

## THE CORRELATION BETWEEN ANXIETY IN SPEAKING PERFORMANCE IN SEKOLAH MENENGAH ATAS NEGERI 1 MENGWI

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**Abstract**— This research investigated the anxiety and speaking performance of students in the second grade of SMA Negeri 1 Mengwi. This research was carried out with the hope of being able to help teachers in dealing with students who suffer from speaking anxiety. The objective of this research was to determine relationship between anxiety and speaking performance. This research is a correlational research, and it was designed using a quantitative method. In order to determine the samples, Random Sampling technique was used. The samples were 106 students of SMA Negeri 1 Mengwi in the 2020/2021 academic year. The data were collected using a questionnaire and speaking rubric and then calculated using SPSS version 17. The result of this research revealed a significant correlation between the anxiety of students and their speaking performance. The strength of the relationship was highly negative, which indicated that if the anxiety of the students was high, the speaking performance would be poor. It is hoped that other researcher would do a better study on anxiety and its correlation to other subskills of English.

**Keywords**— Anxiety, Correlational Study, Speaking Performance.

### 1. Introduction

In English, speaking is one of four fundamental abilities that are acquired by learners. Speaking ability is used to communicate learners' thoughts and information to others (Hosni, 2014). Speaking processes, according to Harmer (2007), are complicated, in which a person communicates when he or she wants to say something or convey information. As a result, in order for other learners to understand what they wish to communicate, learners must speak clearly and correctly. According to Harmer (2007), speakers use language for certain goals. As a result, for successful communication, a speaker must be both a listener and a speaker at the same time, making the speaking skill more challenging than other abilities.

Prior observation revealed that students' anxiety influenced their speaking performance, particularly those in Sekolah Menengah Atas Negeri 1 Mengwi. According to the findings of an interview with several students, they were not only concerned about the evaluation and the reactions of their classmates, but they were also concerned about making errors. Other findings revealed that the students were unprepared, anxious, and stressed.

Anxiety, according to Horwitz et al. (1986), is the subjective sensation of tension, dread, uneasiness, and concern linked with the activation of the autonomic nervous system that occurs when students are exposed to some negative experiences in a foreign language environment. Anxiety may arise when students in a foreign language context are confronted with a number of negative experiences. It is also supported by experts who say that anxiety is a disruption of an individual's belief in his or her ability to succeed in a task as a result of a subjective sensation of tension, fear, nervousness, and worry (Horwitz et al., 1986; Kondo & Ying-Ling, 2006; Papamihel, 2002). Horwitz et al. (1986) divide anxiety into three related performance anxieties namely, Communication Apprehension, Test Anxiety, and Fear of Negative

Evaluation. According to Horwitz et al. (1986), communication apprehension is a form of shame characterized by fear or worry about speaking with others, and it plays a significant role in language anxiety.

Test anxiety, according to Horwitz et al. (1986), is a sort of performance anxiety caused by a fear of failure. Horwitz et al. (1986) say that anxious students typically place unrealistic expectations on themselves and believe that anything less than flawless exam performance is a failure.

Horwitz et al. (1986) describe the fear of negative evaluation as the concern that someone who avoids an evaluating circumstance would be adversely evaluated by others. They also claim that fear of negative assessment is comparable to anxiety testing, but its scope is larger because it may occur in any social context and is not restricted to test situations.

A lot of experts have defined the concept of speaking. Speaking is the ability to create verbal expressions and express them to the audience efficiently depending on the sense in which the event takes place, including the individuals themselves, their mutual interactions, the physical atmosphere, and the reasons about which it is expressed (Brown, 1994; Burns & Joyce, 1997; Harmer, 2007; Nunan, 2013; Torky, 2006). Speaking has five subskills namely pronunciation, grammar, vocabulary, fluency, and comprehension (Harris, 1969). Florez (1999) identifies six markers of excellent speaking ability:

- a. Stress patterns, sound generation, rhythmic frameworks, and linguistic intonations are all examples of stress patterns.
- b. Making use of grammar and form in particular.
- c. Selecting language that is comprehensible and appropriate for the audience, the subject under discussion, and the venue of the conversation.
- d. Using methods to enhance understandability, such as keywords and rework.
- e. Making use of body expressions or motions
- f. Ensuring that interactions are effective and that speech components such as vocabulary, speech pace, grammar, and structural complexity are adjusted to optimize listeners' comprehension and involvement.

