

**AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN SPEECH AND  
THE LEVEL OF THEIR ANXIETY AT THE ENGLISH DEPARTMENT  
OF UMN AL-WASHLIYAH MEDAN**

**THESIS**

*Submitted as a partial fulfillment of the requirements  
to obtain a degree in Master of Education*



**YULINDA OKTAVIANA HARAHAHAP**  
**NIM. 19178051**

**Advisor:**  
**Prof. Yenni Rozimela, M.Ed., Ph.D.**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI PADANG  
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## ABSTRAK

**Yulinda Oktaviana Harahap. 2022. Analisis Kemampuan Berbicara Mahasiswa dalam Berpidato dan Tingkat Kecemasan Mahasiswa di Jurusan Bahasa Inggris UMN Al-Washliyah Medan.**

Berbicara merupakan salah satu keterampilan berbahasa yang paling penting yang harus dikuasai oleh pembelajar bahasa Inggris. Namun, tidak semua siswa mampu berbahasa Inggris. Penelitian ini bertujuan untuk mengetahui kemampuan berbicara siswa dalam berpidato, tingkat kecemasan siswa, faktor penyebab kecemasan berbicara siswa dalam menyampaikan pidato, dan hubungan antara kemampuan berbicara dalam berpidato siswa dengan tingkat kecemasan berpidato mereka. Penelitian metode descriptive digunakan dalam penelitian ini. Partisipan penelitian ini adalah 28 mahasiswa semester enam Jurusan Bahasa Inggris Universitas Muslim Nusantara Al-Washliyah Medan Tahun Ajaran 2020/2021. Hasil penelitian menunjukkan bahwa: (1) siswa memiliki kemampuan yang baik dalam menyampaikan pidato. (2) sebagian besar siswa berada pada tingkat “Cemas” dalam menyampaikan pidato. (3) faktor penyebab kecemasan berbicara siswa dalam menyampaikan pidato adalah ketakutan komunikasi, ketakutan evaluasi negatif, dan kecemasan tes. (4) selain itu tidak ada hubungan antara kemampuan berbicara dalam berpidato dengan kecemasan (korelasinya sangat rendah). Kemudian untuk menguji hipotesis, peneliti membandingkan nilai  $r_{xy} = 0.076$  dan  $r_{tabel} = 0.373$  (5%) dan  $0.478$  (1%). Singkatnya,  $0.373 > 0.076 < 0.478$ . Sementara itu, hasil SPSS juga membuktikan bahwa Sig. (2-tailed) adalah 0.701 yang lebih besar dari 0.05. Dari hasil tersebut dapat ditentukan bahwa  $H_0$  (hipotesis nol) diterima, dan  $H_a$  (hipotesis alternatif) ditolak. Artinya ada hubungan negatif antara kemampuan berbicara dalam berbicara dengan tingkat kecemasan mereka. Berdasarkan hasil interview pada penelitian tentang hubungan antara kemampuan berbicara siswa dan tingkat kecemasan menunjukkan bahwa siswa dengan tingkat kecemasan yang sama memiliki kategori/skor berbicara yang berbeda. Siswa dengan tingkat kecemasan yang tinggi mungkin tidak secara otomatis mencapai kategori berbicara cukup. Melalui penelitian ini, dapat disimpulkan bahwa kecemasan berbicara tidak dapat dihindari tetapi dapat diminimalisir dari beberapa cara.

