

**THE CORRELATION BETWEEN STUDENTS' ANXIETY AND
THEIR ABILITY IN SPEAKING CLASS**

THESIS



By

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DEPARTMENT OF ISLAMIC EDUCATION
STATE ISLAMIC INSTITUTE (IAIN)
TULUNGAGUNG

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THEIR ABILITY IN SPEAKING CLASS**

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degree of *Sarjana Pendidikan Islam* in English Education Program



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ADVISOR'S APPROVAL SHEET

This is certify that the *Sarjana* thesis of Yuliana Mauludiyah has been approved by the thesis advisor for further approval by the Board of Examiners.

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MOTTO

“No One Can Change Your Life, Except Yourself”

*“Real success is determined by two factors. First is faith, and
second is action.”*

DEDICATION

This thesis is honorably dedicated for:

“My beloved parents, Prasetyanto (alm) and Umi Kulsum (almh), I am very grateful for your endless love and big prayer that you gave to me wherever you are. May Allah bless you and give a beautiful place for you.”

ABSTRACT

Mauludiyah, Yuliana. Registered Number Student. 3213103144. 2014. The Correlation Between Students' Anxiety And Their Ability in Speaking Class. Thesis. English Education Program. Islamic Institution of Tulungagung. Advisor: DR. Nurul Chojimah, M.Pd.

Keywords: speaking nature, anxiety, level of anxiety.

As an International language, English is important to learn by people in the world. In Indonesia, English is a foreign language which has difficulty level for students to learn. The learning oral speaking skill is a big part due to in language class. The students success in speaking for the foreign language can be influenced by psychological aspect, in this case, anxiety. When the learners have high anxious feeling, worry, or fear in foreign language class, they may become difficulty to increase their ability and get language acquisition.

This study is intended to know whether there was the correlation between students' anxiety and their ability in speaking class.

Based on the research problem, the purpose of this study was to find out the correlation between the two variables, they are students' anxiety and their ability in speaking class. For this study the writer takes a class of 4th semester students of English department at IAIN Tulungagung of 2013/2014 year as the participants. On taking the sampling, the writer used purposive sampling which helps to get the data needed.

This research used correlation design with quantitative approach. For the instrument, the writer used two kinds of instruments to collect the data of two variables. The first instrument is FLCAS questionnaire sheet, developed by Horwitz et.al (1986), that contains of 33 item with 5 point Likert-Scale. This questionnaire used to measure students level of anxiety. And the second instrument is students' speaking test. From the test the writer got the score which is will be compared with another variable to measure the correlation of each other. The writer did not conduct the test by her-self, but it took from the data of the lecturer of speaking subject. In measuring the correlation the writer take a theory of Pearson Product Moment. The writer did not calculate it in manual, but used SPSS program in order to make easy and valid.

The finding of this research showed the result of r calculation for students' anxiety and their speaking test is .139. Based on the table of interpretation of r value, the result of r calculated (.139) is between 0.000 and 0.200. This value shows that there is a positive correlation. From the significance (2 tailed), the writer get the score .558. It means $r > 0.05$ which showed H_0 cannot be rejected. The result explained that

there is no correlation between two variables, students' anxiety and their speaking test of 4th semester students of English Department at IAIN Tulungagung.

ABSTRAK

Mauludiyah, Yuliana. NIM.3213103144. 2014. *The Correlation Between Students' Anxiety and Their Ability in Speaking Class*. Skripsi. Program Studi Tarbiyah Bahasa Inggris. Institut Agama Islam Negri (IAIN) Tulungagung. Pembimbing: DR. Nurul Chojimah, M.Pd.

Kata Kunci: kecemasan, pengertian berbicara, kecemasan berbicara bahasa inggris, tingkat keccemasan.

Sebagai bahasa internasional, bahasa inggris sangatlah penting untuk dipelajari oleh masyarakat di dunia. Seperti di Indonesia, bahasa Inggris yang merupakan bahasa asing telah menjadi kebutuhan meskipun memiliki tingkat kesulitan tersendiri untuk dipelajari. Kemampuan berbicara merupakan bagian penting dalam kelas bahasa.. Keberhasilan siswa dalam berbicara bahasa asing dapat dipengaruhi oleh aspek psikologi, seperti, kecemasan, takut, atau kekhawatiran untuk berbicara.

Penelitian ini dimaksudkan untuk mengetahui apakah ada hubungan antara kecemasan siswa dalam berbicara bahasa inggris dengan kemampuan berbicara mereka di kelas bahasa.

Berdasarkan fokus masalah dalam penelitian ini, tujuan dari penelitian ini adalah mencari hasil perhitungan korelasi antara kedua variable yaitu kecemasan siswa dalam berbicara baha inggris dan kemampuan berbicara siswa di kelas bahasa. Dalam penelitian ini, penulis mengambil sampel dari mahasiswa semester 4 Pogram Studi Pendidikan Bahasa Inggris IAIN Tulungagung tahun ajaran 2013/2014. Pengambilan sampel ini berdasarkan pada tujuan peneliti yang ingin meneliti di kelas bahasa dalam konteks berbicara

Penelitian ini menggunakan pendekatan kuantitatif dalam model korelasi. Instrumen atau alat yang digunakan peneliti untuk mengumpulkan data terbagi dalam dua jenis. Pertama, questionnaire (daftar pertanyaan) yang berisi 33 pernyataan dengan 5 skala penilaian, yang digunakan untuk mengukur tingkat kecemasan siswa dalam proses pembelajaran di kelas bahasa. Instrumen kedua yaitu tes berbicara. Dari tes ini penulis akan mendapatkan nilai yang selanjutnya akan dibandingkan kedua variable dan mencari hubungan (korelasi) antara keduanya. Dalam pengambilan nilai berbicara siswa, penulis tidak melakukan pengujian secara langsung, akan tetapi hasil ini didapat dari data nilai yang dimiliki oleh dosen pengampu mata kuliah tersebut. Penghitungan hubungan dari kedua data tersebut menggunakan teori dari

Pearson Product Moment. Peneliti tidak menghitungnya secara manual tapi memakai bantuan dari program SPSS untuk mempermudah dan memperoleh hasil yang valid.

Pada hasil analisis penelitian, telah menunjukkan hasil korelasi dari tingkat kecemasan siswa dengan hasil tes berbicara yaitu bernilai .139. Nilai ini menunjukkan adanya korelasi positif dari kedua variable. Hasil ini dilihat dari tabel perkiraan korelasi nilai .139 berada di antara 0.000-0.200. Ini menunjukkan kekuatan korelasi dari kedua variable tersebut sangat rendah. dari nilai signifikansi (2 tailed) penulis mendapatkan hasil .558. Hal ini berarti bahwa $p > 0.05$ (5%) dimana H_0 lah yang diterima.

Dari hasil hipotesis tersebut dapat dinyatakan bahwa tidak ada hubungan antara dua variabel yaitu tingkat kecemasan siswa dan hasil tes berbicara pada mahasiswa semester 4 Pendidikan Bahasa Inggris di IAIN Tulungagung.

