THE CORRELATION BETWEEN OF STUDENTS' ANXIETY AND SPEAKING PERFOMANCE

HUBUNGAN ANTARA KECEMASAN SISWA DAN PENAMPILAN BERBICARA

Email: renypuspita80@gmail.com

Abstract

Speaking performance is one of language skill as the ability to express thoughts of opinion according to a topic or theme related to one course this is done as one of the tasks of the course. This study is conducted as one of the course assignments. This study discusses the correlation of anxiety and speaking performance. The purpose of this study was to determine whether there was a significant correlation between student anxiety and speaking performance in the third semester of English department students at STKIP PGRI Jombang in the academic year 2018.The researcher uses a non-experimental design as a research design. The sample is 2018-B students. Researchers took 30 students in the class. In collecting data, the instruments used were questionnaire and oral test. Questionnaires are given to students before oral tests are given, the researcher analyzed the data using based on the finding and discussion, the researcher found that there is no significant correlation between of students' anxiety and speaking performance .The researcher analyzed the data using the Correlation program in SPSS 25. based on the result of the summary result non parametric Spearman correlation model table from correlation analysis it can be seen . The results of data analysis from the questionnaire and oral test showed that the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected because the significance value of this research is 0.412 and significance level is 0,05. Because the significance value higher than significance level (0,412 > 0,05) .So it can be concluded that there is no significant correlation between of student anxiety on students' speaking performance. in the third semester of English department students at STKIP PGRI Jombang in the academic year 2018.
Keywords: Correlation, *Anxiety ,Speaking Performance*.

Abstrak

Penampilan berbicara adalah salah satu keterampilan bahasa sebagai kemampuan untuk mengekspresikan pemikiran pendapat sesuai dengan topik atau tema yang berkaitan dengan satu kursus ini dilakukan sebagai salah satu tugas kursus.. Penelitian ini membahas hubungan kecemasan dan penampilan berbicara. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara kecemasan siswa dan penampilan berbicara pada semester tiga mahasiswa jurusan bahasa Inggris di STKIP PGRI Jombang tahun akademik 2018. Peneliti menggunakan desain non eksperimen sebagai desain penelitian. Sampel adalah siswa 2018-B. Peneliti mengambil 30 siswa di kelas tersebut. Dalam mengumpulkan data, instrumen yang digunakan adalah kuisioner dan *oral test*. Kuisioner diberikan kepada siswa sebelum *oral test* diberikan, Peneliti menganalisis data menggunakan program Korelasi dalam SPSS 25. berdasarkan hasil ringkasan hasil tabel model korelasi non parametrik Spearman dari analisis korelasi dapat dilihat. Hasil analisis data dari kuesioner dan tes lisan menunjukkan bahwa hipotesis nol (Ho) diterima dan hipotesis alternatif (Ha) ditolak karena nilai signifikansi penelitian ini

Kecemasan dari analisis regresi, dapat dilihat signifikansi (2-tailed). Berdasarkan temuan dan diskusi, peneliti menemukan bahwa ada korelasi yang signifikan antara kecemasan siswa dan kinerja berbicara siswa. Itu ditunjukkan melalui hasil analisis korelasi. Berdasarkan hasil tabel Ringkasan Model Kecemasan dari analisis korelasi, dapat dilihat melalui nilai R signifikansi (2-tailed). penelitian adalah 0,412 dan tingkat signifikansi 0,05. Karena nilai signifikansi lebih tinggi dari tingkat signifikansi (0,412> 0,05) Jadi, dapat dimasukkan bahwa tidak ada pengaruh signifikan kecemasan siswa terhadap kinerja berbicara siswa. Jadi, dapat disimpulkan bahwa tidak ada pengaruh yang signifikan dari persiapan berbicara terhadap kinerja berbicara siswa pada semester tiga mahasiswa jurusan bahasa Inggris di STKIP PGRI Jombang tahun akademik 2018.

Kata Kunci: Hubungan, *Kecemasan, Penampilan Berbicara*

Introduction

Most of speaking activities done by the students in class are representing or demonstrating the topics of English subject. The activities includes presentation, discussion, monolog, dialog, etc. Speaking English in front of the class is not an easy thing to do for the students. It often makes the learning process hampered because the students who will do presentation are not ready. It often happens because the students are afraid to make mistakes, be laughed at by their friends, and have a lack of confidence in their ability. These problems cause anxiety in speaking. The anxiety to speak English will make the students failed to get the maximal score. Study of Kurniawan et al. (2016) showed that there are several sources of anxiety; communication apprehension, test anxiety and fear of negative evaluation. Moreover, as the interview data revealed, lack of vocabularies and lack of preparation have also contributed to students' anxiety in speaking.

