

**PAIR WORK AND SPEAKING ANXIETY OF THE
4TH-SEMESTER ENGLISH EDUCATION STUDENTS OF
SRIWIJAYA UNIVERSITY**

A THESIS

by

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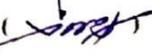
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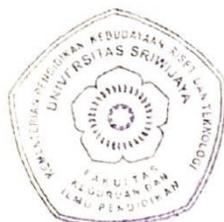
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Certified that the thesis entitled "Pair Work and Speaking Anxiety of The 4th-Semester English Education Students of Sriwijaya University" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended 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 plagiarized this work.

Palembang, 13rd July 2022

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DEDICATION

I dedicated this thesis to myself and my beloved family. Thank you for your love, support, never-ending prayers for me, and everything you gave me. I cannot finish this thesis without the support and motivation from my family.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Palembang, 13th July 2022

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ABSTRACT

Speak English fluently is one of the main goals in learning English, especially as the students of English education. Speaking English confidently in front of many people is a privilege. However many students may have issues like speaking anxiety that prevent them and make them not confident enough in speaking English. This quantitative study aimed to determine whether or not there was a significant negative correlation between pair work and speaking anxiety of the 4th-semester English education students of Sriwijaya University. The sample was 74 students from the 4th-semester English education students of Sriwijaya University with purposive sampling. The instruments of the study for this research were the Questionnaire of Speaking Anxiety and the Questionnaire of Pair Work. The findings showed that the students had a medium level of speaking anxiety and had average attitude toward pair work in class. The result showed that there was no significant correlation between the two variables, pair work and speaking anxiety. The p-value(0.920) was higher than the significance value (0.05).

Keywords: *correlation, speaking anxiety, pair work*

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CHAPTER I

INTRODUCTION

This chapter presents (1) the 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

In Indonesia, English is one of the most studied languages. English is a foreign language that requires several strategies to improve pronunciation and sound like native speakers. English is considered the first foreign language that students learn in school. English started in elementary school, but the Indonesian government decided to stop teaching it in junior high school.

There are several skills in English, namely: listening, reading, writing, and speaking. From the four skills above, speaking is one of the essential skills in English. In research from Richards and Schmidt (2010) many second-language or foreign-language learners prioritize mastering English speaking skills. Speaking is essential because it is the most commonly used skill for conveying messages and exchanging information. As a result, students often evaluate their language learning success and the effectiveness of their English courses based on how much they believe their spoken language proficiency has improved.

Being able to speak proficiency and confidence in front of many people is one of the goals of learning English. However, every student has a different personality and psychological condition. Brown (2007) defines one of the characteristics that affect students' language acquisition is their personality. The way they communicate and express their feelings in words shows that not every student has the courage to speak out loud. Hamzah and Ting (2010) found that students are typically insecure and have difficulty communicating and expressing themselves in the target language, indicating that not all students have the bravery to speak in front of their peers. Students experience significant challenges in learning English, particularly in the speaking section. Some students declare their incapacity to talk in English and, on occasion, demonstrate their incompetence to do so. This situation is called anxiety. Anxiety can affect people's lives. Therefore,

teachers should develop a suitable teaching strategy to reduce anxiety in students (Ganesh Kumar J et al., 2015)

In research from Akkakoson (2016) students' anxiety or nervousness can hinder their ability to learn foreign languages and perform, especially when practicing speaking English in class. Students feel nervous as they prepare to learn this language, such as asking what others might think of them when they practice English and how bad their grades might be. Whatever the cause, the level of anxiety, one can be sure that anxiety will affect students' academic performance. Each student can sometimes have different types of anxiety. This reason is shown through their psychological and psychological reactions, for example, when they feel stressed and emotional (Darmawati, 2017).

This kind of situation will give such disadvantages to the students. They will lose their opportunities to speak English and improve their speaking skills. In other words, anxiety can block students from learning and mastering English. They also can develop other negative behaviors such as becoming a passive learner, not paying attention to the teacher, and even skipping class. Most people experience anxiety when speaking in front of many people. Speaking in public is the greatest fear of many. Speaking anxiety can range from a mild "nervous sensation" to almost debilitating fear. The most common anxiety symptoms are shivering, sweating, stomach butterflies, dry mouth, fast heartbeat, and squeaking.

To avoid those kinds of things, teachers need to find a way to make students find their confidence in learning English, especially in developing their speaking skills. Teachers can create a fun activity to hook their interest in learning. Collaborative work is one of the strategies that teachers usually use to make the situation in class more active. Students can work with their friends to help them work better and get their confidence. Pair and group work are the typical work teachers usually use in class. It also can help teachers to control the students in a large class.

Students can express their feelings and communicate with their partners through pair work without being shy, uncomfortable, and unconfident. Students can also discuss anything before the presentation and cover each other when

making mistakes. Pair work is an essential component of communication methods and cooperative learning. Moon (2000) explains pair work is a strategy for students to maximize learning opportunities. Pair work means that students cooperate with their pairs to complete tasks and achieve their goals. The teacher can give them an exercise about making a dialogue so both of them can participate in class. So, it can be an alternative way to help students gain confidence in learning English, especially in speaking.

As a student at university, especially in English education, some students are shy and unconfident in speaking in front of many people. From what the researcher experience, the students are afraid they would get laughed at for wrong answers, pronunciation, and grammar errors. The students also find it hard to do the presentation by themselves. Many of them show fear, anxiety, and lack of self-confidence when speaking in front of large numbers of people. However, when the teacher asks them to team up with their friends, the students become braver than being told to do it alone. Based on Jaya et al. (2022) previous research, students majoring in English education are highly motivated to speak English fluently and accurately. However, the students from English education will be exposed to and use English more than any major, so they need to reduce their anxiety to be able to speak in front of many people. The researcher wants to conduct the study in the fourth-semester students because they have already taken two speaking classes (Speaking for Informal Interaction and Speaking for Formal Interaction).

The previous research strengthens this study by Dalisa et al. (2015) entitled "Reducing Anxiety in Speaking English Through Pair Work." They conclude that pair work can reduce students' speaking anxiety. It shows that looking at students' performance does reduce their anxiety in speaking. Other research by Aulia et al. (2020) is entitled "The use of Pair Work to Reduce Speaking Anxiety in an EFL Classroom." They conclude that conducting pair work activities helped students lower their anxiety about speaking English.

Based on the explanation above, the researcher conducted a study entitled "Pair Work and Speaking Anxiety of The 4th-Semester English Education Students of Sriwijaya University".

1.2 Research Problems

From what is described in the background, the research problem of this study is:

1. Is there any significant negative correlation between pair work and speaking anxiety of the 4th Semester English Education students of Sriwijaya University?
2. Is there any significant contribution of pair work to the speaking anxiety of the 4th Semester English Education students of Sriwijaya University?

1.3 Objectives of the Study

Based on the research questions above, the research objectives are:

1. To find any significant negative correlation between pair work and speaking anxiety of the 4th Semester English Education students of Sriwijaya University.
2. To find any significant contribution of pair work to speaking anxiety of the 4th Semester English Education students of Sriwijaya University.

1.4 Significance of the Study

The results of this study will provide significant theoretical and practical contributions as follows:

Theoretical

The researcher hopes that this study will help both learners and teachers to reduce their speaking anxiety by working in pairs.

Practically

The results of this study can be helpful for everyone, especially in teaching and learning English, including teachers and students. It helps teachers to gain knowledge about how working in pairs allows students. Students can use this method to help them learn and improve their speaking skills. For other researchers, this study can be one of their references.

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