

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

A THESIS

**An Undergraduate Thesis Proposal Submitted as a Partial
Fulfillment of The Requirements for S-1 Degree**

By :

Astri Gunani

NPM : 1711040191



English Education Study Program

**FACULTY OF TEACHER TRAINING AND EDUCATION
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG 2023 M / 1444 H**

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Advisor : Nunun Indrasari M.Pd

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ABSTRACT

This research focuses on the correlation between students' speaking anxiety and their speaking performance in the EFL class. The object of this research was to know whether there was a correlation between students speaking anxiety and their speaking performance at seventh grade of SMPN 2 Gadingrejo in the academic year 2021/2022.

The research methodology was used correlation research design. The population in this study were all seventh grade of SMPN 2 Gadingrejo, and the sample in this research was class VIIA. The instruments used were questionnaires, Interview, and speaking tests. The Foreign Language Classroom Anxiety Scale Questionnaire (FLCAS) has 33 questions adapted from Horwitz and Cope theory . then in the interview instrument there were 5 students who volunteered to be interviewed with 10 questions. The last instrument is a speaking test to determine the level of students' speaking performance adapted from Brown's theory with five assessment aspects including: grammar, vocabulary, fluency, pronunciation, comprehension.

The results of this research, the value of the correlation between students anxiety and students' speaking performance was $-.720$ based on the degree guidelines of Product Moment the correlation was strong correlation. Then also generated $n.sig = 000$ where the significant value <0.05 it meant H_a accepted and there was a correlation between the two variables. From the results of the calculation of the data, it could be concluded that there was a negative correlation between students speaking anxiety and their speaking performance in the EFL class at seventh grade of SMPN 2 Gadingrejo.

Key words: *Correlation ,Speaking Anxiety, Speaking Performance*

DECLARATION

The researcher is a student with the following identity:

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Npm : 1711040191

Thesis : The Correlation Between Students Speaking Anxiety
And Their Speaking Performance In The EFL Class At
Seventh Grade Of SMPN 2 Gadingrejo In The
Academic Year Of 2021/2022.

This research is entirely my own original work. I am well aware that I have quoted remarks and theories from a variety of sources, and my thesis appropriately acknowledges them.

Bandar Lampung, 31Maret 2023

Declared by



ASTRI GUNANI

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APPROVAL LETTER

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ADMISSION LETTER

The following thesis entitled: **“The Correlation Between Students Speaking Anxiety and Their Speaking Performance in The Efl Clas ”**, by: **Astri Gunani NPM: 1711040191**, Departement : **English Education**, has been successfully defended at the Thesis Defense of the faculty of Tarbiyah and Teacher Training. Raden Intan State Islamic University, Lampung was tested and defended in the Final Examination held on: **Friday, March 31th 2023**.

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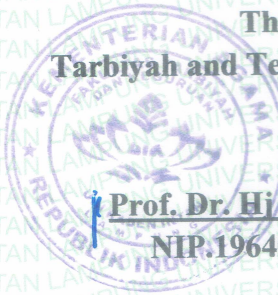
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

For indeed, with hardship will be ease
(QS.Asy-Syarh, 94:5)¹



¹Usman El-Qurtubi, *Al-Qur'an dan Terjemahannya*, Bandung: PT. Cordoba Internasional Indonesia, 2012, P. 596. Arabic and English Translation available at: <http://www.akucintaislami.blogspot.com/2018/03/teks-bacaan-surah-al-insyirah-dan.html> . Accessed on January, 8th 2023, at 00.20 a.m

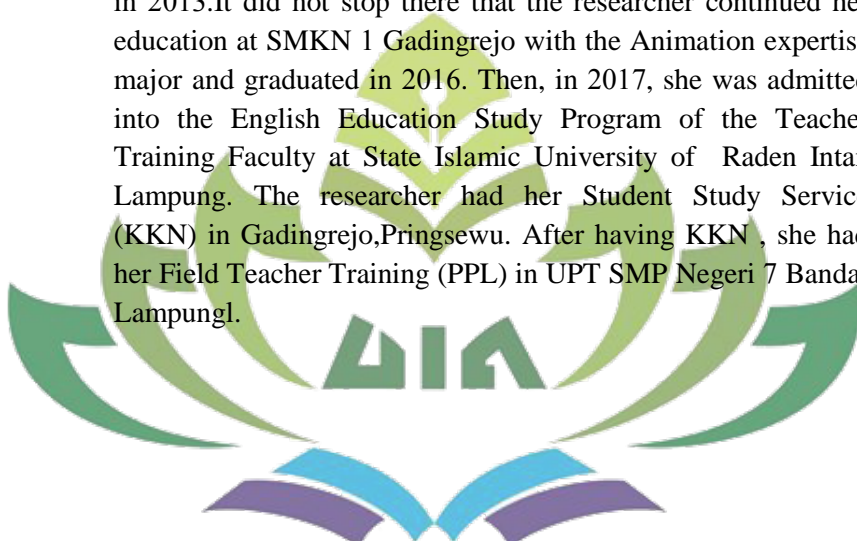
DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

- 1.) I would like to express my gratitude to the presence of ALLAH SWT, who has facilitated all my affairs in completing this thesis.
- 2.) Thank you to my parents, whom I love the most. Mr. Sutarto and Mrs. Roimah who have always been my support system. Thank you for trusting me completely in completing this thesis.
- 3.) Thanks also to my brother Gunawan and My Sister Rahmawati who always reminded me to finish this thesis.
- 4.) Thank you to my friends Umi Hani Anjani, Afrida Dewi Anggraeni, Yolanda Maramis, Anggun Yuli Saputri, Ustadzah Sulis and Trio Mardani Putra who always support me and help me in completing this thesis.
- 5.) Thanks also to my neighbors who like to ask when graduation. That question became a strong alarm for me to always remember to do my thesis.
- 6.) I also thank my supervisor Mrs. Septa Aryanika M.Pd and Mrs. Nunun Indrasari M.Pd who always patiently guides me in completing this thesis.

