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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

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AND THEIR SPEAKING ABILITY**

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Demikian agar maklum dan atas kesediaan Bapak kami ucapkan terima kasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang munaqasah yang dilaksanakan pada tanggal 24 September 2019, kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum dan atas kesediaan bapak, kami ucapkan banyak terimakasih.

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Surely after that difficulty there is convenience”.

(Q.S Al-Insyirah : 6)

DEDICATION

- Thanks for My God, Allah SWT and Nabi Muhammad SAW that gave me this amazing chance dan experince so I can get more knowledge.
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This thesis is presented to the English Education Department of State Islamic Institute (IAIN) Kediri as partial fulfilment of the requirement for the first Strata Degree.

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Kediri, 20th may 2019

The writer

ABSTRACT

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Keywords: Correlation, Speaking Ability, Anxiety, Speaking Language Anxiety, Level of Anxiety.

The objective of this study was to describe the correlation between learners' language anxiety and their speaking ability. The method which was used in this research was quantitative. The population of this research was the first and the second grades students of MTs. Jabal Nuur Kediri. There were 55 students chosen as the sample. There were two instruments in collecting the data; the first instrument was to measure students' anxiety in learning English as a foreign language, in this case, Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Howirtz; the second instrument was to measure students' speaking skill, in this research, speaking test was implemented. The data were collected and calculated by using Kendall's tau-b correlation coefficient. The basis for decision making, if the significance value (sig.) is less than 0.05 then there is a relationship between the two variables. From the data it can be seen that the significance value indicates 0.012 so it can be concluded that there is a significant relationship between the two variables. To find out how strong the relationship between the two variables is, it can be seen from the value of the correlation coefficient shows -0.244 shows that the level of the relationship is both weak and has a negative attribute, which means that if student anxiety increases, the student's reading achievement decreases. From the results of table independent *t-test*, it can be seen that the value of the significance of anxiety is 0.000 ($0.000 < 0.05$). So, it can be concluded that H_0 is rejected. It is compared with the value of *t* table ($df = 53, t = 2.00575$), then H_0 is rejected ($12.847 > 2.00575$). So it can be stated that there is a difference in anxiety levels in class 7b and 8b ($t_{table} < t_{count}$).

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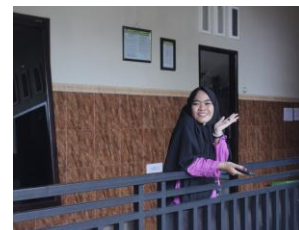
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