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In the name of Allah SWT The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all blesses so that the writer can accomplish this thesis. In addition, may Peace and Salutation be given to the prophet Muhammad SAW who has taken all human being from the Darkness to the Lightness.

Since I come in this college to learn and study until I can finish my master degree, it can't apart from many people around me that give me supports. Without their support and prayer, I will not complete my study and this thesis. That is why, the writer would like to express her genuine gratitude to :

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 10th 2014

The writer

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CHAPTER I

INTRODUCTION

This chapter presents and introduces the background of the study, the research problems, the scope of the study, the significance of the study, and definition of key terms. This part is made as an introduction to the study that will be conducted then.

A. Background of the study

English is a second or foreign language that learned by people in the world. That is because English was claimed as International language and demand people to learn English. By that fact, English is not only learned by people for business purpose, but also for students in all stages of school. As an international language, English has important place in school subject. Almost or maybe all of schools, especially in Indonesia, used English as the subject in the final examination of their school, is like UAN.

In foreign language class, the students learn some skills (listening, speaking, reading, and writing) and components such grammar, vocabulary, and pronunciation. In this learning oral speaking skill is a big part due to in language class. (Hammer, 2001) Gower at al. (1995, 99-100) note down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced

through controlled and guided activities ;and fluency, considered to be the ability to keep going when speaking spontaneously.

By showing their speaking performance, teacher or another people can give feedback about it. But to speak in new language, as English, is not easy for someone/student who does not have high self-confidence. Speaking fear, anxiety, and stress can be well-managed, eliminated, or better yet, effectively incorporated into someone's speaking events. When student do not want to speak or feel anxious to speak a foreign language that they learn, it may become a problem for them. Or maybe, they will fail in their proficiency.

From the fact the writer founds some difficulties or problems that come to students when they learn about English. For students in the foreign language class, oral language became the important skill. In the Thai EFL context, addressing speaking skill has become a critical part of the process of learning and teaching because it has been to be extremely hard for Thai learners to master fluent speaking (Khamkien, 2010). For students in foreign language class, they are demanded to practice the language by speaking. Speaking fluently can show that they get good proficiency in learning the second language.

This worried or anxiety to speak English can make the students get not maximal score in English subject. In terms of writing, Abu-Rubia and Argaman (2002) investigated the role of language anxiety in the English writing achievement of 70 junior High School EFL students. They found that students with higher language anxiety were inclined to have lower writing achievement. Actually an

anxiety will give negative effect for student to increase their ability in foreign language. Student with higher proficiency tends to have lower language anxiety and teacher's supportive attitude to help decrease students' language anxiety.

Research related to language anxiety stated that anxiety posed potential problems for language learners "because it can interfere with the acquisition, retention and production of the new language" (MacIntyre & Gardner, 1991:86).

According to Horwitz, Horwitz, and Cope (1986) foreign language anxiety is caused by the apprehension of communicating with others in the second language context.

To make a success education in learning the foreign language, we can not ignore about the language anxiety. The learners' anxiety in speaking class to perform in front of the class may influence in some aspects, such as in language acquisition, or, to increase their ability in mastery the foreign language. According this assume, the writer wants to investigate the correlation between student's anxiety and their speaking performance when they learn about foreign language in fourth semester students of English Education in IAIN Tulungagung academic 2013/2014.

B. Research Problem

In this research the researcher has a problem become main study that is "Is there any correlation between students' anxiety and their speaking ability?"

C. Objectives of Research

The purpose of this research is to investigate the correlation between student's anxiety and their speaking ability.

D. Research Hypothesis

To answer research problem in this study, the writer has two hypothesis :

- a. Null Hypothesis (Ho): there is no correlation between students' anxiety and their speaking ability.
- b. Alternative Hypothesis (Ha): there is correlation between students' anxiety and their speaking ability.

E. Scope and Limitation

Scope of this study is to know and investigate the correlation between student with high anxiety and their scoring in speaking performance for students in English Department of IAIN Tulungagung. According to some theories, student anxiety in second language acquisition can influence their ability to understanding the language. By this research, the writer will search the result (score) for each point (test anxiety and speaking test). The result of the research will show how student's anxiety gives effect or relation with their score in speaking class.

Limitation of this study where the writer only focus on oral skill, that is speaking. The writer does not focus on another skill and component (reading, writing or vocabulary). In this study may be have different result for before and next study,

because the subject use is also different. Again, the writer did not conducting the speaking test by herself to know students speaking ability, so in this study she cannot explain more about their performance directly. Also, because of the limitation made the alternative hypothesis was rejected.

F. Significance of Research

By this study, the writer hopefully that it will give contribution for:

1. Institution (IAIN)

For institution this study can help to develop student skill and understanding characteristic of student, so that the student can be motivated to study English and make them think that English is a funny subject to learn, it is not difficult but only need more practice. The writer hopes also they can be more active in English class whether they be able to speak or not. It just to increase their braveness to use their skills in speaking class.

2. Lecturer of speaking

The lecturer 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.

3. Future researchers

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 comes in second language class.

4. Students

Students in foreign language 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 starts in very command word to the difficult one.

G. Definition of Key terms

1. Anxiety

Anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be described that someone having low-confidence, so that they can't get maximal of their life. Someone with high anxiety can create a negative effect especially in foreign language class. It is because, as we know, to learn a foreign language we have to practice or perform the language in order to show the ability that we have.

2. Speaking Nature

English as international language has four common skill to learn, they are listening, speaking, reading, and writing. For student in language class speaking is the important skill for English language learning. From the oral speaking the teacher can measure the level of their understanding.

3. Speaking language anxiety

Students in speaking class, most of them feel anxious or nervous when they perform in front of class. Because to perform with, or in front of other people is obviously not the same as when no one else is present. It can make them cannot perform maximal. Learners who feel anxious in their foreign language learning may find their study less enjoyable. Speaking anxiety as something that has a great impact on one's self confidence since it often makes one experience failure when not being able to speak out and show what one knows.

4. Level of anxiety

In this study we will investigate student's anxiety in some level. The level divide into three groups, they are student in low, moderate, and high level. To know and measure students' level of anxiety the writer takes from *Horwitz* theory about *Foreign Language Classroom Anxiety Scale (FLCAS)*.

CHAPTER II

REVIEW OF LITERATURE

This part will explain the review of relevant theories used in this study. This chapter discusses the following subtopics: speaking nature, definition of anxiety, speaking language anxiety, and the level of anxiety.

A. Speaking Nature

1. Definition of Speaking

English as international language has four common skill to learn, they are listening, speaking, reading, and writing. For students in language class speaking is the important skill for English language learning. From the oral speaking teacher can measure the level of their understanding. Oral speaking skill is a big part due to in

language class. (Hammer, 2001) Gower et al. (1995:99-100) note down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities ;and fluency, considered to be the ability to keep going when speaking spontaneously. If someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

According to Burton and Humphries (1987) state that the main features of speaking is the way in which the talkers allow one another to have their say by the series of signals, given by a tone of voice and gesture or a facial expression. The speaker who has taken the active role makes a corresponding series of verbal responses (Burton and Humphries: 13).