CURRICULUMVITAE

The name of the researcher is Astri Gunani who was born on December, 11th1997 in Gadingrejo. She is the third child of Mr.Sutarto and Mrs. Roimah. She has one brother and one sister name are Mr. Gunawan and Mrs. Rahmawati. The researcher started her education at TK ABA Wates II Kindergarten, finishing in 2004. Then she continued at the elementary school level at SDN 4 Wates, finished in 2010. Then the researcher continued her education at SMPN 2 Gadingrejo and graduated in 2013.It did not stop there that the researcher continued her education at SMKN 1 Gadingrejo with the Animation expertise major and graduated in 2016. Then, in 2017, she was admitted into the English Education Study Program of the Teacher Training Faculty at State Islamic University of Raden Intan Lampung. The researcher had her Student Study Service (KKN) in Gadingrejo,Pringsewu. After having KKN , she had her Field Teacher Training (PPL) in UPT SMP Negeri 7 Bandar Lampungl.



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Alhamdulillahirobbil'alamin, all thanks is due to Allah SWT, the Most Gracious and Merciful. There are no adequate words to express my thanks though until this thesis is completed. Then, constantly remember to send Shalawat and salam to our prophet Muhammad SAW, who is always bringing us from darkness to light. By Allah's favor, so that this thesis, named "The Correlation Between Students Speaking Anxiety And Their Speaking Performance In The Efl Class In Academic Years 2021/2022" might be completed.

This thesis is being submitted as part of the requirements for the S1-degree English Education Study Program at Raden Intan Lampung State Islamic University. This accomplishment, however, would not have been possible without the love, support, direction, counsel, assistance, and encouragement of individuals and institutions. As a result, the author wishes to express his gratitude to:

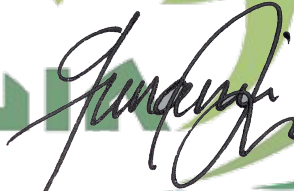
1. Prof. Dr. Nirva Diana, M.Pd., Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, and her staff, who have provided the writer with a chance and forbearance while doing the research until the completion of this thesis.
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3. As Advisor, Nunun Indrasari M.Pd, who has dedicated her time assisting, advising, and supporting the writer in completing this thesis.
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This thesis, on the other hand, is about the limitations of a specific style of thinking and being flawless. As a result, it is intended that critique, remark, and suggestion will be used to better organize the work in the future in order to acquire information on educational value.

Bandar Lampung, 31 Maret 2023
Declared by



ASTRI GUNANI
NPM: 1711040191

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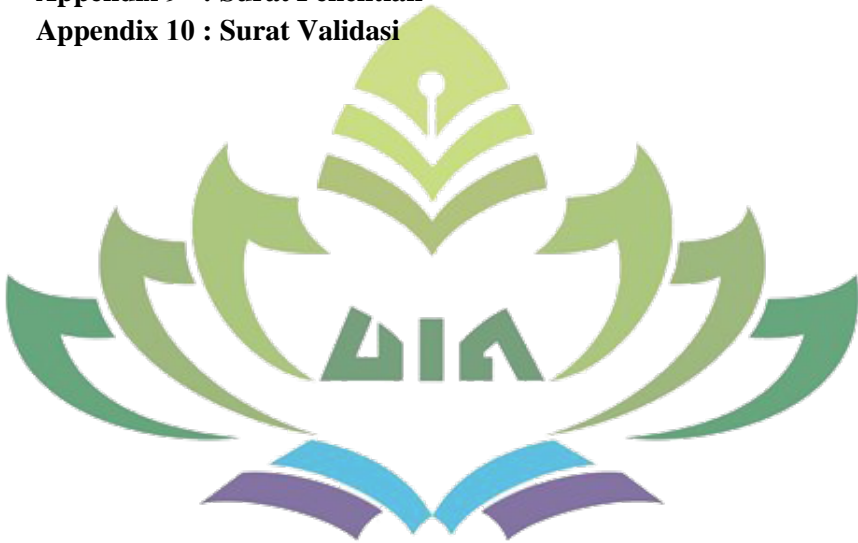
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- Appendix 10 : Surat Validasi**



CHAPTER I

INTRODUCTION

A. Title Confirmation

The title of this research was "The Correlation between Students' Speaking Anxiety and Their Speaking Performance in the EFL Class in 7th grade of SMP N 2 GADINGREJO in the 2021/2022 academic year"

Speaking anxiety is defined as the anxiety experienced by the speaker before or during oral communication. Common symptoms that occur in someone who experiences speaking anxiety are shaking voice, dry throat, difficulty breathing, sweaty palms and even memory loss. Lack of mastery in vocabulary and low understanding in pronunciation of words in English and lack of confidence in learning English can trigger speaking anxiety. Speaking anxiety that occurs during the English learning process will certainly affect students' speaking performance.

Speaking performance is the application of a serious action in carrying out an activity, where the activity is carried out in a public place that is presented to an audience such as presentations, announcements and speeches.¹ Speaking performance is an activity that is shown to many people as a measure of student understanding in a lesson. Tuan and Mai stated that the ability to condition performance, affective factors, listening skills and providing feedback during speaking activities greatly affect students' speaking performance.² Affective factors mentioned include self-confidence, anxiety and motivation.

The purpose of the title The Correlation between Students Speaking Anxiety and Their Speaking Performance in the EFL Class in grade 7 SMP N 2 Gadingrejo was finding out

¹Jack C. Richards, "Teaching Listening and Speaking; From Theory to Practice"(New York: Cambridge University Press, 2008), P. 27.

²Nguyen Hoang Tuan And Tran Ngoc Mai"Factors Affecting Students' Speaking Performance At Le ThanhHien High School" (*Asian Journal Of Educational Research* Vol. 3, No. 2,) Vietnam. 2015 .P.9

The Correlation between Students Speaking Anxiety and Their Speaking Performance in the EFL Class at SMP N 2 Gadingrejo.

