THE CORRELATION OF STUDENTS' ANXIETY TO THEIR SPEAKING

PERFORMANCE IN PUBLIC SPEAKING CLASS AT ENGLISH LANGUAGE

EDUCATION DEPARTMENT, ISLAMIC UNIVERSITY OF INDONESIA

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ABSTRACT

Speaking performance is one of the factors that effects the achievement of students' communication skill and majority students felt anxious when speaking performance. This purpose of this research is to know the actual relationship between students' anxiety and students speaking performance. The sample of this research is 51 students of public speaking class majoring in the education of English Universitas Islam Indonesia batch 2016, and 2017. The method of data collection is using questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS) and the result of students speaking performance in public speaking class. The questionnaire contained 33 items, including strong agree, agree, neither agree dis-agree, disagree, and strong disagree. The data analysis using statistical test of Pearson correlation, the result of statistical data analysis is $r = 0.363$ with significance 0.09 (p <0.05). It means that there is correlation, between students' anxiety and students speaking performance.

Keywords: *Anxiety, speaking performance, FLCAS, and speaking performance result.*

1. INTRODUCTION

Speaking skill can be found in every English language class. According to Nunan (1991), speaking is an activity to express themselves, or activities to report an action, in the right words or ability to communicate or to express the sequence of current ideas. In order to speak English in class, students need to have good self-confidence. A lot of English language students still have a problem in their speaking skill, especially in speaking performance; they often have difficulty to control anxiety in speaking performance. There are many variables that can influence students' speaking performance. One of those variables that effects speaking performance is language anxiety (Sutarsyah, 2017). Students need enough self-confident before showing their knowledge or opinion in front of the class or public. Then, before the students have activities to perform, they must prepare both of material and their self-confidence.

In addition, anxiety makes students difficult to improve their knowledge in English language. According to MacIntyre and Gardener (1991), anxiety creates a potential problem for language learners, and it can interfere with the acquisition, retention, of new language production. The purpose of MacIntyre and Gardener research is to investigate the correlation between students' self-confidence to their speaking performance, to make a successful education in learning a foreign language, ignoring anxiety is not a good way to choose. Learners' anxiety to perform in front of the classroom could have an impact on the material to be conveyed for the audience and inhibit the development of their ability in mastering foreign languages.

When students express their knowledge and share their feelings with other people, they should speak clearly, fluently and accurately, so that people can understand what they mean. To express knowledge or idea, students' needs to prepare their confidence from the beginning. Commonly, speaking in the public area leads to anxiety for students. Whatever the cause, whatever the level of anxiety, we can be sure of one thing: anxiety will affect students' performance (Saito & Samimy, 1996). When some students do speaking performance, they have a nervous feeling even though they have already prepared the material for the speech. They still do not have enough confidence to convey their opinion during speech. Moreover, if they do not have enough preparation, they will become anxious because student anxiety occurs when they are requested to speaking performance without any preparation in advance (Ay, 2010). Based on the limitation observation in a class of third semester students at English education department in Islamic University of Indonesia, some of the students who take Public Speaking subject have limit confidence to speak or desire to express opinions. The students who have limited anxiety do not want to speak before appointed by the lecturers or their friends. It means that the students still difficult to control their courage to show their opinion in speaking performance. In different cases, some of the students have enough confidents to performance in Public Speaking class before preparing the material. The benefit of this study is to control students' self-confidence for speaking performance. Students become aware of the importance of communication inside or outside the classroom. Also, they may habituate themselves to control the anxiety if speaking performance.

2. LITERARURE REVIEW

2.1.Definition of Speaking

Speaking is considered as the most important skill that helps students to get a foreign language in general, and the way of ideas communicating as oral messages, because speaking is one of the elements of communication (Richards & Renandya, 2002). Moreover, speaking considered as a crucial part of the language learning process, so it helps to expand knowledge of the language and their confidence in using it. Additionally, the aim of English language teaching is to give learners ability to use English language effectively and correctly in communication (Davies & Pearse, 2000). Speaking is a good aspect of developing English language skills for foreign languages because the habit of speaking in a foreign language will make it easier to memorize foreign languages. Speaking is an interactive process of conducting out meaning that involves producing, receiving and processing information. According to Brown (2001), speaking is a communication tool to each other where the speaker can convey ideas, opinions, and feelings through verbal skills to listeners. Speaking is the important skill for English language students, because oral speaking skill is a big part to do in a language class (Harmer, 2001).

Teaching speaking should be taught in attractive and communicative activities. Harmer (2007) states six classroom speaking activities, they are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation, and role play. According to Brown (2000), speaking performance is thought to be highly correlated with people's self-confidence, foreign language

learners cannot speak the language or express themselves freely and fluently without some degree of self-confidence. Brown (2001), says there are six types of classroom speaking performance, there are imitate, intensive, responsive, transactional, interpersonal, and extensive.