***Kata kunci:*** Kemampuan, Kecemasan, Berbicara, Pidato

## ABSTRACT

**Yulinda Oktaviana Harahap.2022. An Anlaysia of Students' Speaking Ability in Speech and The Level of Their Anxiety at the English Department of UMN Al-Washliyah Medan**

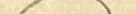
Speaking is one the most important language skills that must be mastered by English language learners. However, not all students are able to speak English. Students find it difficult to express themselves in spoken language and students experienced various obstacle. This research aims to find out the students' speaking ability in speech, the anxiety level of the students, the factor cause students' anxiety speaking ability in speech, and relationship between speaking ability in speech of the students and the level of their anxiety. Descriptive research was used in this research. The participants of the research were 28 students at six semester of English Department of Universitas Muslim Nusantara Al-Washliyah Medan in Academic year 2020/2021. The findings show that: (1) the students had good ability in delivering a speech. (2) the most of the students are at "Anxious" level in delivering a speech. (3) the factors cause students' anxiety in delivering a speech was a communication apprehension, fear negative evaluation, and test anxiety. (4) there is no correlation between speaking ability in speech and anxiety (the correlation was very low). Then to test the hypothesis, the researcher compared the values of  $r_{xy} = 0.076$  and  $r_{table} = 0.373$  (5%) and  $0.478$  (1%). In short,  $0.373 > 0.076 < 0.478$ . Meanwhile, the SPSS result has also proven that the Sig. (2-tailed) was  $0.701$ , which was more than  $0.05$ . Dealing with the result, it could be determined that  $H_0$  (null hypothesis) was accepted, and  $H_a$  (alternative hypothesis) was rejected. It means that there is a negative correlation between speaking ability in speech and the level of their anxiety. Based on the result interview of this research on the relationship between students' speaking ability and anxiety level indicates that the students with the same level of anxiety may have different speaking category/score. The students with high level of anxiety may not automatically achieve fair speaking category. Through this research, it could be summed up that presence of speaking anxiety could not be avoided but could be minimize from several ways.

**Keywords:** *Ability, Anxiety, Speaking, Speech*

## PERSETUJUAN AKHIR TESIS

### PERSETUJUAN AKHIR TESIS

Mahasiswa **Yulinda Oktaviana Harahap**  
NIM **19178051**  
Program Studi **Pendidikan Bahasa Inggris (S2)**

Nama	Tanda Tangan	Tanggal
Prof. Yenni Rozimela, MEd., Ph.D. Pembimbing		

Dekan Fakultas Bahasa dan Seni  
Universitas Negeri Padang

PNM Dr. Jennings S. PM. M. Hum.  
NIP 19590212 199403 1 004



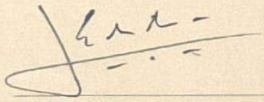
Ketua Program Studi

Dr. Hamzah, M.A., M.M.  
NIP. 19611221 199003 1 001

**PERSETUJUAN KOMISI**  
**UJIAN TESIS MAGISTER KEPENDIDIKAN**

**PERSETUJUAN KOMISI**  
**UJIAN TESIS MAGISTER KEPENDIDIKAN**

---

No	Nama	Tanda Tangan
1.	Prof. Yenni Rozimela, M.Ed., Ph.D. (Ketua)	
2.	Dr. Refnaldi, S.Pd., M.Litt. (Sekretaris)	
3.	Dr. Edi Trisno, M.A. (Anggota)	

Mahasiswa

Mahasiswa	: Yulinda Oktaviana Harahap
NIM	: 19178051
Program Studi	: Pendidikan Bahasa Inggris (S2)
Tanggal Ujian	: 11 Februari 2022

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Saya yang menyatakan



Yulinda Oktaviana Harahap  
NIM. 19178051

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Finally, it is hoped that this thesis will be useful for readers, especially for the English teachers, lecturers and researchers. Writer welcomes any constructive criticisms and suggestions to improve this thesis.

Padang, 11 February 2022

The researcher



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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Research Problem**

Speaking is one of the important language skills that students need to master to be able to communicate in English. It is a way for students to express their knowledge, send messages, and show their performance. Therefore, the audience or other people who listen will obtain information. The aim of learning speaking is to provide the students with an ability to express themselves in the target language so that they can deal with basic interactive skills such as exchanging greeting, thanks, and apologies, to express his needs, and to request information and services (Brown & Yule, 2000). Through speaking students can convey their opinions, ideas, and feeling. Thus, Speaking is important as the students but it need big efforts and constant practices to master it.

