

The Correlation between Stress Level Perceived by the Sixth Semester Students of English Education Study Program of Sriwijaya University and Their Speaking Mastery

A Thesis by

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Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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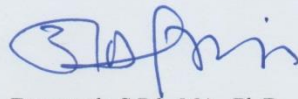
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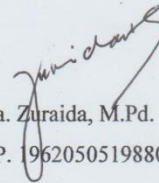
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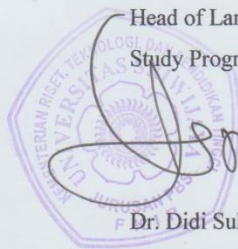


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A Thesis

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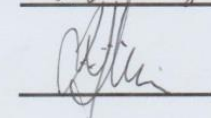
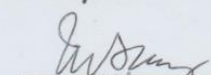
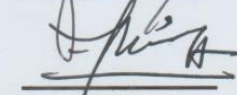
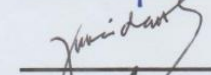
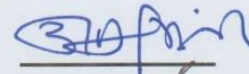
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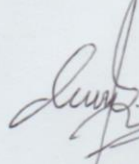
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The Undersigned,



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DEDICATION

This thesis is dedicated especially for...

- ❖ To the One and Only, who has given me uncountable favor, bless and guidance, The Almighty God, **ALLAH SWT.**
- ❖ To my everlasting love, Ibu, Darmawati
- ❖ To my super father, Ayah, Defri Boy (Alm)

Thank you for all your sacrifices, unstoppable love, support and never-ending pray for me wherever you are.

~ A whole world wonderful story begins from family~

ACKNOWLEDGEMENTS

All praises are addressed to Allah SWT for his merciful blessing and guidance, i could finish this thesis as one of the requirements in reaching Undergraduate Degree (S1) at English Education Study Program, Faculty of Teacher Training and Education of Sriwijaya University.

First of all, i would like to express my biggest thanks to my favorite best couple, my everlasting love, my whole world, who give me this wonderful life named beautifully, parents. Ayah ibu, thank you for giving me advices, guiding me in every step i took, showering me with affection and uncountable love, supporting my financial, and saying my name in every praying they have. I am very grateful to Allah, has put me among this amazing family. Then, another person which means so much for me, my lovely the one and only brother, Dandy Afriyansyah, thank you for your support in my college life, thanks for the unstoppable prayings, and thanks for the forgiveness you gave on my mistakes which i still stand for a whole time. To my very first best friend since i came in Palembang, Imam Prayogi, thanks for being a best friend, partner, brother, mentor, supporter, brain freshner and also brain washer, thanks for spending your precious time for me as your friend. Thanks my big family especially my grandma and grandpa for having me not only a house but also a home.

I would like to express my deepest and highest gratitude to my two super advisors, Eryansyah, S.Pd., MA., Ph.D and Dra. Zuraida, M.Pd for their advice, suggestion, knowledge, guidance, encouragement and patience in guiding and correcting my thesis. I would like to give a sincere gratitude to the Dean of Faculty of Teacher Training and Education of Sriwijaya University, 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. Such an honour I could meet you all and learn something from you. I also thank to the sixth semester students of English Education Study Program of Sriwijaya University for their cooperative and kindness for helping me in the process of collecting the data.

I also want to thank to my amazing friends, Thessa, Isa, Nena, thank you for the experiences you have given to me, thank you for the joy, care and happiness which were really useful to refresh my brain. Can't describe how lucky I am having you in my life, especially in college life. Thanks for being my trusted friends. Thank you to Ayun, Steven and Poppy. Thank you for helping me to give some advice in finishing this thesis. I also thank to all SEESPA 2014 especially Palembang class for all the memories you have given to me. See you on top guys!

Last, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Palembang, June 2018

The Writer,
VikaIrda

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THE CORRELATION BETWEEN STRESS LEVEL PERCEIVED BY THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY AND THEIR SPEAKING MASTERY

ABSTRACT

The objectives of the study were : (1) to find out the stress level perceived by the sixth semester students, (2) to find out the speaking mastery by the sixth semester students, (3) to find out whether or not there was a significant correlation between stress level perceived by the sixth semester students of English Education Study Program of Sriwijaya University and their speaking mastery. The population and the sample of the study were 83 students in the sixth semester of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University. The data were collected by giving the speaking test and Perceived Stress Scale questionnaire. This study used Pearson Product Moment Correlation Coefficient to find out whether or not there was a correlation between two variables. The result showed that: (1) the stress level perceived by the sixth semester students was in moderate level category which was 75,90%, (2) the speaking mastery by the sixth semester students was in good level which had means 74,80, (3) the result of pearson product moment correlation showed that there was a strong negative correlation between students' stress level and their speaking mastery (r-obtained -0,682 and p-value 0,000), therefore the contribution of stress level on students' speaking mastery was 45.9%.