2.2. Anxiety

There are many definitions of anxiety in the literature. One of anxiety definition is distress or anxiety of mind caused by fear of danger or misfortune. Anxiety is one of the psychological phenomena that affect student activities in class activities (Rahayu, 2016). Language anxiety is considered as an effective variable in the language learning, it means language anxiety has become one of the factors involved in success of language learning, either it is in a positive or negative way. The phenomenon of anxiety has been widely acknowledged as one of the most important psychological phenomena that are experienced in many social or learning contexts and relates to fear, unpleasant, and worries (Batiha, Noor, & Mustaffa, 2014). In fact, English language teachers are aware because of the existence of a phenomenon called foreign language speaking anxiety.

Language anxiety is caused by various causes during the learning process. The main source of language anxiety stated by Horwitz, Horwitz, and Cope (1986) are components of foreign language anxiety, the first communication apprehension, the second test anxiety, and the last fear of negative social evaluation. For foreign language students, speaking is one skill that needs enough mental preparation and enough material for speech preparation. Anxiety in the educational setting is categorized into three groups; trait anxiety, state anxiety,

and situation-specific anxiety (MacIntyre & Gardner, 1989). Trait anxiety is a stable personality's trait that will cause the person to feel anxious in every situation (Scovel, 1978). State anxiety is a temporary condition experienced at a certain time (Spielberger, 1983). State anxiety refers to emotional and somatic reactions against the stimulus that is understood as a threat in a specific context while the anxiety trait refers to individual the difference in reaction against the perceived threat in the environment in general. For situation-specific anxiety is a trait that often occurs in certain situations such as tests or oral presentations (Ellis, 1994).

3. RESEARCH METHOD

This research method is specific for correlation research. According to Cresswell (2006) correlation researches is one part of the ex-post facto research because researchers generally do not manipulate the existing variable and directly search for the existence of the relationship and the level of relationship variable which is reflected in the correlation coefficient. The researcher uses correlation research because researcher wants to know the correlation of two variables. The total members of participant in this research were 101 students. In this research, the data of students' anxiety was collected by distributing 77 questionnaires, actually the total of students' public speaking is 101 but some students off from public speaking class, and some students were absent the class. The questionnaires were distributed directly by attending the place of respondents in Department of English Education Islamic University of Indonesia. There are four classes in public speaking subject and in this research the researcher use public

speaking class A and public speaking class D as the sample in this research. In this research the researchers use public speaking class A and B as the sample in this research. The participant of this research was at English education department in Islamic University of Indonesia. Population is the overall subject of study (Arikunto, 2006). The instrument of this research is questionnaire and result of speaking performance. The questionnaire use likert's scale which ranged from 1 to 5. The data were calculated with the range of score started from 33 to 165. The second instrument is result of student's Public Speaking. Researcher will ask the result of speaking skill task of Public Speaking students to the lectures who teach Public Speaking subject.

The Likert's scoring scale table to measure students' anxiety level using FLCAS is shown below:

Table Likerts' scoring table Adopted from Horwitz et al. (1986)

SCORING				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	2	3	4	5

Based on (Sudjana, 2002) the formulation to determine the length of the interval class, as follow:

$$p = \frac{range}{class\ of\ interval}$$

p   = interval

Range   = highest score – lowest score

Class of interval = 5

4. RESULT AND DISCUSSION

In this research, the data of students' anxiety was collected by distributing 55 questionnaires; actually the total of students' public speaking is 101 but some students off from public speaking class, and some students were absent the class. The questionnaires were distributed directly by attending the place of respondents in Department of English Education Islamic University of Indonesia. The questionnaires were distributed to public speaking class. From the research result that has been conducted on 51 respondents, it can be defined concerning the characteristics of respondents by sex, batch, as it is presented in the following table:

Table The Result of Respondent Personal Information

		Total	Percentage
	Male	14	27%
Gender	Female	37	73%
Total Respondents		51	100%
Batch	2016	3	6%
	2017	48	94%
Total Respondents		51	100%

