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CORRELATION BETWEEN STUDENT ANXIETY AND SPEAKING PERFORMANCE

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Abstract

This study aims to determine whether there is a relationship between the level of student anxiety with the performance of students speaking in front of the class. This research used a quantitative method in the correlation model. The population in this study was Junior High School, and the sample used for this study was grade 9 students with a total of 32 students. The instruments used are questionnaires and tests. The collected data, both questionnaire scores and speaking test scores, were then analyzed through SPSS. The results of the data significance analysis were 0.990. Hypothesis attempts to explain N.Sig > 5% and for these effects, the null hypothesis in this observation is accepted. This issue suggests that students' anxiety and speaking performance in front of the class are not correlated. It could be concluded that, there is no correlation between student anxiety and students' speaking performance. Based totally on these outcomes, the strength of this correlation is moderate. From the outcomes of this observation, it could be stated that language anxiety hurts students' speaking performance. Consequently, students with low anxiety have a good speaking rating, and students with high anxiety may have a low speaking rating.

Keywords: Students' Anxienty; Speaking Performance; Correlation

INTRODUCTION

English is the international language. Therefore it is important to be studied by the wider community. Learning English has its difficulties, especially in Indonesia, where English is automatically a foreign language. Speaking ability is an important part of a language that must be learned, including junior high school students. This is based on the explanation (Suryani & Argawati, 2018) that speaking is a prerequisite skill that students must learn. In speaking a foreign language, students can be influenced by psychological aspects such as anxiety, fear, or fear of speaking, especially for students who speak a foreign language in front of the class and are seen by many people. When students appear in the introduction, their ability to speak may be seen because speaking involves a speaking performance that includes how well the speaker organizes material in an easy-to-understand order, employs speech signals, repetitions, tenses, and so on (Richards, 2008). This means that speakers must utilize appropriate spoken language to convey information to others during speaking activities (Komariah et al., 2020). As a result, some pupils first felt anxious about demonstrating their ability to talk. Anxiety is the sensation of being confronted with challenging situations or circumstances.

Anxiety, according to Waters (2003), is the anxiety and fear of something bad happening. As a result, speaking anxiety can be defined as a dread of verbally expressing oneself, which prevents pupils from focusing on the speaking process and negatively impacts their speaking performance. Presentation Speaking is the process through which speakers communicate their ideas to an audience through words and sentences, and their ability to do so is automatically demonstrated by their ability to speak. Competence is similar to speakers' understanding of

categories such as grammar, fluency, correctness, volume, interaction, and coherence when performing a speaking performance (Arif, 2019).

This study focuses on high school ninth graders based on the preceding assertion. The goal of this study is to see if there is a link between students' anxiety levels and their ability to speak in front of a group. Because most students perceived speaking to be a problem, as indicated by their inability to speak English in front of the class due to fear, embarrassment, and anxiety, this study was undertaken. As a result, the researcher wanted to discover if there was a link between students' anxiety and their English proficiency. The researchers are hoping for a negative correlation between the findings of this investigation. This can help students enhance their public speaking skills and minimize their fear when speaking in English in front of a class. According to Javed et al. (2013) that Anxiety is a natural psychological aspect that contains feelings of fear that sometimes cannot be controlled. This Anxiety often occurs in the language learning process. Students will experience nervousness and forget their abilities because they cannot ignore the great fear and tension when thinking about foreign languages (Ortega, 2009). Junior high school students experience anxiety every time they make a mistake in class when learning a language, especially when speaking in front of a class, because it is linked to their image and the judgment of many people about their ability to speak. to complete their speaking assignment (Latha, 2012). Listeners may also be unable to comprehend what the students are saying.

