THE CORRELATION BETWEEN SPEAKING ENGLISH ANXIETY AT THE EIGHT GRADE STUDENTS' SPEAKINGSKILL

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Abstract

Speaking is a complex skill to be developed by students because of factors such as pronunciation, lack vocabulary, grammar structure, or just simply because some students are not motivated to learn it. This study aim to discuss about students 'anxiety and students' speaking skills. The object of research in this study was the eighth graders at SMPN 108 Jakarta. This study uses a quantitative approach in the correlation model.Instruments or tools used by researcher to collect data and divided into two types. First, a questionnaire (questionnaire) which contains 16 statements with 5 rating scales, which are used to measure the level of anxiety of students in the process of learning English. The second speaking test instrument of speaking skill. In analyzing the data, in analysis the data researcher used Pearson Product Moment Correlation to find out the correlation of data result completed by SPSS program. In the results of this research analysis have been shown that student anxiety in their speaking test that is 0.306, this value shows a positive correlation between the two variables. This result is seen from the table the estimated correlation of 0.306 is between 0.200-0.399, means the correlation strength of the two variables is low correlation. Though, r value showed low correlation interpretation, but the result explained us that the language anxiety has positive influence on students speaking skill to students SMPN 108. In conclusion the result of this research can be concluded that there is significant correlation, this shows that students' English anxiety has an effect on the students' speaking skill.

Keyword: *Correlation, Students' Anxiety, Students' Speaking Skill.*

1. INTRODUCTION

In globalisation era we must have ability to speak and nice grammar . Language is a system for communication and therefore goals for the English courses obviously concern communication skills. Oral communication especially is a big part of our everyday life and nowadays it is not unusual to hear a person speak several different languages. English is the official language of international conferences, and most of the important publications in science and technology now appear in English. In other words, seemingly the skills constituting the external construct of learner language proficiency are derived from their gradually developed underlying interim segments embedded in the learner's interlanguage system . Some countries in the world use English as their second language and some other countries use English as their foreign language. However, among those four skills learned by the students, speaking skill can be considered as the most important indicator for success in learning a language.

Speaking is one aspect that is very important language skills, every language has two kinds of skills. The first one is the receptive skill which involves two aspects understanding and reading, and the second one is the product ive skill, which involves writing and speaking. Speaking as a language skill that develops in a childs life, which is only preceded by listening skills, and the skill to speak. In addition Thornbury (2005 ; 1) said, "Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands words a day, although some people like auctioneers and politicians may produce even more than that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language". That means, talking very important in life which means speaking needs performance, expression, intonation, stressing, pronunciation, grammar and confidence to explore the idea or opinion. However, Mogrovejo and Ayabaca (2013) also states that speaking is a complex skill to be developed by students because of factors such as pronunciation, lack vocabulary, grammar structure, or just simply because some students are not motivated to learn it.

The purpose of this research is to investigate the corelation of speaking english anxiety at eight grade student speaking competency. Students striving and performing their best, along with difficulties of speaking anxiety, according (Erik Rogland Harutunia,2017) student's needs, prerequisites, experiences, and thinking" ."strengthen each student's self-confidence as well as a will and ability to learn" . More importantly, investigating how teachers experience speech anxiety in the classroom, and their thoughts about working with anxiety.

Anxiety is a normal aspect of life and being human, and it has a positive side to it, too. In order to have a zest for life, to go after dreams, to be mentally alert, and to achieve goals, anxiety is one of the driving forces that can help. In addition Diane Petters (2005 ; 4) said, "Anxiety is defined as a state of intense agitation, tension, and dread, occuring from a real or perceived threat of impending danger". The experience of anxiety is unique for each person, but ir does have general physical and emotional characteristics.

