THE CORRELATION BETWEEN STUDENTS’ LEVEL OF ANXIETY AND THEIR ENGLISH-SPEAKING SKILL

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ABSTRACT

The purpose of this research is to find out empirical data about the correlation between students’ level of anxiety and their English speaking skill at the eight grade of MTs. Al-Kautsar Depok. This research used quantitative method through approach of correlation study. The research has taken empiric data especially the data of the students’ level of anxiety and their English speaking skill. The researcher had taken 190 students at the eight grade of MTs Al-Kautsar Depok as the population. The sample of this research had taken from population consist of 24 students. The score of students’ level of anxiety was obtained from questionnaire that the researcher distributed, while the score of speaking skill was taken from the result of speaking test. The researcher used the Pearson Product Moment Test in hypothesis testing and t-test to find out the correlations are significant or they only happen by chance. The result of this calculation found out that \( r = -0.656 \) while the \( t \)-test calculation found out \( t_{\text{count}} > t_{\text{table}} \) \((-4.081 > 2.064)\). It means that \( H_0 \) rejected. It shows that there is negative correlation between students’ level of anxiety and their English speaking skill. The determination coefficient is 43,1%. It means the students’ level of anxiety contributed 43,1% to the students’ speaking skill. Based on the statements above, it can be concluded that there is correlation between students’ level of anxiety and their English speaking skill at the eight grade of MTs. Al-Kautsar Depok.

Keywords: student’s level of anxiety, their English speaking skill, the correlation.

1. INTRODUCTION

English is the most common spoken language in the world. English is the official language of many international and professional organizations. It is used not only for communication between native speakers of English but also between non-native speakers. People learn and master English for various purposes such as; for academic purposes, business or even just for leisure.

There are four skills in learning English; listening, speaking, reading and writing. The use of speaking skill in humans’ communication is very important. This is because humans’ need to communicate interactively and dynamically is almost in every second. The success is measured in terms of the ability to carry out conversation in language. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.
Despite the fact that there are other skills besides speaking, however, it is considered as the most important skill because it is very helpful to support humans’ communication in such a dynamic way, thus facilitating humans to interact almost without border.

Speaking is one of the most important skills for a student to learn in order to communicate effectively and in a mutually satisfying manner. Unfortunately, speaking and listening are the weakest point of most English learners of all four skills in Indonesia. Many students cannot use English fluently either inside or outside classroom. Because English is not their mother tongue and there is not enough time to practice, it is rarely used and they tend to use their mother tongue in daily activities to interact with others.

In addition, many students become worried, nervous and afraid in making mistakes when they try to use their English. Such situation describes that they may have an anxiety reaction which distracts their ability in learning a foreign language. Poor speaking ability results from many factors, such as insufficient emphasis on speaking by the whole society, immature teaching methodologies, ineffective speaking strategies and students’ lack of vocabulary, but the increasingly important one is anxiety.

Foreign language anxiety is defined as a distinct complex of self-perceptions, beliefs, feelings and behaviours related to use a foreign language for communication beyond the classroom. Most people will experience language anxiety. Even though anxiety might not be the most important reason for failure or success in learning, we cannot ignore its affection.

These kinds of problem could cause a lot of disadvantages to the students. They will lose their opportunities in using English to enhance their language ability, especially in speaking. In addition, anxiety could hinder the students in understanding the content of the speaking passages. Anxiety may have negative effect to foreign language learning. Sooner or later, it might develop negative behaviours such as, being worried, becoming passive students, preferring to sit at the back row or skipping the class. The researcher observes about language anxiety in junior high school. The students there, especially female students, got nervous, avoided and reduced participation in the classroom. The students were afraid and shy to practice with English, because they were worried about making mistakes, for example when teacher asks them to read a text and to comprehend what the text is talking about. Some of students thought that if they make mistake, their classmates will laugh at them. So they preferred to be quiet and sit passively. That condition leads the students to feel worried in classroom and it may influence their speaking ability.

Research has shown that language anxiety is a significant problem in language classrooms throughout the world especially in terms of its strong relationship to the speaking skill in a foreign language. Therefore, it is imperative that language instructors develop an awareness of the phenomenon of language anxiety, what causes of feeling anxiety in language classroom and practical ways to reduce anxiety levels.

