

**The Correlation between Students' Anxiety and Students' Achievement in
Speaking Class**

A Skripsi

**Submitted to the Faculty of Language Education
As Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan**



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2019

Publication Script

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Abstract

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 from Horwitz (1986) and document score from speaking class. 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.

Introduction

In education, having a good achievement score in a learning process is one of the expectations for all of the students in university level. According to Sobur (2003), the academic achievement is one of changes in terms of the ability which is caused by the learning process. Furthermore, there is one predictor when student learning in speaking class that is anxiety. Anxiety becomes one of the serious problems in education field. Anxiety can obstruct students' learning process. Gardner (1994) defined that anxiety is the feeling of tension and apprehension specifically when it is associated with second language contexts, including speaking, listening, and learning (as cited in Bozavli & Gulmez, 2012). So from that definition, the students who feel anxious cannot develop their skills in language context especially in speaking skill. However, speaking skill becomes one of important skills that is needed by English language student.

Based on the phenomenon the researcher found that student who has a high confident level have low anxiety. However, the student who have anxiety have low beverage in achievement. Therefore, the researcher raises the questions whether or not students' anxiety has correlation with their achievement in speaking classroom.

Anxiety in Speaking

Speaking is one of the important skill components in English language alongside listening, reading, and writing. Semmar (2010) stated that speaking anxiety is feeling of tension and fear that not being able to concentrate in English class, feeling embarrassed to be volunteers in answering question, dislike to speak often in

English class, feeling uncomfortable to be center of attention, and feeling afraid that other students will laugh at them.

Besides that, Ellis (1994) divided anxiety into three types which are trait anxiety, state anxiety, and specific-situation anxiety (as cited Indrianty, 2016). Firstly, trait anxiety is anxiety from the personality and this anxiety more permanent predisposition to be anxious. A person who has trait anxiety is likely to feel more anxious in variety situation. This is in line, (Spielberger, 1983 cited in Indrianty, 2016) defined that trait anxiety as an individual that can anxious in various situations. Secondly, state anxiety is a concern that is an experience at a given moment in response to a particular situation. To follow Hortwitz (1986) stated anxiety is refer to situational time. State anxiety is not permanent and this anxiety happens in a particular situation in respond to outside stimulus. Lastly, specific-situation anxiety is anxiety that refer to persistent and multi-faceted nature of some anxiety (MacIntyre & Gardner, 1991 : as cited in Indrianty, 2016). It can rise by specific situation, condition or event such as examination, public speaking or class presentation (Ellis, 1994).

In addition, anxiety has come with a symptom in it. Mulac and Sherman (1974) mentioned among the anxiety symptoms are body movements and movements that can be observed along the continue from small body movements to constantly swinging here and there, trembling, muttering, restlessness, trembling sounds, heavy breathing, monotonous, lack of eye contact, fear and panic attacks, fainting and unwanted urination (as cited in Indrianty, 2016). As well as other symptoms from Barlow (2002) anxiety symptom or sign including increased heart rate, difficulty

speaking or speech block, blurred of vision, loss of memory, and dry mouth. From those experts can it take that symptom of anxiety can be divided into two such as verbal and nonverbal. There is verbal symptom such are trembling sound, muttering, difficulty speaking or speech block, and dry mouth. Also, there is nonverbal symptom such as the body movement that swing here and there, trembling, restlessness, heavy breathing, fear and panic attack, unwanted urination, blurred of vision, increased heart rate, and loss of memory.

Students' Achievement

Students' achievement is the result of the effort from the student in learning process that they already achieved. This is supported by Winkel (2007), who stated that the maximum learning achievement is the result achieved by someone after making the learning effort. We need to know that students' achievement is not only the result of final grade, i.e. GPA for university students. The good score after doing some assessment or assignment can be called as an achievement too in educational context.

Students' achievement in speaking class. Achievement have a several kinds in it. Such are like score, awarded, and something that people get after take effort to do that. In addition, achievements from assessment in speaking also have another function after students get their score after doing assessment. The other function from assessment is evaluated the student achievement. According to Brown (2004) evaluation is a plan also action based on the assessment. The evaluation can help the lecturers to know their student ability from the subject that taught by them.

Students' anxiety and Students' Achievement in Speaking Class

Students' anxiety is one of several problems that occur in learning process. When students have anxiety on learning process it can influence the result of the subject that they studying. In line with Aling (2016) stated that a high level of anxiety can affect the competency of language the student and their communication skills.

In addition, Aling (2016) stated that " language anxiety is one of the main hindrance in the acquisition of language and fluent production of the target language by the learners and this language anxiety will impede with the learners' ability to learn the new language and causing a breakdown in learning the target language" (p.10). Therefore, based on Aling (2016) it can be indicated that students' who have anxiety and it is relation with student learning process because anxiety can block understanding of student in learning a new language target that student learn.

Methodology

Firstly, the researcher used quantitative method, specifically correlation research design. According to Borrego, Douglas, and Amelink (2009), quantitative method is suitable for the deductive approach, in which a theory or hypothesis justifies the variables, the purpose statement, and the direction of the narrowly defined research questions. Therefore, correlation design was used in this research. A correlation research design investigates the use of correlation statistical test to describe and measure the degree of association (or the relationship) between two or more variables or sets of score (Creswell, 2012).

Secondly, This research took place at English Language Education Department (ELED) at one of Islamic private university in Yogyakarta. The researcher chose ELED because anxiety in speaking class happened in this department. The population ELED batch 2018 is 265. Furthermore the researcher used total sampling.

