISH EDUCATION STUDY
PROGRAM STUDENTS IN SRIWIJAYA UNIVERSITY**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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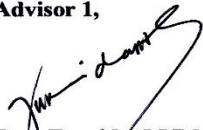
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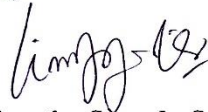
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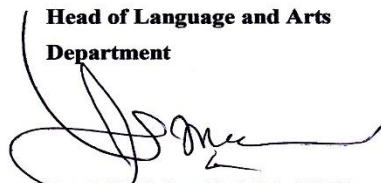
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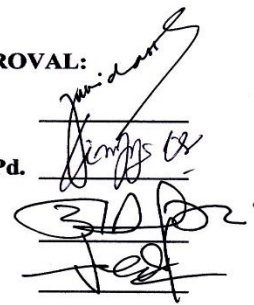
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The thesis entitled "The Correlation between Social-Emotional Competencies and Speaking Anxiety of English Education Study Program Students in Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education.

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The Undersigned,



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DEDICATION

This thesis is dedicated to...

- My beloved Parents, Suhel and Iin Sainah
- My brother, Muhammad Rizki and my sister, Fadilah Khoirunnisa

Thank you for motivating me to keep struggling in my life and to become a successful person.

MOTTO :

Rasulullah Shallallahu'alaihi wasallam said that the best human is who can benefit to other humans (H.R Ahmad, Thabrani, Ad- Daruqutni).

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Palembang, March 4/2020



The writer

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THE CORRELATION BETWEEN SOCIAL – EMOTIONAL COMPETENCIES AND ENGLISH ACADEMIC ACHIEVEMENT OF THE SEVENTH GRADERS AT SMP TRI DHARMA PALEMBANG

ABSTRACT

In English Education Study Program, some students have some problems about speaking anxiety. This study was conducted to investigate the relations between Social Emotional Competencies (SEC) and Speaking Anxiety of English Education Study Program Students in Sriwijaya University. This study provided not only the correlation but also the results of the students' SEC, their Speaking Anxiety, and the contribution of the students' SEC to their Speaking Anxiety. The collected data from the two questionnaires (SEC and Speaking Anxiety) and observation were analyzed by using Pearson Correlation. The results highlighted that there was a significant weak correlation (r -obtained= -0,192) between the students' SEC and their Speaking Anxiety. Moreover, there was 3,2% contribution of the students' SEC to their Speaking Anxiety.

Keywords: *Social-Emotional Competencies, Speaking Anxiety*

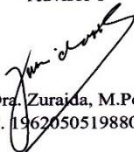
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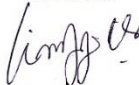
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1. Introduction

1.1 Background

Gardner and MacIntyre (1992) state that Foreign Language Anxiety, recognized as an affective factor in foreign language learning and normally discussed alongside other individual learner differences, is still considered to be a developing area within foreign language research. In the world we live in, anxiety is one of the top emotional encounters a person could have.

Suleimenova (2012) defines that anxiety is as distress or uneasiness of the mind caused by fear of danger or misfortune. General anxiety is the excessive and exaggerated worry about everyday things. It is an unrealistic, or out of proportion constant worry that dominates and interferes with daily functions like work, school, relationships, and social activities. The researchers have a different approach for foreign language anxiety that it from different aspects. Today professional interest in the development of students' speaking proficiency is considerable. This concern with oral competence, however, may be intensifying high levels of foreign language anxiety experienced by some learners.

In the educational world, speaking is seen as a necessary, positive personal characteristic (Daly, 1991). However, foreign language learners often express feelings of stress, nervousness or anxiety while learning to speak the target language and claim to have 'mental block' against learning. Campbell and Ortiz (1991) found language anxiety among university students to be 'alarming' and estimated that up to one half of all language students experience debilitating levels of speaking anxiety.

Furthermore, anxiety can make a problem to speaking. As Woodrow (2006, p.324) states "It is important to take into consideration communication both in and outside the classroom and ensure that students have necessary skills and practice for everyday communication". Speaking in public, especially in the presence of a perceived audience as important people, for some people it is a matter easy, but not for others. Some people feel tormented and out of words if asked to do so. Condition like that is one manifestation of anxiety talking on public, namely an uncomfortable

situation experienced by someone when speaking in front of a crowd, which is marked by a reaction physiological and psychological physiology.

Futhermore Dewi and Andrianto (2008, p.9) state speaking in public, especially in front of an audience that is considered as important people, for some people is an easy matter, but not for others. Some people feel tortured and speechless when asked for public speaking. Such conditions are one manifestation of public speaking anxiety, which is an uncomfortable condition that a person experiences when speaking in front of a crowd, which is characterized by physiological and psychological physical reactions. Moreover, Daradjat (2001, p.21) states Physiological physical reactions such as fingers become cold, heart beats fast, cold sweat, dizziness, irregular breathing or even shortness of breath, while psychological reactions such as fear, difficulty concentrating, pessimistic, and restlessness. According to Bukhori (2016), public speaking anxiety can be experienced by everyone including students. Anxiety has a negative influence on a student both while still in college and when he has graduated later, especially those who pursue social and religious fields such as Da'wah, a student who has an anxiety problem speaking in public will find it difficult to have very high academic achievement.