Based on the explanation above, the researcher would like to identify some problems namely the function of speaking skill, the causes of feeling anxiety in language classroom, the effects of foreign language anxiety, whether anxiety make the students fail in English speaking mastery, and whether there is any correlation between students’ level of anxiety and their English-speaking skill.

**Definition of Speaking Skill**

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.
According to Glenn Fulcher (2014:23) speaking is the verbal use of language to communicate with others. It means when the learners speak, they have to know what they are talking about. In this case, the learners should develop ideas or build some topics to be talked and to make other responds to what speakers say. The students should be able to deliver their idea, feeling, thought, and opinion to someone else.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Douglas Brown, 1944:125). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners (Jack Richards, 2008:19). It means learners need to evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (David Nunan, 1991:39). It means speaking is a way to communicate between speaker and listener, which communication means to be able to interact to others by the language.

Speaking is so much part of daily life that we tend to take it for granted (Norbert Schmitt, 2010:197). However, learning speaking, whether in a first or other language, involves developing subtle and detailed knowledge about why, how and when to communicate, and complex skills for producing and managing interaction, such as asking a question or obtaining a turn.

From the definitions above, the researcher concludes that speaking is the verbal use of language to communicate with others. Speaking as an interactive process of constructing meaning that involves producing and receiving and processing information between speaker and listener. For many second-language or foreign-language learners, speaking skill is a priority which very important aspect of learning. And as a speaker, the learner should be able to deliver their idea, feeling, thought, and opinion to listener, with the aim to carry out a conversation by the language orally.

**Elements of Speaking**

According to Douglas Brown (2004:157), there are some elements we may consider in order to measuring students’ English-speaking skill.

1. **Grammar**

   Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence (Douglas Brown, 2000:362). A specific instance of grammar is usually called a ‘structure’. Examples of structures would be the past tense, noun plurals, the comparison of adjectives, and so on.

   1. **Vocabulary**

   Vocabulary is defined as the words we teach in the foreign language (Penny Ur, 1995:60). A new item of vocabulary may be more than a single word, for example, *post office* and *mother-in-law*, which are made up of two or three words but express a single idea.

   3. **Comprehension**
Comprehension means understanding. Comprehension is defined as the ability to understand something by reasonable of the subject or as the knowledge of what a situation is really like.

4. Fluency
Fluency is the smoothness or flow with which sounds, syllable, words and phrases are joined together when speaking. Fluency is also used as a criterion to measure one’s speaking competence. Speaking fluently means being able to communicate one’s ideas without having to stop and think too much about what one is saying.

5. Pronunciation
Pronunciation is a term used to capture all aspects of how we employ speech sounds for communicating (Norbert Schmitt, 2010:203). Pronunciation plays significant role to make sure the word production does not obscure the meaning.

Functions of Speaking
Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information (G. Brown et.al. (1983) in (Jack Richard, 2008:21)). In the other hand, Anne Burns (1998) in (Jack Richards, 2008:22-27) said that speaking has three functions; talk as interaction, talk as transaction, and talk as performance.

Speaking Assessment
To measure how far the learners’ skill in foreign language mastery, the teacher should have the criteria or scoring rubric of students’ speaking performance. Each student may have different level criteria in speaking English, such as, fluency, grammar, vocabulary, and etc. The followings are speaking assessment rubric:

<table>
<thead>
<tr>
<th>Oral Proficiency Test Scoring Categories</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalient to that of an educated native speaker.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Ability to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Can understand and participate in any conversation within the range of his experience with a high degree of</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Has speaking vocabulary sufficient to express himself simply with some circumlocutions.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Speaking vocabulary inadequate to express anything but the most elementary needs.</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
The table above adapted from Douglas Brown’s theory about speaking assessment (Douglas Brown, 2004:172-173). Through experience, training and careful attention to the linguistic criteria being assessed, the ability to make such judgments accurately will be required. The table helps the teachers for scoring students’ speaking skill.
Definition of Anxiety

Language anxiety has become a great concern in second and foreign language learning research over the last three decades. Many theorists focus about anxiety in foreign language learning and they have different opinion about the definition of anxiety. However, they agree with one thing that anxiety is abnormal emotion because of unconscionness, guilty, and unclear emotion.

