



## The Correlation between Students' Speaking Anxiety and Their Speaking Ability

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### Abstract

*This study aimed was to discover the level and the type of speaking anxiety among the student in speaking, and also to discover the correlation between speaking anxiety and their speaking ability at second-year students of English Department UNP. The correlation research was used in this research. The person who takes part in the activity of this research was 20 students of speaking class at English Department UNP in the academic year 2018. Questionnaire and interview were utilized in this examination to measure the correlation between the two aspects. The questionnaire was Foreign Language Anxiety Classroom Scale (FLCAS). Fear of negative evaluation was identified as the type of speaking anxiety, and the level of their speaking anxiety categorized at a medium level. After calculated the two aspects using SPSS 2.0, the result shows there is a negative correlation between students' speaking anxiety and their speaking ability. And it is correlated at -0.498 which means the correlation is in a moderate correlation.*

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## INTRODUCTION

English becomes an important foreign language to learn in Indonesia, mastering the English language is required not just in school, yet additionally in numerous sorts of occupations. This is as a result of English is the global language. English is the most widely spoken language among nations that is why English currently the language most often taught as a foreign language.

Speaking is an essential skill that students should master because it requires oral communication such as, grammar, vocabulary, pronunciation, fluency, and comprehension (Brown 2004). Hypothetically according to Harmer (2001), grammar

refers to the sentence and tenses, vocabulary can be described as the words used in language covering content word and function word, pronunciation refers to sentences structure and tenses, vocabulary can be described as the words used in language covering content word and function word, pronunciation refers to the way of a person produces the sound of the word meaningfully and accurately to be understood in communication, fluency could be described as the capability to speak fluently and accurately, and the last is comprehension refers to the speakers' understanding about what they are saying to the listener.

With regards to communicating in English, having a friend to talk to or even a foreigner to talk in English which both of them comprehend is most likely the goal of EFL students. Meanwhile, the most problem faced by EFL students is they not fluent in English. It could be irritating at the point when students are supposed to speak in a foreign language before the fluency is accomplished. In line with the issue of anxiety, Thornbury (2005: 28) says that absence of vocabularies, grammatical error, and fear of mistakes are a few aspects that can add to failing in speaking and making an intense feeling of tension with regards to speaking.

However, the writer focuses on students' speaking anxiety. In speaking class, the students speaking anxiety tend to be triggered by some factors. In many cases, students may have a tension response which blocks their capacity to perform effectively in a foreign language class. When a student felt anxious to speak it could influence their speaking performance in the class. Researchers and teachers generally believe that uneasiness is an important hindrance to be overcome in figuring out how to communicate in a language (Juhana 2012).

There have been many researchers who have analyzed the correlation between student speaking apprehension and speaking ability. One of them is Lian & Budin (2014) investigate the correlation between language anxiety and the achievement of spoken English test between students aged 15-16, the findings tells that most of the students qualified on average feelings of uneasiness when talking in English with others and the result showed that there was positively correlated.

Based on the problems above, the researcher will determine the Correlation between EFL Student Speaking Anxiety to their speaking ability in the English Department of Universitas Negeri Padang. Besides, this study is also purposed to study more deeply the correlation between students' speaking anxiety and speaking ability in speaking.

## **METHOD**

### ***1. Research Design***

The researcher used quantitative method in a correlation study. In a correlational study, quantitative research is used to measure the correlation between the variables because the quantitative approach is related to statistical analysis.

### ***2. Population and Sample***

#### **a. Population**

The number of population in this study was in the academic year 2018/2019 of the English Department at Universitas Negeri Padang who has taken speaking for informal interaction class, speaking for formal interaction class and the last public speaking class

**b. Sample**

The technique of this sampling is Cluster Random Sampling. From 5 classes with a total of 149 students, the researcher only took 4 classes which are K2, K3, K4, and K5 with a total of 125 students. The researcher took 5 students from each class randomly from the cluster by writing the name of the sample from each class to know their speaking ability and their speaking anxiety in the rolled paper to complete the sample of 20 students in this research.

**3. Data and Source of Data**

The research was conducted at the speaking class students of Universitas Negeri Padang who has taken speaking for informal interaction class, speaking for formal interaction class, and the last public speaking class in the academic year 2018/2019. The data of this study was a questionnaire and interview about their speaking anxiety and their speaking ability. The data obtained from K-2018 students who have taken three speaking classes at English Department UNP.