Apart from that, students will feel anxious starting from their preparation to learn the language; such as wondering what other people might think of them when they perform with their English, how well their listeners understand English speaking, familiarity with the topics used in learning English, how low their achievement is, Etc. How anxious, whatever the cause, it is undeniable that Anxiety will affect student performance (Saito and Samimy, 1996). As in the introduction, it is explained that learning another language can be difficult for students. Someone is considered successful in learning a language if he can display the language with a good enough performance to be understood by others. Anxiety, according to Clark and Beck (2012), is a condition of physical anxiety and arousal in which we are unable to control or predict our future occurrences. As a result, anxiety might be defined as a concern or fearful feeling. Furthermore, many people suffer from speech anxiety. Meanwhile, according to Thomas (2006), out of 3000 people, roughly 41% of speakers are hesitant to speak in front of others. As a result, when given an assignment to speak in front of the class, especially in a foreign language, most students suffer anxiety, dread, embarrassment, and other negative emotions. Anxiety can also be triggered by a variety of circumstances. Anxiety can be harmful if the work is too tough and students fail, according to Scovel (1978) in Ito (2008). If a task becomes extremely easy for students with high abilities when compared to students with inferior abilities, anxiousness will be a more positive experience for students with higher intellect. However, the task's level of difficulty depends on students' abilities. Furthermore, according to Coopman (2009), the primary cause of speaking anxiety began at a young age as a result of learning from negative feedback at home. The influence of parents and those around them who behave badly towards children from childhood will continue until they grow up. Based on the previous description, it can be inferred that anxiety is one of the most common issues that students discuss in class. Students frequently cited speaking a foreign language as their most anxiety-provoking experience, according to Young (1990). Hadziosmanovic (2012) went on to say that speaking anxiety is one of the issues that many people face, especially when speaking in public. Speaking is one of the four English skills that are very important to be mastered by students. Besides, some students have difficulty speaking, especially English which is included in a foreign language. One of these difficulties is caused by psychological factors. Aouatef (2015) agrees, adding that motivation, self-esteem, and anxiety are all potential influences on students' speech performance. In addition, according to Brown (1994), Self-esteem, anxiety, and motivation are

all psychological or personality elements that have a role in learning achievement. Furthermore, several experts have found that psychological issues have a negative impact on students' ability to talk (Bourezzane, 2014). Then there are psychological issues that can make pupils' English speaking skills more difficult (Haidara, 2014). Speaking is a method of exchanging information and communicating with others through the use of language. The interaction between the speaker as a giver of information is then accepted and understood by the listener (Siagian & Adam, 2017). Successful language learners will be out of reach for students without the willingness to speak English, but some students are anxious to speak English in class. Speaking is more than just opening one's lips and expressing words and sentences; it also entails understanding the cultural context of the spoken target language in order to have meaningful interactions (McKay, 2008). As a result, when talking students must be aware of the significance of what they are saying to the listener. So that when appearing to speak requires courage. Furthermore, when students are supposed to speak in front of the class, it is usual for them to experience nervousness, a hesitancy and motivate, embarrassment, and anxiety (Juhana, 2012). In addition, when speaking in front of the class, most students experience this due to the rare opportunity for students to speak and when students complete their speaking assignments, the teacher provides immediate corrections (Fauzan, 2014).

METHOD

This research design uses a quantitative method in the correlation model. A correlational research design, according to Creswell (2012), is used to explain and quantify the association between two or more variables or a set of scores without changing and influencing the elements as in an experiment. The relationship between the psychological variable (anxiety) and the dependent variable is investigated in this correlation (speaking performance). The population in this study were junior high school students in the 2021/2022 academic year, and the sample used for this study was grade 9 students with a total of 32 students. Questionnaires and tests are one of the instruments. This study questionnaire was based on Horwitz (1986)'s FLCAS (Foreign Language Classroom Anxiety Scales), which consists of 33 items with 5 rating scales that are intended to measure students' anxiety levels in front of the class while they speak. The questionnaire is shown in Table 1.

