THE CORRELATION BETWEEN THE STUDENTS' ADJUSTMENT TO THE LEARNING ENVIRONMENT AND THEIR ENGLISH SPEAKING ABILITY AT ENGLISH EDUCATION DEPARTMENT OF UNIVERSITAS MUHAMMADIYAH YOGYAKARTA

A *skripsi*

Submitted to Faculty of Language Education
In a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan

By
Ade Gusti
20120540008

ENGLISH EDUCATION DEPARTMENT
LANGUAGE EDUCATION FACULTY
UNIVERSITAS MUHAMMADIYAH YOGYAKARTA
2016

APPROVAL

Universitas Muhammadiyah Yogyakarta

Faculty of Language Education

English Education Department

We hereby approve the *Skripsi* of

Ade Gusti

20120540008

Candidate for the degree of Sarjana Pendidikan

May, 28th 2016

Maryam Sorohiti, S.S., M.H.Sc.

***Skripsi* Supervisor**

May, 28th 2016

Sri Sudarsi, S.S., M.In.T.

Examiner I

May, 28th 2016

Fitria Rahmawati, S.Pd., M.Hum.

Examiner II

Accepted

Yogyakarta, May 28th 2016

Gendroyono, S.Pd., M.Pd.

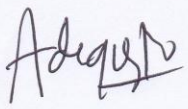
Dean of Faculty of Language Education

ii

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this undergraduate thesis, entitled *The Correlation between Students' Adjustment toward the Learning Environment and Their Speaking Ability in English Education Department of Universitas Muhammadiyah Yogyakarta,* which I have written, does not contain the work of other people, except those cited in the quotations and references are quoted in accordance to ethical standards of scientific paper.

Yogyakarta, May 28th 2016



Ade Gusti

iii

DEDICATION PAGE

"Orang bilang ada kekuatan-kekuatan dahsyat yang tak terduga yang bisa timbul pada samudera, pada gunung berapi dan pada pribadi yang tahu benar akan tujuan hidupnya"

– Pramoedya Ananta Toer (Rumah Kaca, Tetralogi Buru #4) –

"Writing is a courage……. as long as one writes he won't be lost in the society and history"

– Pramoedya Ananta Toer –

I dedicate this final term paper to:

Mother, who always knows what her daughter goes through, even if she does not see it herself;

Oma (my sister) and her little family, who are always cheer me up and encourage me throughout this undertaking;

and to all the readers of this skripsi.

AKNOWLEGMENT

First of all, I would like to deliver my greatest gratitude to my Allah SWT. Everything written in this paper has come from His mercy, blessing and strength.

Secondly, my special gratitude is addressed to my beloved advisor, **Maryam Sorohiti, S.S., M.H.Sc.,** for her kindness, guidance, patience, and support that was given to me. I thank him for giving feedback on my paper and giving his time to share information, knowledge, motivation, experience, and everything to support me in writing this paper. This paper would not be better without her suggestion and feedbacks.

I would like to send my gratitude for **Sri Sudarsi, S.S., M.In.T**., as my examiner I and **Fitria Rahmawati, S.Pd., M.Hum.,** as my examiner II, who helped me a lot to read, examine and give valuable suggestion to improve my *skripsi* writing. Then, my deepest gratitude also goes to all of PBI lectures and staff, for the knowledge you share to me in the classroom and outside class. They are my biggest resources to obtain any knowledge in learning education and English language.

My grateful also goes to the students of **EED UMY batch 2015** as my participants for giving me chance to conduct my research. Everything that has come from them was the special information me and thank for working well together.

For my 4-years-class, all members of **EED batch 2012** especially for EED students' class A batch 2012 remember when we entered firstly in the classroom,

we were nothing, and to date we are anything. I hope we can keep our relationship better in the next time. We never know when we reunite again but please keep our memory saved in your mind. Thank you for our togetherness, sharing, learning, teaching, and experience.

Next, I want to say thanks for KKN 35 team, **Nisa, Kiki, Ghaniy, Dinar, Kenang, Wulan, Marmut, Dhita, Hendra, Thoriq, Inu, Tomy, Manges, Belly, Herdin and Bang Zain**, who had spending time nicely together at Tonalan village, Sedayu, Bantul for a month. Thank you for the time and craziness in working together to achieve our goal. Hope we can get our successful in the future.

Next, I want to send my gratitude for Flashdotcom crew, **Koh Agus, Mbak Diana, Widi, Ristia, Mbak Yoan, Desi, Yohana and little Jossie**, who give me chance to develop myself and apply my skill. Thank you for giving me chance to work together. In addition my gratitude is for Carapedia.com who gives me opportunity to do my hobby and share knowledge.

Thanks also for the most elegant ladies: **Kiki, Ayum, Wulan, Dova, Mita, Rini, and Lisa** who always exists next to me and cheer me up with your talkativeness. Remember our motto girls: "*Stay pretty. Be Educated. Dress well. Get money"*. I hope we always know what we want and be able to create our best destiny in the future. Without you girls, I'm no longer woman, therefore, you exist to balance me. I'm so proud of you.

Besides, my special thanks to my HISTAR: **Pramono, Tri Wibowo aka. Ragil, Apry, Teguh, Ijuq Danu, Uup (alm.), and Candra,** who always support

me by sharing or inspiring each other. Those are my 10-years-brothers who are always in my happiness and tearing days. I know you get irritated with my bad humor sense but you always laugh to create any fun circumstances. Thank you so much guys. Next, thanks to my other friends, **Pak Harry** and **Toto**, thanks for the time and efforts to help me a lot and cheer me up with your uniqueness. Let's hangout together. In addition, for **Fendi,** 'my-little-brother', finish your study and focus on your future, dude! I am waiting you at the top. For **Pram**, thank you for always providing your ears to listen my craziness, obsession, dreams, and problems, and also give me a great huge, motivation and wisdom to lift me up. Thank you so much for being my proofreader to improve my final paper.

