A CORRELATIVE STUDY BETWEEN ANXIETY AND SPEAKING ACHIEVEMENT OF WIDYA MANDALA ENGLISH DEPARTMENT'S STUDENTS IN THE ACADEMIC YEAR OF 2002 - 2003

A THESIS

In Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree in English Language Teaching

By:

SHIRLEY GUNAWAN
1213099040

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI
PROGRAM STUDI BAHASA INGGRIS
MARCH, 2004
This thesis entitled *A Correlative Study Between Anxiety And Speaking A Achievement of Widya Mandala English Department’s Students In The Academic Year of 2002 – 2003* which is prepared and submitted by Shirley Gunawan has been approved and accepted as a partial fulfillment of the requirements for the *Sarjana* Degree in English Language Teaching Faculty by the following advisors:

Dra. Agnes Santi Widiati, M.Pd  
First Advisor

Mateus Yumarnamto, M.Hum.  
Second Advisor
This thesis has been examined by the committee of an Oral Examination with the grade of ______________________ on March 18\(^{th}\), 2004.

Prof. Dr. Veronica L Diptoadi, M.Sc
Chairperson

Davy Budiono, S.Pd
Member

Veronica Aniek Setiawaty, S.Pd
Member

Dra. Agnes Santi Widiati, M.Pd
Member

Marcus Camarnanto, M.Hum.
Member

Approved by :

Dr. Agustinus Ngadiman
Dean of Teachers Training Faculty

Dra. Susana Teophus, M.Pd
Head of English Department
ACKNOWLEDGEMENTS

First of all the writer would like to thank God for His blessing and spirit that enable her to accomplish this thesis. The writer would also like to express her deepest gratitude and appreciation to those who give their valuable guidance and time that make the accomplishment of her thesis possible. The writer especially would like to thank to:

1. Dra. Agnes Santi Widiati, M.Pd, her first thesis writing advisor, who has patiently guided, given comments and suggestions on her thesis, and had been willing to spend her valuable time in examining the writer’s thesis.
2. Mateus Yumarnamto, M.Hum., who has given the writer inputs and ideas in completing her thesis.
3. Suparwi, S.Pd, the Speaking A coordinator, who has given opportunity for the writer to conduct the research in the speaking classes.
4. Drs. I Nyoman Arcana, M.si., who has given his valuable time in helping the writer to do the computation of the data.
5. Junita Indriani, S.T, S.H, Vita School principal, who has given opportunity for the writer to complete her thesis.
6. The writer’s beloved family and friends for their support, prayers and care.

Finally, the writer also wants to thank those who have not been mentioned their names for the support and service in the completion of this thesis.
The writer realizes that all of the guidance, cooperation, time and chance given are really useful for her to enlarge her knowledge and enable her to arrange the thesis well as it should be.

Surabaya, March 2004

The writer
TABLE OF CONTENT

APPROVAL SHEET (1) ................................................................. i
APPROVAL SHEET (2) ................................................................. ii
ACKNOWLEDGEMENT ................................................................. iii
TABLE OF CONTENT .................................................................. v
ABSTRACT .................................................................................. viii

CHAPTER I : INTRODUCTION

1.1 Background of the Study ......................................................... 1
1.2 Statement of the Problem ....................................................... 3
1.3 Objective of the Study ........................................................... 3
1.4 Significance of the Study ....................................................... 3
1.5 Scope and Limitation of the Study ........................................... 4
1.6 Assumptions ........................................................................ 4
1.7 Theoretical Framework ........................................................ 5
1.8 Hypothesis ........................................................................... 5
1.9 Definition of Key Terms ....................................................... 6
1.10 Organization of the Study ..................................................... 7

CHAPTER II : REVIEW OF RELATED LITERATURE

2.1 Theory of Second Language Acquisition ............................... 8
   2.1.1 Anxiety ........................................................................ 9
   2.1.2 Sociability ................................................................. 10
   2.1.3 Self-esteem ............................................................... 11
   2.1.4 Motivation ................................................................. 12
   2.1.5 Inhibition ................................................................. 13
   2.1.6 Risk Taking ............................................................. 14

\v
2.2 Affective Filter Hypothesis ........................................... 15
2.3 Theory of Speaking .................................................... 16
   2.3.1 The Definition of Speaking .................................. 16
   2.3.2 The Importance of Speaking ................................. 17
   2.3.3 Testing Speaking ................................................ 18
2.4 Theory of Anxiety ..................................................... 19
   2.4.1 General Anxiety ................................................ 19
   2.4.2 The Different Types of Anxiety Disorders ............... 22
   2.4.3 Language Anxiety ............................................. 27
2.5 The Relationship Between Language Anxiety And Speaking ........................................... 29

CHAPTER III : RESEARCH METHODOLOGY
3.1 Research Design ..................................................... 34
3.2 Population and Sample ............................................ 35
3.3 Instrument of Research ........................................... 35
3.4 Data ......................................................................... 36
3.5 Procedure of Collecting Data .................................... 36
3.6 Technique of Data Analysis ....................................... 37

CHAPTER IV : FINDINGS AND DISCUSSIONS
4.1 The Findings of the Study ......................................... 40
4.2 Discussions of the Findings ....................................... 42

CHAPTER V : CONCLUSION AND SUGGESTIONS
5.1 Conclusion ............................................................ 45
5.2 Suggestions .......................................................... 46
   5.2.1 For Teachers .................................................... 46
   5.2.2 For Further Study ............................................ 47

BIBLIOGRAPHY ................................................................. 49
APPENDIXES:

I. FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE ........................................... 51
II. THE QUESTIONNAIRE .............................................................. 52
III. THE CALCULATION OF THE QUESTIONNAIRE ........ 53
IV. TABLE OF QUESTIONNAIRE RESULTS & SPEAKING SCORES .............................................. 59
V. TABLE OF CORRELATION AND REGRESSION .... 62
VI. THE RANK OF STUDENTS’ ANXIETY SCORES & THEIR SPEAKING SCORES .............................. 66
ABSTRACT

Advisors: Dra. Agnes Santi Widiati, M.Pd. and Mateus Yumarnamto, M. Hum.

Keywords: Anxiety and Speaking Achievement

In this technology era, speaking becomes an important skill for every human being, especially to communicate and to gain more knowledge. More and more people realize the importance to be able to speak in a foreign language, especially English, which is spoken around the world. Even though speaking takes an important position in English teaching, the writer found out that many students still find difficulties in trying to speak in the speaking class. Students cannot express their thoughts and ideas. When students face many people and become the objects of their attention, the tendency to be anxious becomes higher and this makes the students remain silence in the speaking class. On the other hand, students who feel relax in the speaking class will be more active in sharing their thoughts and ideas with the members of the class. These situations definitely influence their speaking achievement. This fact leads the writer to investigate whether there is a correlation between the students’ anxiety level and their speaking achievement.

In this study, the writer wanted to know whether there is a correlation between the students’ anxiety level and their speaking achievement. To carry out her study, she chose the students who join Speaking A class as the subjects of her study and used a questionnaire namely Foreign language Classroom Anxiety Scale.

After collecting and analyzing the data, the writer found that there is a correlation between the students’ anxiety level and their speaking achievement. In other words, if the anxiety level is low, the speaking achievement will be high. In the other hand, if the anxiety level is high, the speaking achievement will be low.

Finally, the writers suggests that speaking class should be conducted in such an interesting way that it can give comfort and also motivate students to speak. Giving interesting topics to be discussed is one example which can be done in order to help the students to lower their anxiety level in the speaking class. At last, through this thesis, the writer hopes that there are some researches conducted as a continuation of this study.