Table 1. Anxiety Questionnaire for Students

No.	Statements	Scores				
		1	2	3	4	5
1	*Ketika saya berbicara di kelas bahasa asing saya, saya tidak pernah merasa percaya diri.*					
2	*Di kelas bahasa, saya tidak peduli membuat kesalahan.*					
3	*Ketika saya mengetahui bahwa saya akan dipanggil ke kelas bahasa, saya gemetar.*					
4	*Ketika saya tidak memahami apa yang dikatakan guru dalam bahasa asing, saya menjadi takut.*					
5	*Mengambil kelas bahasa asing tambahan tidak akan membuat saya khawatir.*					
6	*Selama kelas bahasa, saya menemukan diri saya melamun tentang mata pelajaran yang tidak terkait dengan kursus.*					
7	*Murid-murid lain, saya terus berpikir, lebih baik dalam bahasa daripada saya*					
8	*Dalam pelajaran bahasa saya, saya biasanya merasa nyaman selama ujian.*					

9	*Ketika saya harus berbicara di depan kelas tanpa persiapan, saya menjadi cemas.*
10	*Saya khawatir tentang konsekuensi dari kegagalan kursus bahasa asing saya.*
11	*Saya tidak yakin mengapa beberapa orang menganggap kelas bahasa asing sangat menjengkelkan..*
12	*Saya bisa merasa sangat tegang di kelas bahasa sehingga saya melupakan hal-hal yang sudah saya ketahui.*
13	*Di kelas bahasa saya, saya malu untuk menyumbangkan jawaban.*
14	*Berbicara bahasa baru dengan penutur asli tidak akan membuat saya gugup.*
15	*Ketika saya tidak memahami apa yang dikoreksi oleh guru, saya menjadi marah.*
16	*Saya khawatir tentang konsekuensi dari kegagalan kursus bahasa asing saya.*
17	*Saya tidak yakin mengapa beberapa orang menganggap kelas bahasa asing sangat menjengkelkan*
18	*Saya bisa merasa sangat tegang di kelas bahasa sehingga saya melupakan hal-hal yang sudah saya ketahui.*
19	*Di kelas bahasa saya, saya malu untuk menyumbangkan jawaban.*
20	*Berbicara bahasa baru dengan pembicara alami tidak akan membuat saya gugup.*
21	*Ketika saya tidak memahami apa yang dikoreksi oleh guru, saya menjadi marah.*
22	*Saya tidak merasakan tekanan untuk mempersiapkan bahasa dengan baik*
23	*Saya selalu merasa bahwa siswa lain berbicara bahasa asing lebih baik daripada saya.*
24	*Saya merasa sangat sadar diri untuk berbicara bahasa asing di depan siswa lain.*
25	*Kelas bahasa bergerak begitu cepat sehingga saya khawatir ketinggalan.*
26	*Saya merasa lebih tegang dan gugup di kelas bahasa saya daripada di kelas saya yang lain.*
27	*Ketika saya berbicara di kelas bahasa saya, saya menjadi takut dan bingung*
28	*Saya merasa cukup percaya diri dan santai saat berjalan ke kelas bahasa.*
29	*Ketika saya tidak memahami semua yang dikatakan guru bahasa, saya menjadi takut.*
30	*Saya kewalahan dengan banyaknya aturan yang harus dipelajari untuk berbicara bahasa asing.*
31	*Ketika saya berbicara bahasa asing, saya takut murid lain akan menertawakan saya.*
32	*Saya mungkin akan merasa nyaman berada di dekat penutur asli bahasa asing.*
33	*Saya merasa gugup ketika guru bahasa mengajukan pertanyaan yang belum saya persiapkan sebelumnya.*

The questionnaire is written in Indonesian. This is done so that students understand the aim of the questions so that they can readily answer them, and it is intended that students will be able to answer based on their anxiety levels. Responses were provided based on a five-point Likert

scale, where 1 point stated strongly disagree, 2 points stated disagree, 3 points stated disagree or disagree, 4 points stated agree and 5 points stated strongly agree.

Meanwhile, the test was carried out by giving students an order to write a simple descriptive text and then read it in front of the class. The speaking test is based on the Rubric of Students' Speaking Skill Adapted from Brown (2004) as described in table 2 below.

