

The Study between Students' Anxiety and Speaking Ability at SMAN 1 Kabupaten Tangerang

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Abstrak. Tujuan penelitian ini adalah untuk menyelidiki apakah ada hubungan antara kecemasan pada siswa dan kemampuan siswa dalam berbicara. Penelitian ini merupakan penelitian jenis kuantitatif. Sasaran penelitian ini adalah 26 siswa tahun pertama di SMAN 1 Kabupaten Tangerang. Tes berbicara dan angket digunakan sebagai alat untuk pengambilan data. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara kecemasan siswa dan kemampuan berbicara pada siswa. Dapat disarankan bahwa semakin tinggi kecemasan yang dirasakan siswa, semakin rendah nilai yang mereka dapatkan.

Abstract. The aim of this research was to explore the correlation between students' anxiety and speaking ability. This research was quantitative. The subjects of this research were 26 students of the first grade of SMAN 1 Kabupaten Tangerang. Speaking test and questionnaire were used to collect the data. Person product moment correlation was the data analysis of this research. The result showed that there was statistically significant correlation between students' anxiety and speaking ability. This suggests that the more anxious the student feels, the lower speaking score she or he get.

Keywords: *anxiety, correlation, speaking.*

INTRODUCTION

Speaking plays an important role in communication, especially in oral communication because human being needs to conduct their life in order to build some relationship with others. In view of the statement before, Johnson and Morrow (1981: 70) say that speaking which is popular with term of oral communication is an activity between two or more people in which listeners and speakers have to react to what they hear and make their contributions to convey or receive the meaning.

Moreover, Matthew (1994: 45) says “speaking is any process in which people share information, ideas and feeling. It involves all of body language mannerism and styles anything that adds meaning to a message”. It can be said that speaking skill is related to communication and interaction by expressing the ideas, feeling and emotion which is consist of two or more people in order to convey and receive the information.

In fact, most of the students have high anxiety when they have to speak in English. They feel so difficult to express their ideas even in a simple form of conversation to their friends. Therefore, they do not speak in the classroom. Hence, anxiety can give negative impact to the their personality if they can not manage it. Griffin and Tyrrell (2007: 5) argue that if the students can control their anxiety into positive feeling instead of being controlled by it, they will reach optimal performance. It means that anxiety is closely related to the

students’ achievement on acquiring English. Furthermore, the students will be more difficult to acquire English if they have high anxiety.

In line with the researchers’ pre-observation by interviewing the English teacher of SMAN 1 Kabupaten Tangerang, it was found that most of students did not have courage to speak up. Students’ anxiety in speaking English was one of the factors that cause their problem in speaking English. They became not active in the class when the teaching and learning process were ongoing. They were too worried to speak what they wanted to say. They felt that they would always make mistakes when they were saying something with English.

In addition, there was research was done by Wahyuni (2015). She has research focusing on the students’ anxiety in the speaking class and its consequences toward their speaking achievement (a case study of the eighth grade students of Bilingual Program at SMP Islam Al Azhar 21 Solo Baru). She found that the students felt anxious when they had speaking test. It was cause by the learners’ characteristics and the classroom procedure. The symptom experienced by these anxious students is psychological symptoms. In the relation of speaking achievement, it is reported that speaking anxiety has a significant impact to students’ anxiety.

Another research was done by Oktaviani (2013). She has research focusing on the analysis of students’ English language anxiety at SMAN 7

Padang. She found that fear of negative evaluation was the most influential component of students' anxiety. The conclusion point out that the students were afraid and anxious whenever they were in evaluation situation. They were afraid performing in the class because they thought people would value them negatively whenever they perform in English class.

The previous studies about students' anxiety and speaking ability have convinced the researcher that anxiety can exist when we learn foreign language and it can give negative impact toward the learning process. Therefore, the writer held a research on the study between students' anxiety and speaking ability at the first grade students of SMAN 1 Kabupaten Tangerang. Based on the explanation above, the writer conducted the research to find out whether there is any correlation between students' anxiety and speaking ability or not. Besides, the researcher wanted to see the aspect of anxiety that influences the most to their speaking ability and also to know the aspect of speaking that influences the most to the students' anxiety.

METHODS

Quantitative design was employed in this study. Ex post facto was the specific design since this research was correlation study. Thus, there was no treatment in this research. The study was focused on the correlation between students' anxiety and their speaking ability. The sample consisted

of 26 students from X MIA 1 in the first grade of SMAN 1 Kabupaten Tangerang.