Speaking ability is an important aspect in learning a certain language, as Theodore Huebner states, “language is essentially speech, and speech is basically communication by sounds”(1960:4).

Penny Ur argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of language (Basic, Lejla. 2011:7). Penny Ur writes about four characteristics for a successful speaking activity:

1. Learners talk a lot

2. Participation is even.
3. Motivation is high.
4. Language is of an acceptable level.

A learner who speak a lot and practice her/his speaking will make fluency in speaking. However, they have not used correct structure in speaking English, but when the students have high self-confidence to practice the foreign language it will help them to increase their ability. Because, the speaking class, we do not concern on writing or grammar subject. The important think that have to remember is speak and speak, start from the little or easy word to easy sentence. By practicing the word, it will help students memorizing and self-confidence.

2. Speaking Goal

Speaking is the way to communication from the speaker to the listener. Someone who speaks they should be able to express their feeling to get the target language/communication. By this communication means the people can interact to other by the language.

As the writer said before speaking is the main point in the success of learning language. Harmer remarks, "Whatever activity the students is involved if it is genuinely communicative and if it is really promoting language use, the student should have a desire to communicate." When using a communicate activity, it is

important to strive from the classroom in which students feel comfortable and confident, feel free to take a risk and have an opportunity to speak.

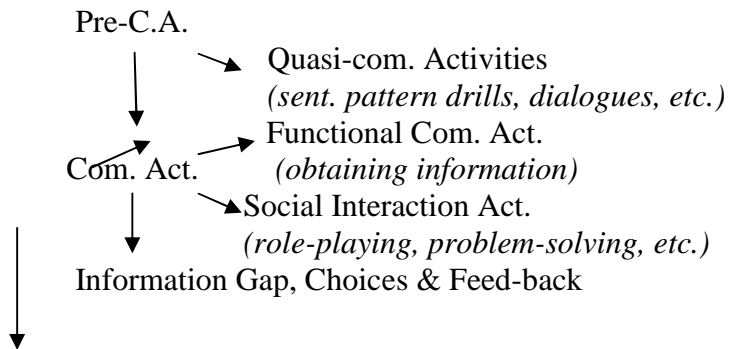
Donn Byne in his book wrote that the main goal in teaching the productive skill of speaking will be oral fluency. This can be defined as the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation.

Bygate's (1987) routines facilitate communication for first language speakers because they make the interactions more predictable. If language were totally predictable. Then communication would be unnecessary. If it were totally unpredictable, effective communication would probably be impossible. When people have conversation, they work interactively to reduce unpredictability. For second language speakers, routines can be crucial in facilitating comprehension.

3. Kinds of speaking activities

To build students' motivation in the process language learning, it is important for the teacher to plan some speaking activities. According to Littlewood, as has been mentioned in Unit 2 page 22 communicative speaking activities can be divided into two types: **functional communication activities**, and **social interaction activities**. Look at this cycle below:

➔ Structural Activities



There are six broad types of oral communication activities that might be incorporated into curricula in many fields of study. Most are conducive to either formal or informal assignments. Some are realistically possible only in smaller classes or recitation sections, while others are appropriate for large lectures as well.

On their own, any of them can help students learn course materials or ways of thinking (speaking to learn). Incorporated more systematically into a broader curriculum or major, they can together help move students to become more proficient speakers by the time they graduate (learning to speak).

1. **One-on-One Speaking (Student-Student or Student-Teacher)**

This type can range from moments punctuating a lecture, where students are asked to discuss or explain some question or problem with the person next to them, to formal student conferences with their instructor.

2. **Small-Group or Team-Based Oral Work**

In this type the students in Smaller-scale settings for discussion, deliberation, and problem solving. Appropriate for both large lectures and smaller classes and allows levels of participation not possible in larger groups.

3. Full-Class Discussions (Teacher- or Student-Led)

This group, typically less agonistic, argument-based, and competitive than debate and deliberation but still dialogic in character. Often times has the quality of creating an atmosphere of collective, out-loud thinking about some question, idea, problem, text, event, or artifact. Like deliberation and debate, a good way to encourage active learning.

4. In-Class Debates and Deliberations

This group type, a structured consideration of some issue from two or more points of view. Debates typically involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument. It can be applied to issues of many kinds, from disputed scientific facts to theories, policy questions, the meaning of a text, or the quality of an artistic production.

5. Speeches and Presentations

Speech and presentations classically: the stand-up, podium speech delivered by an individual from an outline or script. Also includes group presentations or

impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

6. Oral Examinations

It can take place in the instructor's office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination. Difficult with very large groups, but an excellent way to determine the depth and range of student knowledge and to stimulate high levels of preparation.

B. Speaking ability

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

For the reason, to measure how far students' ability in foreign language the teacher should have the criteria or scoring rubric about students' speaking performance. Each student may have different level criteria in speaking English, such

as fluency, performance, grammar, vocabulary, etc. Look at the example of oral speaking assessment rubric below:

Table 5.5: ORAL ASSESSMENT CRITERIA GRID (CEF Table 3)

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1+					
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo, although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1+					
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connections like "and", "but" and "because".
A1+					
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".
Below A1					

Source: University of Cambridge Esol Examinations

When the students show their ability in speaking the foreign language, the teacher cannot do scoring in one aspects, so this rubric will help the teacher to measure them.

C. Anxiety

What is anxiety? There are some assumptions of anxiety. As we know the anxiety is a negative feeling that someone having in certain time. Anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be described that someone having low-self confidence, so that they can't get maximal of their life. For the people who learn about a foreign language, anxiety may impact in their acquisition of the language. Someone with high anxiety can create a negative effect especially in foreign language class. It is because, as we know, to learn a foreign language we have to practice or perform the language in order to show the ability that we have. If the anxiety is had by students, it may be they will get low understand.

To know the nature of anxiety, the researcher will show the viewpoint about anxiety from the experts. In psychology dictionary, the meaning of anxiety is *suatu dorongan sekunder mencakup suatu reaksi penghindaran yang dipelajari* (Chaplin, 2004). It means the anxiety made someone control her/his self to do more in their life.

Anxiety has different meaning with worry and nervous. Anxiety, associated with feelings of being uneasy, frustrated, apprehensive, or worried, plays an important affective role in language learning (Brown, 2000). Rholes, Riskind, and

Neville (1985) submitted that anxiety may arise following a loss, anxiety on its own appears when a loss is anticipated. May (1977) saw it as “an emotional response to threat to some value that the individual holds essential to his existence as personality.

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the autonomic nervous system. Not only is it intuitive to many people that anxiety negatively influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of anxiety.

