

**THE CORRELATION BETWEEN FOREIGN LANGUAGE ANXIETY,
LEARNING ACHIEVEMENT, AND STUDENT SPEAKING
PERFORMANCE AT AN ENGLISH CONVERSATION CLASS**



*Mencerdaskan dan
Memartabatkan Bangsa*

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ABSTRACT

Aulia Cahya Kusuma. 2020. *The Correlation Between Foreign Language Anxiety, Learning Achievement, and Student Speaking Performance at an English Conversation Class.* Skripsi. Jakarta: English Education Study Programme. Faculty Languages and Arts. Universitas Negeri Jakarta, August 2020.

Anxiety in foreign language classrooms is one among other hindering factors for students to perform their utmost competence. The common perception among language learners towards speaking skill is the most important skill than others (Mohtasham, 2017). The appearance of anxiety may worsen student's speaking performance and their learning achievement (Howritz, 1986). This research was conducted to investigate the correlation between student foreign language anxiety and speaking performance in an English Conversation Class (ECC). For that purpose, fifteen students were recruited. They are 11th graders of a Vocational High School in Jakarta who actively participate in ECC in that school. Data of anxiety were collected using the adapted version of Foreign Language Classroom Anxiety Scale (FLACS) and the speaking performance were measured using Student Oral Language Observation Matrix (SOLOM). Student's achievement in learning English was used to control the foreign language anxiety. This research applied steps of partial correlational procedures in which the data were analyzed using Pearson Product Moment. This study revealed a correlation value of -0.879 on the relationship between foreign language anxiety and speaking performance. However, after the learning achievement included in the analysis as a control variable, it found there was a very high negative significance correlation. The (r) value decreased into -0.894 with a significance level of 0.00. It means the learning achievement influences the relationship between foreign language anxiety and speaking performance.

Keywords: Language anxiety, speaking performance, learning achievement

ABSTRAK

Aulia Cahya Kusuma. 2020. *Hubungan Antara Kecemasan Bahasa Asing, Prestasi Belajar, dan Prestasi Berbicara Siswa Pada Kelas Percakapan Bahasa Inggris.* Skripsi. Jakarta: Program Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Jakarta, Agustus 2020.

Kecemasan di dalam kelas bahasa asing merupakan salah satu faktor penghambat bagi siswa untuk menunjukkan kompetensi terbaiknya. Hal ini dapat memperburuk kinerja berbicara mereka. Penelitian ini dilakukan untuk mengetahui hubungan antara kecemasan bahasa asing siswa dan prestasi berbicara mereka di kelas English Conversation (ECC). Untuk tujuan tersebut, lima belas siswa direkrut. Mereka adalah siswa kelas 11 Sekolah Menengah Kejuruan (SMK) di Jakarta yang aktif berpartisipasi dalam kelas EC tersebut. Data kecemasan dikumpulkan dengan menggunakan adaptasi dari Foreign Language Anxiety Classroom Scale (FLACS) dan prestasi berbicara siswa diukur dengan menggunakan Student Oral Language Observation Matrix (SOLOM). Prestasi siswa dalam bahasa Inggris digunakan untuk mengendalikan kecemasan bahasa asing. Penelitian ini menerapkan langkah-langkah prosedur korelasi parsial menggunakan Pearson Product Moment. Hasil penelitian ini mengungkapkan nilai korelasi sebesar -0.879 pada hubungan kecemasan berbahasa asing dan kinerja berbicara. Namun, setelah prestasi belajar siswa dilibatkan dalam analisis sebagai variable control, ditemukan tingkat korelasi bersignifikansi sangat tinggi. Nilai korelasi menurun hingga -0.894 dengan tingkat signifikansi 0.00 . Ini berarti, prestasi belajar siswa memiliki pengaruh pada hubungan kecemasan berbahasa asing dan kinerja berbicara.

Kata kunci: kecemasan berbahasa asing, prestasi berbicara, prestasi belajar

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