The instruments for this study involved questionnaire, and speaking test. The questionnaire involved whole class session. A set of anxiety questionnaire was FLCAS questionnaire in the form of Likert scale adapted from Horwitz (1986). There were 33 questions about students' feeling on studying English, the students were free to give their opinion. The other instrument was speaking test, it was conducted by asking students to make a short conversation with their pairs. This study used two kind of validity; content and construct validity while for the reliability, it used Cronbach Alpha to find the reliability of the instruments. From the calculation of reliability analysis of FLCAS, the alpha was 0.974.

The researcher correlated the result of FLCAS with the result of students' speaking score in order to determine whether there is any correlation or not by using Pearson Product Moment Correlation. The data were analyzed by using SPSS 23. Moreover, person product moment correlation was also used to find out the aspect of anxiety that influenced the most to the students' speaking ability and also to see the aspect of speaking that correlated the most to the students' anxiety.

RESULTS

The finding showed that more than a half of students investigated feel anxiety in speaking English (61.5%). The result showed that from 26 students, 10 students (38.5%) are in Low-Anxiety level, and 16 students

(61.5%) are in High-Anxiety level. Thus, this class belongs to high-level anxiety because the students still had a problem of being anxious when having speaking activity. Moreover, there is a correlation between students' anxiety and their speaking ability. It can be seen on the table below:

Table 1. The Correlation between Students' Anxiety and Speaking Ability

Correlations

		Anxiety	Speaking
Anxiety	Pearson Correlation	1	-.730**
	Sig. (2-tailed)		.000
	N	26	26
Speaking	Pearson Correlation	-.730**	1
	Sig. (2-tailed)	.000	
	N	26	26

** . Correlation is significant at the 0.01 level (2-tailed).

From the calculation above, it showed that the coefficient correlation between students' anxiety and their English speaking ability is -0.730 and significant level of 0.01. It means that the correlation between those two variables is strong correlation. It can be seen that anxiety had relationship with students' speaking ability. After knowing the coefficient correlation

between students anxiety and their English speaking ability, the researcher also used Pearson Product Moment Correlation to see which aspect of anxiety influences the most to the students English speaking ability. The following table showed the computation of pearson product moment correlation analysis:

Table 2. The Correlation between Each Aspect of Anxiety and Speaking Ability

Correlations

		Communi- cation Apprehen- sion	Test Anxiety	Fear of Negative Evaluation	Speaking
Communication Apprehension	Pearson Correlation	1	-.006	.152	-.327

	Sig. (2-tailed)		.976	.457	.103
	N	26	26	26	26
Test Anxiety	Pearson Correlation	-.006	1	.545**	-.528**
	Sig. (2-tailed)	.976		.004	.006
	N	26	26	26	26
Fear of Negative Evaluation	Pearson Correlation	.152	.545**	1	-.662**
	Sig. (2-tailed)	.457	.004		.000
	N	26	26	26	26
Speaking	Pearson Correlation	-.327	-.528**	-.662**	1
	Sig. (2-tailed)	.103	.006	.000	
	N	26	26	26	26

The table above revealed that the result of FCLAS and speaking score shows that fear of negative evaluation is the most aspect of anxiety that influences the most to the students' anxiety in speaking English. There is strong relationship between fear of negative evaluation and speaking ability since the coefficient correlation between them is -0.662 at significant level 0.01. It can be seen when the students perform their performance in

front of the class, suddenly almost all the students becomes silent. It happens because the other students who do not perform criticized their performance. The last research question in this research was to find out which aspect of speaking affect the most to the students' anxiety. The following table showed the computation of pearson product moment correlation analysis:

Table 3. The Correlation between Anxiety and Aspect of Speaking Ability

		Correlations					
		Anxiety's Score	Pronun- ciation	Fluency	Grammar	Vocabul- ary	Comprehen- sion
Anxiety's Score	Pearson Correlation	1	-,638**	-,538**	-,611**	-,627**	-,668**
	Sig. (2-tailed)		,000	,005	,001	,001	,000
	N	26	26	26	26	26	26
Pronunciati- on	Pearson Correlation	-,638**	1	,648**	,639**	,700**	,782**
	Sig. (2-tailed)	,000		,000	,000	,000	,000
	N	26	26	26	26	26	26
Fluency	Pearson Correlation	-,538**	,648**	1	,494*	,560**	,669**

	Sig. (2-tailed)	,005	,000		,010	,003	,000
	N	26	26	26	26	26	26
Grammar	Pearson Correlation	-,611**	,639**	,494*	1	,482*	,839**
	Sig. (2-tailed)	,001	,000	,010		,013	,000
	N	26	26	26	26	26	26
Vocabulary	Pearson Correlation	-,627**	,700**	,560**	,482*	1	,577**
	Sig. (2-tailed)	,001	,000	,003	,013		,002
	N	26	26	26	26	26	26
Comprehension	Pearson Correlation	-,668**	,782**	,669**	,839**	,577**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,002	
	N	26	26	26	26	26	26

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

It can be concluded from the table above that comprehension is the aspect of speaking that correlates the most to the students' anxiety because the coefficient correlation is -0.668 at significant level 0.01.