Table 2. Rubric of Speaking Test

Category	Score	Criteria
Grammar	1	Poor to extremely poor: A native speaker might understand the speaker, and grammatical errors are prevalent.
	2	Moderate to poor: The speaker can easily manage fundamental formulations, but she is unsure about her grammar control.
	3	Moderate to good: Grammar is somewhat too well-controlled. When speaking the language, the speaker has appropriate structural accuracy.
	4	Excellent: Grammatical errors are uncommon. The speaker really is in the language.
	5	Good to excellent: Equivalent to that of an educated native speaker.
Vocabulary	1	Poor to extremely poor: The speaker's vocabulary is capable of describing anything other than the most basic needs.
	2	Moderate to poor: The speaker has enough speaking vocabulary to explain basic ideas in a few poor conversations.
	3	Moderate to good: The speaker's spoken vocabulary is large enough that he or she rarely needs to look up words.
	4	Excellent: The speaker's vocabulary is exceptionally precise.
	5	Good to Excellent: Literate native speakers accept presentations at all levels in all aspects, including vocabulary and idioms, colloquialisms, and cultural references.
Comprehension	1	Poor to extremely poor: Simple questions and statements can be understood if they are conveyed slowly, repeatedly, or paraphrased.
	2	Moderate to poor: Most presentations on simple topics (issues that do not require particular knowledge) can be summarized by speakers.
	3	Moderate to good: At a normal level of presenting, the speaker's understanding is quite complete.
	4	Excellent: Within the speaker's background and experience, any presentation can be understood.
	5	Good to Excellent: Equivalent to that of an educated native speaker.
Fluency	1	Poor to extremely poor: Presentation stalls, is so slow and fragmented that it may be difficult to present.
	2	Moderate to poor: The delivery is typically halting and quick, and some phrases are left unfinished.
	3	Moderate to good: Presentation can be good at times. Speakers are rarely at a loss for words.
	4	Excellent: The rendering is smooth and simple, although the speed and flatness are outstanding..
	5	Good to Excellent: Presentations on all professional and general issues are as smooth and easy as a native speaker.

Pronunciation	1	Poor to extremely poor: Pronunciation errors are common, but native speakers may understand speakers.
	2	Moderate to poor: The speaker's accent is understandable, it is frequently incorrect.
	3	Moderate to good: Errors never occur when there is a lack of comprehension. It's possible that the accent is foreign.
	4	Excellent: Pronunciation errors are uncommon.
	5	Good to Excellent: There is no indication of a foreign accent in the native pronunciation.

The data collected, including the results of the questionnaire and speaking test, then is analyzed using SPSS 25 in various steps. The data were first checked for normality. When the data is normally distributed, then the Pearson Product Moment is used to finish the calculation.

RESULTS AND DISCUSSION

Results

This study aims to determine the correlation between students' anxiety and speaking performance in front of class. The authors have collected data for this study. Two instruments were used to acquire the data. The first is a questionnaire that is distributed to all students. To evaluate the amount of student anxiety, questionnaires are distributed. Second, the instrument used is a speaking test, where students are given instructions to make a simple text and read it in front of the class, to find out the students' speaking performance scores. Both instruments were carried out in grade 9 of Junior High School, which consisted of 32 students.
The researcher used the formula to analyze the data to find the Anxiety scores and students' speaking performance were analyzed using the SPSS program as follows:

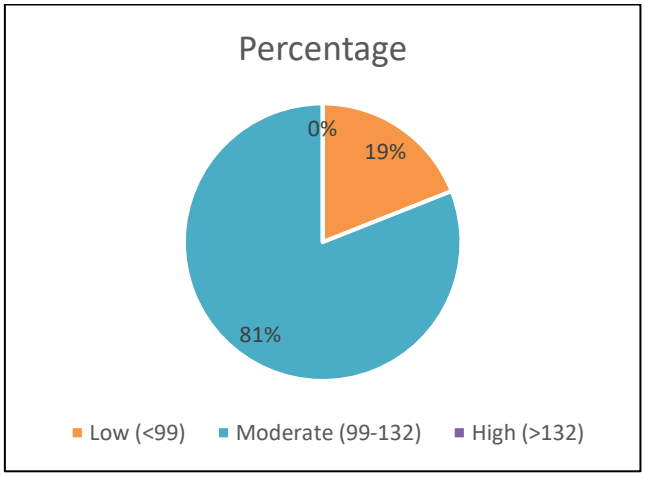
$$P = \frac{n}{\Sigma N} x\ 100\%$$

Note:
P = percentage
n = number of type or reason
N = total number of data

1) Students' Anxiety

In this study, students' anxiety data was taken by distributing questionnaires. The results of student anxiety in learning to speak after being accumulated showed a total score of 32 students was 3431. According to Debreli and Demirkan (2016), the average score of student anxiety was classified into three categories: Low, Moderate, and High. This has a total mean score of ≤ 99, indicating low anxiety. The average score on the rankings of 99-132 indicates moderate anxiety, and a mean score of ≥ 132 indicates a high level of anxiety. Here is the average anxiety score:

Figure 1. The Percentage of Students' Anxiety



Based on Figure 1 above, 19% (6 students) of 32 students experienced low speaking anxiety, 81% (26 students) experienced moderate, and 0% experienced high, meaning that there were no students with high category. Most students, it may be argued have some level of speaking anxiety when participating in speaking activities.

2) Students' Speaking Performance

Speaking tests were used to assess students' speaking performance in this study, namely students were given instructions to make simple texts and read them in front of the class. Here are the results of students' speaking performances.

Figure 2. The Percentage of Speaking Performance

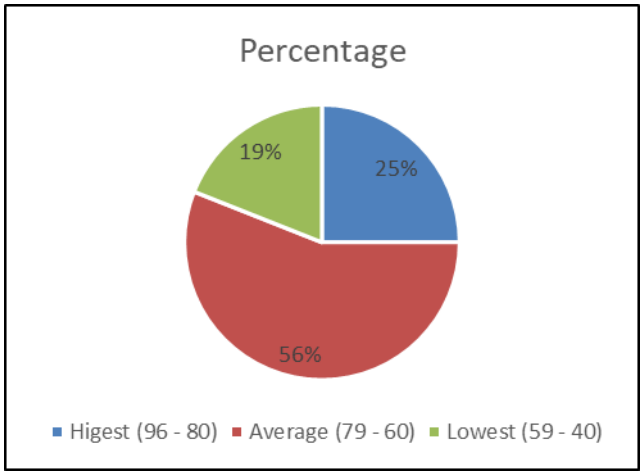


Figure 2 shows above that the interval data for speaking performance scores. Of the 32 students, who got 96-80 (25%), there were 8 students, which means their vocal ability is the highest. Who got 79-60 (56%) there were 18 students, meaning that their speaking ability was moderate, then those who got 59-40 (19%) were 6 students, meaning that their speaking ability was the lowest.

3) The Correlation Between Students' Anxiety and Speaking Performance

It's essential to understand the data's normality in quantitative research. Because normal data is the essential assumption in testing, establishing data normality is a need for many statistical tests.

After gaining the score of speaking and students' anxiety, the next step was the test of normality to identify whether or not the data were in a normal distribution. Below is table 3, which shows the result of the normality test conducted by the researchers.

Table 3. Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Anxiety	,149	32	,069	,921	32	,022
Speaking	,118	32	,200*	,955	32	,203

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, we can obtain information related to the normality test results between students' anxiety and speaking performance. There are two parts to the normality test: Kolmogorov-Smirnov and Shapiro-Wilk, which are determined based on the number of respondents. Kolmogorov-Smirnov has used if the respondents are more than 30, while Shapiro-Wilk is used if the respondents are less than 30.

In this research, the number of respondents used is 32 people. Therefore the data were taken based on the significance of the Kolmogorov-Smirnov section. Then it can be seen that the significance obtained is > 0.05, namely 0.069 and 0.200. So it can be concluded that the data is normally distributed.

The next step is to do a correlation test using Pearson's product-moment because the data is normally distributed. After calculating the data from students' anxiety scores and speaking tests, the researcher revealed the results in table 4 below.

