

**THE CORRELATION BETWEEN SOCIAL ANXIETY AND SPEAKING
PERFORMANCE OF ENGLISH EDUCATION STUDY PROGRAM
STUDENTS OF SRIWIJAYA UNIVERSITY**

A Thesis by

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English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2020

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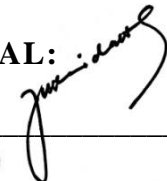



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Indralaya, March 2020

The Undersigned,

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DEDICATION

This thesis is dedicated to:

- ◆ My beloved parents, Ibuk (Sri Semi Rahayu) and Ayah (Amin Achyar)
- ◆ My siblings, Kadit (Ardhita Marhamah) and Bila (Ummi Sabilah)
- ◆ My friends; Eljak, Destik, Dilak, Dwitak, Irwan, Mutiyak, and Restik
- ◆ All the support systems that cannot be mentioned one by one
- ◆ All members of PSPBI 2015.

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Indralaya, March 2020

The writer



Fauziah Arroyani

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THE CORRELATION BETWEEN SOCIAL ANXIETY AND SPEAKING PERFORMANCE OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF SRIWIJAYA UNIVERSITY

ABSTRACT

This research aimed at finding out (1) the level of students' social anxiety, (2) level of students' speaking performance and (3) whether there was any significant correlation between social anxiety and students' speaking performance or not. To collect the data, social anxiety questionnaire and speaking test were used. The sample of the study was 59 students of the fifth semester of English Education Study Program of Sriwijaya University. The findings revealed that students' level of social anxiety was categorized into medium (47%). Similarly, the level of students' speaking performance was also categorized into medium (68%). This study also showed that there was no significant correlation was found between social anxiety and students' speaking performance of the fifth semester students because the p-value (0.141) was bigger than 0.05. It can be concluded that students' level of social anxiety does not link to students' speaking performance or low level of students' social anxiety does not make students' speaking performance become high.

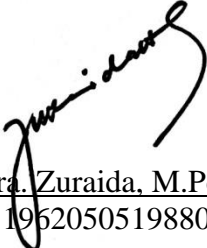
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CHAPTER I

INTRODUCTION

This chapter presents 1) background of the study, 2) the problems of the study questions, 3) the objectives of the study, and 4) the significance of the study.

1.1 Background of the Study

English language ability is one of the important aspects that students should have because it is not only as means to support the learning process but also to communicate. It also gives students a big opportunity to increase their knowledge for their college needs and to expand students' insight with different of view. In addition, English will be very helpful for students because English language is an international language so it can make easier to communicate with foreigner. Nowadays, English also becomes a requirement for higher education, job qualification, and also social needs. Besides, learning English is also able to sharpen the students' soft skill for example: critical thinking, cooperation establishment, environmental socialization and communication ability.

Developing English language ability can build students' communication ability. According to Utami (2014), "Communication is a process of exchanging information, ideas, thoughts, feelings and emotion through speech, body language or written". Meanwhile, speaking is communication activity which is done by two persons or more through oral. So, students can express their communication with speaking to others.

According to Sari (2006), speaking skill is a means of success in learning English language. Students can be said success in learning language is when they can deliver their opinions or ideas in English correctly. In addition, the purpose of language learning is to improve the ability to communicate. Meanwhile, speaking is known as the most difficult to learn among the four skills because there is no guarantee students will practice English outside the classroom (Dincer and Yesilyut, 2017). Nguyen

and Tran (2015) found that the students' problem in speaking is mostly because of lack of practice.

In addition, speaking is one of four skills which students have to master in learning English language. Related to that, students of Curriculum 2013 are required to master English skills (speaking, listening, reading, and writing) in junior high school for three years and senior high school for three years with provided school hours and emphasizing the students' activeness. However, students still have difficulties in achieving a good result of learning English. It is hard to find a senior high school student who is able to speak English (Gultom, 2015). He added when it comes to happen, people might think he or she must enter a private English course or hire an English tutor.

In Indonesia, students of university level are also required to learn English together with Religion, Bahasa Indonesia, and Civics Education for all faculties (Government Regulation No. 19/2005). Furthermore, there are three speaking courses which are taught in English Education Study Program at Faculty of Teaching Training and Education Sriwijaya University. They are (1) Speaking for Informal Interactions (GIG 130917) in the first semester with 3 credit hours, (2) Speaking for Formal Interactions (GIG 309117) in the second semester with 3 credit hours, and (3) Speaking for Academic Purposes (GIG 321217) in the fifth semester with 3 credit hours. However, a study conducted by Wahyuni (2014) resulted that among 100 students of English study program academic year 2013/2014 was none of them who categorized into high speaking category. Furthermore, Mulorrosrianti (2018) and Rosalia (2018) also conducted a study about speaking performance of fifth semester students academic year 2017/2018 with result was from 85 students only 21 students categorized into very good category. It means there are still few students who have a very good speaking mastery because the total number is less than a half of students.

There are many factors that may influence students' performance in speaking. According to Scarcella and Oxford (1992, p.53), there are four factors that might influence the speaking performance. They are (1) Grammatical Competence; which includes grammar, vocabulary and pronunciation, (2) Sociolinguistic Competence; which relates to speech art and intonation, (3) Strategic Competence; that about gestures and topic discussion, and the last (4) Discourse Competence; including coherence and cohesion. These four factors are related to students' knowledge in speaking. The lack of that knowledge can cause students' avoidance to speak.

