

Abstract

Anxiety is one of a serious problem in the learning process for students'. Besides, anxiety also happens in students who learn speaking in English language education based on the informal conversation with English student major. Anxiety can obstruct students' improvement in learning process and could affect students' achievement in speaking class. The aims of this research was to examine students' anxiety in speaking class, students' achievement in speaking class, and the correlation between students' anxiety and students' achievement in speaking class. This research used quantitative research approach. The students of English Language Education Department batch 2018 became the participants of this research. The instrument of this research was questionnaire and document score. The mean score of students' anxiety in speaking class was 78.62; it was categorized low. Meanwhile, the mean score of students' achievement in speaking class was 50.09; it was categorized high. The data were analyzed by statistical application. The result showed that the significance value was 0.022 which is lower than sig value of 0.05 and the correlation (r value) by Pearson product moment was -0.171. It means the correlation both of variables is negative correlation. The meaning of negative correlation is when the student reduces their anxiety, so their achievement is improved. Therefore H1 hypothesis is accepted, so there were correlation between students' anxiety and students' achievement in speaking class.

Keywords: anxiety in speaking, achievement, correlation.