**4. Instrumentation**

The Questionnaire used in this study was adapted from Foreign Language Classroom Anxiety Scale (FLCAS which design by Horwitz (1986). FLCAS contained 33 questions that employ 5-point-Likert-type scales with selections from 1 to 5 (5= Strongly agree, 4= Agree, 3= Neither agree nor disagree, 2= Disagree, 1= Strongly disagree ) for positive statement and vice versa (1= Strongly agree, 2= Agree, 3= Neither agree nor disagree, 4= Disagree, 5= Strongly disagree) for a negative statement. This instrument was proposed to measure foreign language learner's level of speaking anxiety.

In giving the test, two aspects should be concerned, they are validity and reliability.

**a. Validity**

Ghozali (2009) says that validity tests are utilized to measure whether or not a questionnaire is valid. A questionnaire is should be invalid if the question can show something that will be estimated by the questionnaire. A test can be said to have a high validity if the measurement results are authentic and appropriate according to the purpose of the test. The item of the questionnaires and interviews had been validated by lecturers of the English Department at Universitas Negeri Padang who are experts on this field.

**b. Reliability**

For this research, the reliability of the items was analyzed by using Cronbach's Alpha through SPSS version 25.0. The basis of taking reliability test Cronbach's Alpha, according to Wiratna sujerweni (2014), the questioner is said to be valid if the value of Cronbach's Alpha >0.6.

The result of the reliability form both instruments are stated in the tables below:

**Table 3.4 Reliability Statistics of FLCAS**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.923	33

**Table 3.5 Reliability Statistics of Speaking test**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.932	5

## **5. Technique of Data Collection**

The procedure of gathering the information in this research considered to the purpose of the research.

### **1. Questionnaire**

These questionnaires which designed by Horwitz (1986) filled by the student who has taken a speaking class based on the time provided by the researcher. Before giving the questioners, the researcher had made an appointment to the participant with one of the chairmen from each class. The researcher put the questioner in Google Form and asked the students to fill it by sharing the link.

### **2. Interview**

To gather the information of the students' ability in speaking, the researcher contacted the participant to make an interview between the student and the researcher by asking several questions to measure their speaking ability. Due to the pandemic, the learning process is done online. So, the researcher researched by calling the participants via video call or by telephone. And the interviews were recorded.

## **6. The technique of Data Analysis**

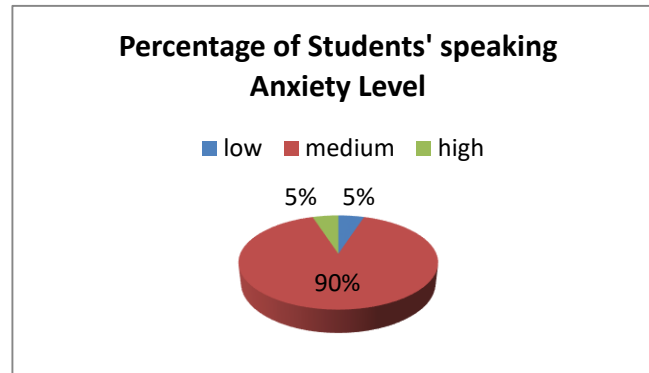
The data that already gained with the questionnaire then were analyzed by using Ms. Excel and SPSS. Then it was continued by scoring and labeling depend on their rank of anxiety, whether it is low, moderate, or high anxiety. The data obtained from the questionnaire and the interview will be analyzed by Pearson Product Moment which is developed by Karl Pearson.

## RESULT AND DISCUSSION

### Research Finding

#### Finding 1

#### 1. The level of students' speaking anxiety in speaking class at UNP a) FLCAS (Foreign Language Classroom Anxiety Scale)



From the graphic above, it shows that the levels of speaking anxiety can be classified into three levels; Low, Medium, High. At low level identified 5% or only 1 student categorized in low anxiety with the score 69, then 90% identified in medium anxiety which means there are 18 students classify in this anxiety and the average score is 96.6 points. Besides, in high anxiety, there is 5% or only 1 student classified in this category with a score is 130 points. Based on the total point, it can be concluded that the major or the dominant degree of speaking uneasiness experienced by speaking class students in Universitas Negeri Padang is at a medium level with a percentage of 90% with an average score is in 96.6 points.