According to HWA (2014), students become anxious when they have participated in oral tests or activities that required them to speak English. They couldn't think about the word that they want to say in front of the class. Communication apprehension may exist both outside and inside of the classroom. Inside the classroom, there are other types of anxiety: the worry being evaluated and the disturbance of looking foolish in front of peers. In the literature, some of the reasons why students tend to be silent listeners rather
than active speakers in oral English classes are psychological pressure of making mistakes in the presence of their classmates, and performing poorly during their oral performance due to poor English proficiency (Yahya, 2013). Therefore, the anxious student will perform a mess like making some mistakes while speaking because the students are worried about their ability.

speaking anxiety can be generated by a lack of student learning and learning skills and can be caused by poor student performance in the previous period. Furthermore, Philips (1992) shows that there is a relationship between language anxiety and verbal ability which reports that the more anxious the students are, the lower performance is shown in the oral test. The results showed that language anxiety can have an effect on student performance on their attitudes about language learning. Finally, Marwan (2007) examined the anxiety factor in the Indonesian context, the level of English students showed that middle-level students assumed that lack of preparation was a major contributor to their foreign language anxiety (Foreign Language). It also shows that lower middle level students feel less confident in learning. Students are more afraid of failing in class than lower middle level students. they also consider it one of the factors that makes them feel anxious.

Based on the explanation above, the researcher is interested to know about how anxiety correlation on speaking performance. Thus, the researcher wants to take a research entitled "The correlation between of Students' Anxiety and Speaking Performance".

Research Methods

This study was conducted in STKIP PGRI Jombang. The population of this study was the fourth semester of English department students at STKIP PGRI Jombang Academic year 2018. The researcher took 2018 B students as the sample of this study. Determination of the sample used as an non-experimental approach using the type of correlation. the researcher took 30 students from 2018 B class as non-experimental class.

non-experimental quantitative research, the researcher identifies variables and may look for relationships among them but does not manipulate the variables. Major forms of non-experimental research are relationship studies including ex post facto and correlational research and survey research (Ary et al., 2010).

Correlational research gathers data from individuals on two or more variables and then seeks to determine if the variables are related (correlated). Correlation means the extent to which the two variables vary directly (positive correlation) or inversely (negative correlation). The degree of relationship is expressed as a numeric index called the coefficient of correlation. Survey research (also called descriptive research) uses instruments such as questionnaires and interviews to gather information from groups of individuals. Surveys permit the researcher to summarize the characteristics of different groups or to measure their attitudes and opinions toward some issue (Ary et al., 2010). There are many instruments that can be used to collect the data. in this study, the researcher collected the data questionnaire and oral test.

Data Collecting Procedures is a process to get the data which they are relevant research. In collecting data the research used the steps below: the first Distribute the questionnaire to the students before the oral test. After the teacher introduces and explains the purpose of the researcher in the class, the researcher is given the opportunity to explain how the researchers took the data, one of which is the questionnaire mechanism. The researcher explains how to complete the questionnaire sheets to be distributed, then explains one by one the points of the statements so that students can understand each statement competently. At the end of the explanation, the researcher excuse students to ask if there is still a lack of understanding. The researcher then distributes questionnaires according to the number of students in the class. The students' answer in the questionnaire will be scored by totalling up the students' answers.

In the second Conducting oral test . Before conducting oral test observations, researchers obtain material that will be presented by students given by the teacher. The researcher prepares a video recorder that the researcher will use later to make it easier for the researcher to score the students' speaking performance. Every student take a loetry that contains five questions about the material which should be answered orally. The students' speaking performances are scored in five aspects which include fluency, grammar, pronunciation, vocabulary, comprehension.

Results and Discussion/Hasil dan Pembahasan

Based on the data gathered from the study. The researcher discuss and compare the data with the theory that used in this study. Based on the research method in previous chapter, data collecting procedure was divided into two steps. The first is distribute the questionnaire to the students before the oral test. According to Dordinejad and Ahmad (Elaldi, 2016) foreign language anxiety is an important factor that correlation one's level of achievement in foreign language learning especially in speaking class. The second is conducting oral test. The researcher discussed and compare the data with the theory that used in this study. Based on data description, the researcher can conclude that there is statistically significance correlation of students' anxiety on students' speaking performance.

based on the research problem this study was conducted to insvestigate correlation of students' anxiety on their speaking performance and to insvestigate correlation of students' preparation on their speaking performance . in this section intended to answer the research problem. the researcher have to decided which one of analysis that used to knowing is there any correlation or not .in this case normality, linierity, homoscedasticity. must be needed. the assumption test required:

1. **Normality Test**

Normality test is one part of requirement tests in analyzing data or classic assumption test, it means before the researcher did a real analysis, the data has to be examined distribution of normality. The criteria in this test is if sig. value > 0,05 the data has normal distribution. Otherwise, if sig. value < 0,05 the data is not normally distribution.