Anxiety is defined as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Spielberger (1983) in (Horwitz et.al.:125). Foreign language anxiety also has been called as a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process (EK Horwitz et.al, 1986:128). It means after a few experiences within the foreign language context, the learner develops attitudes and feelings toward this learning a new language situation. If these experiences are negative, foreign language anxiety may begin to develop; and as these negative experiences continue, foreign language anxiety turn out to be something that happens constantly, and the learner begins to be anxious and perform badly. Poor performance and negative emotional reactions intensify anxiety and failure expectations; and subsequent anxiety is a reaction against this perceived threat.

In classrooms, a number of other anxieties may be observed. Learners may feel cognitive tension when their expectations about the content and organization of a course are not met and affective tension when there is unsatisfactory interaction with other learners or the instructor. Other classroom anxieties are test anxiety, which is fear of poor performance on tests, and specific subject or task anxieties such as the nervousness and tension associated with grammar, listening, public speaking, reading, and writing (Melvin Andrade et.al, 2009:2-3).

Mac Intyre and Gardner (1991:129) mentioned that anxiety is one of the best predictors of success in the second language. The relationship between language anxiety and second language proficiency has been investigated in many studies, because language anxiety is one of internal factors of second language learners that might hinder the success in second language acquisition.

Based on theories have been explained above, the researcher concludes that anxiety is an abnormal emotion which has subjective feeling of tension, apprehension, nervousness, and worry. Anxiety is one of the best predictors of success in the second language. And anxiety also as a negative experience for learners in learning a new language situation which learners begin to be anxious and perform badly. Therefore, learners with low language anxiety will succeed in their second language learning and learners with high anxiety, on the other hand, will not.

Types of Anxiety

People feel more anxious when they face situation out of control, confuse and do not know what to say. Anxiety can be classified into three types:

1. Trait Anxiety

Spielberger states that trait anxiety refers to a stable predisposition to become nervous in a wide range of situations. People with high level of trait anxiety are generally nervous people; they lack emotional stability. On the contrary, people with low trait anxiety are emotionally stable and tend to be calm and relax. Spielberger further defined trait anxiety as a probability of becoming anxious in any situation.

2. Situation-specific Anxiety
According to Mac Intyre and Gardner, situation-specific anxiety refers to persistent and multi-faceted nature of some anxieties. It is aroused by a specific type of situation or event, such as public speaking, test-taking, or class participation. Each situation is different; therefore, a person may be nervous in one situation but not in others.

3. State Anxiety

It refers to the moment-to-moment experience of anxiety. This anxiety is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity. It has an effect on learner’s emotion, cognition, and behaviour (M. Souad, 2011:30-31).

Causes of Anxiety

Although all aspects of using and learning a foreign language can cause anxiety, but listening and speaking are regularly cited as the most anxiety provoking of foreign language activities. The causes of foreign language anxiety have been broadly separated into three main components; communication apprehension, test anxiety and fear of negative evaluation (EK Horwitz et.al, 1986:127).

1. Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in dyads or groups (oral communication anxiety) or in public ("stage fright"), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension.

2. Test-anxiety refers to a type of performance anxiety stemming from a fear of failure. Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure.

3. Fear of negative evaluation, defined as "apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one self negatively", is a third anxiety related to foreign language learning (EK Horwitz et.al, 1986:127-128).

Many factors that could raise the level of anxiety, and the factors above are dominant which make the learners feel anxious. In Indonesia, English is a foreign language and this language is absolutely different in pronunciation with Indonesian language. So, the learners need an extra effort to pronounce strange sounds and words correctly.

Effects of Foreign Language Anxiety

The effects of foreign language anxiety are particularly evident in the foreign language classroom, and anxiety is a strong indicator of academic performance. The more anxious student tends to avoid attempting difficult or personal messages in the target language. These findings are also consistent with research on other types of specific communication anxiety (EK Horwitz et.al, 1986:126). Anxious students may avoid studying and in some cases skip class entirely in an effort to alleviate their anxiety.

