

**THE CORRELATION BETWEEN STUDENTS' ANXIETY
AND STUDENTS' ENGLISH VOCABULARY**

THESIS

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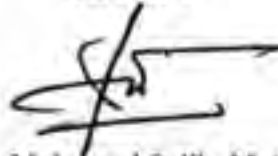
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Penulis

(Fatiha Hafizhu Fitra)

Webster's Dictionary defined vocabulary as a list of words and phrases that are generally ordered alphabetically and explained or defined. Vocabulary is the total number of words used by a language group, individual, or work, or in reference to the linguistic breadth of a subject. It is also defined as a collection of words and phrases taught or utilized from a foreign language textbook.

Furthermore, vocabulary, according to Richards, was an essential component of linguistic ability. since it determines how effectively learners talk, listen, read, and write. Learners who lack a large vocabulary and techniques for expanding their vocabulary frequently fall short of their potential and are discouraged from taking advantage of language possibilities available to them.

Apart from other language components such as grammar and pronunciation, vocabulary is an essential factor of foreign language acquisition and teaching. Vocabulary is a crucial component in any language instruction, according to Allen and Valette. As they learn structures, students must continue to acquire terms.

Based on the aforementioned definitions, the researcher believes that vocabulary is a significant component of the language that is built alphabetically and has a meaning, and that it should be taught in language teaching and learning.

b. Vocabulary as Linguistic Competence

According to Hamerka in 2009, the term competency is used in linguistics to characterize a learner's ability to create a language. Language competence, according to Fromkin and Rodman, is the linguistic system that comprises sounds, structures, meaning, words, and norms.

Linguistic competence, according to Chomsky's thesis, is the unconscious understanding of languages and their organizational principles. He also claimed that linguistic competence encompasses the

1) Beginner (A1)

Students in the beginner level have 300-600 words of vocabulary size level. Here, they had basic vocabulary words and phrases related to a particular concrete situation. In written production, students can write simple phrases and sentences. Students were able to produce simple, mainly phrases about people and places. In reading comprehension, students can understand very short and simple texts, single words and basic phrases and reading.

2) Elementary (A2)

Students in this level have approximately 600 – 1,200 words of vocabulary size level. Here, students can regulate a limited repertory dealing with certain day-to-day demands. They had a sufficient vocabulary for the expression of basic communicative needs. Students were able to write a series of simple phrases and sentences linked with simple connectors. They can give a simple description or presentation of people, living or working conditions, daily routines, short series of simple phrases and sentences. Students can understand short, simple texts on familiar matters that consist of high frequency every day or job-related language.

3) Intermediate (B1)

1,200 – 2,500 words of vocabulary size level at least owned by students at this intermediate level. Students showed good control of elementary vocabulary but major errors still occurred. They had a sufficient vocabulary to express their self with some circumlocutions on most topics to his everyday life such as family, hobbies and interests, work, travel, and current events. At this level, students can write straightforward connected texts on a range of familiar subjects. They are also able to reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest. In reading comprehension, students in this level can read

Antoro et al. They said that anxiety arises as a consequence of a variety of circumstances, such as a lack of understanding, a lack of preparedness, a fear of making mistakes, and difficulties understanding the teacher's instructions. The goal of their research was to find out what variables contribute to speaking anxiety and why it occurs among first-year English Department Faculty of Letters students at Jember University. A total of 50 students took part in this study. A questionnaire and an interview are used to collect data. The findings reveal that Self-perception or self-esteem, classroom presentation, fear of making mistakes, social environment, gender, cultural differences, and formal classroom setting are all factors that contribute to participants' speaking anxiety. Meanwhile, the following factors contribute to the occurrence of speaking anxiety: self-perception, which is caused by linguistic issues (lack of vocabulary, anxiety about structure, and speaking English correctly), concern about other people's perceptions, low self-confidence, lack of desire, and a lack of communication. Another source of anxiety for students during their classroom presentation was the worry of making mistakes due to a lack of mastery of the topic, as well as a lack of vocabulary and pronunciations.