There is an overall basic distinction between fear and anxiety. Anxiety is a vague unpleasant emotional state with qualities of apprehension, dread, distress, and uneasiness. Fear is similar to anxiety except that fear has a specific object. When some optimal level of stimulation or arousal is exceeded, one experiences anxiety. Anxiety is manifested in three ways: in a person’s thoughts (cognitively), in a person’s actions (behaviorally), and in physiological reactions.

There are three reasons for the motivation of fear and anxiety from the cognitive perspective; loss of control, inability to make a coping response, and state anxiety versus trait anxiety. Loss of control refers to a situation when there are unpredictable or uncontrollable events in one’s life which lead to anxiety and/or depression. Unpredictability which may be associated with a task may cause anxiety (Seligman, 1975).

According to the cognitive perspective, the most effective way to deal with the anxiety is to transform the anxiety into fear. Then one will know exactly what is

bothering them. Then a plan should be devised to deal with what is self certain or not (Baugmgaedner, 1990, cited by Franken, 1994).

If this anxiety was raise in language class, it can influence students' motivation to learn the foreign language. Language anxiety is a type of anxiety specifically associated with second/foreign language learning contexts (Young, 1991).

With regard to state anxiety, MacIntyre (1999) noted that state anxiety had an effect on emotions, cognition, and behavior. In terms of the effect on emotions, persons with state anxiety have higher levels of arousal and more sensitive automotive nervous system. They tend to perceive an unpleasant feeling even above a minimal level of anxiety.

Anxiety is one of the affective variables in human behavior along with self-esteem, extroversion, inhibition and empathy (Brown, 1994), which influence how an individual will respond to any situation (Gardner and MacIntyre, 1993).

According to Horwitz et al. (1986), there are three components of language anxiety are identified: communication apprehension, test anxiety, and fear of negative evaluation. People with communication apprehension are shy about communicating with others and have difficulty speaking in public and listening to spoken messages. In language classes, students are required to communicate with each other and sometimes asked to speak in dyads, in groups, or in public. Students with communication apprehension tend to develop language anxiety. Test anxiety associates with language anxiety because students hold unrealistic expectations on

language achievement. Every grade less than excellent, although viewed as a good grade for others, will be regarded as a failure for anxious students. Since tests and quizzes are frequently used in language classes, students with test anxiety may also develop language anxiety. Students' fear of negative evaluation is similar to test anxiety but more extensive. In language classes, evaluation is not limited to a test-taking situation. It may occur in any evaluative situation, such as group discussions or speaking in front of the classroom. Students who fear negative evaluations from others may also develop language anxiety.

Language anxiety is one of the important affective factors in foreign language learning. According to Krashen's affective filter hypothesis (1982), language acquirers in a less proper affective state will have a filter, or mental block, and this will prevent them from utilizing input fully for further language acquisition. That is, anxiety causes an affective filter, which will prevent students from receiving language input, and then their language acquisition will fail to make progress (Horwitz et al. 1991).

As a foreign language, we can't deny that English is not easy to learn by student in Indonesia. When the student study about it, they must be hard in learning process because they learn from the beginner. They have to learn how they can understand the language and communicate to express their feeling. The student who feels unbelievable in their self will make them worried to do more. If the students worry and don't want to speak when they are in speaking or foreign language class,

they are may be do not chance to practice the oral skill (speaking) and feedback from the teacher whether they pass or not in learning language.

In another hand, the writer found student with high interesting in English but they can't develop their ability because they are shy, worried or anxiety. This problem will make their self get failure or poor score in this subject. This fact become teacher's job to decrease or refuses this believes and student anxiety to speak a foreign language in order to make student can communicate as well as possible.

D. Speaking Language Anxiety

Language is the way to communication between people to other. By language people can express their feeling. In foreign language, students asked to show it with oral language. They are not only focus on understanding the language but also answer or show their apprehension about the language. Penny Ur argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of language.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of

students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

For students in speaking class, most of them feel anxious or nervous when they perform in front of class. Because to perform with, or in front of other people is obviously not the same as when no one else is present. It can make them cannot perform maximal. Learners who feel anxious in their foreign language learning may find their study less enjoyable.

Horwitz, Horwitz, and Cope (1986) pointed out that, since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student.

Speaking anxiety is a worry feeling to speak and perform the language that the learner got in foreign language class. Speaking anxiety as something that has a great impact on one's self confidence since it often makes one experience failure when not being able to speak out and show what one knows. This speaking anxiety makes learners have low-confidence to perform in front or to other people, and because of that the learner cannot understanding teacher explanation well.

Research related to language anxiety stated that anxiety posed potential problems for language learners "because it can interfere with the acquisition, retention and production of the new language" (MacIntyre & Gardner, 1991b, p.86). In another explanation, Gardener and MacIntyre (1993) viewed foreign language

anxiety as “the apprehension experienced when a situation requires the use of a foreign language with which the individual is not fully proficient” (p.5).

According to Horwitz, and Cope (1986) foreign language anxiety is caused by the apprehension of communicating with others in the second language context.

In a research, many learners are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in large classes in schools situated in noisy neighborhoods where opportunities to speak are severely limited. Others were taught in schools where speaking was simply not encouraged. Psychological and affective factors include culture shock, previous negative social or political experiences, lack of motivation, anxiety or shyness in class, especially if their previous learning were negative.

In Chinese school , Tsui and the teacher she worked with identified five principal factors accounting for the reluctance of students to speak up in class :

1. Students’ perceived low proficiency in English.
2. Students’ fear of mistakes and deviation.
3. Teachers’ intolerance of silence.
4. Uneven allocation of turns.
5. Incomprehensible input. (Tsui, 1996:154)

Brown (1994) adds that “it is associated with feelings of uneasiness, self-doubt, apprehension, or worry”. There are reasons for anxiety. Here are some of the factors that could raise the level of anxiety in language students.

1. Inability to pronounce strange sounds and words

2. Not knowing the meaning of words or sentences
3. Inability to understand and answer questions
4. Reputation of the language class as a place for failure
5. Peer criticism
6. Not knowing or understanding course goals or requirements
7. Testing, especially oral testing
8. Previous unsuccessful language-learning attempts
9. Encountering different cultural values and behaviours

In some EFL classroom settings, anxiety can create so much apprehension that the student cannot function normally. Most of us have experienced this type of anxiety. The teacher asks a question in the new language, and with heart slightly racing, all we can do is sit, mouths slightly open, staring at the book or at the teacher, nothing coming to mind. Facilitative anxiety, in contrast, can be motivating, creating just the right amount of tension to bring out the best in us.

This is what happens to some actors and public speakers before they appear on stage. It can also happen to students before taking a test, and it can happen to our students in situations where they are given chances to use English. If students in our classes have high degrees of anxiety that are debilitating them, there are things we can do to possibly reduce their anxious feelings. Students who have high levels of anxiety about being in an EFL classroom do not need criticism on their language performance. Rather than being critical, we can show understanding. To do this, when a student expresses an idea we can use an “understanding response” by really

listening to the student and paraphrasing back to the student what he or she said. Such paraphrasing not only can provide a way for the student to reflect on his or her own language in a noncritical way but can also improve understanding.