B. Background of the Problem

Language was an important part that must be mastered by everyone, generally language was used to interact and communicate both orally and in writing, both in society, education and the world of work. In education, of course, students would be introduced to a new language or what we usually call a foreign language. The foreign language that was commonly introduced to students was English, where English was widely used by countries in the world, including Indonesia, which used English as an international language. English had become an international language in today's modern era so that it was one of the subjects that must be studied by every student.

In the K13 curriculum, which has been determined by the Indonesian government, English was a compulsory subject that must be mastered by every student. The Students were directed to be active and competent students in using international languages, especially in speaking skills. Therefore, speaking ability was very influential in the process of learning English. However, students were rarely interested in learning English, because English directed us to learn and remember words that were rarely used in everyday life.

However, English was one of the most important skills in today's modern era, where English was able to be a tool for them to grow and compete with other people from various parts of the world. English had reached the highest level that was used by all circles, whether it was used for education, business, scientific work, medical science, art and tourism, not only that, the used of English also includes technology and communication.³

³ParupalliSrinivasRao” *The Importance Of Speaking Skills In English Classrooms*”, Alford Council Of International English & Literature Journal(Acielj) Vol-2, Issue-2 , Saudi Arabia 2019, p.7

There were four basic skills in learning English that should be mastered by the students who interest in learning English; such as listening, speaking, reading, and writing. One of the basic to be able to use English in terms of speaking was skill. Welly stated that Speaking is one of the skills in English that must be mastered to express thoughts, information and present ideas orally to build interaction and communication in real life.⁴ This meant that by speaking students could express their knowledge and interact directly, clearly, and accurately so that other people who listened can understand well. However, it was not easy to master speaking skills for students, students sometimes also felt difficult, depressed and what often happens was that students experienced anxiety. Anxiety was an uncomfortable feeling such as nervousness, worry, sweating, and loss of concentration in studying. In this case, Megawati stated that anxiety was an act of hesitation and not believing in one's own abilities so that negative feelings raised that made student learning achievements not optimal.⁵

When learning a foreign language, of course, each student would have different academic emotions. Where was the academic emotion that would affect student performance and achievement. Pekrun stated that academic emotion was a condition that was felt by students in the form of emotions that arise when students participate in learning directly and were related to student achievement. These emotions existed when students felt able or unable to control themselves when following learning. Academic emotion also determined the success and failure of students in participating in the learning process, for example, the feelings of anxiety and worry that arise when starting lessons, or expressions that were too

⁴WelliSeptiaDionar, Aryuliva Adnan”Improving Speaking Ability Of Senior High School Students By Using Truth Or Dare Game”. Volume 7 No. 2 (English Language Teaching Study Program Of FbsUniversitasNegeri Padang), Padang :2018, P.1

⁵ Megawati,” The Correlation Between Students’ anxiety And Speaking Skill At StkipKusuma Negara Jakarta”, Volume 03, Issue 02 (Jakarta: English Education Program, StkipKusuma Negara Jakarta 2019) P.118

nervous when facing language class exams such as speaking etc. When students were able to control their anxiety, nervousness and worry in the classroom, their learning performance and achievement would be good and successful.

According to Hadziosmanovic's opinion that in public places a lot of people experienced speaking anxiety, this meant that students would also experience speaking anxiety in class, because the class involves many people. The student was required to use English with the correct spoken language so that the information conveyed could be conveyed clearly by other students. Not only that, the teachers who taught foreign language learning also said that students who experienced speaking anxiety would have a negative impact on their learning achievement and performance. According to Niraerdiana which was adapted from Richards explained that speaking requires a speaking performance that included the extent to which the speaker organized information in an easy-to-understand order.⁶ According to Saito and Samimy, basically whatever the cause and difficulties of a student who experienced speaking anxiety would still greatly affected their speaking performance.⁷ From the opinion above, we could conclude that students' speaking anxiety was closely related to their speaking performance, where the ability of students to take part in learning English in the classroom could be seen from the level of anxiety experienced by these students.

Basically, mastery of vocabulary in foreign language learning was very important to encourage students' speaking performance, having a good understanding and memory of vocabulary was one way to make it easier for students to learn a second language, so that they did not experience difficulties in interpreting some of the sentences conveyed through that

⁶NiraErdianadkk "A Study of Anxiety Experienced by EFL Students in Speaking Performance" Studies in English Language and Education, Banda Aceh 2020. P. 336

⁷ Saito, Y. & Samimy, K. Foreign language anxiety and language performance: a study of learner anxiety in beginning, intermediate, and advanced level college students of Japanese. *Foreign Language Annuals.*: 1996. P. 239-251

language. In addition to mastering vocabulary, pronunciation of words was also very important. Because mastery of pronunciation could help students convey information well and clearly to listeners. However, what often happened in foreign language learning was that some students often felt afraid when they made mistakes, especially when they said a few words or sentences. The fear that occurred in students during learning could make these students did not have good confidence to master the language and made it difficult for them to interact and communicate in class.

Based on the researcher's pre-survey and interview with the teacher, namely Mr. SelamatBowoS.pd as a teacher of English subjects in seventh grade, Mr.Bowo stated that many students experienced speaking anxiety when took lessons in class, they often had difficulty when the teacher gave a few short sentences using English. Students would only be silent without giving an answer to the teacher, on the grounds that they did not understand the meaning conveyed in English. In this case, it could be seen that students never trained themselves to speak in English and added memory for vocabulary. Students only focused on learning materials in the books used. Some students were also afraid of making mistakes in speaking class. They did not understand how to pronounce words correctly, so that students did not confidence to practice or had a conversation with other friends in the class. Mr. Bowo also said that some students were also afraid when the teacher asked them to come to the front of the class.⁸ Some students were afraid to practice speaking. They were afraid of being ridiculed by their classmates when they were nervous or anxious. In this case we could know that the students lacked vocabulary mastery and did not train themselves to speak in English. So that, the students did not have good self-confidence and always experienced speaking anxiety that would influence students' performance in learning, especially on their speaking performance.

⁸SelamatBowo "Wawancara Guru Mata Pelajaran Bahasa Inggris" Pringsewu July 2021.