Table 4. Result of Correlations Test

		Anxiety	Speaking
Anxiety	Pearson Correlation	1	,002
	Sig. (2-tailed)		,990
	N	32	32
Speaking	Pearson Correlation	,002	1
	Sig. (2-tailed)	,990	
	N	32	32

The results show that sig. 2-tailed both students' anxiety and speaking was 0.990 greater than the significant level (0.05). This means that *Ho* is accepted because N.Sig > 0.05. So, it can be concluded that students' anxiety and their speaking performance in class are not correlated.

Discussion

It is critical to practice or pronounce new words when learning a foreign language, such as English. Students' memorization will be helped, for example, by speaking words or sentences (Mauludiyah, 2014). Students' foreign language masters will be affected when the learner has problems in speaking, such as feeling anxious, afraid or embarrassed, Etc.

This study aims to determine the relationship between students' anxiety and speaking performance in front of the 9th-grade junior high school class. The author's aim in this

discussion is to convey the findings of the analysis to discuss research questions. The following are the outcomes of the researcher's analysis:

1. The total number of people who took part in this study was 32.
2. The most of students (19%) in the low-level speaking test.
3. The biggest percentage of students (81%) were anxious at a moderate level (99-132).
4. The calculated correlation between student anxiety and speaking performance is r = 0.02. Based on Arikunto's interpretation strength correlation is a very low correlation.
5. Based on SPSS calculations, N.Sig = 0.990, with a significance > 0.05.
6. The null hypothesis is the accepted hypothesis (Ho).

Depending on the provided findings, it can be concluded that the two variables have a positive connection with a very low correlation. Hypothesis testing, on the other hand, reveals that there is no association between the two variables because N.Sig>5% = 0.990, indicating that Ho is accepted and Ha is rejected.
On the other hand, High anxiety can affect or influence a student's speaking achievement or score. The difference in student anxiety levels is then determined by the situation that causes students to feel apprehensive when speaking English. Several scenarios make students feel uneasy in speaking English, according to Zhiping and Paramasivam (2013), including when they are scared to speak in front of a large group of people and are afraid of negative evaluation or praise from the teacher or other students in the class. As Kondo and Yong (2004) claim, foreign language anxiety can have a negative impact on student performance, this statement demonstrates the impact of student anxiety on the appearance of speaking in front of the class. Similarly, Arnold and Brown (1999) assume that anxiety in the classroom has a spiraling downwards effect. Besides that, according to theory and research results, there are differences, where the results of the study state that there is no relationship between student anxiety and student speaking performance. This is not following the theory above, which states otherwise. In this study, we can assume that students with high levels of anxiety will also do well on speaking tests. Additionally, students that have a low level of anxiety will accept a lower speaking score.
Researchers assume that several things result in no relationship between student anxiety and student speaking performance, including:
1. Limited time when data collection, so get data that may not be valid.
2. When distributing questionnaires to students, the possibility of students answering is not optimal. One of the reasons is that students do not understand the statements presented in the questionnaire.

CONCLUSION

This study aims to determine the relationship between students' anxiety and speech retrieval. After calculating the data using SPSS 25 above, it is known that the calculated Correlation Value (r) is 0.02. This value implies that there is a link between students' anxiety and their speaking performance in class. The value of r (0.02), according to table 4, is between 0.000 and 0.200. This signifies that the correlation between the two variables has a very low correlation strength. This is based on Arikunto's interpretation of strength Correlation.
The results of the data significance analysis were 0.990. Hypothesis testing explained that N.Sig>5% and for these results, the null hypothesis in this study was accepted. This shows that students' anxiety and speaking performance in front of the class are not correlated. It can be

concluded that the null hypothesis says, there is no correlation between student anxiety and students' speaking performance.
However, from the results of the speaking test scores and Anxiety scores above, it can be concluded that most students have moderate anxiety levels, and the results of speaking scores state that most students have moderate scores. From the results of this study, it can be said that language anxiety has a negative effect on students' speaking performance. As a result, students have low anxiety have high speaking scores, while students who have significant anxiety have low speaking scores.

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