When we consistently and sincerely work at trying to understand the students' meaning without expressing verbal or nonverbal judgment of the language used by the student, a positive, trusting relationship between the student and teacher can develop, one that also reduces anxiety about being in a language classroom. It is suggested that students analyze their own propensity for anxiety through the use of personal diaries. If the student sees value in writing about his or her feelings in a journal addressed to the teacher, the topic of student's anxiety could be pursued by the teacher or even initiated by the student.

When language learners become highly anxious, acquisition of a foreign language is unlikely to be successful. Oxford (1999:66) indicated that anxiety damages language learners' achievement "indirectly through worry and self doubt and directly by reducing participation and creating overt avoidance of the language". Likewise, Arnold and Brown (1999) contended that anxiety has down-spiraling effects when it occurs in the classroom. What they implied is a vicious circle occurring continuously between learners' negative feelings and undesirable performance. Similarly, Kondo and Yong (2004) argued that foreign language anxiety could have a negative impact on learners' performance. Further, Gregersen (2005) maintained that anxious learners often find it difficult to respond effectively to their own mistakes. A few researchers (Casado & Dereshiswsky, 2004;

Chen & Chang, 2004; Horwitz, 1991) reported anxious learners have difficulty understanding oral instructions and have problems such as reduced word production when they feel anxious.

E. Level anxiety

As the writer said above, anxiety can give a negative effect for student in foreign language class. Whereas to speak a foreign language student has to have high self-confidence, so teacher can measure her/his performance. To know how far student's anxiety influences student performance, we need to give a test anxiety. This test anxiety is a type of performance anxiety. In situations where the pressure is on and a good performance counts, people can become so anxious that they are actually unable to do their best.

There are three levels of anxiety: low, moderate, and high anxiety. Horwitz et al. (1986) developed test anxiety for student, that is the Foreign Language Classroom Anxiety Scale (FLCAS). The test anxiety contains of 33 items with five point scale. It starts from *Strongly Agree* to *Strongly Disagree*.

CHAPTER III

RESEARCH METHOD

This chapter presents the writer research method and design. In this method the major components include, Research Design, Population and Sample, Research Instrument, Data Collecting Method, and Technique of Data Analysis.

A. Research design

This research design is the way to complete the data and search the result of this study. It is about the activity that doing to know the aim of this research.

In this study, the researcher wants to know the correlation between students' anxiety and their speaking performance in the class. So, to know the relationship, the writer used Quantitative research in correlation study because the data in number or ordinal. In this research, we concerned on two variables, they were students' level of anxiety to speak English and about their acquisition and proficiency in studying English. That was about students' psychology in learning a foreign language and students' result of studying English as a foreign language.

To know the level of students' anxiety in speaking a foreign language, the writer did not make an instrument by herself, but the writer take a theory whose was

introduced by *Horwitz* about *Foreign Language Classroom Anxiety Scale (FLCAS)*. This is about a sheet of questionnaires which contains 33 item questions. From the questionnaire, we knew the level of students' anxiety after we sum the score from each number.

Next, the writer got scoring in students' speaking performance when the lecturer asks them to perform. The writer did not take a test for the students, but collect students' score from their speaking lecturer. It is because to get scoring in speaking performance, we can not only give one test, but it needs on-going assessment or test. In this test, the lecturer had some criteria to score the students' ability, as fluency, performance or pronunciation. This criteria made the lecturer was easier to score and more objective.

B. Population, Sample, and Sampling

1. Population

Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable (Gay 1992: 125). An important characteristic of inferential statistic is the process of going from the part to the whole. The small group that is observed is called a sample and the larger group about which generalization is made is called a population. A population is defined as all members of any well-defined class of people, events or object. (Ary, 2010:148)

Indeed, population is all subject in a study that is going observed. In this research, the populations were the all fourth semester students of English department of IAIN Tulungagung which consist of five class A-E.

2. Sample

Sample is part of population which wants to be analyzed. Therefore sample shall be seen as a notion to population and is not population itself (Bailey, 1994: 83) cited on (Prasetyo and Janah, 2008: 119). Selected sample is a very important to conducting a research study. Sample must be repetitive if one is to be able to generalize with confidence from the sample to the population. Arikunto (2002: 131) moreover states that “sample is part of population which representative it” He also states “if the subject less than 100, it is better taken all so its research constitutes population. Hereafter if total subject outgrow, therefore get among been taken 10-25% or 20-25% or more” (Arikunto, 2002: 112).

Shortly, sample is a part of population that observed. In this study the researcher took the fourth semester students in TBI-4c of English Department of IAIN Tulungagung in academic year 2013/2014 as sample. In this class contains of 25 students. But not all of students can be the participant of my research. There are only 20 students which follow the test that the writer distributed.

2. Sampling

The sampling is technique to take sample. Sampling is indispensable to the researcher (Ary, 1972:138). According to Gay (1992:123), “sampling is the process of selecting a number of individual for a study in such a way that the individuals represent the large group from which they were selected.” The purposive sampling was applied in this research. Purposive sampling is the process of selecting a sample by taking the subject that is not based on level area, but it is taken based on the specific purpose (Arikunto, 2010: 183).

In this study, the process of taking subject is purposive sampling where the purpose of research was to know the correlation between students’ anxiety and their speaking ability for English students. So, the sample took by the writer purpose.

C. Research Instrument

In this study the researcher need to use an instrument to help in collecting the data of research. According to Arikunto (1985) this research is a manner that is used to collect the data.

The instrument is used in this study is defined into two kinds. The first is questionnaire and the result of students speaking test (students’ score).

1. Speaking Anxiety Questionnaire

For the first instrument is a lists of questionnaire from Foreign Language Classroom Anxiety Scale (*FLCAS*), developed by Horwitz et.al, will measure the level of students' anxiety in language class.

The items of questionnaires are design to survey:

Communication apprehension (*items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32*)

Test anxiety (*items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 25, 26, and 28*)

And fear of negative evaluation (*items 2, 7, 13, 19, 23, 31, and 33*).

For the questionnaire, that was not made by the writer, but adapted by Horwitz et.al (1986). It is because the writer claimed that if she take or use the present questionnaire, it will helpful, effective and efficient. Also, it is more valid and reliability. Without, start to make and examine the questionnaire to get the validity and reliability.

2. Speaking Test

Test is a sequence of questions or exercise, which is used to measure skill, knowledge, intelligence and ability of individual or group (Arikunto, 1998: 139).

This speaking test was given to get the score of students in foreign language class, especially, English. For the speaking test the writer can not conducting the test by herself. Because, the writer need to get the score by on-going assessment. So, to take students' result in speaking test, the researcher makes an cooperation with the teacher in speaking class. The researcher collects the data of students' score from teacher.