Moreover Nevid, Rathus, and Greene (2005) state anxiety as a condition called apprehension or a condition in which a person feels worried and thinks that something bad might happen. Feelings of anxiety usually arise when someone is in a situation that is suspected to be harmful and will threaten him where he feels powerless to deal with it Bastaman, (2001, p.156). Nevid, et.al (2005, p.163) state that aspects of anxiety include: 1) Physical symptoms occur in the physical form such as disturbance in the form of body trembling, cold sweat, palpitations, bad breath, dizziness, cold fingers, nausea, chills, sensitive, uneasy, nervous, nervous, weak, diarrhea and even fainting. 2) Symptoms of behavior in the form of anxiety and result in unusual changes in a person's behavior, such as avoidance, dependence, or even shock that eventually makes him leave all situations that make him anxious and 3) Cognitive symptoms

include worrying about something, believing that bad things will happen for no apparent reason, feeling insecure both by others and events, feeling confused, and worrying when alone.

One of factors that can influence a speaking anxiety is Social Emotional Competencies (SEC). Social-emotional competencies are the ability to manage feelings, manage friendships and solve problems (CASEL ,2013). Wahyudin (2016) says that the teacher competence and emotional intelligence were also related to their performance for the learning process. Also Wirajaya, Zuraida, and Suganda (2019) say in their research that there was a significant influence between social emotional competencies to English academic achievement which contributed 12,6%. Therefore, it is assumed that social emotional competencies also can influence the speaking anxiety. Clearly this topic of social emotional factors in education deserve more attention as the implications could have a great impact on the way teaching and learning is done, moving it to a more modern, effective approach.

According to CASEL (2013), social emotional learning involve the adults and children for applying the knowledge, attitudes and skills necessary to understand and manage emotion, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Its framework consist of five categories. Those are self awareness, self management, social awareness, relationship skills and decision making. Self-awareness is the ability to appraise themselves and to build self-confidence. Social awareness is social interpretation of your skill/ability. Self-management is the ability to control the feelings and behaviors. Relationships skills are the ability to communicate with others and build good relationships with them. The last, responsible decision making lets the students to create a wise decision in solving a problem CASEL (2013). These competencies have a relationship, not only for students but also between students and teachers. Suleimenova (2012) says that English teachers not only recognize that

anxiety can be a major cause of students not being successful in speaking English, but also assist them.

Furthermore, in related two previous studies conclude that there was a significant correlation between social emotional competencies and speaking anxiety. As Wahyuni (2015) claims that there is a negative relationship between self-efficacy and public speaking anxiety of students in Surabaya, with a value of $r =$ with $p (0.00)$. Students who have high self-efficacy, the lower the level of someone's anxiety in public speaking, and there is also a negative relationship between communication skills with public speaking anxiety in students in Surabaya, with a value of $r =$ with $p (0.00)$. The higher the student's communication skills, the lower the anxiety level of someone speaking in public. Djayanti and Rahmatika (2015) also have the same conclusion. It states that there is a negative relationship between self efficacy and speaking anxiety. It means that the higher the self-efficacy, the lower speaking anxiety will be. In this research, the researcher will focus why the speaking anxiety can be influenced by social emotional competencies (SEC).

Therefore, based on the explanation above, the researcher is interested in prove about the study from Wahyuni (2015) and Djayanti and Rahmatika (2015). Their studies conclude that there is a negative relationship between self-efficacy and speaking anxiety where there is a relationship between self-efficacy and social emotional competencies. As Bandura (1994) states that self efficacy is concerned with with people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives. The researcher tries new something. The researcher tries to find out the calculating a correlation between SEC and speaking anxiety of English Education Study Program Students in Sriwijaya University. As is known that as English teachers should have a good English Speaking and it must be a social emotional competencies factors that influence them. Meanwhile social emotional competencies can influence the speaking anxiety. The reseacher tries to prove the fact if there are any factors that influence the students anxiety when they

speak except self confidence/ self efficacy,. as Gopang, Bughio, Umrani, and Lohar (2015) said “Students are faced with the problem of foreign language speaking anxiety inside and outside classroom. It is suggested that students feel nervous when they speak English with any native speakers (Gopang, Bughio, Umrani, and Lohar, 2015, p.10). The reseacher takes samples to students English Education in Sriwijaya University.

1.2 The Problem of Study

1. Is there any significant correlation between Social Emotional Competencies and speaking anxiety of English Education Study Program Students in Sriwijaya University?.
- 2.How much Social Emotional Competencies contribute to speaking anxiety to Students of English Education Study Program in Sriwijaya University?.

1.3 The Objectives of The Study

The study is aimed to find out:

1. Whether or not, there is a significant correlation between social-emotional competencies and Speaking Anxiety of English Education Study Program Students in Sriwijaya University.
2. The contribution of social-emotional competencies to Speaking Anxiety of English Study Program Students in Sriwijaya University.

1.4 The Significance of Study

The researcher hopes that the result of this study will give valuable information not only for the English teachers but also for students, for other researchers for further study. Hopefully the result of this study will help the lecturers and researchers to concern about the SEC that toward speaking anxiety in the future. Moreover, the researcher hopes that the results of this study will help students to improve their ability

in learning English especially in SEC personality in speaking. Furthermore, it also hopes that this study can be source for the other study. For other researchers, it can be used as valuable references for other research toward conducting this study.

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