Based on the explanation above, it could be concluded that the students' anxiety affected their engagement in speaking English. It was proved by the coefficient correlation. Fear of negative evaluation was the the most aspect of anxiety that correlated the most to the students' speaking ability while comprehension was the aspect of speaking that influenced the most to the students' anxiety.

DISCUSSIONS

The purpose of the research is to find out whether there is any correlation between students' anxiety and speaking ability or not. The students' scores of questionnaire and speaking

test are compared to determined the correlation between them. The coefficient correlation showed that the significant level of $p=0.000$, $p<0.01$. It implies that the anxiety had negative effect on students' speaking skill.

The researcher also analyzed the aspect of anxiety that correlates the most to the students' speaking ability and the aspect of speaking that correlates the most to the students' anxiety. Therefore, it makes the result of this research is deeper and more specific.

Based on the result, it shows that anxiety affects students' ability in speaking English. it was found that coefficient correlation is -0.731 which is categorized as strong negative correlation. In brief, the increase of students' anxiety is followed by the decrease of speaking skill. When the students have high anxiety, it may open the possibility

for the students do not take their seriousness in learning English. It also means that they are in a state of being forced to study. Horwitz, Horwitz, and Cope (1986: p. 126) mentioned that an anxious student tends to be less concentrated, forgetful, heart beating, and sweating that may lead to the negative behavior such as avoiding the class or procrastinate their homework. At the end, these behaviors will affect their cognitive competence because high-anxiety students will perform and achieve lower than those who have low-anxiety in the class.

Moreover, referring to Table 2, it can be concluded that every aspect of anxiety gave different portion of impact to the students' speaking ability. Based on the explanation above, the aspects of anxiety which correlates the most to the students' speaking ability is fear of negative evaluation which gives -0.662 at significant level 0.01. Similar to the finding, Oktaviani (2013) on *The Analysis of Students' English Language Anxiety* from University of Padang argue that the components of students' English language anxiety that mostly influence students in English learning is fear of negative evaluation. The students are afraid and anxious on others negative evaluation about what they do in English class.

The aspect of anxiety that correlates the most is fear of negative evaluation while the aspect of speaking that correlates the most is comprehension. It is because when the students are performing their performance in front of the class, the listener can

understand and also get the point what the speaker said. Thus, they can answer the question clearly. Fluency is the lowest skill that influenced, because most of the students speak hesitantly and do not speak fast. They often recall and search some words.

Nunan (1995:6) states "speaking is a productive skills and the success is measured by the ability of carry out a conversation in language" during the treatment students actively built a conversation among their friends using English. Student also successfully discussed the task with the teacher using English. It can be seen as the reflection of the ability of student to expressing idea, thought and desire.

In line with the explanation above, it can be concluded that anxiety plays an important role in developing competences in students' self that make them devote negative behavior in learning language.

CONCLUSIONS

According to the the data analysis and discussion, the researcher concludes that there is a correlation between students' anxiety and speaking ability because when the students have high anxiety in speaking, their speaking become not clear. Moreover, the aspect of anxiety that influences the most to the students' speaking is fear of negative evaluation. The students feel anxious about their negative comment, thus they become afraid to express their ideas in English in front of many people. Therefore,

comprehension is the aspect of speaking that influences the most to the students because when the students have a conversation in front of the class, most of the students can understand what their pair said and they can answer correctly.

SUGGESTIONS

In line with the result of the study and conclusion, the researcher would like to suggest as follows:

1. For the Teacher

The teacher should motivate the students in learning English without feeling anxious to speak English in front of other people. The teacher also must be aware to the students' psychological factor that influence their anxious in learning English. Hence, the teacher need to be more creative

to teach the students by giving an interesting material and also they should use some method that can make the students practice a lot in speaking English. In term of speaking skill, the teacher needs to help students' fluency because the students speak hesitantly. Thus, the teacher should make activities which push the students to practice speaking English more.

2. For the Future Researcher

It is suggested to the future researcher to select another material that provides fluency aspect such as role-play to know students' anxiety. The appropriate topic or theme for the students should based on the curriculum in the school.

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