In addition, the writer, also, collect the data by interview with some students in that class and get the conclusion from their opinion about speaking or foreign language class.

From some data that gotten, the writer start to sum and make them in numeric data to process more, search the correlation between two variable, students' speaking anxiety and their speaking test score.

D. Validity and Reliability Testing

In quantitative correlation research, it is important to get and show the validity and reliability for my data. For questionnaire that writer adapted by an expert, in the study in which the FLCAS appeared (Horwitz et al., 1986), the authors asserted that this scale had been shown to have internal reliability with an alpha coefficient of.93. Test-reliability for an eight week period was= $r.83$, $p<001$.

As the instrument was developed with respect to western culture, each item was examined carefully concerning its adequacy for Turkish culture. As a result of this examination, it was found that the items were valid across different cultures and that no changes were necessary on the FLCAS, because the literature review suggested that it was administered to students from many different nationalities. For example, the instrument was administered to Chinese, Korean and Turkish students learning English as a foreign or second language (Yan, 1998; Truitt, 1995 cited in Yan, 1998; Gülsün, 1997 respectively). Similarly, American students learning

Spanish, Japanese, French and German were also administered the FLCAS (Horwitz, 1986; Aida, 1994; Donley, 1997; von Wörde, 1998 respectively).

According to the report by Horwitz (1986), the internal reliability measure of FLCAS showed an alpha coefficient of .93, test-retest reliability over eight weeks showed an $r=.83$ ($p<.001$), and the predictive validity coefficient for final grade was .49 ($p<.003$, $n=35$) in two beginning Spanish classes and $-.54$ ($p=.001$, $n=32$) in two beginning French classes. Other studies using the FLCAS also yielded high reliability scores. For example, in a study by Aida (1994), the FLCAS showed an internal reliability of .94.

The internal reliability of the translated version of the FLCAS was computed by Cronbach's alpha coefficient. The results indicated that the internal reliability of the instrument was .90. For each item, the internal reliabilities and the corrected item-total correlations were also computed. The internal reliability scores ranged between .89 and .91, which showed that all the items in the instrument maintained high internal reliabilities.

E. Data Collecting Method

In this research the writer used Quantitative approach to collect data from students. In this method, there were two steps to collect the data, questionnaire and speaking test.

Questionnaire is some of written questions use to get information from respond or something that has been known. According to Arikunto in Septiana

(2013:38), there are two kinds of questionnaire based on the way in answering. There are opened questionnaire and closed questionnaire. Opened questionnaire give opportunities to the respondents to answer the questions using their own words, but closed questionnaire serves the answer, that the respondents just need to choose one of the available options.

The writer gets some data or information by closed questionnaire sheet. The questionnaires taken from Foreign Language Classroom Anxiety Scale (*FLCAS*), developed by Horwitz et.al (1986).

The participants were asked to respond to the 33 *FLCAS* items referring to their feelings of anxiety experienced during the classes and lectures conducted in English at the college. The responses were given on a 5-point Likert scale, where 1 indicated strong disagreement, and 5 – strong agreement with a statement. 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree and 5=strongly agree which indicated the degree frequency of respondents.

The *FLCAS* questionnaires will be distributed to all students in TBI-4c and asked them to fill or give check for the statements. After the students finished the work to answer the questionnaire about foreign language anxiety, the writer collected the questionnaires sheet from them. Look at the table below to know the result of testing students' anxiety.

Table 3.2 The result of students' anxiety level

No.	Participants	Students' anxiety score
1.	A	109
2.	B	108
3.	C	105
4.	D	92
5.	E	101
6.	F	103
7.	G	91
8.	H	114
9.	I	100
10.	J	104
11.	K	106
12.	L	100
13.	M	101
14.	N	104
15.	O	100
16.	P	94
17.	Q	110
18.	R	82
19.	S	94
20.	T	100

For the students speaking test, as the writer said above, the score came from collecting the lecturer data by on-going assessment. There were many score that the teacher had (students' tasks, mid-term test, UAS). After the writer got the score of students' speaking score, then calculated them until got the final score (mean score of each students).

Table 3.3 Students' speaking test score

No.	Participants	Speaking score
1.	A	92
2.	B	80
3.	C	90
4.	D	80
5.	E	85

6.	F	83
7.	G	85
8.	H	83
9.	I	85
10.	J	90
11.	K	80
12.	L	80
13.	M	80
14.	N	80
15.	O	82
16.	P	95
17.	Q	83
18.	R	80
19.	S	80
20.	T	80

After got students' result of students' anxiety in speaking class, the writer compared the result with students' score for speaking test. To know and analyze the data, the researcher using *SPSS* program that would be easier.

In some occasion, the writer needed to interview students and teacher to get more information. It was done to get reliability for the data. The two scoring of students' test anxiety and speaking performance will show whether the correlation for two subjects will be accepted or rejected.

F. Normality Testing

In quantitative research, it important to know the normality of the data. An assessment of the normality of data is a prerequisite for many statistical tests because normal data is an underlying assumption in parametric testing.

Table 3.4 The data of two variables.

No.	Participant	Score of speaking test	Score of students' anxiety
1.	A	92	109
2.	B	80	108
3.	C	90	105
4.	D	80	92
5.	E	85	101
6.	F	83	103
7.	G	85	91
8.	H	82	114
9.	I	85	100
10.	J	90	104
11.	K	80	106
12.	L	80	100
13.	M	75	101
14.	N	78	104
15.	O	80	100
16.	P	95	94
17.	Q	83	110
18.	R	78	82
19.	S	80	94
20.	T	80	100

From the data above, the researcher found out whether the data is normal or not by using SPSS program. The result can be looked below:

Table 3.5 Normality testing by One-Sample Kolmogorov-Smirnov Test

	VAR00001	VAR00002
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N		20	20
Normal Parameters ^a	Mean	83.0500	68.7000
	Std. Deviation	5.19590	11.06964
Most Extreme Differences	Absolute	.221	.189
	Positive	.221	.155
	Negative	-.129	-.189
Kolmogorov-Smirnov Z		.990	.845
Asymp. Sig. (2-tailed)		.281	.473
a. Test distribution is Normal.			

Hypothesis testing:

- a. H_0 accepted if N. Sig < 0,05
- b. H_1 rejected if N. Sig > 0.05

As the table show above, the result of the distribution data is normal. The table of One-Sample Kolmogorov-Smirnov Test was obtained probability number/Asym. Sig.(2-tailed). This percentage will be compared with 0.05 (=5%) to take the decision based on:

- a. The percentage of the significance (Sig.)/probability >0.05 it means the distribution data is not normal.
- b. The percentage of the significance (Sig.)/probability <0.05 it means the distribution data is normal.

G. Data Analysis

The purpose of this research was to measure the correlation between students' anxiety and their performance in speaking class. The data of the study were analyzed by using statistical analysis. Statistic technique for determining relationship between pairs of score known as correlative procedures (Ary, 2002:143).

