

**THE CORRELATION BETWEEN STUDENTS' SPEAKING ANXIETY,
PEER SUPPORT, AND SPEAKING PERFORMANCE AT A SENIOR
HIGH SCHOOL IN KEDIRI**

THESIS

Presented to

State Islamic University of Syekh Wasil Kediri

In Partial Fulfillment of Requirements for a Bachelor of Education (S.Pd) degree
in the Department of English Language Education



By:

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**ENGLISH EDUCATION DEPARTMENT
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2026

TITLE PAGE

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For the Degree of *Sarjana* in English Language Education

By:

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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 fulfil the requirement for the degree of *Sarjana (SI)* in the English Language Education study program, State Islamic University of Syekh Wasil Kediri.

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

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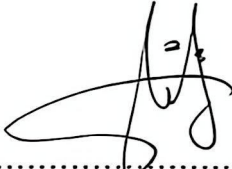
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DEDICATION

I would like to dedicate this thesis to several people who have provided support, motivation, and prayers during the completion of this thesis.

1. Allah SWT, who has given His grace to complete this thesis
2. I send my prayers and greetings to the Prophet Muhammad SAW.
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MOTTO

"Allah does not promise an easy path, but he assures us that with every hardship comes ease."

(Q.S. Al-Inshirah 94:5–6)

"Apa pun yang sudah terjadi dalam hidupmu, jangan katakan 'seandainya', tapi katakan 'Qadarullah' karena semua yang terjadi adalah takdir dan takdir Allah ini selalu baik. Allah itu maha baik."

(Ustadz Hanan Attuki)

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Kediri, 9th June 2026

The Researcher

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ABSTRACT

Afikhoh, Nur. (2026). *The Correlation between Students' Speaking Anxiety, Peer Support, and Speaking Performance at a Senior High School in Kediri.* Department of English Language Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Syekh Wasil Kediri. Advisors: (I) H. Burhanudin Syaifulloh, M.Ed., Ph.D., and (II) Mohammad Muhyidin M.Pd.

Keywords: *peer support, speaking anxiety, speaking performance.*

Speaking is an important skill in learning English because it enables students to express ideas, opinions, and information effectively. However, many students experience difficulties in speaking English due to various psychological and social factors. Among these factors, speaking anxiety and peer support are considered to be potentially related to students' speaking performance. Therefore, this study aimed to investigate the correlations between students' speaking anxiety and speaking performance; between peer support and speaking performance; and between speaking anxiety, peer support, and speaking performance among eleventh-grade students at SMAN 4 Kediri in the 2025/2026 academic year.

This study employed a quantitative correlational research design. The population comprised 362 eleventh-grade students at SMAN 4 Kediri. Using cluster sampling, two eleventh-grade classes, totaling 65 students, were selected as the research sample. The instruments included a speaking anxiety questionnaire adapted from Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS), a peer support questionnaire adapted from Sarafino (1998), and a speaking performance test assessed by two raters. The data were analyzed using

Pearson Product-Moment Correlation and Multiple Linear Regression Analysis with SPSS version 25.

The findings revealed a weak negative and non-significant correlation between speaking anxiety and speaking performance ($r = -0.176$, $p = 0.160 > 0.05$). Likewise, a weak positive and non-significant correlation was found between peer support and speaking performance ($r = 0.208$, $p = 0.096 > 0.05$). Furthermore, the multiple linear regression analysis indicated that speaking anxiety and peer support did not simultaneously have a significant relationship with speaking performance ($F = 1.805$, $p = 0.173 > 0.05$). The coefficient of determination ($R^2 = 0.055$) showed that the two independent variables explained 5.5% of the variance in students' speaking performance. In conclusion, speaking anxiety and peer support were not significantly correlated with students' speaking performance, either individually or simultaneously. These findings suggest that English teachers should employ comprehensive teaching strategies and provide ample opportunities for students to practice speaking through meaningful classroom activities.

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