

## THE CORRELATION BETWEEN FOREIGN LANGUAGE ANXIETY AND STUDENTS' SPEAKING PERFORMANCE

**Alfi Rofida**

Universitas Negeri Surabaya  
[alfi.17020084011@mhs.unesa.ac.id](mailto:alfi.17020084011@mhs.unesa.ac.id)

### Abstrak

Ketakutan berbicara yang dialami oleh siswa ketika belajar Bahasa asing dapat dikategorikan sebagai kecemasan. Penelitian ini adalah penelitian kuantitatif yang dilakukan untuk mengetahui hubungan antara kecemasan belajar Bahasa asing dan penampilan berbicara siswa. Instrumen penelitian ini adalah angket skala kecemasan kelas Bahasa asing yang diadaptasi dari Horwitz dkk., (1986) dan rubrik penilaian berbicara yang diadaptasi dari Brown dan Abeywickrama (2010). Data penelitian ini dikumpulkan dalam jaringan dengan 50 partisipan dari salah satu Sekolah Menengah Atas di Gresik. Penelitian ini menemukan bahwa siswa kebanyakan mengalami ketakutan berkomunikasi (rata-rata = 3,4) dan ketakutan terhadap evaluasi negatif (rata-rata = 3,4) daripada uji kecemasan (rata-rata = 3,1). Penelitian ini menunjukkan bahwa kecemasan belajar Bahasa asing memiliki hubungan negatif yang signifikan dengan penampilan berbicara siswa ( $p = 0,000$ ,  $r = -0,98$ ) dan kekuatan korelasinya dikategorikan sebagai sangat kuat. Semakin tinggi level kecemasan belajar Bahasa asing yang dimiliki siswa, semakin buruk penampilannya.

**Kata kunci:** kecemasan belajar Bahasa asing, berbicara, penampilan berbicara.

### Abstract

Fear of speaking experienced by students when learning foreign language may be categorized as anxiety. Students' fear of speaking may hamper their speaking performance. This study was a quantitative research that was conducted to know the correlation between foreign language anxiety and students' speaking performance. The instruments of this research were Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire that was adapted from Horwitz et al., (1986) and speaking rubric score that was adapted from Brown and Abeywickrama (2010). The data of this research were collected online with 50 participants from one of senior high school in Gresik. This research found that the students' mostly experienced communication apprehension ( $M = 3.4$ ) and fear of negative evaluation ( $M = 3.4$ ) rather than test anxiety ( $M = 3.1$ ). This research also showed that foreign language anxiety has significant negative correlation with students' speaking performance ( $p = 0.000$ ,  $r = -0.98$ ) and the correlation strength was categorized as very strong. The higher level of students' foreign language anxiety, the worse their speaking performance.

**Keywords:** foreign language anxiety, speaking, speaking performance.

### INTRODUCTION

Speaking is one of skills that is very important for people to have communication with others. Yet, speaking is not as simple as people think because certain abilities are needed when people want to practice their speaking to communicate with others. They have to be able to integrate words that are meaningful and they need to have access quickly to certain knowledge that are needed to produce language appropriately in a brief time. Since speaking is a social specific oral discourse that is used in certain purposes and context (Nazara, 2011). It is a major skill in the English Foreign Language that is called as productive skill (Bashir, et al., 2011). Speaking is not as easy as people think, people should talk language or information

that is known by the hearers since it can make the information that is delivered by the speakers more understandable (Bashir, et al., 2011). According to Parmawati (2018), speaking is categorized as a productive skill. It is very close with our daily life and it cannot be assessed credibly (Parmawati, 2018). Thus, it can be concluded that speaking is a production of language that can be used to communicate with others which is very close with daily life activities. Speaking is close with performance. According to Koizumi (2005), Speaking performance is an oral production of language that is not only focus on Second Language Acquisition, it also focuses on the testing of language.

Speaking has important role for learners when they are learning language. When learning language, especially English, speaking skill is needed to practice the language and it can make the learners improve their language

comprehension (Shabani, 2013). According to Richard (2008), speaking is divided into three parts; (1) talk as interaction which refers to a general conversation among people in daily life, (2) talk as transaction which refers to a certain situation that is wanted to done and it focuses on people understand the speaker obviously and properly, (3) talk as performance which refers to a condition of people when they have to talk publicly.