Table 4.3 Tests of Normality

	Shapiro-Wilk		
	Statistic	Df	Sig.
speakingperformance	.875	30	.002
Anxiety	.922	30	.030

a. Lilliefors Significance Correction

Based on table above, in speaking performance got 0.002 for sig. value itself. While for students' anxiety the sig. value is 0.030. From the result, it can be concluded that for speaking performance is not normally distributed because the sig. value lower than 0,05 (0.002 < 0,05). And for the sig. students' anxiety also lower than 0,05 (0.030 < 0,05) which means it is not normally distributed.

2. **Linierty Test**

Table 4.4 Linierty Tests of Students' Anxiety & Speaking Performance

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
speaking * anxiety	Between Groups	(Combined)	725.833	17	42.696	.778	.690
		Linearity	9.695	1	9.695	.177	.682
		Deviation from Linearity	716.139	16	44.759	.816	.655
	Within Groups		658.333	12	54.861		
	Total		1384.167	29			

On the output table above, the research focused on sig. value in the based on deviation from linierty column. 0,655 for sig. value itself. Based on table above can be seen that the significance value of Linearity is 0.655. Because the significance is greater than 0.05, it can be concluded that between the variables of anxiety and speaking performance there is a linear relationship. .

HYPOTHESIS TESTING.

The next step of analyzing the data was testing the hypothesis of research. From the

analysis above, the basic decision to test the hypothesis of this research through correlation Analysis using SPSS 25 Software for Windows. Since the normality assumption was not fulfilled the hypothesis testing was conducted by using non parametric Spearman correlation. The decision was made based on the following situations:

1)   If the sig. . (2-tailed) value < 0,05, the alternative hypothesis (Ho) accepted. while null hypothesis (Ha) rejected.

2)   If the sig. (2-tailed) value > 0,05, the alternative hypothesis (Ho) accepted while null hypothesis (Ha) rejected.

The result of data analysis is presented in table 4.6

Table 4.5 of result non parametric Spearman correlation

			anxiety	speakingperformance
Spearman's rho	Anxiety	Correlation Coefficient	1.000	.156
		Sig. (2-tailed)	.	.412
		N	30	30
	Speakingperformance	Correlation Coefficient	.156	1.000
		Sig. (2-tailed)	.412	.
		N	30	30

From the table 4.5 above, the significance value of this research is 0.412 and significance level is 0,05. Because the significance value higher than significance level (0,412 > 0,05), it can be concluded that the null hypothesis (Ho) is accepted while alternative hypothesis (Ha) is rejected .

Build upon that evidence, it can answer the research problem that there is no statistically significance correlation of students' anxiety on students' speaking performance.

Conclusion

Teaching english in a country where english become a foreign language such as indonesia is a challenging task. the number of people who have a good english ability is still small. there have been many factors that contribute to this problem and one of the factors that is possible to be stuents' anxiety and speaking performance.

Based on the data gathered from the study. The researcher discus and compare the data with the theory that used in this study. Based on the research method in previous chapter, data collecting procedure was divided into two steps. The first is distribute the questionnaire to the students before the oral test. According to Dordinejad and Ahmad (Elaldi, 2016) foreign language anxiety is an important factor that correlation one's level of achievement in foreign language learning especially in speaking class. The second is conducting oral test. The researcher discussed and compare the data with the theory that used in this study. Based on data description, the researcher can conclude that there is no significant correlation of students' anxiety on students' speaking performance.

References

Arikunto, S. 2014. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.

Ary, D., Jacobs, L.C., Sorensen, C. and Razavieh, A., 2010. Introduction to research in education eight edition. Wadsworth: Cengage Learning.

Baker, J. and Westrup, H., 2003. Essential speaking skill. Britain: Continuum.

Balemir, S.H., 2009. The sources of foreign language speaking anxiety and the relationship between proficiency level and degree of foreign language speaking anxiety (Doctoral dissertation, Bilkent University).

Chou, M.H., 2018. Speaking Anxiety and Strategy Use for Learning English as a Foreign Language in Full and Partial English-Medium Instruction Contexts. TESOL Quarterly, 52(3), pp.611-633.