#### Finding 2

#### 2. The type of speaking anxiety at UNP in speaking class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Communication Apprehension	20	22	43	33.35	6.029
Test Anxiety	20	32	58	41.65	6.459
Fear of Negative Evaluation	20	123	230	171.95	28.089
Valid N (listwise)	20				

Based on the table above, the types of anxiety such as communication apprehension, test anxiety, and fear of negative evaluation, the most dominant type faced by Speaking class at Universitas Negeri Padang is in the Fear of Negative Evaluation the Mean score (M=171.95). Next, in the second position of speaking anxiety type is Test Anxiety with the Mean score (M=41.65). In the last position, there is Communication Apprehension with the Mean score (M=33.35).

#### Findings 3

### 3. The level of students' speaking ability at UNP in speaking class

NO	Level	Students	Percentage	Average
1	< 40 (E)	1 student	5%	39
2	40-53 (D)	7 student	35%	46,2
3	54-65 (C)	8 student	40%	56,6
4	66-79 (B)	3 student	15%	69,3
5	80-100 (A)	1 student	5%	80

Over the total points above, it can be summarized that the majority level of speaking ability faced by 20 students of English Department at UNP is in C level with percentage 40% and the average is 56.6 points. This means most of the students still make some errors in grammar but it can be understood and they can get the gist of the most conversation. Also, they speak fluently with occasional hesitation and several uncertain or error pronunciation yet can be seen without any problem.

#### Findings 4

### 4. The Correlation between Students' Speaking Anxiety to Their Speaking Ability

Correlations			
		SPEAKING ANXIETY	SPEAKING ABILITY
SPEAKING ANXIETY	Pearson Correlation	1	-.498*
	Sig. (2-tailed)		.025
	N	20	20
SPEAKING ABILITY	Pearson Correlation	-.498*	1
	Sig. (2-tailed)	.025	
	N	20	20

\*. Correlation is significant at the 0.05 level (2-tailed).

From the table above describes there is a negative correlation between speaking anxiety and the speaking ability of the students. It could be seen that the total of r is -0.498 and p is 0.025 which means that there is a negative correlation. The negative correlation implies both variables move in the other way. In brief, if one variable goes up, the other variable goes down with the same significance (vice versa). Based on the range of correlation by Sugiono,  $r = -0,498$  is in a moderate correlation with negative correlation.

#### Discussion

Based on the conclusion, it established if there is a moderate and negative correlation between students speaking anxiety and students speaking ability. This means, if a student speaking anxiety goes then the speaking ability goes down or speaking anxiety goes down, then speaking ability goes up.

Refers to the degree of speaking anxiety identified 1 subject (5%) categorized in the low speaking anxiety category and 1 student (5%) in the high speaking anxiety category. And most subjects are considered into the medium speaking anxiety category which is 18 students (90%). It means that the students' speaking anxiety is at a normal level that is in the medium level, which means it's not high and also not low.

In view of the information acquired by the researcher, the type of speaking anxiety experienced by students of the English department at UNP is Fear of Negative Evaluation. This type of anxiety has become the dominant type of anxiety found in students in speaking class UNP. It implies that the students are afraid of being evaluated negatively in a social situation, whether it is from the teacher, students, or other's opinions about them especially in speaking class which affects their achievement.

On the other hand, the researcher found different findings from the previous research by Putri (2019), she found that in her research the dominant type of English Department students at Universitas Negeri Padang is Test Anxiety. Test anxiety is the negative feeling when an individual believes that they will fail the tests as target evaluative. While fear of negative evaluation indicates feelings about others' evaluations or expectations while test anxiety refers to objective evaluation.

## CONCLUSION

Based on the finding above, the level of students speaking anxiety in the English department UNP is at a medium level. And among three types of anxiety such as communication apprehension, test anxiety, and fear of negative evaluation, the dominant type of students' speaking anxiety is in the fear of negative evaluation. They are afraid of performing in the class because they think people will value them negatively. Then for the correlation, there is a significant correlation between the X (Speaking Anxiety) variable and the Y (Speaking Test) variable, where the correlation is negative, with Pearson Correlation value = -0.498 and is at a moderate level.

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