Based on the research of students anxiety in Public Speaking class, the average each questionnaire can be shown in the figure below:
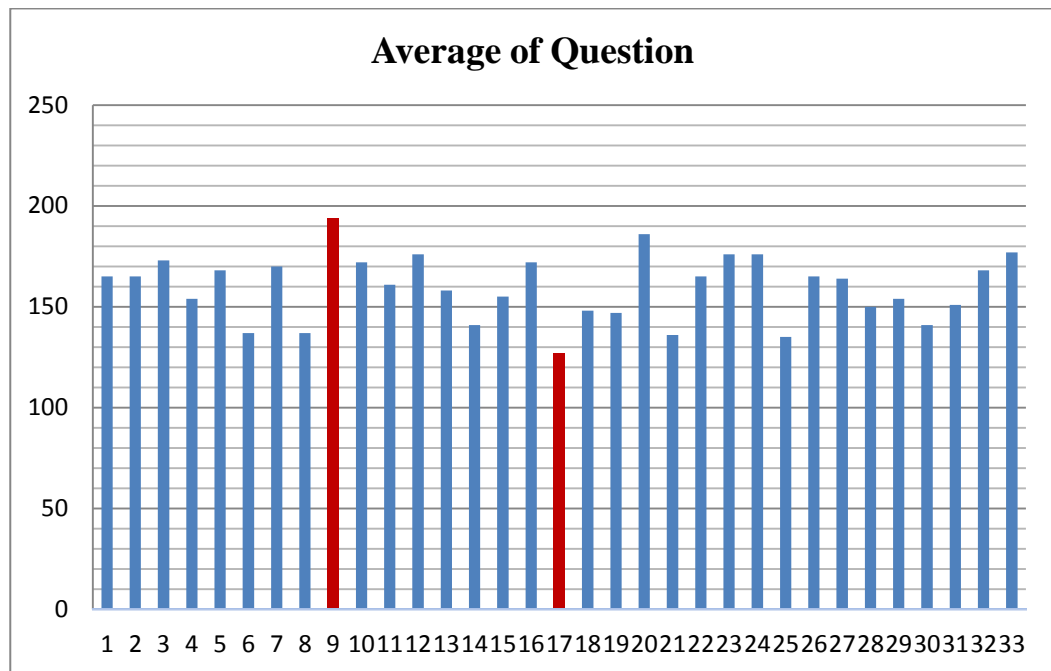
Figure Average of Questionnaire

Based on the figure above the questionnaire for 51 students in public speaking, almost students in public speaking class felt panic before perform if they did not prepare the material and they often felt to absent in public speaking class. After the researchers got data samples of students' anxiety and speaking performance of Public Speaking students, the average of anxiety score is 3.20, and the speaking performance average score is 3.20.

Table Descriptive Data

Descriptive Statistics

	Mean	Std. Deviation	N
Anxiety	3.20	.530	51
Speaking_performance	3.92	.913	51

The results of the normality test for anxiety and speaking performance in this study are as follows:

Table Normality test

	Speaking_performance	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Anxiety	2	.367	5	.026	.684	5	.006
	3	.513	8	.000	.418	8	.000
	4	.389	24	.000	.700	24	.000
	5	.407	14	.000	.616	14	.000

Tests of Normality

a. Lilliefors Significance Correction

Data source: SPSS output, 2018

The result of normality test, the variable data of students' anxiety and students speaking performance show that the significant of normality test is .000 - .006.

Table Correlation Investigating

Correlations

		Anxiety	Speaking_performance
Anxiety	Pearson Correlation	1	.363[**]
	Sig. (2-tailed)		.009
	N	51	51
Speaking_performance	Pearson Correlation	.363[**]	1
	Sig. (2-tailed)	.009	
	N	51	51

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

Data source: SPSS output, 2018

The correlation results by using the Pearson product moment correlation the value is sig .363, that's means there is correlation between anxiety variables with public speaking variable. According to Arikunto (2010) the correlation of students' anxiety and speaking performance is low correlation. Ha is accepted and Ho is rejected, because there is correlation between two variables.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The purpose of this research is to know the correlation between Students Anxiety and Students Speaking Performance in English Language Education Department Islamic University of Indonesia. There were 51 students of Public Speaking class who participated to fill in the questionnaires.

Based on the result of the research, it can be concluded that there is correlation between Students Anxiety and Students Speaking Performance. The researcher found out that the result of r calculated is .363, and after researcher interpretation of r value, the result of r calculated is between 0.200 and 0.400. It means that the strength of correlation coefficient between two variables in low correlation. Though, r showed low correlation interpretation, but the result explained us that the language anxiety has negative influence on students speaking apprehension and achievement to students of Public Speaking class in English Education Department. Students with low anxiety had been good in speaking score, and students' in high anxiety would have low speaking score.

However, because this research is quantitative research, the researcher is unable to know the significant reason about correlation of students' anxiety and

students speaking performance in English Education Department, because this research only use questionnaire of anxiety and results of students public speaking class to get the data. In other word, there is no interview in order to get more information related students anxiety in public speaking class.

5.2. Recommendation

Based on the measuring the correlation between two variables of students anxiety and student speaking performance the researcher have gotten the result of this research. The researcher would like to give some suggestion:

1. For the students

Students in Public Speaking class have to be a high self confidence in studying English and manage their anxiety, because when we talk about another language it means we start to learn in the beginning. It stars in very command word to the difficult one.

2. For future researcher

For the future researchers, they can learn this study and get motivation to looking for the similarity topic and how to try get problem solving in any problem that the reasons of students' anxiety and students speaking performance in English Education Department have low correlation.

3. For the lectures

The lecturer has an important role to build students confidents to performance in public speaking class. The lectures need to improve activities to measure students' result in speaking performance and to minimize students' anxiety.

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