Chowdhury, M.Y.U.K., 2014. The task-based learning framework and its implications in language learning and teaching. Journal of Education and Practice, 5(2), pp.111-117.

Dian-long, W.U., 2009. Study on Specific Methods of Formative Evaluation for English Courses [J]. Journal of Changchun Normal University (Humanities and Social Sciences), 3.
Elaldi, S., 2016. Foreign Language Anxiety of Students Studying English Language and Literature: A Sample from Turkey. Educational Research and Reviews, 11(6), pp.219-228.

Fitriani, D.A., Apriliaswati, R., & Wardah. 2014. A Study on Student's English Speaking Problems in Speaking Performance. Jurnal Pendidikan dan Pembelajaran, Vol.4.

Hashemi, M. and Abbasi, M., 2013. The role of the teacher in alleviating anxiety in language classes. International Research Journal of Applied and Basic Sciences, 4(3), pp.640-646.

Health Workforce Australia (HWA). 2014. Clinical Training Profile: Nursing. HWA, Adelaide.

Hedge, T., 2001. Teaching and learning in the language classroom (Vol. 106). Oxford, England: Oxford university press.

Hughes, D.L. and Bryan, J., 2002. Adult age differences in strategy use during verbal fluency performance. Journal of Clinical and Experimental Neuropsychology, 24(5), pp.642-654.

Hugiono & Poerwantana, P.K., 1987. Pengantar ilmu sejarah. Jakarta: PT Bina Aksara.

Kayaoğlu, M.N. and Sağlamel, H., 2013. Students' perceptions of language anxiety in speaking classes. Journal of History Culture and Art Research, 2(2), pp.142-160.

Mazouzi, M.S., 2013. Analysis of Some Factors Affecting Learners' Oral Performance (Master's thesis).

McNamara, T.F., 1996. Measuring second language performance. Addison Wesley Longman.

Musthachim, A., 2014. Students' anxiety in learning english: a case study at the 8th grade of SMPN 9 South Tangerang.

Myartawan, I.P.N.W., Latief, M.A. and Suharmanto, S., 2013. The correlation between learner autonomy and English proficiency of Indonesian EFL college learners. Teflin Journal, 24(1), pp.63-81.

Nation, I.S. and Newton, J., 2008. Teaching ESL/EFL listening and speaking. Routledge.

Phillips, R., 2010. Constitutional Protection for Nonmedia Defendants: Should There Be a Distinction between You and Larry King. Campbell L. Rev., 33, p.173.

Sari, I.D.P., 2018. An analysis of syntactic code mixing used by male and female students in speaking fluency. EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English, 3(1), pp.1-4.

Thornbury, S., 2005. Beyond the sentence: Introducing discourse analysis. Macmillan Education. Tseng, H.R., 2012, April. A secure and privacy-preserving communication protocol for V2G networks. In 2012 IEEE Wireless Communications and Networking Conference (WCNC) (pp. 2706-2711). IEEE.

Tuan, N.H. and Mai, T.N., 2015. Factors affecting students' speaking performance at Le Thanh Hien high school. Asian Journal of Educational Research, 3(2), pp.8-23.

Wael, A., Asnur, M.N.A. and Ibrahim, I., 2018. Exploring Students' learning Strategies In Speaking Performance. International Journal of Language Education, 2(1), pp.65-71.

Auda, Z. J. (2013). The Impact of Using Scoring Rubrics in Peer Assesment on Promoting Iraqi EFL learners' Speaking skill at University Level. 174.

Wilson, J.T.S., 2006. Anxiety in Learning English as a Foreign Language: Its Associations with Student Variables, with Overall Proficiency, and with Performance on an Oral Test. Tesis Doctoral. Editorial de la Universidad de Granada.

Yahya, M., 2013. Measuring speaking anxiety among speech communication course students at the Arab American University of Jenin (AAUJ). European Social Sciences Research Journal, 1(3), pp.229-248.

Zhang, R. and Zhong, J., 2012. The hindrance of doubt: Causes of language anxiety. International journal of English linguistics, 2(3), p.27. Arikunto, S. 2014. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Ary, D., Jacobs, L.C., Sorensen, C. and Razavieh, A., 2010. *Introduction to research in education eight edition*. Wadsworth: Cengage Learning.

Baker, J. and Westrup, H., 2003. *Essential speaking skill*. Britain: Continuum.

Balemir, S.H., 2009. The sources of foreign language speaking anxiety and the relationship

between proficiency level and degree of foreign language speaking anxiety (*Doctoral dissertation*, Bilkent University).

