# The Correlation among Students' Language Anxiety, Speaking Attitude, Speaking Performance, and Gender at STAIBA Purwoasri Kediri

**THESIS**

**Presented to**

**State Islamic Institute of Kediri**

**In Partial Fulfillment of the Requirement**

**for the master thesis proposal in English Language Education**

**By:**

**KHUSNUL MUTHOHAROH**

926.003.19.016

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**GRADUATE DEGREE PROGRAM**

**STATE ISLAMIC INSTITUTE (IAIN) KEDIRI**

**2021**

**APPROVALPAGE**

This page is to certify that the Master Degree Thesis of Khusnul Muthoharoh has been approved by thesis advisors for further approval by the boardof examiners.

**The Correlation among Students' Language Anxiety, Speaking Attitude, Speaking Performance, and Gender at STAIBA Purwoasri Kediri**

**KhusnulMuthoharoh**
926.003.19.016

**Approved by:**

| Advisor I | Advisor II |
| --- | --- |
| **Dr.FathorRasyid, M. Pd** | **Dr.Toyyibah, S.S., M.Pd.** |
| **NIP.196908312000031001** | **NIP. 197212202006042003** |



ii

# DECLARATION OF AUTHORSHIP

Here with I,

Name : Khusnul Muthoharoh

NIM : 926.003.19.016

Department : English Language Education

Thesis Title : The Correlation among Student's Language Anxiety, Speaking Attitude, Speaking Performance, across Gender at STAIBA Purwoasri Kediri

Declare that:

1. In the results of my research there are no elements of plagiarism of research work scientific works thst have been carried out or made by anyone other than those that are quoted in this text and mentioned to citation sources and reference lists.
2. If in the future it turns out that the results of this study prove to contain elements of plagiarism and claims from other parties, I am willing to be processed according to the applicable laws and regulations.

Kediri, 24 Juni 2022

KHUSNUL MUTHOHAROH

**RATIFICATION SHEET**

**THE CORRELATION AMONG STUDENT'S LANGUAGE ANXIETY, SPEAKING ATTITUDE AND SPEAKING PERFORMANCE ACROSS GENDER AT STAIBA PURWOASRI KEDIRI**

**A THESIS**

**KHUSNUL MUTHOHAROH**

**NIM. 926.003.19.016**

Accepted by Based Examiners of the faculty of Graduate Degree of State Islamic Institute (IAIN) of Kediri on December 10th, 2021, and declared to have fulfilled the requirements for the attaiment of *Magister Pendidikan* Degree in English Language Education.

Board Examiners

1. **Chief of the Board Examiners**
   **Prof. Dr. Nur Ahid, M.Ag.**
   **NIP. 196202091996031001**
2. **Main Examiner**
   **Dr. Ary Setya Budhi Ningrum, M.Pd.**
   **NIP. 198204302008012011**
3. **Examiner I**
   **Dr. Fathor Rasyid, M.Pd.**
   **NIP. 196908312000031001**
4. **Examiner II**
   **Dr. Toyyibah, S.S, M.Pd.**
   **NIP. 197212202006042003**

( )

( )

( )

( )

Kediri, December 10th 2021
Faculty of Graduate Degree

State Islamic Institute of Kediri

Director,

KEMENTERIAN AGAMA PASCASARJANA IAIN KEDIRI REPUBLIK INDONESIA

**Prof. Dr. Nur Ahid, M.Ag.**
**NIP. 196202091996031001**

## ABSTRACT

Muthoharoh, Khusnul. 2021. *The Correlation among Students' Language Anxiety, Speaking Attitude, Speaking Performance, and Gender at STAIBA PurwoasriKediri*. DepartmentofEnglishLanguage education, Graduate Degree Program, State Islamic Institute(IAIN)Kediri.
Advisors: Dr.Fathor Rasyid,M.Pd.,andDr.Toyyibah, S.S., M.Pd.

**Keywords**: Language Anxiety, Language Attitude, Speaking Performance, Gender

Speaking becomes the more challenging for language learners, In order to speak in English well that in the other words mean to have good speaking achievements, several aspects are included in speaking, including their – intellectual and psychological readiness – psychological fearnerss and individual manner of using the language they learn. So this research was aimed to know the extent of the correlation among students' language anxiety, speaking attitude, speaking performance, and gender at STAIBA Purwoasri Kediri.

This research is to find the correlation among students' language anxiety, speaking attitude, speaking performance, and gender Pearson Product Moment Correlation was used. There were three instruments employed to collect the data. First, Students' language anxiety questionnaires. Second, students' language attitude questionnaires. Third, Assessment scales of speaking performance and the topic for Speaking Performance Test.

