

ABSTRACT

A STUDY BETWEEN STRESSFUL AND NON – STRESSFUL LEARNING TESTS (CONSIDERING ANXIETY’S INFLUENCE) TOWARDS STUDENTS’ SPEAKING PERFORMANCE AT THE ELEVENTH GRADE OF SMA AL-KAUTSAR BANDAR LAMPUNG

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In learning English, the way teachers design the speaking test would probably impact students’ success in understanding and well performing the target language. Therefore, this research was intended to find out whether i) there was a significant difference of the students’ speaking performance between stressful and non – stressful learning tests and ii) there was a significant impact of anxiety towards students’ speaking performance. This research was conducted at SMA AL-KAUTSAR Bandar Lampung to 35 students in class XI MIA 6 and 34 students in class XI MIA 7 as the sample. To collect the data, the researcher administered two objective tests, speaking performance test and anxiety test; FLCAS questionnaire. Then, the data were analyzed through Independent Sample Test, ANOVA, and Post – Hoc Scheffe Test.

The results of speaking performance through stressful and non – stressful learning tests indicate that there is a significant difference of the students’ speaking performance between stressful and non – stressful learning tests. That could be seen from the difference of students’ mean score between those classes. The mean score in stressful learning test class (67.2) is lower than the mean score in non – stressful learning test class (78.85). The t-test revealed that those results are significant which are determined by $p < 0.05$, $p = .000$. Furthermore, the results of ANOVA test, It showed that the result of variant analysis showed $F_{\text{value}} = 108.076$, while $F_{\text{table}} = 3.14$, thus ($F_{\text{value}} > F_{\text{table}}$). Post-Hoc Scheffe test showed that among high, moderate, and low anxiety level are significant at the 0.05 level. The coefficient significant is 0.000 ($p = 0.000$, $p < 0.05$). Thus, there is a significant impact of anxiety towards students’ speaking performance. Based on this research, teacher should consider students’ anxiety in designing material, so the students may be able to speak English better.

Keywords: anxiety, speaking performance, stressful test, non-stressful test.