Keywords: *correlation, stress level, speaking mastery*

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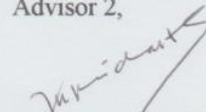
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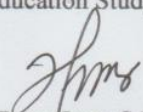
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CHAPTER 1

INTRODUCTION

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

1.1 Background

English is well-known as a global language nowadays. Although English is not the language with the largest number of native or first language speakers, but English has become a lingua franca. Harmer (2003) defines lingua franca as a language widely adopted for communication between two speakers whose native language are different from each other and where one or both speakers are using English as a second language. English has a big impact to the social life because English is a bridge of communication in the world. Common globalism nowadays makes someone difficult to step forward without acquiring English in order to look for another chance to have a good life.

Moreover, English has become the most important thing to get into a higher social status especially for career development. It can be concluded that learning English is the one which cannot be denied. English has been taught as an EFL (English as Foreign Language) and ESL (English as Second Language) in many countries in the world whereas English is taught as a foreign language in Indonesia. Furthermore, the government also acknowledges English as a compulsory subject in daily life of education for the students of many levels. Based on Indonesian Government Regulation, No. 28, 1990, English is one of the compulsory subjects which are taught from the first year of the junior high school to the University level (Depdiknas, 1990).

In learning English, learners must master all the four language skills, listening, speaking, reading and writing. Speaking is a productive skill in the sense that a speaker produces sounds of the language. Basically, speaking is intended for two-way communication involving the speaker and listener who exchange information activity. Harmer (2003) states communication occurs because there is a communicative purpose between speaker and listener. It shows

the communication will be occurred if there are two people or more and there is a purpose between them.

Yule and Brown (1983) state that spoken language production is often considered as one of the most difficult aspects of language learning. Regarding English as a foreign language in Indonesia, Indonesian people mostly face the same problem. Many Indonesian language learners find difficulties to express themselves in spoken language in the English as target language. For example, students will be afraid of speaking or even just sharing their ideas. This of course will become a problem in teaching and learning process. It seems like a little problem but, actually it could inhibit the learning process. Davies and Pearse (2000) state, that the aim of all English language teaching should give learners the ability how to use English effectively and accurately in communication. So, the final product of learning a language is an ability to speak the target language well. However, not all language learners after many years studying English can communicate fluently and accurately because they lack of necessary knowledge.

When students try to say things in a foreign language, they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. Ur (1996) highlights some speaking problems that teachers can come across in getting students to talk in the classroom such as inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety. Baker and Westrup (2003) state that, it is difficult for many students to respond when the teachers ask them to say something in a foreign language because; they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

Another problem in speaking class is low or uneven participation (Ur, 1996). In a large group for example, each student will have little time to talk because only some participants can talk at a time so the rest can hear them. There is a tendency of some learners to dominate while others speak a very little or not at all. Toth (2008) found that communication apprehension, fear of negative evaluation, and test anxiety are all important elements which constitute the

construct of foreign language anxiety. As Radhia (2016) wrote in her thesis that learning anxiety may occur in the main skills of the foreign language learning and anxiety is more related to the speaking skill.

The problems mentioned above indicate, there are many problems for the students in Indonesia. Vincent (2001) as cited in Adawiyah, Darmawati, and Istiqomah (2007) stated that there is an interesting phenomenon at the tertiary level in Indonesia is the inability of Indonesian graduated to adjust to the workplace as one of the problems faced by Indonesian graduates to evolve in the workplace is the weakness in English language skills. It means that Indonesian college students need more attention due to proficiency in English skills.