To measures the correlation both the two variables, the writer use Pearson Product Moment formula, as follow:

The formula is as follows:

$$r_{xy} = \frac{\sum (X - \bar{X}) \cdot (Y - \bar{Y})}{N S_y S_x}$$

r_{xy} = Pearson-product moment reliability coefficient

X = score of students' anxiety (questionnaire sheet)

\bar{X} = mean on test X

S_x = standard deviation on test X

Y = score of students' speaking test

\bar{Y} = mean on test Y

S_y = standard deviation on test Y

N = the number of students who took test

However, to make easy in calculating the data, the writer uses SPSS 16 in processing the data to get the correlation both of the variable. A t-table was applied to answer the research question about the differences on students' level of anxiety with students' speaking achievement. The researcher determined the table interpretation of product moment scales, as follow:

Table 3.6 interpretation correlation by Arikunto

Correlation value (r)	Interpretation
0,000-0,200	Very low correlation
0,200-0,400	Low
0,400-0,600	Moderate
0,600-0,800	Enough
0,800-1,000	High correlation

From this formula, it could be gotten the correlation coefficient value (r) of the two variables. Those variables were variable X that was students' speaking anxiety and variable Y that was students' speaking score. By the interpretation table, the writer can conclude the strength of the correlation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the writer will show the result of data collections and data analyses to get the answer of research problem. It includes some topics; (1) the description of data, (2) Hypothesis testing, (3) Discussion.

A. Research Finding

a. Students' speaking test

In this study the research studied about the correlation between students' level of anxiety and their performance in speaking class in this case it is about the result of students' speaking test. So, to get the data the researcher took students of IAIN Tulungagung as the participant. The result of students' speaking score can be seen in Chapter III.

By the result, the researcher got the mean score and standard deviation. From all participants (N=20) the result shown the means score of speaking test (\bar{X})= 83.05, (s=5.19510).

Table 4.1 Percentage frequency of speaking test

Level	Class Boundaries	Frequency	Percentage
A	75-81	9	45%
B	82-88	7	35%
C	89-95	4	20%

The data showed students of 40 (low score) had a high frequency, 45%, level B 35%, and level C 20%. This came in low speaking score.

b. Students' level of anxiety

For the second data is taken by distributing the questionnaire. The questionnaire consists of 33 items of anxiety. From the questionnaire, the writer got the result as shown in chapter III. The result shown the means of students' level of anxiety (Y)= 68.7 (s=11.06964).

Table 4.2 percentage frequency of students' level of anxiety

Level	Class boundaries	Frequency	Percentage
A	82-92	3	15%
B	93-103	9	45%
C	104-114	8	40%

The table told there are three levels of students' anxiety, they are low anxiety (82-92), moderate (93-103), and high anxiety (104-114). For the first level only 3 learner in percentage 15%, 45% for moderate level, and 40% in high level. The highest number come in moderate level.

c. The relationship between students' anxiety and their performance in speaking class

As the data shown above, the researcher got the result of each variable. This is the result of correlation between students' anxiety and their performance in speaking class.

Table 4.3 Analysis result of Pearson Product Moment

Correlations			
		Students' speaking score	The level of anxiety
Students' speaking score	Pearson Correlation	1	.139
	Sig. (2-tailed)		.558
	N	20	20
The level of anxiety	Pearson Correlation	.139	1
	Sig. (2-tailed)	.558	
	N	20	20

The table above showed the correlation coefficient equaled $r=.139$, which indicated there was positive correlation between two variables. From the r number (.139) the writer could use it to know the strength of correlation between two variables (see on interpretation correlation by Arikunto on table 3.6). The number of .139 resided between .000-.200, that means the strength in very low correlation.

Whereas, for the number significance (Sign)=.558 will be used to know which hypothesis will be accepted or rejected (it will explain in the next part).

B. Hypothesis Testing

This research was done in collecting data and got the result of the correlation. But to answer research problem, the writer had to measure whether the hypothesis was rejected or not. The writer had two hypothesis in this research, those are:

1. Null hypothesis (Ho)

There is no correlation between students' anxiety and their ability in speaking class.

2. Alternative hypothesis (Ha)

There is correlation between students' anxiety and their ability in speaking class.

To know the answer, the researcher used SPSS hypothesis testing based on the N.Sig (number of significance). As the result of correlation above (table 4.3), we get $r=.139$, $N.Sig=.558$. Before the writer concluded the answer, these were the theories of hypothesis based on SPSS calculation:

- a. Ho accepted if $N.Sig > 0.05$ (=5%)
- b. Ha rejected if $N.Sig < 0.05$ (=5%)

The result of analyzing the data significance 0.558 (Level of Significance 0.05 and 2 Tailed) clarified Ha rejected. The hypothesis testing concluded that $N.Sig > 5\%$, where Ho cannot be rejected. It told that both students' anxiety and their performance in speaking class are not correlated.

The null hypothesis which said, "There is no correlation between students' anxiety and their speaking performance", answered the research problem.

C. Discussion

As the researcher wrote at the first chapter, this research purposed to find out the correlation between students' anxiety and their performance in speaking class of English Department at IAIN Tulungagung academic 2013/2014 year. In learning a foreign language, English, it was important to practice or speak the new word that they know. By speaking the word or sentence, the learner will be helped in memorizing process. When the learners have problem in speaking such as feel anxious, fear or low-self confidence, it can be impact to their acquiring the foreign language.

In this discussion derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. This part presents some points concerning in research design, collecting data method and analyzing data based on the result in findings in connection with the related literature.

In this study, the writer had conducting the data collecting. The data was collected by using two instruments. The first was a questionnaire sheet that given to all students as participants in this research. They asked to fill the items of statement on the questionnaire. The questionnaire used to know the level of anxiety. The second instrument used was speaking test. This test was conducted by speaking teacher in that class. So the writer took the data from the teacher.

In this discussion the writer intended to present derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. From the analysis, the researcher got the result as follow;

1. The number of participants used in this study was 20.
2. The most students (45%) in low level of speaking test.
3. The highest number of students (45%) in moderate level (93-103) of anxiety.
4. The result of calculating correlation between students' anxiety and their speaking test was $r=.139$. Based on Arikunto interpretation the strength of correlation is very low correlation.
5. From SPSS calculation the writer get $N.Sig =.558$, where $significance>0.05$.
6. The hypothesis accepted was the null hypothesis (H_0).

By the results, it can be concluded that there was positive correlation both two variables in very low correlation. But the hypothesis testing showed there was no correlation between two variables, because $N.Sig>5\%$, so it means H_0 accepted and H_a rejected.

Nevertheless, as the writer explained before, if the students had high anxiety it may be impact or influence in their speaking acquisition or their test. The student can be failed in their test when they have high anxiety. Horwitz, Horwitz, and Cope (1986) pointed out that, since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student.