Yet, when speaking foreign language, students often experience an anxious feeling when they want to produce language. This anxious feeling can lead fear of speaking. Students' fear of speaking can hamper students' achievement and also their speaking performance. It also can affect their learning process since it can decrease students' willingness to learn the language (Zhiping, & Paramasivam, 2013).

Fear of speaking experienced by students when learning foreign language can be categorized as anxiety, especially foreign language anxiety. Anxiety is a condition where student feels very weak and feels a concern that something undesirable will occur, thus it can make teaching-learning process becomes ineffective and not optimal (Aydin, 2016; Damian Farrow, Joseph Baker, 2015). Foreign Language Anxiety is learners' feeling of tense, feeling afraid of something that will happen, nervous, and worry in certain situations (Al-Shboul et al., 2013). Anxiety which the learners feel in communication can decrease and can influence the learners' adjustment for learners' environmental target and can influence the accomplishment of their learning objectives (Woodrow, 2006).

Commonly, anxiety is classified into three types, those are state anxiety, trait anxiety, and situation-specific (Aydin, 2016; Farrow & Baker, 2015; Lucas, 2011; Teimouri, Goetze, & Plonsky, 2019; Woodrow, 2006). State anxiety is related to the subjective feeling, for example feeling nervous, tension, and worry, for example feeling anxiety when in the situation that is considered as danger and threaten situations (Al-Shboul et al., 2013). State anxiety can occur in certain time and condition by revealing physical sign (Farrow & Baker, 2015). The physical signs that revealed are heart beats faster, dry mouth, and perspire palm (Farrow & Baker, 2015). Trait anxiety is related to the personality facet which could be explained as an eternal tendency of being concerned and it is predisposition of people to feel worried or nervous inconsiderate of circumstances they are exposed to (Aydin, 2016; Serraj & bt. Noordin, 2013; Lucas, 2011). Briefly, trait anxiety is an eternal tendency of being worried (Lucas, 2011). Situation-specific anxiety is anxious feeling that happen to people repeatedly in a particular condition (Woodrow, 2006). This type of anxiety is caused by particular event or condition (Lucas,

2011). Situation-specific anxiety could occur when people speak or perform in public, do particular test (Lucas, 2011).

Foreign language anxiety covers three components; they are communication apprehension, test anxiety, and fear of negative evaluation (Asif, 2017; Kelsen, 2019; Martirosian & Hartoonian, 2015; Toubot et al., 2017). Communication apprehension is a condition when someone feels afraid to communicate with other people (Alrabai, 2015). Communication apprehension is one of critical factor of learners' success or failure in foreign language anxiety (Asif, 2017). It is called critical factor since communication apprehension is appeared from a genetic disposition (Toubot et al., 2017). Test anxiety refers to a performance anxiety component which comes up when someone feels afraid of being fail (Alrabai, 2015). In the test anxiety, students have the inclination to see evaluative state of affairs as a whole and test situation, mainly, an intimidation to their personalities (Toubot et al., 2017). Fear of negative evaluation is students' fear of being evaluated negatively by others friends or teacher when they make mistake (Nonterah et al., 2015; Toubot et al., 2017). Fear of negative evaluation might be also they feel afraid of being laughed by other friends (Toubot et al., 2017). Fear of negative evaluation refers to interception regarding students' feeling when they fail of making good impression when using foreign language in front of other people (Liu & Chen, 2014).

There are many researchers who wrote about the relation between foreign language anxiety and students' performance of speaking. A research that is conducted by Meihua Liu and Li Xiangming (Liu & Xiangming, 2019) was about the effect of Foreign Language Anxiety in the students' speaking performance. The study used postgraduate students of university level as participants. All of the participants were asked to take a pretest and posttest then answer two phases of questionnaire. The data analyses resulted three findings: (1) Their English language anxiety in the classroom were low, yet they still about tests. (2) All of the phases proven that there is a relation between anxiety and their performance in four English skills tests, especially in speaking test. (3) Those two phases proven that foreign language anxiety in the classroom can affect students' English test performances, especially test performance in speaking, even though for postgraduate students.

The other research was conducted by Subekti (2018) that is study about the relation between foreign language anxiety and students' oral performance in non-English department student in university. This research was conducted by quantitative method and FLCAS to gain data through questionnaire. The participants of this research were college students from non-English major. The result

shows that anxiety that is experienced by students can affect students' self-confidence and decrease students' focus, thus it can make students cannot have good speaking performance (Subekti, 2018).