Meanwhile, it is not only knowledge capability (cognitive domain) that might cause students' avoidances in speaking but also emotional capability (affective domain). It includes (1) anxiety, (2) empathy, (3) self-esteem, (4) attitude, and (5) motivation (Oxford, 1990). In addition, Jaya (2016) mentioned that internal motivation influences students to have positive attitudes in learning language. Then, emotional capability has a role in speaking, because students need to interact with other people.

Related to factors above, on 21st of April 2019 the writer has an initiative to do a preliminary research as preliminary data. The writer interviewed some students of the fifth semester of English Education Study Program FKIP Sriwijaya University. Some students mentioned that speaking in English is a pleasure, challenging, interesting, and fun activity. However, the factors affecting them in speaking mostly come from ability in grammar and lack of vocabulary. In addition, the word selection also affects them in speaking English. The students also said when their materials are good their level of confidence is high. Furthermore, when in the situation of presentation in front of class, students said that they feel anxious because they are being watched by lecture and other students, even the audience is their classmate. Some said that they might be anxiety because the lecture is going to evaluate them. But, some of them also assumed that they are anxious when they are given an evaluation because while presenting they only focus on the material which they bring in front of the class

Related to preliminary data above, Ariyanti (2016) revealed that afraid of making mistakes while performing speaking makes students feel anxiety. Furthermore, Nguyen & Tran (2015) added the factor affecting student in speaking is fear of getting comment. Pratiwi (2017) also found that 52% of the third semester students year 2017/2018 has medium category of speaking anxiety with personal factors (64%) became the most affecting factor in students' speaking anxiety.

Talking about anxiety, it can happen generally to every person in the world. Everybody must ever feel anxiety in his or her life. The studies of language anxiety also show that anxiety have a role on L2 performance learning (Lui and Jackson, 2008). When it comes with social, it means the person has a fear to communicate or interact with people. According to Herman, Sambul, and Paturusi (2018), social anxiety is limiting someone's interaction with his or her colleagues, or having a limited relation, and showing a bad social association which interferes to someone's social function. Meanwhile, the young adult period is marked by the demand of social environment, the pressure of fellow friend, attraction of opposite sex, and the willingness to be independent (Hasibuan, Srisayekti, and Moeliono, 2015). So, it is avoidable for student to not interact with other students. Then anxiety might take a role because students are going to interact with others.

Interaction with people in the daily life is important not only in society but also in college because it shows how people would listen, see, understand and communicate with their surrounding (Mangampang, 2017). Moreover, lecture sphere is always related to presentation, discussion, lecture, debriefing, etc. and it really needs interaction and communication.

Moreover, there are many studies conducted the level of social anxiety in many countries. Furthermore, social anxiety is close to the public speaking. In America, the greatest fear of American was public speaking with 40.6% on 2.543 men and women as the sample (Bruskin, 1973). Then the updated study from Dwyer and Davidson (2012) conducted two surveys

comparing to the previous study of Bruskin. The first survey was using the same list of fear from Bruskin as the instrument. It has the same result that public speaking is the number one American's fear with 61.7% of the 815 college students. However, the second survey with the new list of fear shows a different result. It shows the public speaking gets the second rank. It is 18% for public speaking fear with the same population for 815 college students.

Meanwhile, some researchers also conducted a study of social anxiety in Indonesia. According to Vriends (2013), there is 15.8% of 311 participants from undergraduate psychology students of Gadjah Mada University have experienced social anxiety. Meanwhile, in Hasibuan, Srisayekti, and Moeliono (2015) study indicates that the social anxiety in Indonesia has a bigger number that is 31.2% comparing from Vriends's study as provided before. This research is located in one of the university in Bandung.

Based on explanation above, there are studies that have focused on the level of social anxiety in public speaking. The previous studies also showed the level of speaking performance in university students. Moreover, not only the lack of knowledge capability in speaking may cause the quality of students' speaking performance but also social capability especially in social anxiety. So, the writer would like to conduct a study about the correlation between social anxiety and speaking performance of English Education Study Program Students of Sriwijaya University.

1.2 The Problem of the Study

The following questions will represent the problems which are discussed in the study:

- 1) What is the level of social anxiety of the fifth semester students of English Education Study Program Students of FKIP Sriwijaya University?
- 2) What is the level of speaking performance of English Education Study Program Students of FKIP Sriwijaya University?
- 3) Is there any significant correlation between social anxiety and speaking performance of English Education Study Program Students of FKIP Sriwijaya University?

1.3 The Objectives of the Study

Based on the problems of the study above, this study will figure out:

- 1) the level of social anxiety of English Education Study Program Students of FKIP Sriwijaya University;
- 2) the level of speaking performance of English Education Study Program Students of FKIP Sriwijaya University;
- 3) whether there is a the significant correlation between social anxiety and speaking performance of English Education Study Program Students of FKIP Sriwijaya University or not;

1.4 The Significance of the Study

Hopefully, this study could give some benefits for other readers, students, teachers, and also future researchers to develop about the study further. It is hoped this study can be helpful as supporting data to other related study conducted. It is hoped for student that have high social anxiety to gain more confident in speaking English whether in or out the class with having more self practicing. It is hoped for other student to not judge people from their mistakes that might make them demotivated to express their opinion. It is hoped that students can build self confidence in speaking in English.

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