Thirdly, this researcher used questionnaire and document score for gather the data. The questionnaire based on Foreign Language Classroom Anxiety Scale from Horwitz (1986). The researcher adopted the questionnaire from Horwitz (1986) and the totals of original questionnaire are 33. Furthermore, the researcher just used 32 after do the expert judgment for the questionnaire. The document score is from the speaking score in Listening and Speaking for Formal Setting class. The researcher used four Likert scales for the responses in this questionnaire design. Beside that the researcher conducted the research in May 2019.

Fourthly, the researcher collected the data with self-administered questionnaire with the presence of the researcher. Then, the researcher distributed the questionnaires to the participants through the Google form. Here is the link of Goggle form <http://bit.ly/2HoxGDn>.

The researcher was used Microsoft excel 2010 and SPSS statistical application to analyzing the data. The first and second research question, “How is the students’ anxiety in speaking class?” and “How is the students’ achievement in speaking class?” were analyzed by using descriptive statistic. Based on Cohen, Manion, and Morrison (2011), Descriptive statistics can be applied to explain and

provide the frequency, data, and percentage included. The third research question is answered by using inferential statistic. The researcher also used the interval formula to divide the categories. The interval formula is from Rahmawati, Fajarwati, and Fauzia (2013).

Result and Discussion

The students' anxiety in speaking class.

The first research question is the students' anxiety in speaking class. The descriptive statistic was used to measure this research question. The researcher used a questionnaire for this research question which was distributed to participants. The questionnaire consisted of 32 items.

No	Interval	Category
1	32 – 56	Very Low
2	57 – 80	Low
3	81 – 104	High
4	105 – 128	Very High

The category for students' anxiety level in chapter three table 3.6. The statistic application shows that the mean of students' anxiety in speaking class is 78.62. This means the level of students' anxiety in speaking class is low based on the interval category on the table 3.6. This means the students' batch 2018 at English Language Education Department was in low level anxiety based on interval of anxiety level. Al-Shboul et. al. (2013) argued that student who can deal with their anxiety, it can make easier to reduce anxiety feeling in their selves. That proves with this result that shows

the students level of anxiety is low. In addition, Hortwitz (1986) stated that State anxiety is not permanent and anxiety happens in a particular situation in respond to outside stimulus.

The students' achievement in speaking class.

The second research question of this research is students' achievement in speaking class. The descriptive statistic is used to measure this research question. Therefore, to measure this research question, the researcher used document score Listening and Speaking for Formal Setting course. The document score that researcher ask from the three of lecturers is only speaking score for this research.

Table 3.7
Students' achievement in speaking class

No	Interval	Category
1	0 – 17.5	Very Low
2	17.6 – 35.0	Low
3	35.1 – 52.5	High
4	52.6 – 70.0	Very High

The category for students' achievement level in speaking class was in chapter three table 3.7. The SPSS statistic application shows that the mean of students' achievement level in speaking class is 50.09 this means the students in batch 2018 at English Language Education Department, based on table 3.7 ELED students are on category of high achievement in speaking class. Based on Syah (2008), score is a result from the assessment; it measures students' achievement. In addition, Winkel (2007) stated that the maximum learning achievement is the result achieved by

someone after making the learning effort. The high achievement also indicates that the result of students' effort in their study.

Normality test. The normality test used to ensure the normality of the collected data. The normality test shows the students' anxiety and students' achievement in speaking class. Furthermore, the researcher found out that the results were 0.200. This means that the data collected by the researcher was normal. Based on Kolmogorov-Smirnov Z Asymp. Sig. (2-tailed) is higher than 0.05, the data is normal.

The Correlation between Students' Anxiety and Students' Achievement in Speaking Class.

The researcher calculated the data of students' anxiety and students' achievement in speaking class using Pearson product moment. The result of Pearson product moment showed that the number of correlation both variables is **-0.171**. based on Sugiyono (2012), r table for 175 is 0.148. Therefore, the r value higher than r table, it means that there is correlation between students' anxiety and students' achievement in speaking class. The correlation is a negative correlation based on the calculated using statistical application, because the students' anxiety is low and students' achievement is high.

According to Cohen, Manion, and Morrison (2007) "Pearson's product-moment correlation coefficient (r) is ranging statically from -1.0 to +1.0" (p.347). Therefore, the negative result was proven by that expert that the correlation is

negative. Hypothesis H1 was accepted, there is a correlation between the students' anxiety and students' achievement in speaking class at English Language Education Department in one of Islamic Private University in Yogyakarta. This current research is related with Hewitt and Stephenson (2011) research. Hewitt and Stephenson (2011) argued that students who showed a lower level of anxiety in foreign language anxiety had higher achievement on oral performance than those who showed high levels of anxiety in language anxiety.

Conclusion

The participants of this research are 180 English Language Education Department students batch 2018 at one of Islamic Private University in Yogyakarta. They are selected based on the criteria. Moreover, the instruments are questionnaire and document score. The first instrument is questioner (32 items) for answer the first question and the second instrument is document score for answer the second research question.

The result of this research shows, the level of students anxiety batch 2018 is low, because according to the data the mean of students' anxiety in speaking class was 78.62. Furthermore, the result of the level of students' achievement in this research is high, because based on the data shows that the mean of students' achievement level in speaking class was 50.09. Therefore, Pearson product moment shows that there is correlation between students' anxiety and students' achievement in speaking class. The type of correlation is reverse correlation that means if the level of students' anxiety is low, then students' achievement is high.

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