Ibrahim Karagol and Alper Basbay were also conducted research about the relation amongst manner to English, foreign language anxiety, and students' speaking skill. The participants were a students' study group of Foreign Language Preparatory Class in Ege University. The instruments of this research were attitude towards English and FLCAS questionnaires. The result showed that the correlation among three variables have weak correlation. There was a weak correlation between FLCAS subscales with speaking skill. Test anxiety and communication apprehension also have negative effects in English speaking skill. While foreign language anxiety and manner toward English have medium correlation (Karagol et al., 2018).

Rahma Faridila Amaliah has conducted a research that had purpose to find relation between speaking anxiety and speaking performance in EFL context and investigate the main stressors of English speaking anxiety experienced by students. Mixed method was applied for this research. This research used FLCAS (Foreign Language Classroom Anxiety Scale) for questionnaire, an interview, and a speaking test as instruments. The result showed that speaking anxiety had no significant correlation with speaking performance. Furthermore, build upon the finding from FLCAS and interview, the major stressors of speaking anxiety perceived by the participants were resulting from comparing one's speaking skill to others, getting a spontaneous question, being concerned if they were grammatically incorrect and used wrong pronunciation, not understanding what the teacher said, and being unable to convey something in the target language (Amaliah, 2018).

Mostly, the previous studies were conducted in university level. More exploration about components of foreign language anxiety in speaking skill especially in secondary level is needed. Therefore, this current research aimed to know the relation between foreign language anxiety and their correlation with students' speaking performance in secondary level. There were only few researches which conducted about components of foreign language anxiety, thus this current research focuses on the components of foreign language anxiety and its correlation with students' speaking performance.

Regarding to the background of the study, the researcher has formulated research questions as follows : (1) What are the components of student's Foreign Language Anxiety in speaking? (2) Is there a correlation between students' Foreign Language Anxiety and their speaking performance?

In regard to research questions, the hypotheses of this research are (1) Null hypotheses ( $H_0$ ): There is no correlation between students' Foreign Language Anxiety and their speaking performance. (2) Alternative hypotheses ( $H_a$ ): There is correlation between students' Foreign Language Anxiety and their speaking performance.

## **METHOD**

Regarding to research questions of this study, the researcher used correlational research as the research design. Furthermore, this research took 50 participants from 12<sup>th</sup> grade students in one of senior high school in Gresik. The object of this study is 50 videos of students' speaking performance that were analyzed using speaking scoring rubric.

To answer the first research question that is about students' foreign language anxiety, the first instrument was Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire that is adapted from Horwitz, et. al (1986). The authentic questionnaire, FLCAS consists of 33 items about the components of foreign language anxiety (11 items for communication apprehension, 15 items for test anxiety, and 7 items for fear of negative evaluation). It is served in the form of Likert Scale which is divided into five degrees, they are strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The questionnaire was served in google form and the link of the google form was distributed through students' WhatsApp group.

The second instrument, speaking rubric was used to measure students' speaking performance. It was adapted from Brown and Abeywickrama (2010). There are four components in the speaking rubric score; they are content (ranging from 1 to 20), pronunciation (ranging from 1 to 30), fluency (ranging from 1 to 25), and intonation (ranging from 1 to 25). To have students' score in speaking performance, the students were asked to search an article about News Item text. The material used, News Item, is based on Basic Competence, and the indicators were made by teacher. Students have to deliver the news based on the article in form of a video no more than three minutes. Afterward, the students are asked by the teacher to collect their video through WhatsApp group. Next, the teacher assessed the assignment by giving score to the students' speaking performance using the speaking rubric provided. The final score is obtained from the total score of each component in the speaking rubric.

After collecting all of the data, the researcher checked the validity of the questionnaire used. The validity of the data was checked by using Bivariate menu in SPSS 22. The item of the questionnaire is valid if the value is more than  $r$  table and for 50 participants,  $r$  table is 0.279

(Sugiyono, 2016). After checking the validity through SPSS 22, there are 11 statements which were not valid because the value is less than 0.279 and 22 statements are valid because the value is more than 0.279. Therefore, the researcher decided to delete invalid statements and only used 22 statements which were categorized as valid.

After checking the validity, the researcher also checked the reliability of the data from the questionnaire through SPSS 22 by using Cronbach Alpha. The data showed that the value is 0.754. According to Cohen, et. al. (2007), the data is categorized as reliable if the value is among 0.7 until 0.79,  $0.754 > 0.7$ , thus the data is categorized as reliable.