Mr. Bowo also stated that eliminating speaking anxiety in students when they took English classes was not easy, so it required the right strategy to make students interested in learning English. Choosing the right and interesting strategy could make the student more confident to interact and communicate in English. The strategy of learning that Mr. Bowo often used in delivering Speaking material was game. According to Mr. Bowo, by using game strategy students were more interested in learning. Students were more confident to say words in English. They were more active in class and did not feel bored in studying each material.

However, in the current situation, namely the Covid-19 pandemic that had hit various regions, made Mr. Bowo a little difficult to make sure the students understood the lesson well. The COVID-19 outbreak was a contagious virus caused by the corona virus. This disease had an impact on all human activities, this activity restriction was called physical distancing.⁹ In Indonesia, the corona virus was detected in March, which resulted in teaching and learning activities to be carried out online or from home. Because the teaching and learning process was carried out online, the media used in delivering learning materials was using E-learning media or online. Mr. Bowo as a teacher who currently delivered materials online and sent learning videos in delivering the material, then ended by giving assignments to students.

At SMP N 2 Gadingrejo temporarily as long as there was a covid-19 outbreak every 2 weeks. The students would conduct face-to-face learning directly by including the tasks that had been given and conducted an evaluation to students whether students really understood the material, especially in English lessons. On this occasion, Mr. Bowo also took the opportunity to build students' self-confidence and made students active without experiencing speaking anxiety, such as conducting conversations with students even with limited time. In face-to-

⁹EkoYuniarto, FebiDwiWidayanti „RobiulKhasanah” Online Learning Management Using Google Sites In Covid-19 Pandemic Era” Volume 19 Number 2 June 2021, Malang

face learning, students and teachers were required to implement a health protocol and each class got a turn to meet face-to-face on different days.

The researcher in the interview also asked questions related to the average score of the English test in seventh grade. The average score of students for seven gradewas 73, the students would be declared that they had passed the English subject if they had reached the score of 73.

Table 1.1
The Data of Preliminary Research of Speaking of the Tenth
Grade of SMP N 2 Gadingrejo 2021/2022

Range of score	Standards of Scoring	Class								Total students	Percent age %
		V II A	V II B	V II C	V II D	V II E	V II F	V II G	V II H		
91-100	Excellent	0	0	0	0	0	0	0	0	0	0%
82-90	High	3	4	2	0	4	0	5	3	21	8,3 %
73-81	Medium	7	16	10	20	12	8	7	15	95	37,5 %
<73	Low or Below KKM	22	12	20	12	15	24	19	13	137	54,1 %
Total		32	32	32	32	31	32	31	31	253	100%

Source : Selamatbowo, S.Pd as English Teacher in SMP Negeri 2 Gadingrejo, Pringsewu ,Lampung

From the data in table 1.1, it could be seen from the class VII A, VII B, VII C, VII D, VII E, VII F, VII G, VII H from SMP NEGERI 2 GADINGREJO, the total number of students were 253. From 253 there was 0 students (0%) got the category

of Excellent score, 21 students (8,3%) got the category of high score, 94 students (37,5%) got the category of medium score , and 137 students (54,1%) got the category of Low score or Below of KKM. It could be seen that the seventh grade students at SMP Negeri 2 Gadingrejo still had difficulty in speaking class.

In the data that had been explained, the researcher assumed that students who had scores below 73 (KKM) were caused of the students lack of vocabulary mastery, because some of these students did not understand the meaning of each sentence. The students also felt afraid to pronounce every word and sentence in English. Students did not train themselves in speaking so that there was no self-evaluation to measure the extent of understanding in the pronunciation of English sentences. Not only that, the students also did not have high self-confidence to interact and communicate using English with other students, because of their speaking performance was not developed, and students' speaking anxiety was getting higher. From the assumptions above, we could see that students who had a high level of speaking anxiety would have a low level of speaking performance, as well as that experienced by students in grades VII A until VII H who got scores below the specified standard (KKM).

To support and strengthen this study, the researcher found some researches that had been done previously, including the following:

The first previous research was carried out by Rahma Faridila Amaliah in 2019 with the title “The Correlation between Students’ Speaking Anxiety and Their Speaking Performance in an EFL Context”. The purpose of this study was not only to find out the correlation between speaking anxiety and students' speaking performance in the context of EFL but also to investigate the main stressors experienced by students when speaking and attending foreign language classes. This

study used 3 instruments, namely a questionnaire in the form of FLCAS, interviews and speaking tests.¹⁰

The second previous research was carried out by Dwi Nur Rohmah In 2019 with the title “The Correlation between Students’ Anxiety Level and Their Speaking Ability at The Second Semester of the Tenth Grade of Ma Al-Fatah Natar in the Academic Year Of 2019/2020”. This research focused on the correlation between students’ anxiety level and their speaking ability. The objective of this research was to know whether there was a correlation between students’ anxiety level and their speaking ability at the second semester of the tenth grade of ma al-fatahNatar in the academic year of 2019/2020.¹¹

The third previous research conducted by Nur Isnaini in 2019 with the title ”An Analysis of Students’ Speaking Anxiety Students Of English Foreign Language (EFL) at the Fifth Semester English Department of Uin Raden Intan Lampung Academic Year of 2018/2019”. This research used qualitative research method in collecting the data, the researcher used observation, interview and questionnaire. The researcher used three major phases of the data analysis, they were: data reduction, data display and conclusion drawing verification.¹²

However, there were differences between this research and the previous researches that was the subject used. The difference was also in the focus of the research, where this research focused on students speaking anxiety and students speaking performance. The previous research focused in investigate the main stressors students anxiety, anxiety levels,

¹⁰RahmaFaridilaAmaliah“The Correlation Between Students’ Speaking Anxiety And Their Speaking Performance In An Efl Context” ELTR Journal, e-ISSN2579-8235, Vol. 3, No. 1, , pp. 82-88 , Bandung, January 2019

¹¹DwiNurRohma “The Correlation Between Students’ Anxiety Level And Their Speaking Ability At The Second Semester Of The Tenth Grade Of Ma Al-Fatah Natar In The Academic Year Of 2019/2020” (RadenIntan State Islamic University Lampung: 2019).

