

ABSTRACT

The Comparison of Students' Speaking Achievement with Different Levels of Anxiety between the Students Taught through Role Play and Think Pair Share at the Ninth Grade of MTs N 2 Bandar Lampung in the Academic Year of 2021/2022

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Students' levels of anxiety may result in different speaking achievement when the students are taught through two different methods, Role Play and Think Pair Share. The current study, therefore, was intended to explore i) the difference of students' speaking ability taught through Role Play and Think Pair Share techniques, ii) the difference of students' speaking between the students with high and low levels of anxiety, and iii) the interaction between teaching techniques and students' anxiety levels on their speaking ability. The subjects were 40 students for each class, the first and the second experimental classes. The data were collected through speaking tests and questionnaires. The speaking achievements of both classes were compared using independent Group T-test and Two Way ANOVA. The results showed that i) there was a statistically significant difference of speaking achievement between the student taught through Role Play and Think Pair Share Technique, ii) the students with low anxiety had better speaking achievement than those with high levels of anxiety, and iii) there was interaction between the teaching techniques (Role Play and Think Pair Share) and students' anxiety level (high and low) on students' speaking ability.

This suggests that students' levels of anxiety and different technique contributed to students' speaking achievement.

Keywords: speaking achievement, levels of anxiety, Role Play and Think Share Pair