In another case Horwitz said anxiety causes an affective filter, which will prevent students from receiving language input, and then their language acquisition will fail to make progress (Horwitz et al. 1991). When language learners become highly anxious, acquisition of a foreign language is unlikely to be successful. Oxford (1999) indicated that anxiety damages language learners' achievement "indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language" (p.60). Likewise, Arnold and Brown (1999) contended that anxiety has down-spiralling effects when it occurs in the classroom. What they implied is a vicious circle occurring continuously between learners' negative feelings and undesirable performance. Similarly, Kondo and Yong (2004) argued that foreign language anxiety could have a negative impact on learners' performance. Further, Gregersen (2005) maintained that anxious learners often find it difficult to respond effectively to their own mistakes.

If we back to the theories and compare to the result that said no correlation between students' anxiety and their speaking performance, it was not in line with the theory. By the result of hypothesis testing, it means where high in one so high in the other, or, low in one so low in the other. In term of this research, we can pull the conclusion that if students have high level of anxiety, they will also get high score in speaking test. And when student have low anxiety they will get low speaking score.

The result was different with the theories above and researcher assumption. However the correlation showed very low correlation of two variables, as the writer opinion, ought to there was correlation between anxiety and speaking ability. The

writer assumed there are some reasons why this result (H_0 cannot be rejected) can be happened:

1. Teacher has another scoring rubric to score the student without focus on their anxiety. Because in speaking skill has some aspect or point to be scored, so the teacher should considerate with another skill or point when the student performed their speaking ability.
2. When the questionnaire distributed to the students, they might be confuse with the statement (because the statement wrote in English). The students could not understand the sentences in the questionnaire, so they did not answer them maximal or became misunderstanding in answering the sentences.
3. Next, because of the time distributing the questionnaire was not directly with the time in speaking testing, it may make the students forgot the feeling when they took the test.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter divided into two parts, conclusion and suggestion. In the conclusion will clarify about the result of correlation between students' anxiety and their performance in speaking class of the fourth semester students of IAIN Tulungagung. The suggestion will contain of the writer view and suggestion for the future researcher in order to give positive feedback to the students.

A. Conclusion

After the calculating the data above, it is found out that the result of r calculated is .139. This value shows that there is a positive correlation between students' anxiety and their performance in speaking class. Based on the table of interpretation of r value, the result of r calculated (.139) is between 0.000 and 0.200. It means that the strength of correlation coefficient between two variables came in very low correlation.

The result of analyzing the data significance 0.558 The hypothesis testing explained that $N.Sig > 5\%$ and for the result, the null hypothesis in this research cannot be rejected. It showed that both students' anxiety and their speaking ability were not correlated. The null hypothesis which said, "There is no correlation between students' anxiety and their speaking ability" answered the research problem.

Though, r showed very low correlation interpretation, but the result explained us that the language anxiety has negative influence on students speaking apprehension and achievement to students in the Education English Program of IAIN Tulungagung. Students with low anxiety have been good in speaking score, and students in high anxiety would have low speaking score.

B. Suggestion

As the writer explain before, based on the measuring the correlation between two variables we have gotten the result of this research. Studying about the result, the researcher wants to give some suggestion to readers, especially, for future research:

1. Institution (IAIN)

For institution this study can help to develop student skill and understanding characteristic of student, so that the student can be motivated to study English and make them think that English is a funny subject to learn, it is not difficult but only need more p

ractice. The writer hopes also they can be more active in English class whether they be able to speak or not. It just to increase their braveness to use their skills in speaking class.

2. Lecturer of speaking

The lecturer 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.

3. Future researchers

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 comes in second language class.

4. Students

Students in foreign language 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.

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Appendix 1

CURRICULUM VITAE



Yuliana Mauludiyah was born on October 3rd, 1991 in Tulungagung. She is the last child of (alm.) Prasetyanto and (almh.) Umi Kulsum. She has three older brothers, Mochtar Arifin, Nur Rohman Fauzi and M.Taufik Zulkarnain. She has one older sister, Zahrou Dzakiyah. She lives in Simo village, kec. Kedungwaru, kab. Tulungagung.

She graduated from SDN Simo in 2004 with good score. She, then, continued her study to SMPN 1 Kedungwaru. Having graduated from SMPN 1 Kedungwaru in 2007, she continued to Islamic Senior High School MAN 1 Tulungagung. She successfully graduated from her senior high school in 2010.

After graduating from her senior high school, she joined to Islamic Institution of Tulungagung in English Education. During her study in Islamic Institution of Tulungagung, she spent her spare time to be private teacher and a reseller of clothes. As an attractive girl, she also made a lot of friends who made her life colorful and full of joy.

Foreign Language Classroom Anxiety Scale

Name :

Class :

Instruction!

Please give check () on the column based on your answer!

Criteria for the score:

1 = strongly disagree 2 = disagree 3 = neither agree

4 = agree 5 = strongly agree

No.	Statement	Answer				
		0	1	2	3	4
1.	I never feel quite sure of myself when I am speaking in my foreign language class.					
2.	I don't worry about taking mistakes in language class.					
3.	I tremble when I know that I'm going to be called on in language class.					
4.	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5.	It wouldn't bother me at all to take more foreign language classes.					
6.	During language class, I find myself thinking about things that have nothing to do with the course.					
7.	I keep thinking that the other students are better at languages than I am.					
8.	I am usually at ease during tests in my language class.					
9.	I start to panic when I have to speak without preparation in language class.					
10.	I worry about the consequences of failing my foreign language class.					
11.	I don't understand why some people get so upset over foreign language classes.					
12.	In language class, I can get so nervous I forget things I know.					
13.	It embarrasses me to volunteer answers in my language class.					
14.	I would not be nervous speaking the foreign language with native speakers.					
15.	I get upset when I don't understand what the teacher is correcting.					
16.	Even if I am well prepared for language class, I feel					

	anxious about it.					
17.	I often feel like not going to my language class.					
18.	I feel confident when I speak in foreign language class.					
19.	I am afraid that my language teacher is ready to correct every mistake I make.					
20.	I can feel my heart pounding when I'm going to be called on in language class.					
21.	The more I study for a language test, the more confused I get.					
22.	I don't feel pressure to prepare very well for language class.					
23.	I always feel that the other students speak the foreign language better than I do.					
24.	I feel very self-conscious about speaking the foreign language in front of other students.					
25.	Language class moves so quickly I worry about getting left behind.					
26.	I feel more tense and nervous in my language class than in my other classes.					
27.	I get nervous and confused when I am speaking in my language class.					
28.	When I'm on my way to language class, I feel very sure and relaxed.					
29.	I get nervous when I don't understand every word the language teacher says.					
30.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31.	I am afraid that the other students will laugh at me when I speak the foreign language.					
32.	I would probably feel comfortable around native speakers of the foreign language.					
33.	I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Please answer this question!

- 1. What do you think about speaking class?**

- 2. Do you think that speaking is the important one in learning foreign language? Why?**