Anxiety has been found to interfere with many types of learning but when it is associated with leaning a second or foreign language it is termed as 'second/foreign language anxiety'. In the learning of speaking, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of lack motivation to practice the second language in daily conversation. They are also

too shy and afraid to take part in the conversation. This research focuses there any correlation of speaking english anxiety at the eight grade student speaking skill at SMPN 108 Jakarta.

2. LITERATURE REVIEW

Speaking is important role in communication, especially in oral communication because human being needs to conduct life in order to build some relationship with others. Speaking is one of four language skills which needs to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express. Also, it is a symbol of words that usually convey by someone through communication. According Thornbury (2007) defines, " Speaking is skill, and as such needs to be developed and practiced independently of the grammar curiculum" (p.1). In other word, speaking is very important to communicate because speaking has the objective to deliver something to other. It means that speaking is a skill as a necesity in carrying out their daily lives in use the grammar curricuum to communicate with other.). Anxiety is a natural feeling by everyone, and it will be bad if excessive anxiety because it will make person can not do anything well. Mayer (2008) "Excessive anxiety can cause physical disorders such as "shallow breathing or hyper-ventilation ,adrenaline and other stress hormones, throbbing heartbeat, palpitations, sweating, trembling and trembling limbs, tension of the body and muscles, dry mouth, headache, nausea, diarrhea, or vomiting".(p.4) . It means anxiety is related to student achievement, students' will find it harder to learn English if they have high anxiety, because they are too afraid to make mistakes when they learn English. Anxiety on learners have produced conflicting results. Mayer (2008:2) says that anxiety is normal aspect of life and of being human, and it has a positive side to it, too. For instance, when the student always achieves bad score in their achievement and their feels underachieve because the student does not feel putting an effort to get good score. The student begins to afraid about not passing she subjects or she grade. Then, anxiety becomes weak and she gets motivation to be a good student because she interests to pass from her grade. Otherwise, anxiety becomes a problem, if it causes emotional pain and disrupts students ability because it will hinder the students to acquire English as their foreign language. Anxiety is a normal feeling that occurs to a person. When someone have a problem then they feel anxious to deal with it, it will have a bad impact, but will have a good impact if they are can overcome their anxiety into positive feelings. Thus, it is related to the ability to speak because when they have high anxiety, they will talk hesitantly and than they too worried when they speak in English hence, their conversation will be slow and they will repeat many words in their dialogue. Language anxiety is caused by various causes during learning process. (Horwitz, et. al., 1986) in Mahmoodzadeh (2012) to narrow down this concept into researchable issues: 1. Communication apprehension (the fear of communicating with other people), 2. Fear of negative evaluation (worry about how others view the speaker), 3. Test anxiety (fear of exams, quizzes, and other assignments used to evaluate students‟ performance). Anxiety in speaking can affect on student's motivation and ability in speaking English in the classroom. Students who have low motivation may have low proficiency and as a result be more anxious in language classes academic, cognitive, social, and personal level. Liu and Cheng (2014) in Sari (2017), said that high anxiety will decrease motivation. Motivation can only be high if the students' anxiety is low.

3. RESULT AND DISCUSSION

This research focused on speaking english anxiety and students' speaking skill. The researchers uses quantitative method as the methodology with correlation study. Language anxiety is caused by various causes during learning indicator. Speaking skill is the score of activity in oral communication. English lerning is the score of English that students obtained after learning speaking. In this test, the students were ask make an interpersonal dialogue to practice speaking in pair by using '*asking and giving opinion*' for the topic. Then each pair of students speak in front of the class. Based on the data for the duration of conversation the long conversation is 26 second and the short conversation is 10 second. The result of the test is considered as the data of students' speaking english. The research takes the students speaking score based on the test, the scoring categories from Brown (2004: 172 – 173) some aspect like pronounciation, fluency, comprehension, vocabulary, and grammar. According (Horwitz, et. al., 1986) in Mahmoodzadeh (2012) to narrow down this concept into researchable issues about speaking english anxiety are:

1. Communication apprehension (the fear of communicating with other people).
   The presence of fear in students when commicating with other is likely to be the cause of his/her lack of preparation and vocabulary prossessed when communicating with other people.
2. Fear of negative evaluation (worry about how others view the speaker)
   Fear of making mistakes so students feel anxiety in him/her, because as not everyone is ready to receive any evaluation despite the evaluation is good for students.
3. Test anxiety (fear of exams, quizzes, and other assignments used to evaluate students" performance).
   Test anxiety refers to the type of performance anxiety that comes from fear of failing students who often have exams are often placed unrealistic demands on themselves and feel that anything is less than perfect test performance is a failure so that students do not meet the criteria when evaluation. Mayer (2008) "Excessive anxiety can cause physical disorders such as "shallow breathing or hyper-ventilation ,adrenaline and other stress hormones, throbbing heartbeat, palpitations, sweating, trembling and trembling limbs, tension of the body and muscles, dry mouth, headache, nausea, diarrhea, or vomiting".(p.4) . It means anxiety is related to student achievement, students' will find it harder to learn English if they have high anxiety, because they are too afraid to make mistakes when they learn English. The instrument consist of 16 items about students anxiety in speaking English.
   The researcher uses questionnaire in the form of Likert scale adapted from Horwitz with five degrees option; strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The scale ranged in this questionnaire from 1 to 5. The calculating results of this research with SPSS will produce *Cronbach's alpha*.

From the result of hypothesis test is positive but low significant correlation between students' English anxiety and their speaking skill at SMPN 108 with the score of the "r" there were 0,306. It same with the relevant study by Mauludiyah Yuliana, with the title "*The Correlation Between Students' Anxiety And Their The Speaking Class".* The research is purposed to find out the correlation between students' anxiety and their performance in speaking class of English Department at IAIN Tulung agung academic 2013/2014 year. In the result of her research showed the result of r calculation for students' anxiety and their speaking test is 0,139.

Based on the table of interpretation of r value, the result of r calculated 0,139 is between 0,000 and 0,200. This value shows that there is a positive correlation.That previous research relate with this research result. It same there were have significant correlation between two variables. For the researcher the score of r observe is 0,306 and the score of r observe by Mauludiyah Yuliana is 0,139, but there is difference between the researcher and her research is the interpretation of "r" the result of the researcher has Low correlation and Mauludiyah Yuliana is Very low correlation. Thus the result of this research support the purposed hypothesis, this shows that students' English anxiety has an influence on the students' speaking skill.

The second previous research by Rashidah et al (2016), "*Students' Anxiety in English Learning a Study at The Eight Grade of SMPN 1 Tambusai"*. They use experimental or qualitative approach and data obtained from questionanaires and interviews with students, but there is difference between the researcher and her research. In this research the researcher uses quantitative approach as the methodology with correlation study. The result of this research support the purposed hypothesis, this shows that students' English anxiety has an influence on the students' speaking skill this study finds reveal the factors that cause students'anxiety in speaking English such as : fear of inaccurate speech, fear of negative evaluation, and low mindedness skills.

The last research conducted by Satriawati et al (2015*), "Students' Anxiety In The Speaking Class and Its Consequences Toward Their Speaking Achievement at The Eighth Grade Students Of Bilingual Program In Solo"*. They use qualitative methods and the data were taken throught close questionnaire, in-depth interview and participant observation. While in this research the researcher uses quantitative approach as the methodology with correlation study were taken the data use speaking test and questionnaire. The result showed that students feel anxious when they faced speaking test. That was caused by the learners characteristics and the classroom procedure. In the relation of speaking achievement, it was reported that speaking anxiety had significant impact to students' speaking achievement in all components of speaking.