¹²NurIsnaini “An Analysis Of Students’ Speaking Anxiety Students Of English Foreign Language (Efl) At The Fifth Semester English Department Of UinRadenIntan Lampung Academic Year 2018/2019” (RadenIntan State Islamic University Lampung: 2019).

and found the factor anxiety. The instrument in this research was questioner, interview and speaking test.

Based on the problems that had been described and actually occurred in seventh grade students at SMP NEGERI 2 GADINGREJO, therefore the researcher was interested to do a research on title “**The Correlation between Students' Speaking Anxiety and Their Speaking Performance in the EFL Class**”

C. Identification And Limitation of the problem

1. Identification Of The Problems

Based on the background described above, it could be seen that the problems that exist in the school include:

- a. Some students did not know the meaning of every word in English.
- b. The Students worries about making mistakes in speaking class.
- c. The students had low-self-confidence.

2. Limitation Of The Problems

Based on the identification of the problems that had been described, the researcher limited the problems according to the research needs, namely the correlation between students speaking anxiety and their speaking performance in EFL class in seventh grade at SMP N 2 Gadingrejo for the academic year 2021/2022.

D. Formulation Of The Problem

Based on the identification and limitation of the problem, the researcher formulated the problem as follows “Is there any correlation between students' speaking anxiety and their speaking performance in the EFL class at seventh grade of SMP N 2 Gadingrejo for the academic year 2021/2022.

E. Objective of the Research

The purpose of this study was to find evidence about there was a correlation between students' speaking anxiety and their speaking performance in the EFL class at seventh grade of SMP N 2 Gadingrejo for the academic year 2021/2022.

F. Significance Of The Research

This research was expected to be useful for all people, such as the following:

a. Researcher

This research was expected to assist researcher in investigating more deeply about students' speaking anxiety, so that it could help when the researcher was ready to teach and become teacher and the most important was this research could help the researcher to finish their studies quickly in the English department.

b. Teachers

This research was expected to help teachers to understand the students who experienced anxiety, and be able to give the treatment in teaching English to reduce students' speaking anxiety and improve students' speaking performance in the classroom.

c. Students

This study was expected to help students to find out the factors and causes of speaking anxiety in class so that it could be a guide for them in dealing with speaking anxiety and did not affect their speaking performance in class.

d. Other Research

In this study, the researcher hoped that this research could be a reference and helped other researchers in further research related to students' speaking anxiety.

G. Relevance Study

The following were some previous studies that were relevant to this research. The first research was carried out by Rahma Faridila Amaliah in 2019 with the title "The Correlation between Students' Speaking Anxiety and Their Speaking Performance in an EFL Context". A number of studies had been conducted to investigate the role of foreign language speaking anxiety on students' performance; facilitating (positive) or attenuating (negative) effects. This study aimed to determine the correlation between speaking anxiety and speaking performance in the context of EFL and to investigate the main stressors of English speaking anxiety felt by the students involved in this study. Mixed methods were applied in this study. Then, three instruments were used to collect data; questionnaire named FLCAS (Foreign Language Classroom Anxiety Scale), interview, and speaking test. This main stressor basically stemmed from the fear of negative evaluation and the fear of communication.

The second research was conducted by Dwi Nur Rohma with the title "The Correlation between Students' Anxiety Level and Their Speaking Ability at the Second Semester of the Tenth Grade of Ma Al-Fatah Natar in the Academic Year of 2019/2020". This research focused on the correlation between students' anxiety level and their speaking ability. In collecting the data, this research used two kinds of instruments. The first instrument was Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire sheet, developed by Horwitz that contains of 33 items with 5 points Likert-Scale. The second instrument was speaking oral test. The students performed monologue one by one depended on the topic that they got. Based on the analysis of the data, the percentage obtained for the students' anxiety level was 20% students in high anxiety level, 37% students in medium anxiety level, and 43% students in low anxiety level. It could be seen that most of students were in low anxiety level. Then, the result of the hypothetical test showed that the value of significant generated sig (Pvalue) = $0.000 < \alpha = 0.05$. It meant that H_a was accepted and H_o was

rejected. Based on the computation, it could be concluded that there was a positive correlation between students' speaking ability and their speaking ability. While, based on the table r value interpretation, we could know that the r observed was high correlation because the value of r observed 0.701 was in the level of 0.600 – 0.800.

The third research was conducted by NurIsnaini with the Title "An Analysis of Students' Speaking Anxiety Students of English Foreign Language (EFL) at the Fifth Semester English Department of UIN Raden Intan Lampung Academic Year 2018/2019". This research explained about analysis the students' speaking anxiety in English foreign language (EFL) at the Fifth Semester English Department of UIN Raden Intan Lampung in the academic year 2018/2019. This research used qualitative research method. The researcher chose the Fifth Semester English Department B and F class which consists 68 students. In collecting the data, the researcher used observation, interview and questionnaire. The researcher used three major phases of the data analysis, they were: data reduction, data display and conclusion drawing verification. From the data analysis, the researcher found some conclusion of students' speaking anxiety at the Fifth Semester English Department of UIN RadenIntan Lampung as follows: first, researcher found that students' speaking anxiety factor in English foreign language (EFL) were: felt self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, low self-efficacy. Second, the cause of students' speaking anxiety that students were not confident to speak English, fear to make mistakes when speaking, anxiety when teacher asked to speak up, and shy to perform in front of class.