Crystal, Chen, Fuligni, Stevenson, Hsu, Ko and Kimura (1994) state that performance in academic life demands all aspects of well-being, those that include physical, social, emotional, spiritual, and psychological well-being. Students who are physically and psychologically stable are expected to perform better compared to those who are not physically, mentally and psychologically fit. In other words, those who are experiencing psychological problems such as stress and depression may face problems in managing their academic performance. For example, it has been found that students' performance in school, college, and university is influenced by the symptoms of stress which could lead to difficulties in concentration, lack of motivation and interest, poor attendance, and physical health such as headache and fatigability (Dusselier, Dunn, Wang, Shelley, & Whallen, 2005). According to Porter (1990) up to 60% university students left university without finishing their degrees; the majority of these students leave within the first two years due to inability to manage the psychological conditions especially to cope with stress.

Stress can occur in different ways as an individual's daily life. According to Franken (1994), stress is also viewed as the body's reaction, both neurologically and psychologically to adapt to a new condition. When there is a change in life, we should adjust ourselves to fit in the new condition. For a student, stress may be caused by failure in academic or sports, financial problems, health problems or loss a family member or close friends. The impact of a stressor

leaves on a person depending how the person takes the tension. If someone takes the event positively by accepting it as a part of challenge in life and find ways to deal with it, the stress will fade away and be gone when a person gets over it. In opposite, the consequence may leave the person prolonged emotional disturbance.

Stress level term is a term to categorize of someone's level of stress (Cohen, Kamarck, & Mermelstein, 1983). Perceived Stress Scale is a common instrument to measure someone's stress level. Perceived Stress Scale was designed to measure the degree to which situations in one's life are appraised as stressful. Perceived Stress Scale is suggested for examining the role of nonspecific appraised stress in the etiology of disease and behavioral and disorders and as outcome measure of experienced level of stress (Cohen, Kamarck, & Mermelstein, 1983). Stress level in Perceived Stress Scale is divided into three categories, low stress, moderate stress and high perceived stress. The higher the score, the higher someone felt stress (Cohen, Kamarck, & Mermelstein, 1983)

Hashemi's (2011) research in 2011 revealed that the more friendly and informal the language classroom environment, the less it is to be anxiety provoking among 300 students of English students of Islamic Azad University Branch in Iran. So, learners feel more anxious and under stress in the classroom environments where the learners have to constantly drill or repeat some tiresome tasks like machines. On the other hand, languages learners will be less anxious and stressful in environment emphasize collaborative activities among the teachers and the students. Giving a short talk, lecture presentation in front of the class is highly anxiety inducing which will make the classroom environment more formal and stressful for the learners. According to Hashemi (2011), worldwide expansion of English language has increased the demand to acquire good communication skills in English, however learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English language.

Speaking achievement is very important to be assessed since the future teacher should have a good communication speaking skill mastery especially for the English Education Study Program Faculty of Teacher Training and Education

of Sriwijaya University students. Moreover, speaking skill is one of the basic English skills that every student in English Education Study Program must master especially in Sriwijaya University since there are mandatory courses of speaking that every student must take. Each course is available from the first until the fifth semester, named IEC Speaking, Speaking I, Speaking II and Speaking III in the old curriculum and now have been changed into Speaking for Informal Interaction, Speaking for Formal Interaction, and Speaking for academic purposes. Each course respectively has 3 credits, 3 credits, and 3 credits. In order to take the speaking courses throughout the semesters, a student must pass each of the courses in the latest curriculum. The sixth semester students were the population and the sample in this study. Therefore, it is very important to see the achievement of their speaking and how their stress level correlates to their speaking score.

Concerning the facts above, the writer was interested in conducting a correlational study entitled **“The Correlation between Stress Level Perceived by The Sixth Semester Students of Teacher Training and English Education Study Program and Their Speaking Mastery”**.

1.2 The Problems of the Study

There problems of the study were formulated as follows:

- 1 What was the stress level perceived by the sixth semester students of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University?
- 2 What was the speaking mastery of the sixth semester students of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University?
- 3 Was there any significant correlation between stress level perceived by the sixth semester students of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University and their speaking mastery?

1.3 The Objectives of the Study

Based on the problems of the study above, the objectives of the study were:

1. To find out the stress level perceived by the sixth semester students of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University.
2. To find out the speaking mastery by the sixth semester students of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University.
3. To find out whether or not there was a significant correlation between stress level perceived by the sixth semester students of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University and their speaking mastery.

1.4 Significance of the Study

First, the significance of the study will give valid information to the lecturers of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University concerning with the significant correlation between stress level perceived by the students and their speaking mastery. Second, the students of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University will develop their speaking mastery by managing their stress level management. Third, this study can be one of the sources of information for further studies.

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