However, foreign language students often face some difficulties when speaking in English. Bueno et al.(2006) say that speaking is one of the most challenging abilities for language learners to master. Even though students learn the language for many years, they still find it challenging to communicate in real-life situations. Along with processes, the students are affected by internal factor and external factors which result in positive and negative impacts on the English learning process.

There are variety reasons why students fail to communicate in English. For instance, many students were still unable to use correct word choices, discourse markers, or social formula when communicating (Khairani et al, 2017).They

analyzed the role-playing dialogue to find out the students speaking ability. Nurvita et al. (2019) found that the problems of some students are incorrect pronunciation and poor choice of words. Other reasons for this failure are students' limited understanding of the linguistic features of the target language in group discussion activity (Mukammal et al., 2018). Meanwhile, Rukmaryadi et al. (2020) investigated the conversation based on situation and also assigned the students to discuss a topic in a group to determine the speaking ability of the students. They found that the students' difficulties in grammar, vocabulary, pronunciation, and fluency to some extent.

Those findings show that speaking becomes difficult for students, because they have insufficient knowledge about aspect of speaking. This implies that speaking is a challenging skill that requires several aspects of it. Furthermore, Siagian (2017) found that students' anxiety while speaking in the language classroom is caused by some factors, namely lack of familiarity with a task, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence, and low English proficiency. Moreover, Rullu & Daburan (2020) found that the students' anxiety and problems with English is affected by their mother tongue. The confident students experience low anxiety and feel that they have the ability to do well, whereas less confident students claim higher anxiety and feel that they lack the ability to perform well (Matsuda & Gobel, 2004). Meanwhile, Kim (2009) also found that students in a Foreign Language conversation class experienced higher levels of anxiety.

Concurrently, Debreli & Demirkan (2015); Sutarsyah (2017); Handayani et al, (2020) found that most of the students were experiencing a high level of speaking anxiety. The reluctance of many students to speak in English has become a major factor that may affect their ability in language learning. These kinds of issues can cause a lot of disadvantages to English language students. The students will lose their opportunities in using English in classroom context to enhance their speaking ability. The students are afraid to speak when things go wrong.

This phenomenon happens due to many factors and anxiety is one of the factors that influences foreign language learning, particularly in English Foreign Language contexts (Yamat & Bidabadi, 2012; Ali & Fei, 2016; Yassin & Razak, 2018; Amini et al., 2019; Candraloka & Rosdiana, 2019). Anxiety is a feeling where someone is uncertain or hesitant with their ability in speaking English. Anxiety is negative feeling students that described low self confidence. Hammad & Ghali (2015) found that students fear negative evaluation. Due to the fear negative evaluation, the students feel anxious, they are not ready to accept other people's evaluation when they are speaking in English. Besides, Jayanti (2019) found that the students fear of speaking in public. Moreover, Djaguna et al. (2020) found that symptoms of anxiety among students, some of them have lack of confidence, nervousness, created avoidance, shy and afraid of being laughed at when speaking in English. Cubukcu (2007) says that anxiety affects language learning. The English learners feel anxious about speaking English in a specific situation and it becomes the main obstacle in speaking. The students felt fear

about the consequence of failing the speaking test (Handayani et al., 2020). Meanwhile, Sutarsyah (2017) claimed that nervousness is the dominant factor follow by worry and tension in speaking. Their research concluded that anxiety give negative influence toward students in speaking English language.

Furthermore, Kamridah (2016) investigated public speaking students' anxiety in their learning and oral presentation. Other researchers have examined the relationship between speaking ability and the level of anxiety (Izumi et al., 2017;Fitriah & Muna, 2019; Megawati, 2019; Sjaifullah, 2019; Zhang & Dong, 2019,Li, 2020; Plantika & Adnan, 2021; Choompunuch et al, 2021). They found that the students have differences in the level of foreign language anxiety inside the classroom. The students feel anxious not only in the classroom, but also outside of it,especially when they used the language in real communicative situations (Tanveer, 2007). Moreover, Lian & Budin (2014) found out the students have a moderate level of English language anxiety and significant difference between genders in the English language.