Previous research had shown the correlation between students' anxiety and students' speaking performance. Sutarsyah (2017) analyzed the students' speaking anxiety and its effects on speaking performance. The objectives of the research were to find the impact of anxiety on students' speaking performances and the differences between high-level anxiety with low-level anxiety in speaking English. The results of the research showed that the lower anxiety level students have higher speaking performance scores than those who have higher level anxiety. Another result showed that anxiety give a negative contribution to students' speaking performance.

Other research from Izumi et al. (2017) also got the same result showing that anxiety had a significant impact on students' speaking performance. Izumi et al. (2017) studied the correlation between students' anxiety and students' speaking ability. The purpose of the study was to explore the correlation between students' anxiety and students' speaking performance. This is also supported by the research from Mahpudilah (2016) who studied the attribution of students speaking anxiety in the EFL classroom. The result of the research showed that anxious students were lack of confidence, grammar mastery, and negative encouragement from friends as the attribution.

## **2. Method**

This research is correlational research and it is used to determine the existence of a relationship between two or more variables within a population. The relationship degree was expressed by the coefficients of correlation between +1.00 and -1.00 (Apuke, 2017). There were 106 samples of the second-grade students of SMA Negeri 1 Mengwi and they are asked to fill the adapted FLCAS questionnaire from Horwitz et al. (1986) in order to find the anxiety score of each sample. In order to determine the strength of the anxiety, a guideline from Cohen (1988) was used.

In order to collect the data on speaking performance, a speaking rubric was modified from Marek & Wu (2011) was used. There were 5 dimensions of the rubric, namely: fluency, pronunciation, grammar, vocabulary, and content. The dimensions were in line with the sub skills mentioned by (Harris, 1969).

After obtaining both data of students' anxiety and students' speaking performance, they were calculated using Pearson Product Moment formula. Karl Pearson (1948) as cited in Chee (2015) developed Pearson's product moment correlation coefficient or Pearson's *r*, on the basis of a related principle suggested by Sir Francis Galton in the late 1800s. The following correlation measures are taken from the Pearson Equation and the improvements are designed to track breaches of the assumptions that must be met in order to use the pearson equation (Burns & Grove, 2005).

### 3. Result and Discussion

The results of both variables revealed that there was a strong significant correlation between students' anxiety and their speaking performance.

TABLE 1  
CORRELATION BETWEEN STUDENTS' ANXIETY AND STUDENTS' SPEAKING PERFORMANCE

		Students' Anxiety	Students' Speaking Performance
Students' Anxiety	Pearson Correlation	1	-.723**
	Sig. (2-tailed)		.000
	N	106	106
Students' Speaking Performance	Pearson Correlation	-.723**	1
	Sig. (2-tailed)	.000	
	N	106	106
**, Correlation is significant at the 0.01 level (2-tailed).			

The result of the correlation between students' anxiety and students' speaking performance was -0.723. According to Cohen's (1988) guideline, if the value was more than -0.5, it indicated a strong negative correlation. In this case, the strength of the correlation between students' anxiety and students' speaking performance was strongly negative. So it meant that if the students' anxiety was high, the students' speaking performance would be low. Furthermore, based on the probability level significance (sig.2 tailed), the value between those variables was 0.000 which was lower than alpha 0.01 indicating that there was a significant correlation.

### 4. Conclusion

Horwitz et al. (1986) see anxiety as an affective variable that involves the language learning process which may have a reaction that hinders students' ability to appear to succeed in foreign language classes. In this study, it was proven that there was a negative correlation between students' anxiety and their speaking performance. In other words, the greater the anxiety level of a student, the smaller the student's level of speaking performance.

The result of this study showed that there was a significant correlation between students' anxiety and students' speaking performance. The probability level significance (sig.2 tailed), the value between those variables was 0.000 which was lower than alpha 0.01 indicating that there was a significant correlation. The level of its correlation was strongly negative, which meant that the higher the level of students' anxiety, the lower the students' speaking performance would be. As in previous researches conducted by Mahpudilah (2016), Sutarsyah (2017), and Izumi et al. (2017) the students who had a higher level of anxiety tended to have a low score on speaking. The result of this study also showed that the students who had a high level of anxiety tended to have low speaking subskills scores which lead to a low speaking performance level.

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