To answer the first research question, the data were calculated then the presented data were the mean. After that the researcher used descriptive quantitative to analyze the data. For the second research question, the researcher calculated the result of students' speaking performance score. The total scores of students' speaking performance were presented in the form of interval value (range 40-50 is poor, range 51-60 is average, range 61-70 is good, and range 71-80 is very good). After that, the researcher checked the data normality by utilizing Shapiro Wilk through SPSS 22. The data can be categorized as normal if the result is more than the significance level (0,05). The significance of FLA was 0,478 ( $0,478 > 0,05$ ) and Speaking Performance was 0,323 ( $0,323 > 0,05$ ). Therefore, the data can be categorized as normal. Since the data is normal, the data were correlated by using Pearson Product Moment.

## RESULTS AND DISCUSSION

### Results

#### The components of foreign language anxiety

There are three components of Foreign Language Anxiety. They are communication apprehension, test anxiety, and fear of negative evaluation. The total mean in communication apprehension is 3.4, test anxiety is 3.1, and fear of negative evaluation is 3.4. Two components, communication apprehension and fear of negative evaluation got the same and highest mean, while test anxiety placed the lowest mean. Total mean of Foreign Language Anxiety is 3.3.

#### Communication apprehension

No.	Statement	Mean
1.	1. I feel overwhelmed by the many rules I have to learn to speak English.	3.0
2.	2. I feel nervous when I don't understand every word the English teacher says.	3.1
3.	3. I am afraid when I don't understand what the teacher is saying in the English class.	3.1
4.	5. I start to panic when I have to speak without preparation in English class.	3.6
5.	6. I feel shy when speaking English in front of other students.	3.6
6.	4. I never feel quite sure of myself when I am speaking in my English class.	3.8
<b>Total mean</b>		<b>3.4</b>

The table above showed the result and mean of questionnaire about communication apprehension component. Based on the table above, statement 4 shows the highest mean ( $M=3.8$ ). It means that most of the students do not feel self-assured when the teacher asks them to practice speaking in the classroom. Statement 5 also results high mean ( $M=3.6$ ). It means that most of the students worry and feel anxious if the teacher asks them to practice speaking English in class with no preparation and they feel afraid to communicate with other before preparing the material. It could happen because they are not sure with their competence, especially English competence. Statement 6 shows the same mean with statement 5 ( $M=3.6$ ). It means mostly the students do not feel self-assured, thus they are reluctant to practice speaking English publicly.

#### Test Anxiety

No.	Statement	Mean
1.	17. I feel tenser and have more pressure in English class than in other classes.	2.5
2.	13. The more I prepare for an English test, the more confused I get.	2.6
3.	10. I often feel like not going to my English class.	2.7
4.	16. English class moves so quickly that I worry about getting left behind.	2.9

5.	7. I feel nervous when I speak in my English class.	3.0
6.	8. I feel depressed when I don't understand what the teacher is correcting.	3.0
7.	15. I tremble when I know that I'm going to be asked to speak in English class.	3.1
8.	11. I worry about the consequences of failing my English class.	3.3
9.	9. Even if I am well prepared for English class, I feel anxious about it.	3.4
10.	14. I always feel that my classmates speak better English than I.	3.6
11.	12. I feel my heart pounding when I am going to be asked to speak in English class.	3.8
<b>Total mean</b>		<b>3.1</b>

From the table above, it shows that statement 12 has mean the highest mean (M=3.8). It means that the students tend to feel frightened when they are asked to practice their speaking in the class. Heart pounding that is experienced by the students might be from their uncomfortable feeling of the situation in the class. Next, statement 14 is also categorized as high mean (M=3.6). It means most of the students feel that their speaking skill in English is lower than their friends. They feel that their friends can speak English better than themselves. In addition, the lowest mean in test anxiety component is statement 17 (M=2.5). It means students feel tense and depressed during teaching and learning process, yet they feel more depressed and tense when learning English rather than learning other lessons.