There were 52 Students of second semester at STAIBA who were selected to be participants. The result of the research revealed that there was significant contribution of *Male* students, It's the significance value of deviation from linearity between Language Anxiety and Language Attitude (Sig.) was 0.799 >0.05, then the Pearson correlation is 0.807. The significance value of deviation from linearity between Language Anxiety and Speaking Performance (Sig.) was 0.460 >0.05, then the Pearson correlation is 0.287. The significance value of deviation from linearity between Language Attitude and Speaking Performance(Sig.) was 0.381 >0.05, then the Pearson correlation is 0.845.Since the significance value was higher than .05, it could be concluded that there was a positive linearity. And the contribution among three variables higher than 50% under 85%, it means moderate. Meanwhile, the significant contribution of *Female* students, It'sthe significance value of deviation from linearity between Language Anxiety and Language Attitude (Sig.) was 0.059 > 0.05, then the Pearson correlation is 0.312,the significance value of deviation from linearity between Language Anxiety and Speaking Performance (Sig.) was 0.553 > 0.05, then the Pearson correlation is 0.472 and the significance value of deviation from linearity

between Language Attitude and Speaking Performance (Sig.) was 0.900 >0.05, then the Pearson correlation is 0.468. It also could be concluded that there was a positive linearity.Furthermore, the contribution between Language Anxiety and Language Attitude is 97.344%, it means high contributed. And the contribution between Language Anxiety and Speaking Performance is 22. 2784%, the contribution between Language Attitude and Speaking Performance is 21.9024%, it means low contributed.

**MOTTO**

*Rasulullah Shallallahu'alaihi Wasallam* said:

**وفي رواية: يارسول الله من أحق بحسن الصحبة؟ قال: " أمك، ثم أمك، ثم أمك، ثم أباك، ثم أدناك أدناك"**

In another narration: "O Messenger of Allah! Who is most deserving of my fine treatment?" He (ﷺ) said, "Your mother, then your mother, then your mother, then your father, then your nearest, then nearest".

(Narated by Al-Bukhari and Muslim. This hadith is legitimated by Riyad as-Salihin 316).

## DEDICATION

*Withall of mylove, I dedicate this thesis to:*

*Allah SWT the lord of the world and universe, the Greatest of the greats who has given blessing, mercy and power in finishing this thesis.*

*My dearest and beloved parents, my father's Sajuri and my Mother's Maimunah, my father in Law's Abdul Haris and my Mother in law's Rohaniah, my lovely husband is Abdul Hakim, my lovely sons is Achmed Atho'illah Atmadeva and Muhammad Nasrullah El – Barack, who have given me full of love, attention, encouragement, support and motivation, and prayer. With all of my kind and love, I just want to say "THANK YOU"*

## ACKNOWLEDGEMENTS

*Alhamdulillahirabbil'alamiin* all praises are given by the writer to AllahSWT the Lord of the Universe, the Greatest of the Greats. Only by his power,bestowal, affection, and guidance the writer can finish his scientific paper, thesis. Peace and blessing be upon to our beloved prophet, Muhammad SAW,his family, his companions, and his followers.

The scientific paper, thesis, is presented to the Department of English Language Education Faculty of Graduate Degree as a partial fulfilment of the requirements for the degree of Strata II (M.Pd.) in English LanguageTeaching.

In finishing this thesis, the writer realizes that there are many relatives whogive their help, guidance, and motivation. May Allah SWT give reward for their kindness. First and foremost, the writer would like to express his special gratitude to his advisors, Dr.Fathor Rasyid M. Pd., as the first advisor and Dr.Toyyibah, S.S., M. Pd. as the second advisor, for their great contribution, guidance, and support in finishing the Thesis. She also would like to thank Prof. Dr. H. Nur Ahid,M. Ag. for the technical support on my study. Thewriter realizes that without them his Thesis will not be finished. Next, the writer would like to offer special thanks to:

1. Hers dearest and beloved parents, my father's Sajuri and my Mother's Maimunah, my father in Law's Abdul Haris and my Mother in law's Rohaniah, my lovely husband is Abdul Hakim, my lovely sons is Achmed Atho'illah Atmadeva and Muhammad Nasrullah El – Barack who have given him full of love, attention, encouragement, support and motivation, and prayer.
2. Nunik Zuhriyah, M.Pd. If or contribution as expert validators.
3. All of lectures in English Department IAIN Kediri who always inspires him to have better education and future. Thanks for all of the knowledge given, so the writer can perform better in my life.
4. All of friends who always support her to have greater education.