Chou, M.H., 2018. Speaking Anxiety and Strategy Use for Learning English as a Foreign Language in Full and Partial English-Medium Instruction Contexts. *TESOL Quarterly*, 52(3), pp.611-633.

Chowdhury, M.Y.U.K., 2014. The task-based learning framework and its implications in language learning and teaching. *Journal of Education and Practice*, 5(2), pp.111-117.

Dian-long, W.U., 2009. Study on Specific Methods of Formative Evaluation for English Courses [J]. *Journal of Changchun Normal University (Humanities and Social Sciences)*, 3.

Elaldi, S., 2016. Foreign Language Anxiety of Students Studying English Language and Literature: A Sample from Turkey. *Educational Research and Reviews*, 11(6), pp.219-228.

Fitriani, D.A., Apriliaswati, R., & Wardah. 2014. A Study on Student's English Speaking Problems in Speaking Performance. *Jurnal Pendidikan dan Pembelajaran,* Vol.4.

Hashemi, M. and Abbasi, M., 2013. The role of the teacher in alleviating anxiety in language classes. *International Research Journal of Applied and Basic Sciences*, 4(3), pp.640-646.

Health Workforce Australia (HWA). 2014. *Clinical Training Profile: Nursing*. HWA, Adelaide.

Hedge, T., 2001. *Teaching and learning in the language classroom (Vol. 106). Oxford*, England: Oxford university press.

Hughes, D.L. and Bryan, J., 2002. Adult age differences in strategy use during verbal fluency performance. *Journal of Clinical and Experimental Neuropsychology*, 24(5), pp.642-654.

Hugiono & Poerwantana, P.K., 1987. *Pengantar ilmu sejarah*. Jakarta: PT Bina Aksara.

Kayaoğlu, M.N. and Sağlamel, H., 2013. Students' perceptions of language anxiety in speaking classes. *Journal of History Culture and Art Research,* 2(2), pp.142-160.

Kurniawan, I., & Seprizanna. 2016. An Analysis of Students' Ability in Using Subject-Verb Agreement.*English Education: Jurnal Tadris Bahasa Inggris,* Vol.9.

Mazouzi, M.S., 2013. Analysis of Some Factors Affecting Learners' Oral Performance (*Master's thesis*).

McNamara, T.F., 1996. *Measuring second language performance*. Addison Wesley Longman.

Musthachim, A., 2014. *Students' anxiety in learning english: a case study at the 8th grade of SMPN 9 South Tangerang*.

Myartawan, I.P.N.W., Latief, M.A. and Suharmanto, S., 2013. The correlation between learner autonomy and English proficiency of Indonesian EFL college learners. *Teflin Journal*, 24(1), pp.63-81.

Nation, I.S. and Newton, J., 2008. *Teaching ESL/EFL listening and speaking*. Routledge.

Phillips, R., 2010. Constitutional Protection for Nonmedia Defendants: Should There Be a Distinction between You and Larry King. *Campbell L. Rev.*, 33, p.173.

Sari, I.D.P., 2018. An analysis of syntactic code mixing used by male and female students in speaking fluency. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 3(1), pp.1-4.

Thornbury, S., 2005. *Beyond the sentence: Introducing discourse analysis*. Macmillan Education.

Tseng, H.R., 2012, April. A secure and privacy-preserving communication protocol for V2G networks. *In 2012 IEEE Wireless Communications and Networking Conference (WCNC)* (pp. 2706-2711). IEEE.

Tuan, N.H. and Mai, T.N., 2015. Factors affecting students' speaking performance at Le Thanh Hien high school. *Asian Journal of Educational Research,* 3(2), pp.8-23.

Wael, A., Asnur, M.N.A. and Ibrahim, I., 2018. Exploring Students'learning Strategies In Speaking Performance. *International Journal of Language Education,* 2(1), pp.65-71.

Auda, Z. J. (2013). The Impact of Using Scoring Rubrics in Peer Assesment on Promoting Iraqi EFL learners' Speaking skill at University Level. 174.
Wilson, J.T.S., 2006. Anxiety in Learning English as a Foreign Language: Its Associations with Student Variables, with Overall Proficiency, and with Performance on an Oral Test. *Tesis Doctoral*. Editorial de la Universidad de Granada.

Yahya, M., 2013. Measuring speaking anxiety among speech communication course students at the Arab American University of Jenin (AAUJ). *European Social Sciences Research Journal*, 1(3), pp.229-248.

Zhang, R. and Zhong, J., 2012. The hindrance of doubt: Causes of language anxiety. *International journal of English linguistics*, 2(3), p.27.