**Fear of negative evaluation**

No.	Statement	Mean
1.	18. In English class, I am so nervous that I forget what I know.	3.2
2.	21. I am afraid that my classmates will laugh at me when I speak English.	3.3
3.	19. I am afraid that my English teacher will correct every mistake I make.	3.5

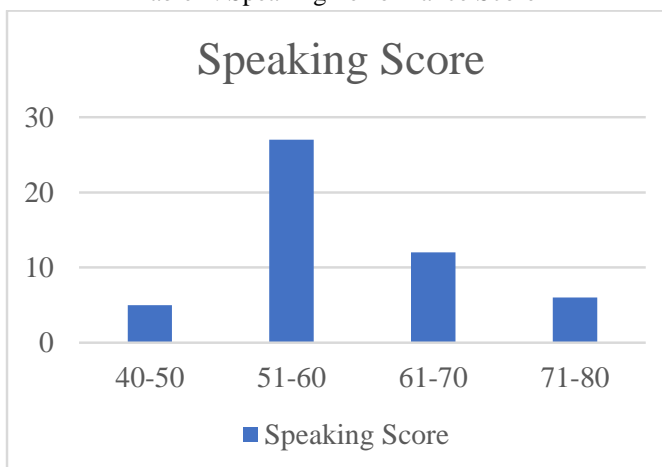
4.	20. I think that my classmates' English is better than mine.	3.5
5.	22. I feel nervous when the English teacher asks questions which I haven't prepared in advance.	3.7
<b>Total mean</b>		<b>3.4</b>

From the table above, it shows that statement 22 is the highest mean in the third component (M=3.7). It means that the students tend to feel nervous if the teacher asks them questions suddenly. The students are afraid if they cannot answer correctly the teacher's question because they do not have preparation in advance. They are afraid of making mistake and it can make them feel embarrassed by their friends. Another high mean in this component are statements 19 and statement 20 which have the same mean (M=3.5). Statement 19 means that the students are afraid of being appraised negatively by the teacher if they make errors. While statement 20 means that mostly the students feel their friends have English competence better than themselves. They feel that they are lack of English competence.

**Correlation between foreign language anxiety and students' speaking performance**

Regarding with the data of speaking performance, table below presents the result of students' speaking performance score.

Table 1: Speaking Performance Score



From the table above, there are 5 participants who got speaking score in range 40-50, 27 participants got 51-60, 12 participants got 61-70, and 6 participants got 71-80. From the table above, most of the students got speaking score in range 51-60. Therefore, it can be concluded that the students' speaking ability is average.

Table 2: Foreign Language Anxiety and Speaking Performance Correlation Table

		Correlations				
		CA	TA	FNA	FLA	SP
CA	Pearson Correlation	1	.803**	.787**	.923**	-.916**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	50	50	50	50	50
TA	Pearson Correlation	.803**	1	.811**	.965**	-.952**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	50	50	50	50	50
FNE	Pearson Correlation	.787**	.811**	1	.884**	-.878**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	50	50	50	50	50
FLA	Pearson Correlation	.923**	.965**	.884**	1	-.989**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	50	50	50	50	50
SP	Pearson Correlation	-.916**	-.952**	-.878**	-.989**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	50	50	50	50	50

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

This current research found a significant correlation between students' speaking performance and the three components of foreign language anxiety; communication apprehension ( $p = 0.000$ ,  $r = -0.91$ ), test anxiety ( $p = 0.000$ ,  $r = -0.95$ ), and fear of negative evaluation ( $p = 0.000$ ,  $r = -0.87$ ). The result showed that those three components have significant negative correlation with students' speaking performance. It means that the correlation between components of foreign language anxiety and students' speaking performance is opposite, the higher foreign language anxiety that students have, the worse students' speaking performance. The strength of correlation is categorized as very strong since  $r$  value is more than  $\pm 0.8$  (Cohen et al., 2007).

For the total of Foreign Language Anxiety, it is also found to be significantly correlated with students' speaking performance ( $p = 0.000$ ,  $r = -0.98$ ). Therefore,  $H_0$  is rejected and  $H_a$  is accepted. The result showed that foreign language anxiety and students' speaking performance have significant negative correlation. It means that the correlation is opposite. The strength of correlation is categorized as very strong since  $r$  value is more than  $\pm 0.8$  (Cohen et al., 2007). The data indicates that the higher level of students' foreign language anxiety the lower score that is gotten by the students in their speaking performance.

## Discussion

### The components of foreign language anxiety

Foreign language anxiety consists of three components; communication apprehension, test anxiety, and fear of

negative evaluation (Horwitz et al., 1986; Martirosian & Hartoonian, 2015; Asif, 2017; Toubot et al., 2017; Kelsen, 2019). Before presenting the total anxiety, each component is presented separately.