Foreign language learning anxiety has been associated with a large number of negative outcomes that can be classified as physical, psychological, or social. Physical symptoms can include, for example, rapid heartbeat, muscle tension, dry mouth, and excessive perspiration. Psychological symptoms can include embarrassment, feelings of helplessness, fear, going blank, and poor memory recall and retention among others. Negative social behaviour may be manifested in such ways as inappropriate silence, unwillingness to participate, absenteeism, and withdrawal from the course. These effects can lead to poor performance and low achievement (Melvin Andrade et.al, 2009:4).
It is crucial to understand the role of anxiety in language learning because it ranks high among factors that can influence language learning, regardless of whether the setting is formal or informal (M. Souad, 2011:32). Mac Intyre argued that anxiety plays different roles in language learning processes. So, anxiety can be in to forms; debilitative and facilitative anxiety or what Oxford (1999) called “harmful” and “helpful” anxiety. We may be inclined to view anxiety as a negative factor, something to be avoided at all costs. In Bailey’s study of competitiveness and anxiety in second language learning, facilitative anxiety was one of the keys of success, closely related to competitiveness, because competitive can motivate learners to study harder Douglas Brown (2000:151-152).

Based on the explanations above, it could be so important for the teacher to reduce the effects of foreign language anxiety. Studies by a number of researchers show that the interaction between teachers and learners is important in the increase or decrease of the students’ anxiety levels.

**Level of Anxiety**

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 students’ performance. To know how far students’ anxiety influences students’ skill, the researcher needs to give a test of anxiety. This test is a type of anxiety performance. In situations where the pressure is on and a good performance counts, learners can become so anxious that they are actually unable to do their best. There are three levels of anxiety: low, moderate, and high anxiety.

Howitz et.al. (1986:129) developed test-anxiety for students that is the Foreign Language Classroom Anxiety Scale (FLCAS). A number of tools have been increased to investigate the level of foreign language anxiety experienced by language learners. The test-anxiety contains of 33 items with 5 point scale survey which is widely used in research studies. The measure investigates participants, such as, communication apprehension, language anxiety and fear of negative evaluation; and focuses on speaking in a classroom context.

### 2 RESEARCH METHODOLOGY

**Method of The Research**

The method of this research used the description quantitative paradigm, research conducted survey with correlation study. In this research, the researcher wants to proof the correlation between students’ level anxiety and their English speaking skill using quantitative research and using statistic to count the correlation of variables.

Correlation method is a research method which held by the researcher to describe the correlation between two or more variables.

In this research, researcher has two variables, namely the independent variable and dependent variable, which in the independent variable consists of students’ level of anxiety and in the dependent variable consists of students’ English speaking skill.

**Population and Sample**

a. **Population**

Population is the total number of units of analysis that investigated the characteristics. In this research, the researcher had taken 190 students at the eight grade of MTs. Al-Kautsar Depok as the population.

b. **Sample**
Sample had taken from the reached population. The researcher had taken 10%-15% from all population as a sample. In this research, the researcher had taken 24 subjects of the eight grade in class VIII-3 as the sample. It is consists of 8 male students and 16 female students.

**Instrument of the Research**

In this study, the researcher need to use an instrument to help in collecting the data of research. In this study the instrument is defined into two kinds. These are questionnaire and the result of students’ speaking test (students’ score).

**Validity Test**

The aim of validity test is to assert of each option or instrument item are valid or invalid. Before the instrument would be used in research, it was tried out to find out it is valid or not. Validity instrument of variable X used formula r Product Moment by Pearson. Validity criteria of each item can be observed from the result test, if r-count greater than r-table (r-count > r-table) it means the instrument items are valid. Besides, validity instruments of variable Y. The researcher needs intelligent judgement from someone who knows enough what is to be measured. The lecturer is considered as an expert in this study, this instrument was consulted continuously with the researcher’s lecturer, Mrs. Susilawati, M.Pd.