The previous research is mostly concerned about the factors faced by students in speaking. One of them is anxiety and its effect in speaking ability. Then, based on the explanation above, there have been many researchers who examined the relationship between students' speaking ability and the level of their anxiety.

However, only a few research have investigated the relationship between speaking ability in speech and anxiety, and they seldom examined the level of anxiety towards speech. Meanwhile, speech is a type of speaking or subject that

must mastered at the Universitas. Speech is one of ways for students to practice their self confidence, share ideas and express themself to the listener/ audience. Hence, the researcher studied the students' speaking ability in speech and the level of their anxiety at the English Department of Universitas Muslim Nusantara Al-Washliyah in Academic Year 2020/2021.

## **B. Identification of the Research Problem**

Based on what have been discussed in the backround of the problem, there are several issues that can be studied related to ability in foreign language. One of them was students' anxiety in speaking English. Anxiety is a kind of disadvantage that made students unable to perform their competence. Actually, they knew something about what they had to say but could not show it due to anxiety. Then, several students had low English proficiency in speaking, some of the students were not able to speak fluently, the students' fear negative evalution, the students difference anxiety level of foreign language, the students were not confident to speak in English, some of the students lack of vocabulary, and some of the students are not able to use correct grammar. Even, they kept thinking that other students were better in language than themselveslack. The students' anxiety was a real problem that majority of students faced in learning English as a foreign language. It made the students had less confidence, stress, and nervousness that impede their learning process. Consequently, it will cause limitation for their English speaking in communication or interaction inside or outside classroom.

### **C. Limitation of the Research Problem**

Based on the identification of the research problems the researcher limited this research to focus on students' speaking ability in speech and the level of their anxiety. This research had been done in the sixth semester of English Department of Universitas Muslim Nusantara Al-Washliyah Medan in Academic Year 2020/2021.

### **D. Formulation of the Research Problem**

From the limitation of the problem above, the researcher formulated the research problem as follows; "What is the speaking ability in speech and the anxiety level of the students at the English Department of Universitas Muslim Nusantara Al-Washliyah?".

### **E. Research Questions**

Related to the background, identification, limitation of the problem, and formulation of the research problem, the researcher formulated four questions to be answered as follows:

1. What is the speaking ability in speech of the students at the English Department of Universitas Muslim Nusantara Al-Washliyah?
2. What is the anxiety level in speaking ability in speech of the students at the English Department of Universitas Muslim Nusantara Al-Washliyah?
3. What factors cause the English Department of Universitas Muslim Nusantara Al-Washliyah students' anxiety in speaking ability in speech?



4. What is the relationship between speaking ability in speech and the anxiety level of the students at the English Department of Universitas Muslim Nusantara Al-Washliyah?

#### **F. The Purpose of the Research**

Based on the research questions above, there were four main purposes of this research:

1. To find out speaking ability in speech of the students at the English Department of Universitas Muslim Nusantara Al-Washliyah.
2. To find out the anxiety level in speaking ability in speech of the students at the English Department of Universitas Muslim Nusantara Al-Washliyah.
3. To find out factors cause the English Department of Universitas Muslim Nusantara Al-Washliyah students' anxiety in speaking ability in speech.
4. To find out the relationship between speaking ability in speech and the anxiety level of the students at the English Department of Universitas Muslim Nusantara Al-Washliyah.