**Kediri,**
**The writer**

## TABLE OF CONTENT

APPROVALPAGE ..... **Error! Bookmark not defined.**
ABSTRACT ..... iii
MOTTO ..... vi
DEDICATION ..... vii
ACKNOWLEDGEMENTS ..... viii
TABLE OF CONTENT ..... ix
LIST OF TABLE ..... xi
LIST OF FIGURE ..... xiii
LIST OF APPENDICES ..... xiv
CHAPTER I ..... 1
INTRODUCTION ..... 1
A. BACKGROUND OF THE RESEARCH ..... 1
B. PROBLEM OF THE RESEARCH ..... 8
C. OBJECTIVE OF THE RESEARCH ..... 8
D. HYPOTHESIS ..... 9
E. SIGNIFICANCE OF RESEARCH ..... 9
F. SCOPE AND LIMITATION ..... 10
G. DEFINITION OF KEY TERM ..... 10
H. THEORITICAL FRAMEWORK ..... 11
CHAPTER II ..... 12
LITERATURE REVIEW ..... 12
A. SPEAKING SKILL ..... 12
B. THE CONCEPT OF ANXITY ..... 18
C. THE CONCEPT OF ATTITUDE ..... 22
D. THE CONCEPT OF SPEAKING PERFORMANCE ..... 25
E. TEST TAKER' GENDER EFFECT ..... 26
F. PREVIOUS STUDY ..... 29

CHAPTER III ..... 31
RESEARCH METHOD ..... 31
A. RESEARCH DESIGN ..... 31
B. PARTICIPANTS OF THE RESEARCH ..... 32
C. RESEARCH INSTRUMENTS ..... 38
D. DATA COLLECTION ..... 38
E. DATA ANALYSIS ..... 38
CHAPTER IV ..... 44
FINDINGS ..... 44
A. DATA PRESENTATION ..... 44
B. DESCRIPTIVE STATISTIC ..... 50
C. INTER-RATER REABILITY ..... 53
D. PREREQUISITE TEST ..... 55
E. CORRELATION RESULT ..... 60
D. THE INTERPRETATION OF CORRELATION RESULT ..... 68
CHAPTER V ..... 69
DISCUSSION ..... 69
A. The Correlation between Students' language Anxiety and Students' Language Attitude ..... 69
B. The Correlation between Students' language Anxiety and Students'Speaking Performance ..... 71
C. The Correlation between Students' language Attitude and Students' Speaking Performance ..... 74
D. The Correlation among Students' language Anxiety, Students' Language Attitude and Students' Speaking Performance ..... 75
CHAPTER VI ..... 77
A. CONCLUSION ..... 77
B. SUGGESTION ..... 79
BIBLIOGRAPHY ..... 83
APPENDIX ..... 91

## LIST OF TABLE


Table. 3.1. Realiability Tes for The questionnaires
Table 3.2. The blue prints of Students' Language Anxiety
Table 3.3. The Blueprints of speaking Attitude
Table 3.4. The Rubric or Assessment scales of speaking performance
Table 3.5. *Likert's Scoring of Language Anxiety*
Table 3.6. Scoring of language anxiety
Table 3.7. The category of Likert's scale of language Attitude
Table3.8. The significance of mean score of attitude
Table3.9. The table below shows the parameter of correlation
Table 4.1 The data presentation of indicator "Communication Apprehension" of Students' Language Anxiety
Table 4.2 The data presentation of indicator "Fear of negative evaluation" of Students' Language Anxiety
Table 4.3 The data presentation of indicator "Test Anxiety" of Students' Language Anxiety
Table 4.4 The data presentation of indicator "Behavioral attitude" of speaking attitude
Table 4.5 The data presentation of indicator "Cognitive attitude" of speaking attitude
Table 4.6 The data presentation of indicator "Emotional Attitude" of speaking attitude
Table 4.7 The data presentation test of speaking performance
Table 4.8 Descriptive statistic of male students
Table 4.9 Descriptive statistic of female students
Table 4.10 Inter-Rater Reabiliy of Speaking Performance of male students
Table 4.11 Inter-Rater Reabiliy of Speaking Performance of female students
Table 4.12 Test Normality of Male students
Table 4.13 Test Normality of Female students
Table 4.14 The Result of Linearity Test Between Language Attitude and Speaking Performance
Table 4.15 The Result of Linearity Test Between Language Anxiety and Speaking
Table 4.16 The Result of Linearity Test Between Language Anxiety and Language Attitude

Table 4.17 The Result of Linearity Test Between Language Attitude and Speaking Performance
Table 4.18 The Result of Linearity Test Between Language Anxiety and Speaking Performance
Table 4.19 The Result of Linearity Test Between Language Attitude and Speaking Performance
Table 4.20 The Coefficient Correlation Result (Male Students)
Table 4.21 The Coefficient Correlation Result (Female Students)

## LIST OF APPENDICES

Appendix 1 Language Anxiety questionnaire

Appendix 2 Language Attitude questionnaire

Appendix 3 Speaking test Topic

Appendix 4 Rubric of Speaking Performance

Appendix 5 Validity of Language Anxiety questionnaire

Appendix 6 Curriculum Vitae of the Validator