H. Systematic Discussion Of The Research

For systematic research in writing, researcher used word for word that was easy to understand. Researcher would describe the systematic of writing as follows:

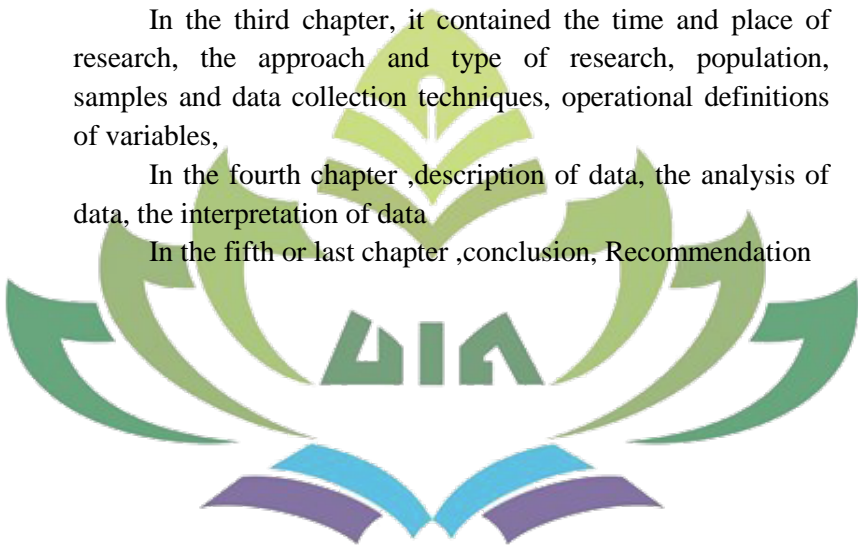
In the first chapter, it contained an affirmation of the title, background of the problem, identification and limitation of the problem, objectives of the research, Used Of the research, relevant study and systematic Discussion.

In the second chapter, contained theories of the problems in this second chapter also contained the submission of hypotheses

In the third chapter, it contained the time and place of research, the approach and type of research, population, samples and data collection techniques, operational definitions of variables,

In the fourth chapter ,description of data, the analysis of data, the interpretation of data

In the fifth or last chapter ,conclusion, Recommendation



CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Frame of Theory

1. Definition of speaking

In the modern era like now, one's speaking ability is very important. Pronunciation word for word in English sentences can determine the success of a person including students in competing. Having the ability to speak using English must be owned by every student, thus the ability to speak directs them to be more active in English classes without any anxiety that arises during the learning process. The speaking skill considered more difficult than some other abilities, this is due to the speaking skill not only to pronounce a few sentences directly in oral form but also to arrange a word into a grammatically correct sentence so that the listener is able to understand the intent of the speaker.

Brown states that speaking is a skill in producing words that can be observed directly by paying attention to accuracy and effectiveness in listening.¹³ While Rebecca stated that speaking is the ability to express oneself in life situations or the ability to report actions or situations, or the ability to speak, or express a sequence of ideas fluently.¹⁴

From the above understanding it can be concluded that speaking is an activity that is carried out directly by producing a sentence orally with systematic attention to grammatical and generating meaning, Not only that, having the ability to speak is important to form a successful and professional person who plays all the important activities in life such as education, finding a job, doing business, adding colleagues and debating in general.

¹³H. Douglas Brown "Language Assesment: Principles And Classroom Practices" (San Francisco :2004),p.140

¹⁴Rebecca Hughes, Teaching and Researching Speaking, (London: Pearson Education, 2002) p.6.

2. The Purpose Of Speaking

English has four basic skills that must be mastered by students in participating in foreign language classes, including speaking skills that must be mastered by students when communicating directly in class. Students can use their speaking skills for various purposes, According to Tarigan there are three Purpose of speaking¹⁵ :

a. To inform

The purpose of speaking is to share information with the listener so that there is interaction between the speaker and the listener. One example is when the speaker is making a speech, in that situation the speaker is indirectly sharing information and transferring skills and knowledge to the listener.

b. For Persuasion

The second goal is the activity of changing one's actions and beliefs by persuading, strengthening and telling sentences that are convincing or informative to listeners so that listeners will change their minds or behavior.

c. To Entertain

The last goal is to entertain. Speaking also aims to entertain someone or the listener, the speaker must think about what sentences contain the message so that it is conveyed to the listener and the listener enjoys it.

3. Speaking Performance

Speaking is an interaction that produces a word that has a meaning to receive and share information, while performance is

¹⁵Henry Guntur Tarigan. Pengajaran Pragmatik. (Angkasa : Bandung, 2005)
: Iwan Budiarto”
Analisis Kemampuan Keterampilan Berbicara Bahasa Inggris Terhadap Kinerja Karyawan
Pt Berrys Internasional Jakarta” Journal Of Applied Business And Economics Vol. 3
No. 1, Jakarta 2016.

the application of a serious action in carrying out an activity, where the activity is carried out in a public place that is presented to an audience such as presentations, announcements and speeches.¹⁶

Based on this understanding, it can be concluded that speaking performance is the application of an activity that produces and receives serious information. In English subjects the teacher will give a lesson that must be done in the form of a presentation to train students' speaking skills. The purpose of this activity is to develop students' ability to communicate and interact using English.

Activities that are often used by teachers in improving students' speaking performance are speeches, interviews, drama performances, conversations, storytelling, etc. In addition to improving students' speaking performance, this activity can be an activity that attracts students' attention without experiencing boredom when the learning process is carried out.

a. Type of speaking Performance

According to Brown, there are several basic types of speaking, such as the following:¹⁷

1. Imitative

Imitative is an imitating activity that is carried out in the speaking class, where in this activity students only imitate or repeat the words and sentences spoken by the teacher. The goal is that students can produce words that are addressed to them.

2. Intensive

Intensive Is an activity that produces multiple spoken language designed to demonstrate proficiency in grammar, phrases, and lexical. in this activity is that students will produce a few simple

¹⁶Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice* (New York: Cambridge University Press, 2008), P. 27.

¹⁷H.douglassBrown *LanguageAssesment Principles and Classroom Practices* 2004, p. 172

sentences on reading or simple questions directed by the teacher.

3. Responsive

Responsive Includes interactions from students and teachers in very simple speaking classes, such as dialogues or short questions made by students in response to the teacher who gives instructions and directions. Bias only one or two questions.