### Communication apprehension

As has been explained previously in the part of Result, the high mean is in statement 4 (I never feel quite sure of myself when I am speaking in my English class.), 5 (I never feel quite sure of myself when I am speaking in my English class.), and 6 (I feel shy when speaking English in front of other students.). From those three statements, it shows that most of the students do not feel confident when they were asked to speak English, especially in front many people. There are fear feeling when they communicate with other, thus it makes them do not feel confident when they practice to speak in front of their friends. It is in line with Alrabai's statement that someone's fear of communicating with others leads communication apprehension (Alrabai, 2015). Communication apprehension is a critical factor because it comes from genetic disposition (Toubot et al., 2017). It means that the students do not feel confident to speak in public because of their fear of communicating with other and the students' fear feeling comes up from their own personalities. The students fear of communicating is also a part of communication apprehension. Communication apprehension is also categorized as bashfulness which is characterized with someone who feels anxious when they communicate with others (Martirosian & Hartoonian, 2015). The students who have communication apprehension tend to keep quiet when teaching and learning process in the class. It is supported with Toubot's (2017) statement that people who have communication apprehension believe that silent is the best decision rather than speaking.

From the result of students' performance, it is known that student who has lower communication apprehension level can have better speaking performance rather than student who has higher communication apprehension. It is in line with Subekti's (2018) statement that the higher level of communication apprehension that students have, the lower grade that is gotten by the students.

### Test anxiety

Test anxiety can be called as anxiety of performance which comes up from someone's worried feeling of being fail (Alrabai, 2015). From the explanation in the part of Result, the students start to feel anxious when they are asked to practice their English in the class. The highest mean in the questionnaire of test anxiety component shows that the students feel their heart pounding when they are asked to speak English in class. It could happen because of the

situation in the class that is not comfortable for the students, thus it makes the students start to feel anxious. It is supported by statement from Toubot et al (2017) that test situation can make students intimidate their personality (Toubot, et.al, 2017). The students do not feel pleasant and tend to worry if they are failure. Feeling worry is included in the part of test anxiety that concern about failure consequences (Cakici, 2016).

Furthermore, another statement in questionnaire of test anxiety component is showed that the students feel tense and depressed in English class. It may because the students believe that English class is difficult and frightening. It is in line with the statement that test-anxious may enforce beliefs regarding language learning (Asif, 2017). The students' beliefs lead them to feel tense and depressed when learning English in the class.

### **Fear of negative evaluation**

Regarding to the result, Nonterah stated that fear of negative evaluation is an anxious feeling of the students if they fail and evaluate negatively by their teacher or their friends (Nonterah, et.al, 2015). That statement is in line with the result of questionnaire which get highest mean in the fear of negative evaluation component. It is stated that the students feel nervous and worry when the teacher asks them suddenly without any preparation. The students' feeling of worried to speak without preparation and their beliefs that their lack of competences come from themselves who do not confident with their competences. They are fear of making mistake when trying to answer question from the teacher. It may because they are afraid of being evaluated negatively by the teacher and their friends if they make mistake. It may lead bad impression from the students' friends. Failing to make a good impression also leads students' fear of negative evaluation. Liu and Chen (2014) stated that fear of negative evaluation refers to interception regarding students' feeling when they fail of making good impression when using foreign language in front of other people.

Another statement which get high mean is stated that the students are afraid if their classmates laugh at them when they try to speak English. It is supported with statement that fear of negative evaluation might be they feel afraid of being laughed by other friends (Toubot et al., 2017). If the students' classmates laugh them, it will make the students feel embarrassed, this feeling may lead the students' fear of negative evaluation. Subekti (2018) stated that the students feeling of embarrassed by their friends can make the level of students' fear of negative evaluation increase.

### **The correlation between foreign language anxiety and speaking performance**

As has been explained in Result, this current research found that foreign language anxiety and students' speaking performance was significantly correlated ( $p = 0.000$ ,  $r = -0.98$ ). The strength of correlation was categorized as very strong ( $r = -0.98$ ). The correlation was negative which means that the correlation between foreign language anxiety and students' speaking performance was opposite.

The result is in line with the previous studies that have been conducted by other researchers (Hewwit and Stephenson, 2012; Subekti, 2018). The result showed that foreign language anxiety and speaking performance have significant negative correlation which mean that the correlation is opposite, the higher foreign language anxiety that students have, the worse students' speaking performance. It is in line with previous study that was conducted by Subekti (2018), the result showed that the more anxious feeling that experienced by the students, the lower grade that the students have.