**Reliability Test**

The aim of the reliability test is to know whether instruments are reliable or not. In this research, reliability instruments of variable X used Alpha-Cronbach formula. Reliability criteria of each item can be observed from result test:
1. If r-count > r-table. It means that the instrument is reliable.
2. If r-count < r-table. It means that the instrument is not reliable.

\[ r_{11} = \frac{kk}{\Sigma \sigma^2} - \sigma^2 \]

- \( r_{11} \): Coefficient reliability
- \( k \): Number of items
- \( \Sigma \sigma^2 \): Number of variances
- \( \sigma^2 \): Total variances

**Technique of Data Analysis**

1. **Descriptive Statistics**

   Descriptive statistics used in processing data and describe the data in the more meaningful and more understandable forms. The calculation used as follows:
   a. Mean ( \( x \) )
      
      \[ x = \frac{\sum FiXi}{\sum Fi} \]

      - \( x \): Mean
      - \( Fi \): Frequency
      - \( Xi \): Average value

   b. Median
Me = Tb + P \times \frac{12}{N} \times Ff

\begin{align*}
\text{Me} & : \text{Median} \\
\text{Tb} & : \text{Lower limit of median class} \\
\text{P} & : \text{Amount data in class} \\
\text{N} & : \text{The number of data} \\
\text{F} & : \text{The sum of all frequency before the median class} \\
\text{f} & : \text{Frequency of median class}
\end{align*}

c. Mode

Mo = Tb + P \times \frac{b1 - b2}{b1 + b2}

\begin{align*}
\text{Mo} & : \text{Mode} \\
\text{Tb} & : \text{The low limit of mode class} \\
\text{P} & : \text{Amount data in class} \\
\text{b1} & : \text{The Frequency of mode class minus frequency of previous class} \\
\text{b2} & : \text{The Frequency of mode class minus frequency of next class}
\end{align*}

c. Varians

s^2 = n f X^2 - f X^2 n (n-1)

\begin{align*}
\text{s^2} & : \text{Varians} \\
\text{n} & : \text{Number of data} \\
\text{f} & : \text{Frequency} \\
\text{X} & : \text{Each of the values of the data}
\end{align*}

d. Standard Deviation

s = s^2

\begin{align*}
\text{s} & : \text{Standard Deviation} \\
\text{s^2} & : \text{Varians}
\end{align*}

**Analytical Statistics**

Analytical statistics was mostly used to test hypothesis and to generalize the data sample toward population. The calculation used as follows:

a. Normality Test

One of the requisite in hypothesis test is normality test. Useful normality test is to know any data collecting derived from a population that normal distribution or not distribution. The formulation was used Lilliefors Method. The criteria of this test are:

Ho = The sample came from normally distributed population.
Ha = The sample didn’t come from normally distributed population.

L = \text{Maks Fzi} - \text{Szi}
b. Linearity Test

After computing normality test, then the researcher continues to analyze the linearity test. Linearity test is used to know the relation between dependent and independent variables. In this research, linearity test is begun with simple regression equation. After that, it was calculated with regression test and the regression test of significance was calculated with the test analysis of variance. The variable have linearity based on these testing criteria:
1. If $F_{\text{count}} > F_{\text{table}}$, it means that the variable is linear.
2. If $F_{\text{count}} < F_{\text{table}}$, it means that the variable is not linear.

c. Product Moment Correlation by Pearson

The obtained data is analyzed to find out the correlation between students’ level of anxiety and their English speaking skill. To know whether there is correlation between students’ level of anxiety and their English speaking skill, the researcher used the Pearson Product Moment Test, the formula that used as follows:

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - \sum x^2)(n \sum y^2 - \sum y^2)}}$$

$r_{xy}$: The correlation coefficient
$x$: The anxiety score
$y$: The speaking score
$n$: The number of respondent
$\sum x$: The sum of anxiety score
$\sum y$: The sum of speaking score
$\sum x^2$: The sum of the squares of anxiety score
$\sum y^2$: The sum of the squares of speaking score
$\sum xy$: The sum of the multiplication of anxiety and speaking score

d. Significance Test

The obtained data is analyzed to find whether there is correlation between students’ level of anxiety and their English speaking skill, the researcher used $t$-test, the formula that used is:

$$t = \frac{r_{xy}}{\sqrt{\frac{n-2}{1 - r_{xy}^2}}}$$

t: Observed $t$
$r_{xy}$: Observed $r$
$\sum x^2$: The squared of scores in observed $r$
$n$: The number of paired score

e. Coefficient Determination

After getting the result of correlation test, the researcher found out coefficient determination. It was found to know how much anxiety level contributed to students’ speaking. The formula that used as follows:

Coefficient Determination = $r_{xy}^2 \times 100\%$
3. RESULT OF THE RESEARCH AND DISCUSSION

Students’ Level of Anxiety (Variable X)

Based on the calculation of data obtained by research on students’ level of anxiety, the highest score is 84 and the lowest score is 68. It is seen that the mean values are 75.88; median values are 75.5; mode values are 71.7 and standard deviation values are 5.1.

Table 4

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Frequency</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>68 - 70</td>
<td>4</td>
<td>69</td>
</tr>
<tr>
<td>2.</td>
<td>71 - 73</td>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td>3.</td>
<td>74 - 76</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>4.</td>
<td>77 - 79</td>
<td>4</td>
<td>78</td>
</tr>
<tr>
<td>5.</td>
<td>80 - 82</td>
<td>4</td>
<td>81</td>
</tr>
<tr>
<td>6.</td>
<td>83 - 85</td>
<td>3</td>
<td>84</td>
</tr>
</tbody>
</table>

Based on frequency distribution list of the students’ level of anxiety, it can make a graph histogram and polygons as below:
Students’ Speaking Skill (Variable Y)

Based on the calculation of data obtained by research on students’ speaking skill, the highest score is 68 and the lowest score is 44. It is seen that the mean values are 57.33; median values are 57.5; mode values are 51.5 and standard deviation values are 6.9.

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval</th>
<th>Frequency</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>44 - 47</td>
<td>2</td>
<td>45.5</td>
</tr>
<tr>
<td>2.</td>
<td>48 - 51</td>
<td>3</td>
<td>49.5</td>
</tr>
<tr>
<td>3.</td>
<td>52 - 55</td>
<td>5</td>
<td>53.5</td>
</tr>
<tr>
<td>4.</td>
<td>56 - 59</td>
<td>5</td>
<td>57.5</td>
</tr>
<tr>
<td>5.</td>
<td>60 - 63</td>
<td>4</td>
<td>61.5</td>
</tr>
<tr>
<td>6.</td>
<td>64 - 67</td>
<td>3</td>
<td>65.5</td>
</tr>
<tr>
<td>7.</td>
<td>68 - 71</td>
<td>2</td>
<td>69.5</td>
</tr>
</tbody>
</table>

Based on frequency distribution list of the students’ speaking skill, it can make a graph histogram and polygons as below:

Data Analysis Requirement
1. Validity Test

Based on the validity test of instrument, the researcher got the results as the following below:
Table 6
The Result of Validity Test (Variable X)

<table>
<thead>
<tr>
<th>Classification</th>
<th>Amount Items</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>21</td>
<td>3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 26, 27, 29, 30, 31, 33</td>
</tr>
<tr>
<td>Invalid</td>
<td>12</td>
<td>1, 2, 5, 8, 11, 14, 18, 22, 24, 25, 28, 32</td>
</tr>
</tbody>
</table>

2. Reliability Test
Based on the result of calculation, it was known that r count = 0.776. The significant level is 0.05 and N = 24, it was known that r table = 0.404. Because r count is higher than r table with significant level is 0.05 (0.776 > 0.404), so it could be concluded that Foreign Language Classroom Anxiety Scale (FLCAS) which is developed by Horwitz et.al. was reliable to use.