4. Interactive

Interactive is a learning activity that builds students' ability to use spoken language in interacting with their interlocutors during learning. This activity explores the potential of students to understand an appropriate response. Interaction can occur in two forms of transactional language, which has the aim of exchanging certain information or interpersonal exchanges that aim to maintain social relations.¹⁸

5. Extensive (monolog)

Extensive are activities carried out that produce speech without relying on the response or feedback from listeners such as speeches, storytelling, representations, etc.

b. Element of speaking performance

Having good speaking skills is the desire of all students who take language classes, and in these language classes students need competence to use their speaking skills appropriately. There are several components or elements that must be achieved in speaking including according to Brown, there are five indicators in speaking

¹⁸DhionMeitreyavidhiyasi” *Assessing Speaking For Achieving Communicative Competence Through “Distress Call At Sea” Test At The Nusantara Maritime Academy*” *JurnalSaintara* Vol 1 No 2 Maret 2017

skills, namely: pronunciation, vocabulary, grammar, fluency and understanding.¹⁹

1. Pronunciation

Pronunciation is also the most important part of speaking skill, where pronunciation is the first way someone speaks using the right and clear tone and intonation. Intonation, rhythm, articulation, gesture and body language are part of pronunciation. With someone producing a word using the correct pronunciation will certainly make communication more effective between speakers. Generally what happens to Indonesian students is pronunciation which is considered the most difficult part of learning English, there are many words that sound the same but have different meanings that make it difficult for Indonesian students to interpret the word, great benefits that will arise when someone learns pronunciation. Not only able to produce a word but will be felt in understanding speak English when interpreting a word.

Based on the above understanding, we can conclude that pronunciation is producing a word that contains meaning so that communication can be established effectively between the speaker and the listener.

2. Grammar

Grammar in English is needed to produce a sentence either in written form or in direct conversation. In English grammar is a systematic rule that regulates the correctness of a word that is combined so that it becomes a correct sentence. There are several definitions of grammar. First,

¹⁹H. Douglas Brown “Language Assesment: Principles And Classroom Practices” (San Francisco :2004),p. 157

according to Richards and Schmidt grammar is a sentence that is formed in a word and a phrase that is arranged in a linguistic structure. According to Brinton, the definition of grammar is a linguistic system or structure that has a working principle in a language.²⁰ Clearly grammar is one of the most important elements in language classes where students are able to pronounce sentences involving tenses and sentence structures.

3. Vocabulary

Vocabulary is a basic part that one must have to become an expert in learning English, a little or a lot of vocabulary that is remembered will affect the way of communicating. According to Alizadeh, Boyd Zimmerman stated that, for a typical learner the success of communicating is determined by the importance of mastering vocabulary and the lack of communication is the impact of a lack of vocabulary knowledge.²¹ This means that a person's success in using a second language in forming sentences orally or in writing is determined by good vocabulary mastery.

4. Fluency

Fluency is a natural communicative competence in meaningful interactions of speakers which can be understood despite limitations in communication and few errors. Accuracy someone in pronouncing English words or sentences must be mastered, where accuracy and fluency will refer to

²⁰Laurel J. Brinton and Donna M. Brinton "The Linguistic Structure of Modern English"(John Benjamins Publishing Company : Amsterdam 1984) ,p. 8

²¹ImanAlizadeh" *Vocabulary Teaching Techniques: A Review of Common Practices*"International Journal of Research in English Education Vol. 1, No. 1, www.ijreeonline.com , Lahijan, Iran 2016

communicative language and are expressed directly fluently and accurately.

5. Comprehension

Comprehension in speaking is of course very important. Comprehension is useful so that there is no misunderstanding between the speaker and the listener. Comprehension is the concentration of one understands which refers to a word that is conveyed with a certain meaning so that there is no error in interpreting the meaning of the word being said.

c. Factors Affecting Speaking Performance

To help students improve their speaking performance, teachers must find out what factors can affect their performance. According to Hoang & Ngoc, the influencing factors are working conditions, affective factors, listening skills, and feedback on speaking activities.²²

1. Working Conditions

Students will carry out speaking activities under any conditions, and believe that working conditions greatly affect speaking performance which includes pressure on time, amount of support, and planning.

2. Affective Factors

According to Oxford's opinion, the success or failure of language learners is influenced by affective factors on the side of a student in choosing a strategy to learn a language. According to Oxford, among the strategy options are: anxiety, motivation, gender, age, culture, nationality, and learning

²²Nguyen Hoang Tuan And Tran Ngoc Mai”Factors Affecting Students’ Speaking Performance At Le ThanhHien High School” (*Asian Journal Of Educational Research* Vol. 3, No. 2,) Vietnam. 2015 ,P.9

style.²³ However, it has also been explained by Krashen that the three things examined are motivation, self-confidence and anxiety.²⁴

Motivation is to provide an energy boost to be the basis of an activity so that students are able to overcome and achieve high achievements in certain activities. Providing good motivation can make students more enthusiastic and confident to take an action. And vice versa, poor motivation can reduce students' performance and steps in improving their performance.

Furthermore, regarding self-confidence, quoted from Humaera, Brown claims that high self-esteem, knowledge of oneself, and self-confidence in activities are the main influences in achieving cognitive success or effective success. Self-confidence represents a person's feelings about the value in him to support the language learning process. Students will fail in speaking English due to a lack of self-confidence. So focus on you to believe that students' ability to improve their speaking skills is important

In psychology, anxiety can also occur in students who take English classes, to avoid anxiety, of course, it requires someone's encouragement and motivation and confidence to take an action during the learning process.

²³Du Yi” Factors Affecting Language Learning Strategies Used By a Greek Female Learner of English” ISSN: 2167-9045 (Print), 2167-9053 (Online) DOI: <http://dx.doi.org/10.18533/journal.v9i8.1959> 2020

²⁴Nguyen Hoang Tuan And Tran Ngoc Mai” Factors Affecting Students’ Speaking Performance At Le ThanhHien High School” Asian Journal Of Educational Research Vol. 3, No. 2, 2015 Issn 2311-6080,Vietnam 2015

3. Listening Skill

Speaking skills cannot be developed unless we develop listening skills that when conveying information and someone responds well then the other person has used their listening skills well. In fact, each speaker plays the role of both listener and speaker. So it is certain that speaking is closely related to listening.