Foreign language anxiety might be caused by students' fear of communication, learning environment, and fear of making mistake and bad impression. Students' fear of communication may lead communication apprehension (Alrabai, 2015). It can decrease students' focuses and self-confidence when having speaking performance (Subekti, 2018).

In addition, learning environment may lead test anxiety. Test situation plays an important role for students' performance since it can intimidate students' personality (Toubot et al., 2017). If the students' do not feel comfortable with the situation, it will make the students feel worry and influence their performance. Therefore, learning environment is important to support the students' performance in the class. The teacher should pay attention the class situation and also the level of assessment that is given to the students in order to make the students practice their speaking maximumly (Subekti, 2018).

Furthermore, fear of negative evaluation might be caused by students' fear of making mistake and bad impression. The students are afraid if they make mistake they will be evaluated negatively by the teacher. They are afraid of being laughed with others if making mistake (Toubot et al., 2017). Thus, the students feel that they fail to make good impression when using foreign language in front of their friends (Liu and Chen, 2014).

### **CONCLUSION**

This current research aims to know the correlation between foreign language anxiety and students' speaking performance which focuses on the components of foreign language anxiety. As has been explained in the result and discussion, it shows that two components have the highest mean; communication apprehension and fear of negative evaluation ( $M = 3.4$ ), and test anxiety gets the lowest mean ( $M = 3.1$ ). The students mostly experience communication apprehension and fear of negative evaluation rather than test anxiety. They tend to feel anxious when they are asked to practice their speaking, feel worry of making error, and fear of failure when performing foreign language.

Furthermore, foreign language anxiety and students' speaking performance are significantly correlated ( $p = 0.000$ ,  $r = -0.98$ ). The correlation is negative which means that the correlation between foreign language anxiety and students' speaking performance is opposite. The correlation strength is very strong since the  $r$  value is more than  $\pm 0.8$ . Therefore, the higher level of students' foreign language anxiety, the worse their speaking performance or in other words it also can be concluded that the lower level of students' foreign language anxiety, the better speaking performance they have.

### Suggestion

The suggestion of this research is to the future researchers who wants to conduct similar research. The future researchers are suggested to conduct the same research, yet the future research can focus on other skills, such as listening, writing, or reading. Moreover, the upcoming researchers can also conduct the similar research with different level and larger number of participants.

### REFERENCES

- Al-Shboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, Z. A. (2013). Foreign Language Anxiety and Achievement: Systematic Review. *International Journal of English Linguistics*, 3(2), 32–45. <https://doi.org/10.5539/ijel.v3n2p32>
- Arabai, F. (2015). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning and Teaching*, 9(2), 163–190. <https://doi.org/10.1080/17501229.2014.890203>
- Ary, D., et. al. 2010. Introduction to Research in Education. USA. Wadsworth, Cengage Learning.
- Asif, F. (2017). The Anxiety Factors among Saudi EFL Learners: A Study from English Language Teachers' Perspective. *English Language Teaching*, 10(6), 160. <https://doi.org/10.5539/elt.v10n6p160>
- Aydin, S. (2016). A qualitative research on foreign language teaching anxiety. *Qualitative Report*, 21(4), 629–642.
- Bashir, Marriam., Muhammad Azeem., & Dr. Ashiq Hussain Dogar. (2011). Factor effecting students' English speaking skills. *British Journal of Arts and Social Sciences*, Vol. 2, pp. 34-50.
- Cakici, D. (2016). The Correlation among EFL Learners' Test Anxiety, Foreign Language Anxiety and Language Achievement. *English Language Teaching*, 9(8), 190-203. doi:10.5539/elt.v9n8p190
- Cohen, Louis, et. al. (2007). Research Methods in Education. USA and Canada. New York, Routledge.
- Farrow, Damian, Joseph Baker, A. C. M. (2015). EFL students' speaking anxiety: a case from tertiary level students. *ELT Research Journal*, 151, 10–17. <https://doi.org/10.1145/3132847.3132886>
- Guo, Q., Ma, Y., & Wang, F. (2018). A Study of Foreign Language Anxiety of Chinese EFL High School Students. *American Journal of Educational Research*, 6(6), 722–728. <https://doi.org/10.12691/education-6-6-21>
- Hewwit, Elaine, & Jean Stephenson. (2012). Foreign Language Anxiety and Oral Exam Performance: A Replication of Phillips's MLJ Study. *The Modern Language Journal*, vol. 96(2). <https://doi.org/10.1111/j.1540-4781.2011.01174.x>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Karagol, Ibrahim, & Alper Basbay (2018). The Relationship among Attitude, Anxiety and English Speaking Performance. *Journal of Theoretical Educational Science*, 11(4), 809–821. <http://dx.doi.org/10.30831/akukeg.394769>
- Kelsen, B. A. (2019). Exploring public speaking anxiety and personal disposition in EFL presentations. *Learning and Individual Differences*, 73(May), 92–101. <https://doi.org/10.1016/j.lindif.2019.05.003>
- Koizumi, Rio. (2005). Relationships between productive vocabulary knowledge and speaking performance of Japanese learners of English at the novice level. Dissertation. Philosophy in Linguistics, Tsubaka University, Japan.
- Liu, H. J., & Chen, T. H. (2014). Learner differences among children learning a foreign language: Language anxiety, strategy use, and multiple intelligences. *English Language Teaching*, 7(6), 1–13. <https://doi.org/10.5539/elt.v7n6p1>
- Liu, M., & Xiangming, L. (2019). Changes in and Effects of Anxiety on English Test Performance in Chinese Postgraduate EFL Classrooms. *Education Research*