Dyah Ari Cendani's work, *Students' Anxiety Level in Speaking in General English Class: A Case Study at the English Teacher Education Department at UIN Sunan Ampel*, was another study that looked at the phenomenon. She concentrated on the anxiety levels of the students and discovered a link between their speaking performance and their anxiety levels. This study employs qualitative methods. This study's population consists of 91 students enrolled in the first semester of General English Class at UIN Sunan Ampel Surabaya during the academic year 2016/2017. Male and female volunteers ranging in age from 19 to 24 years old took part in the study. The researcher chose 9 students at random from the whole first semester class for interviews, dividing them into three groups of three students from each level to determine their influence and validate the questionnaire guide they had completed. According to the findings, the majority of students' in General English classes were apprehensive when speaking. The fear of negative evaluation, which

suggests that pupils are afraid of receiving negative feedback from the instructor while speaking in front of the class, was one of the most prevalent variables that impacts students' anxiety levels in speaking.

Previous study on students' anxiety and speaking ability, as well as the relationship between linguistic competence and speaking performance, has persuaded that anxiety can occur when learning a foreign language. While there is a linguistic competence that students need to acquire in order to learn a foreign language, there is also a cultural competence that students should master.

There was a resemblance between those 5 prior researches and this investigation, which would examine the anxiety among students' language knowledge. Previous studies, on the other hand, have mostly focused on language learners in senior high school and university. In contrast to prior study, the research attempted to explore students' concern about their first semester university speaking performance. Presentation is one of the speaking performances that is picked by the researcher. As a result, this study was important in determining the relationship between three variables: students' anxiety, vocabulary, and speaking abilities.

2) Test Anxiety

In this aspect there were 2 items that were given to the students. Those items were found in number 15 and 21.

Table 4.14: Test Anxiety aspect items percentage. Item Number: 15

Statement :	I feel anxious while I am waiting to speak English.			
Scale				
SD	D	N	A	SA
3 (4, 1%)	11 (15, 1%)	33 (45, 2%)	18 (24, 7%)	8 (11%)

In this statement, the Neutral (N) scale was the most chosen by 33 students (45.2%). However, when the researcher compared the scale between D and A, the scale A was mostly chosen by students. It was 18 students (24.7%). This showed that there were still many students who felt anxious when waiting their turn to speak English.

Table 4.15: Test Anxiety aspect items percentage. Item Number: 21

Statement :	I am afraid that my English lecturer is ready to correct every mistake I make.			
Scale				
SD	D	N	A	SA
14 (19, 2%)	23 (31, 5%)	17 (23, 3%)	13 (17, 8%)	6 (8, 2%)

About 23 students (31.5%) felt that they did not agree if they were afraid that the lecturer would correct mistakes in their English speech. This was also related to the previous statement contained in item number 15. Many students felt not afraid and anxious in facing the English conversation test.

mentioning that nearly half of the people in the sample have a low level of anxiety. Only three children had a high level of anxiousness.

2. Students' Vocabulary Level Test Results

From the five levels in the vocabulary level test, there were some students who were able to do the test well and got high scores and there were also students who got low results at each level of this test. This showed that students' vocabulary skills are different.

At the level of 2000 and 3000 words all students were able to answer the 30 items that were provided. The simplest levels are levels 2000 and 3000. The participants at the 2000-word level said the test was still relatively simple. The students' vocabulary at this level was quite familiar to them and it was something they came across frequently in their daily life. There are only two students who had problems. Students' language skills were quite good at this level. Students were still familiar with some of the words offered at this level, as they were at the previous level at 3000 words. Only one kid struggled because they were unable to answer multiple questions.

At the 5000 and 10,000 vocabulary levels, many students did not recognize the vocabulary given by the researcher. It can be concluded if the average vocabulary ability of semester 1 students is still below the 5000-word level. However, there are interesting things that have been found by researchers, namely there is 1 student who is able to answer 28 of the 30 questions at the 5000-word level and there are also students who can answer 22 of the 30 questions at the 10,000-word level. This proves that there are students whose vocabulary skills are very good among other semester 1 students. In addition to these interesting findings, the researchers also found that many students did not succeed in answering the questions within the specified time limit. This is evidenced by the finding of quite a lot of 0 values at these 2-word levels.

As a semester 1 English education student, the use of English in academics is certainly a new thing for them. However, from the results of

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