The distribution of questionnaires took place over two weeks, starting on 17 July until 26 July 2018. Sampling in this research uses Simple Random Sampling method were respondent are selected or taken based on ease of obtaining the required data, or the sample unit is easy to measure. According Sugiono(2015) "sampling it is said to be simple because of the taking of sample members from within that population. Random sampling can be done by lottery, choosing numbers from the random number list etc.".(p.63). Then the researcher can use a sample taken from the population, what is learned from the sample, and the conclusion will be applicable to the population. The sample is considered as a representative of the regulation which results represent the overall symptoms observed, the size and diversity of the sample determines whether the sample is good or not to used. The researcher used the sample was 64 students' or respondents.

To show how far influence of an independent variable individually in explaining the variation of the dependent variable. To test this hypothesis used statistics with decision making are criteria as follow: 1. If the probability value 0,05 is smaller or same with the probability value Sig $(0,05 \leq Sig)$,then Ho is accepted and Ha is rejected, the meaning is insignificant, 2.If the probability value 0,05 or greater than the probability $Sig(0,05 \geq Sig)$, it shows Ho is rejected and Ha is accepted, meaning is significant.The result t-statistic test on the table coefficients.

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
	B	Std. Error	Beta	t	Sig.
1 (Constant)	55.318	4.998		11.068	.000
x Students Anxiety	-.219	.086	.306	-2.534	.014

a. Dependent Variable: y Students Speaking Skill

Based on the test results in the table above can be concluded students' English anxiety (x) influences students' speaking skill (y). T statistical test results can be seen in the sig column in the table 4.10. Coefficients obtained students anxiety with a significance value $0,014 \le 0,05$ indicating that students' English anxiety(x) has a positive effect on students' speaking skill(y). The result of calculation above, it shows the correlation index x and y variable there were 0,306. The result of the r observe for interpreting "r" product moment which is get from the analysis is giving the interpretation correlation index product moment by using these criteria based on Sugiono (2015)p.231

'r' Score of Product Moment	Interpretation
0,000 - 1,999	Very low correlation
0,200 - 0,399	Low correlation
0,400 - 0,599	Medium correlation
0,600 - 0,799	Strong correlation
0,800 - 1,000	Very strong or perfect correlation

In conclusion, the score of correlation and based on the criteria interpretation or "r" 0,306 (0,200-0,399). It means there were any positive correlation of the variable x and variable y, but the correlation is Low correlation.

4. CONCLUSION AND SUGGESTION

The researcher uses quantitative method as the methodology with correlation study, the objective of this research find out the significant correlation of speaking english anxiety at the eight grade students' speaking skill from the results of research that has been done can be concluded that the value of $0,014 \le 0,05$. So that the results obtained that the students' English anxiety has a significant effect on students' speaking skill.

After analyzing both variables by Pearson's Product Moment formula, it is found out that the result of r calculated is 0,306. This value shows that there is a positive correlation between students' English anxiety (x variable) and the their speaking skill (y variable). The result of r calculated 0,306 is between 0,200 and 0,399. It means that the strength of correlation coefficient between two variables came in low correlation. Though, r value showed low correlation interpretation, but the result explained us that the language anxiety has positive influence on students speaking skill to students SMPN 108.

Based on the results, it can be concluded that there is significant correlation, this shows that students' English anxiety has an influence on the students' speaking skill. The research show that there is positive correlation between students' anxiety and students' speaking skill. Students' will find it harder to learn English if they have high anxiety, because they are too afraid to make mistakes when they learn English. English teacher should be more and using appropriate method in teaching and learning process, and should be motivated the students. From the conclusion above, there are some suggestion that are proposed by the writer: 1.For English teacher, English teacher can be more creative to teach their students and make them motivated to learn English, without feel worried or anxious to perform their skill orally,2.For Students, Students in English class have to be a high self confidence in studying English, 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, 3.For Reader, The readers whose read this research should know about the relationship between indicators of students' anxiety and students' speaking skill, and how teachers can motivate students to practice speaking, and teachers use appropriate method in teaching English especially in speaking skill, this research can be used as a reference for other researchers for their studies.

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