Normality Test
Normality test was done in order to know whether the data of the population is normal. The criteria of normality test are Ho rejected if Lcount is lower than Ltable and Ho accepted if Lcount is higher than Ltable.
The data of X and Y must gotten from the normal population. This was done to know how high the result of the calculation is. Both X and Y are calculated as the following below:

a. Variable X
From the result of the calculation, Lcount is 0.141, with the significant level is 0.05 n=24 and Ltable is 0.181. Thus, Lcount is lower than Ltable (0.141 < 0.181). It means that variable X is derived from population which normal distribution.
Based on the description above, the conclusion of normality variable X can be seen as follow:

<table>
<thead>
<tr>
<th>N</th>
<th>A</th>
<th>Lcount</th>
<th>Ltable</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>0.05</td>
<td>0.141</td>
<td>0.181</td>
<td>Normal Distribution</td>
</tr>
</tbody>
</table>

b. Variable Y
From the result of the calculation, Lcount is 0.127, with the significant level is 0.05 n=24 and Ltable is 0.181. Thus, Lcount is lower than Ltable (0.127 < 0.181). It means that variable Y is derived from population which normal distribution.
Based on the description above, the conclusion of normality variable Y can be seen as follow:

<table>
<thead>
<tr>
<th>N</th>
<th>A</th>
<th>Lcount</th>
<th>Ltable</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>0.05</td>
<td>0.127</td>
<td>0.181</td>
<td>Normal Distribution</td>
</tr>
</tbody>
</table>

Linearity Regression Test
Before calculating regression test, the researcher calculated simple regression linear equation. It is obtained the value of a=123.8 and b=-0.90. Based on the calculation of regression linear test, it is obtained the value of Fobserve=0.49 and Ftable =3.24 at the level of significant 5% and Ftable =5.56 at the level of significant 1% and n=24, and the result is Ho accepted if Fobserve< Ftable. It means that the regression is linear.
Furthermore, based on the calculation of regression significance test found out the value of $F_{\text{observe}}=16.66$ and $F_{\text{table}}=4.30$ at the level of significant 5% and $F_{\text{table}}=7.95$ at the level of significant 1% and $n=24$, and the result is $H_0$ rejected if $F_{\text{observe}}> F_{\text{table}}$. It means that the regression is significance.

Discussion

As the researcher wrote at the first chapter, this research purposed to find out the correlation between students’ level of anxiety and their English speaking skill at the eight grade students of MTs. Al-Kautsar Depok in academic year 2018/2019. To learn a foreign language, especially English, it was important to practice or speak the new words. By speaking the word or sentence, the learner will be helped in memorizing process and avoid anxious. Anxiety can be impact to their ability in speaking.

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. In this study, the researcher 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 responden in this research. They were asked to fill the items of statement on the questionnaire. The questionnaire used to know the level of anxiety. And for the second instrument was using speaking test.

The analysis has been accomplished in order to answer the research problems. From the analysis, the researcher got the result as follow:

1. The responden in this research was 24.
2. The result of correlation calculation between students’ level of anxiety and their speaking skill was $r=-0.656$. It shows that there is negative correlation between students’ level of anxiety and their English speaking skill.
3. The determination coefficient is $r^2=43.1\%$. It means the students’ level of anxiety contributed 43.1% to the students’ speaking skill.
4. $H_0$ can be rejected because $t_{\text{count}}>-4.081>2.064$.

Nevertheless, as the researcher explained before, if the students had high anxiety it may impact or influence their speaking acquisition or their test. The student can be failed in their test when they have high anxiety. If we look at the theories and compare the result that said there is correlation between students’ level of anxiety and their English speaking skill, it was in line with theory.

By the result of hypothesis testing, it was concluded that if students have high level of anxiety, they will get low score in speaking test. And when student have low anxiety level, they will get high speaking score. The result was equal with the theories above and researcher assumption.

4 CONCLUSION

After calculating data of variable X and variable Y, it is found that the result of $r$ Product Moment is -0.656. This value shows that there is negative correlation between students’ level of anxiety and their performance in speaking class. And the result of determination coefficient is 43.1%. It means the students’ level of anxiety contributed 43.1% to the students’ speaking skill.

The result of analyzing the data significance said that $H_0$ can be rejected $t_{\text{count}}>t_{\text{table}} (-4.081>2.064)$. It means students’ level of anxiety and their English speaking skill are correlated. Though, $r$ showed the correlation interpretation, the result explained us that the language anxiety has influence on students speaking apprehension and achievement at
the eight grade students of MTs. Al-Kautsar Depok. Students with low anxiety had been good in speaking score, and students’ in high anxiety would have low speaking score.

REFERENCES