- International, 2019. <https://doi.org/10.1155/2019/7213925>
- Lucas, R. I. (2011). Philippine ESL Journal, Vol. 7, July 2011. *Philippine ESL Journal*, 7(July), 94–119.
- Martirossian, A., & Hartoonian, A. (2015). Lowering Foreign Language Anxiety through Self-Regulated Learning Strategy Use. *English Language Teaching*, 8(12), 209. <https://doi.org/10.5539/elt.v8n12p209>
- Nazara, Situjuh. (2011). Students' perception on EFL speaking skill development. *Journal of English Teaching*, Vol.1, pp. 29-43.
- Nonterah, C. W., Hahn, N. C., Utsey, S. O., Hook, J. N., Abrams, J. A., Hubbard, R. R., & Opore-Henako, A. (2015). Fear of Negative Evaluation as a Mediator of the Relation between Academic Stress, Anxiety and Depression in a Sample of Ghanaian College Students. *Psychology and Developing Societies*, 27(1), 125–142. <https://doi.org/10.1177/0971333614564747>
- Rachmawati, D. I., & Jurianto, J. (2020). Investigating English Department Students' Foreign Language Speaking Anxiety: a Case Study in Universitas Airlangga, Indonesia. *Social Sciences, Humanities and Education Journal (SHE Journal)*, 1(2), 22. <https://doi.org/10.25273/she.v1i2.6624>
- Richard, J. C. (2008). *Teaching Listening and Speaking from Theory to Practice*. USA. Cambridge University Press.
- Serraj, S., & bt. Noordin, N. (2013). Relationship among Iranian EFL students' foreign language anxiety, foreign language listening anxiety and their listening comprehension. *English Language Teaching*, 6(5), 1–12. <https://doi.org/10.5539/elt.v6n5p1>
- Shabani, Mohammad Bagher. (2013). The effect of background knowledge on speaking ability of Iranian EFL learners. *International SAMANM Journal of Marketing and Management*, 1(1). 25-33.
- Subekti, A. S. (2018). Investigating the Relationship between Foreign Language Anxiety and Oral Performance of Non-English Major University Students in Indonesia. *Dinamika Ilmu*, 18(1), 15–36. <https://doi.org/10.21093/di.v18i1.880>
- Sugiyono. (2016). *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Teimouri, Y., Goetze, J., & Plonsky, L. (2019). Second language anxiety and achievement. *Studies in Second Language Acquisition*, 0, 1–25. <https://doi.org/10.1017/S0272263118000311>
- Toubot, A. M., Seng, G. H., & Abdullah, A. B. A. (2017). Overview of Speaking Anxiety Among EFL Students. *The Social Sciences*, Vol. 12, pp. 1938–1947.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37(3), 308–328. <https://doi.org/10.1177/0033688206071315>
- Zhiping, Diao., & Shamala Paramasivam. (2013). Anxiety of speaking English in class among international students in a Malaysian university. *International Journal of Education and Research*, Vol. 1, pp. 1-16.