

**THE CORRELATIONS AMONG MINDFULNESS, SPEAKING
ANXIETY, AND SPEAKING PERFORMANCE OF ENGLISH
EDUCATION STUDY PROGRAM STUDENTS OF SRIWIJAYA
UNIVERSITY**

**A RESEARCH PROPOSAL BY
Daniel Parulian Sipahutar
06011381621040**

**English Education Study Program
Language And Arts Education Department**



**Faculty of Teacher Training and Education
Sriwijaya University
Palembang
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Daniel Parulian Sipahutar

Student Number: 06011381621040

English Education Study Program

Language and Arts Education Department

**FACULTY OF TEACHER TRAINING AND EDUCATION SRIWIJAYA
UNIVERSITY
PALEMBANG**

2020

Approved by

Advisor 1



Dr. Ismail Petrus, M.A.
NIP. 196211151989031002

Advisor 2



Lingga Agustina Suganda, S.Pd., M.Pd.
NIP. 197908182014042002

Certified by,

Coordinator of English Education
Study Program



Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

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PROGRAM STUDENTS OF SRIWIJAYA UNIVERSITY**

DANIEL PARULIAN SIPAHUTAR

Student Number: 06011381621040

This thesis was defended by the writer in the final program examination and was approved by the examination committee on:

Day : Wednesday

Date : July 27th 2020

Approved by

Advisor 1



Dr. Ismail Petrus, M.A.
NIP. 196211151989031002

Advisor 2



Lingga Agustina Suganda, S.Pd., M.Pd.
NIP. 197908182014042002

Certified by,

Coordinator of English Education
Study Program



Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

DECLARATION

I, the undersigned

Name : Daniel Parulian Sipahutar

Student Number : 06011381621040

Study Program : English Education

Certified that Thesis entitled “The Correlation among Mindfulness, Speaking Anxiety, and Speaking Performance” 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. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, 29 Juli 2020

The Undersigned,



Daniel Parulian Sipahutar

NIM: 06011381621040

DEDICATION

I sincerely dedicated this thesis to:

My Almighty God, JESUS CHRIST who has given me strength, health and His blessed to finish this thesis. I also thank to my beloved and lovely family, who always love and support me, thank you so much for being a role model, motivation, and encouragement for me. I can't finish this thesis without all of the supportive power that has been given to me.

"I can do all things through God who strengthens me"

Philippians 4:13

Motto:

"DON'T MAKE SOMETHING TO BE DIFFICULT, *SELOW* AND *YOLO*"

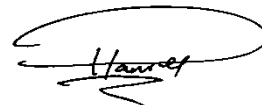
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The Writer,



Daniel Parulian Sipahutar

NIM: 06011381621040

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THE CORRELATIONS AMONG MINDFULNESS, SPEAKING ANXIETY, AND SPEAKING PERFORMANCE OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF SRIWIJAYA UNIVERSITY

ABSTRACT

In university, there are some issues that face by students that can come from the academic and other learning difficulties, especially for whom are taking English Language Education. The problems faced are foreign language anxiety that happen while they are speaking in front of the class or doing a presentation. In relation to this, the writer conducted the research study to find out the correlation among Mindfulness, Speaking Anxiety, and Speaking Performance of English Education Study Program Students of Sriwijaya University. The number of the sample was 68 students from the English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University with purposive sampling. The instrument used in this study is the Five Facet Mindfulness Questionnaire, the Foreign Language Classroom Anxiety Scale (FLCAS), and Speaking Test which are analyzed by using Pearson Product-Moment Correlation in SPSS 25. The findings showed that the correlation between Mindfulness and Speaking Performance was the p-value: 0.199 and r-obtain: 0.173, and the correlation between Speaking Anxiety and Speaking Performance was the p-value: 0.803 and r-obtain: 0.034. The finding showed that there was no significant correlation between the variables. However, the aspect of mindfulness indicated that there is a significant correlation among Acting with Awareness and Non-Judging to the total of Speaking Performance. The finding showed for Acting with Awareness, the p-value is 0.005 and r-obtain is 0.366, and for Non-Judging the result showed the p-value is 0.016 and r-obtain is 0.319.

Keywords: *Correlation, Mindfulness, Speaking Anxiety, Speaking Performance*

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

Name : Daniel Parulian Sipahutar

NIM : 06011381621040

Approved by

Advisor 1



Dr. Ismail Petrus, M.A.
NIP. 196211151989031002

Advisor 2



Lingga Agustina Suganda, S.Pd., M.Pd.
NIP. 197908182014042002

Certified by,
Head of English Education Study Program



Hariswan Putera Jaya S.P.d., M.Pd
NIP197408022002121003

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

Students sometimes face various uneasy problems when they are in higher education like just a university. The problems that are faced by the students can be academic and other learning difficulties. In this case, students who take a foreign language often face several difficulties in their learning process. Ganschow, Sparks, and Javorsky (1988) say that foreign language students face different problems that are influenced by their native language (e.g., problems with reading, spelling, writing, speaking). In this study, the writer is focusing to investigate speaking skills that tend to make students faced language difficulties.