I also place on record, my sense of gratitude to one and all who, directly and indirectly have helped me, supported me in this venture. I am extremely grateful to have you all.

Yogyakarta, May 2016

Ade Gusti

TABLE OF CONTENTS

Cover i

Approval Page ii

Statement of Work's Originality iii

Dedication Page iv

Acknowledgement v

Table of Contents viii

List of Tables xi

List of Figures xiii

List of Appendices xiv

Abstract xv

Chapter One

Introduction 1

Research Background 1

Statement and Limitation of the Problem 6

The Research Question 7

The Objective of the Research 7

The Significance of the Research 7

The Outline of the Research 8

Chapter Two

Theoretical Review 10

Definition of Adjustment 10

Adjustment to College 11

Dimension of the Students' College Adjustment 13

Speaking Ability 15

Factors Contributing Students' Speaking Success 17

The Correlation between Students' Adjustment and Students' Achievement, Language Ability and Speaking Skill 20

Theoretical Framework 26

Hypothesis 29

Chapter Three

Methodology 30

The Design of the Research 30

Setting of the Research 31

Population and Sampling 31

Data Collection Method and Instrument 33

Validity and Reliability 34

Data Analysis Technique 36

Chapter 4

Findings and Discussion 41

Findings 41

Descriptive Statistics 41

Pre-condition Test Analysis 50

Hypothesis Test 51

Discussion 53

Students' Adjustment toward the learning environment at EED UMY batch 2015 53

Speaking Ability of the Students' of EED UMY batch 2015 56

The Correlation between Students' Adjustment Ability and Their Speaking Ability at EED UMY Batch 2015 58

Chapter 5

Conclusion and Suggestion 62

Conclusion 62

Suggestion 63

References

Appendices

List of Tables

Tabel 3.1 Blue Print of instrument tool of Student adjustment to college scale (Baker & Siryk, 1984) 33

Tabel 3.2 Blue Print of 39 items of instrument tool of Student adjustment to college scale (Baker & Siryk, 1984) 35

Tabel 3.3 Valid Item Number of the Students' Adjustment Questionnaire 35

Table 3.4 Reliability Test 36

Table 3.5 Category of Students' Adjustment Level 38

Table 3.7 Distribution Score of Speaking 38

Table 3.7 The Correlation Criteria Value 40

Table 4.1 Descriptive Statistics of Students' Adjustment Ability 42

Table 4.2 Students' Academic Adjustment 43

Table 4.3 Dimension of Students' Commitment to Achieve the Goal 44

Table 4.4 Dimension of Students' Social Adjustment 45

Table 4.5 Dimension of Students' Emotional Adjustment 46

Table 4.6. Students' Adjustment Ability towards the learning environment 47

Table 4.7 Descriptive Statistics of Students' Speaking Ability 48

Table 4.8 Students' Speaking Ability at EED UMY Batch 2015 49

Table 4.9 Result of Linearity Test 50

Table 4.10. Result of Normality Test 51

Table 4.11 Correlation between Students' Adjustment Ability and Their Speaking Ability at EED UMY batch 2015 52

Table 4.12 The Cross tabulation between Students' Adjustment in the learning environment and their speaking ability at EED UMY Batch 2015 59

List of Figures

Figure 2.1 Theoretical Framework of the Research 28

Figure 4.1. Histogram of Students' Academic Adjustment 43

Figure 4.2. Histogram of Students' Commitment to Achieve the Goal 44

Figure 4.3. Histogram of Students' Social Adjustment 45

Figure 4.4. Histogram of Students' Personal-Emotional Adjustment 46

Figure 4.5. Histogram of Students' Adjustment towards the Learning Environment 47

Figure 4.6. Histogram of Students' Speaking Ability at EED UMY batch 2015 49

List of Appendices

Appendix 1. Informed Consent

Appendix 2. Questionnaire of Students' Adjustment Ability

Appendix 3. Table of Number Item Validity

Appendix 4. Result of Validity

Appendix 5: Result of Reliability

Appendix 6. Result of Descriptive Analysis

Appendix 7. The Correlation between students' adjustment and their speaking ability

Abstract

Adjustment is the main thing the freshmen students need when they enter a new environment of higher education. Adjustment might influence students' performance in learning English especially in English speaking. This research aims to find out: (1) the EED of UMY students' adjustment toward the learning environment; (2) the EED of UMY students' speaking ability; and (3) the correlation between the students' adjustment of the learning environment and their English speaking at EED of UMY.

This research was quantitative by using correlational design. Sample of the research was 41 students of EED UMY batch 2015 selected by using convenience sampling method. Questionnaire was used as the instrument to collect the data of students' adjustment and the speaking scores were gained from the documentation to find out the participants' scores of speaking ability. Analysis method of the research used descriptive statistics to know the students' adjustment ability (x) and students' speaking ability (y) along with Correlation Product Moment to examine the correlation between both variables of x and y.

The findings showed that most of EED students (56.1%) were in the medium adjustment ability toward the learning environment. Afterward, the EED students' speaking ability was mostly in the category of good (46.3%). This research showed that the correlation coefficient was 0.437 with significance value 0.004 ($p<0.05$), therefore the null hypothesis was rejected and the alternative hypothesis was accepted. It can be concluded that there was positive correlation

between students' adjustment ability and their speaking ability at EED of UMY batch 2015, and the correlation strength were medium.

Keywords: students' adjustment, speaking ability, learning environment