#### **G. Significance of the Research**

The result of this research is expected to give contribution and information for the lecturer, students, and researcher about students' speaking ability in speech and the level of their anxiety. The researcher hopes this result becomes an input for lectures to improve the quality of English teaching, especially in speaking. Then, the result of the research will be useful for lecturers to get the descriptions of the level of students in mastering English, especially in speaking ability in speech,

and the lecturer should be able to face the students' anxiety by applying interesting and creative learning in English speaking class. The lecturers a better improvement in teaching and learning process and motivates students in speaking. The improvement can be in the form teaching and learning media, materials, and techniques that are appropriate to solve students' anxiety in speaking.

Moreover, this research was expected to give advantages to the students about usually problem that faced in speaking and they became aware to practice more, and also can help the students to avoid their anxiety, they will know to improve speaking skill and more practice to speak English. Moreover, the researcher gotten information about students' speaking anxiety.

#### **H. Definition of the Key Terms**

To avoid misunderstanding in this research, the researcher defines the key terms as follow:

1. Speaking ability is the students' ability in expressing their ideas, share information or something in their opinions to others by using spoken language which is represented by the scores of speaking (speech).
2. Anxiety is a situation where the student feels anxious, shy, lose their mind, over action, be panic, and afraid to make mistake in speaking in English.
3. Speech is a process of transferring a message to an audience/activity of speaking in public to express an opinion, ideas, and information.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, SUGGESTION**

#### **A. Conclusion**

There are four conclusions based on the study's findings. Firstly, the students' speaking ability in delivering a speech at the sixth semester of the English Department of Universitas Muslim Nusantara Al -Washliyah was in a good category. However, it did not mean that they had no difficulties in delivering a speech in English. Secondly, the result of this research showed that most students were at "anxious" level in speaking test. Thirdly, the result of this research showed that three elements contribute that cause students' anxiety in delivering a speech such as; communication apprehension, test anxiety, and fear negative evaluation. Lastly, there is no the relationship between students' speaking ability in speech and anxiety level students. Based on the result interview, the students with the same level of anxiety may have different speaking abilities categories. The students with high anxiety (very anxious) levels may not automatically achieve a fair category in speech. Students in each level of anxiety can probably achieve very good, good, and fair categories in speaking ability in speech.

#### **B. Implication**

Some implication are made related to the findings of this research, as follow:

1. Even though the students' speaking ability in delivering a speech of the students was good category level, but it did not mean that they had no difficulties in delivering a speech in English. Thus, the lecturers a better

improvement in teaching and learning process and motivates students in speaking ability in speech.

2. Dealing with the anxiety level in speech, the result of this research showed that most of the students are at “anxious level. Thus, it will be better if the students should practice in delivering a speech.
3. Dealing with the factors causing speaking anxiety in delivering a speech, the students could not be avoided anxiety as it is a human nature in language learning. Thus, the lecturer should be able to help students feel confident when speaking English. The lecturer gives students several opportunities to speak English in the class or outside of, as well as encouraging feedback and inspiration, and through instilling confidence in their abilities.
4. Dealing with the relationship between speaking ability in speech and anxiety level of the students, for the students who had high anxiety, they need to get involved to reduce anxiety in speech. The students with low anxiety level not ridicule others students with high anxiety; they should to help them when they get difficulties.

### **C. Suggestion**

#### **1. To student**

Students as the ones who suffer anxiety here should be able to assess their own lack of ability to produce an English, by recognizing the problem, students can discover a solution. They can ask for feedback on their ability in delivering a speech in English from lecturer and friends.

#### **2. For lecturer**

Lecturers should not overlook the fact that students experience anxiety when learning English as a foreign Language. The lecturer should be able to help students feel comfortable speaking English in a variety of ways. The lecturer gives students many practices so that students are able to brave to speak English in the class or outside.

### 3. For future researcher

The researcher anticipates that more studies on language anxiety in different skill such as reading, writing, and listening. The issues about foreign language anxiety will never be expired, because foreign language students are definitely face this problems. Therefore, further investigation about certain way that can help student reduce their anxiety in learning English are extremely needed.

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