Many people claim that they have a mental block from learning a foreign language. They may have an anxiety reaction in many cases that distracts their ability to perform successfully in a foreign language class (Horwitz, Horwitz& Cope,2012). Giving a speech or doing a presentation in front of class sometimes increases anxiety for several people. The reason why it can exist because of the lack of experience and less preparation which can increase the possibility of being anxious and bother their concentration. Nevertheless, their feelings may also cause them to feel anxious. Anxiety refers to an emotional system that causes fear-causing defensive behaviors (Fanselow & Lester, 1988; Quinn & Fanselow, 2006). Because anxiety is a manifestation of emotions. So, a proper strategy is needed to avoid anxiety during speech or presentation.

Anxious students need effective emotion regulating skills in managing anxiety. Emotion regulation can be described as the ability to recognize, identify, acknowledge, and flexibly manage both the experiences and the expressive aspects of

emotion (Broderick, 2013). Parrot (1993) states that Emotion regulatory activity can be conceived as a representation of feelings which include: re-evaluation, distraction, avoidance, escape, repression, emotion, and problem-focused coping, and use of substances to improve or blunt emotional experience. Each of these strategies classify into specific actions that can be extended to both positive and negative emotional states. Without the ability to handle negative feelings efficiently, students will be unprepared to face challenges for the pre-service experience. Some studies have investigated that in order to help a person manage anxiety, mindfulness can improve the ability to regulate emotion and cultivate emotional well-being (Campos, Frankel, & Camras, 2004; Gross, 1998).

Mindfulness is the ability to be present through self-attention and self-awareness (Brown, Ryan, & Creswell, 2007). Cultivating self-attention and self-awareness can enhance emotion regulation skills. Because the emotion regulation skills ask people to be aware of the internal and external process which are employed to review, evaluate, and modify emotional reactions. So, mindfulness can be an appropriate way to construct emotional regulation skills. Along these lines, the writer assumed that mindfulness is useful in the classroom for students increasing self-awareness to reduce their social anxiety. Some studies have suggested that mindfulness training can provide students with the tools to properly handle their initial classroom foray (Soloway, Poulin, & Mackenzie, 2011). A few studies have attempted to investigate the benefits of pre-service teachers of being mindful. For example, a study from Victoria University was held by Kostanski (2007) for pre-service tertiary students, to investigate how useful mindfulness in managing stress. One large-sample study examined trait mindfulness among this group (Kostanski, 2007). Results showed that higher levels of mindfulness were reported with greater optimism. Conversely, more anxiety was identified by participants with a lower level of mindfulness. Although it only examined trait mindfulness, the findings suggest that mindfulness may help pre-service teachers better handle stress or anxiety.

Therefore, the writer conducted a study entitled “Correlation among Mindfulness, Speaking Anxiety and Speaking Performance for Students of English Education Study Program of Sriwijaya University” to see the relationship among these three variables. The reason why the researcher chose the students of the English Education Study Program at Sriwijaya University was that the participants of the study had already finished four subjects of English language skills(listening, speaking, reading, and writing) which had been learned in their previous semesters. The consideration to choose the sixth-semester students was because reflecting on the speaking class they had taken for three years which meant they had been taught about foreign language for a sufficient time already.

1.2 Problems of the Study

This study aimed to answer the following research questions.

1. Was there any significant correlation between Mindfulness and Speaking Performance?
2. Was there any significant correlation between Speaking Anxiety and Speaking Performance?
3. Was there any significant correlation between the two predictor variables (Mindfulness and Speaking Anxiety) and the criterion variable (Speaking Performance)?

1.3 Objectives of the Study

This study aimed to find out whether or not.

1. There was a significant correlation between Mindfulness and Speaking Performance.
2. There was a significant correlation between Speaking Anxiety and Speaking Performance.
3. There was a significant correlation between the two predictor variables (Mindfulness and Speaking Anxiety) and the criterion variable (Speaking Performance).

1.4 Significance of the Study

The writer hoped that this study would help students, teachers, researchers, and other studies by giving information about the benefits of mindfulness in education. From this study, the writer hoped that could find the result of the relationship among mindfulness, speaking anxiety, and speaking performance. For teachers, the writer hoped that this study could give valid information on the benefit of mindfulness to reduce anxiety and boost students' achievement and performance. Moreover, the writer hoped that the result of this study would help students to reduce anxiety and improve their performance by involving mindfulness in their study. For other researchers, the writer hoped that it would give information for their further research which takes the same variables or different variables of the research study.

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