

ABSTRACT

The Correlation between Students' Speaking Anxiety and Self-Perceived English Pronunciation Competence in online presentation: A Correlational Study in English Education Department, Faculty of Tarbiyah and Teacher Training UIN Sunan Gunung Djati Bandung.

The research examines the relationship between students' speaking anxiety and self-perceived English pronunciation competence in online presentation. This research used a quantitative method, particularly a correlation design. The research used two questionnaires. The first questionnaire is designed to quantify the students' speaking anxiety, adapted from Tian (2019). The second questionnaire is designed to understand the students' self-perceived English pronunciation based on the indicators from Kelly (Kelly, 2000). The participants of this research were twenty-three 2017 students of the English Education Department, which was selected by the purposive sampling. The analysis of questionnaire data was presented by using Pearson product-moment using SPSS 26.

The result shows that the correlation between students' speaking anxiety and self-perceived English pronunciation is very low. It is because the correlation coefficient score result is 0.039, which, based on the test hypothesis, is lower than the significant (2-tailed) value, which is 0.860 or higher than 0.05. This means the alternative hypothesis is rejected and the null hypothesis is accepted automatically. In conclusion, there is no significant correlation between the students' speaking anxiety and self-perceived English pronunciation competence.

Keywords: speaking anxiety, self-perceived pronunciation, online presentation