4. Feedback During Speaking Performance

In English learning activities, of course, the teacher expects the atmosphere in the classroom to feel active, and hopes that students feel motivated to learn the material by providing feedback. Feedback is information received by students about their performance. One of the goals of feedback is to inform students about how well they are doing in participating in learning activities. In feedback the teacher should not immediately correct errors because it can reduce students' self-confidence so that they will feel lost motivation to speak and the purpose of the feedback itself so that students become active in the classroom will fail.

d. Assessment of Speaking Performance

The assessment in speaking performance can help teachers to find out how far students' understanding in learning foreign languages is, especially in students' speaking performance. According to Brown, there are 5 components in speaking, including:

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension

The assumption of the researcher about students' speaking performance is closely related to the theory that has been described by Brown. Where these five components can improve students' speaking performance in the classroom.

4. Definition of Anxiety

In second language learning activities in general, most students will experience anxiety, especially in speaking material. Students will feel anxious and less confident. This is because they find their second language or English too difficult to understand. There are several tendencies of students to experience anxiety, among others, they assume the language they are learning is not everyday language, have no self-confidence, have difficulty pronouncing words, and are afraid of being wrong. Several factors that can affect students' speaking performance come from: Working conditions, Affective factors (motivation, confidence, and anxiety), Listening skill, Feedback During Speaking Performance. In several factors that influence and have been explained in the previous section, one of the affective factors that greatly influences speaking is anxiety.

Anxiety can also be interpreted as an uncontrollable emotional state in which a person sees a dangerous opportunity for himself. This understanding means a state of emotionality in anxiety-producing reactions such as heart palpitations, stuttering, and restlessness that occur in foreign language classes. Kralova stated that Anxiety can be defined as a mental and physical state characterized by certain emotional, physical, cognitive and behavioral symptoms.²⁵

Based on the above understanding, we can conclude that anxiety is a condition in which students do not have self-confidence, then experience excessive worry or fear, feel restless, and are afraid to make mistakes.

²⁵Zdenakralova” Foreign Language Anxiety” (University in Nitra, Slovakia:2016) p.3

a. Speaking Anxiety

Afrianto stated that speaking anxiety is the fear felt by students when they are about to carry out an oral communication such as making a presentation or giving a speech in front of the class.²⁶ Meanwhile, according to Galego, speaking anxiety in public is a social fear that leads to the anxiety felt by someone when speaking in public.²⁷ This fear occurs because students do not believe in their abilities and tend to be shy. to practice in a foreign language.

In the process of learning English as well, students will be directed to be more active in interacting with others, such as during presentations, communicating and expressing their opinions in front of many people. However, when students do not have the ability to control speaking anxiety, they will lose ideas or ideas that must be conveyed optimally and their anxiety will dominate and worsen student speaking performance. Horwits et al stated that the factors of students' speaking anxiety in improving speaking performance include; Communication apprehension, test anxiety, and fear of negative evaluation.²⁸

From the above opinion it can be concluded that speaking anxiety is a condition experienced by students, where these students experience excessive worry, fear of failure, and lack of confidence when conveying an idea or idea in front of many people.

²⁶AfriantoDaud* , FakhriRas, Novitri, Clara PutriAudia” Factors Contributing to Speaking Anxiety: A Case Study of PreService English Teachers”(University of Riau, Pekanbaru: 2019) ,p.415

²⁷Ana Gallegodkk” Measuring Public Speaking Anxiety: Self-report, behavioral, and physiological” University of Jyväskylä, Mattilaniemi ;2021) ,p. 2

²⁸Elaine K. Horwitz, Michael B. Horwitz, Joann Cope” Foreign Language Classroom Anxiety” (Blackwell Publishing : 2012) ,p. 127

b. Type of Speaking Anxiety

Meanwhile, thomast stated and adapted by according to Spilberger type of anxiety consists of 2 types, namely trait anxiety and state anxiety.²⁹

1. Trait Anxiety

Trait anxiety is the anxiety that a person may experience in any situation. Trait anxiety can interfere with self-confidence, interfere with one's memory and mentality in participating in foreign language learning activities. On the nature of anxiety students will experience anxiety, excessive worry, and loss of confidence in participating in learning, especially on speaking material in English lessons. Trait anxiety refers to the tendency to have a high degree of anxiety. Anxiety traits cannot be completely eliminated but can be minimized to the level of anxiety that students can manage.

2. State Anxiety

In this situation, the anxiety is only temporary, where this anxiety is caused by a special event during the learning process such as an oral test or interview. In this event, of course, students will experience anxiety but it is only temporary and the anxiety will disappear or fade when the event has passed.

c. Factor Speaking Anxiety

According to Horwits et al. The factor of speaking anxiety is caused by 3 factors, namely: Communication apprehension, test anxiety, and fear of negative evaluation.³⁰

²⁹Thomas J. Huberty” Anxiety and Depression in Children and Adolescents”(New York, Springer Science Business Media, LLC : 2012).p. 31

³⁰Elaine K. Horwitz, Michael B. Horwitz, Joann Cope” Foreign Language Classroom Anxiety”(Blackwell Publishing : 2012),p. 127

1. Communication Apprehension

This factor is an activity that encourages students to have ideas to display something impressive but the ability to master vocabulary is still not enough so that it makes them not confident. In this situation students will have difficulty communicating and will have difficulty interpreting meaning in English. The level of ability of students in EFL is based on the anxiety factor. Communication apprehension, this means that communication apprehension is the main problem for students who experience anxiety when learning English. Students who are affected by communication apprehension will prefer to be in a study group environment with a large number of study groups with a small number, because students who experience anxiety are not too the center of attention and are likely to avoid interaction and communication with other students.

2. Test Anxiety

Test anxiety usually occurs due to the fear of failing on the part of a performance test. In facing exams, students will experience anxiety and fear of facing English test, especially on oral test, thus interfering with success in completing test. Test Anxiety refers to a type of performance anxiety that stems from the fear of failure. Many students have prepared themselves well to take the English test so as not to make mistakes, but most of the students still feel pressured during the test they think other students are better at completing the test. this situation can unknowingly make the previously prepared memories disappear. In general, the high and low achievement of students can be seen from how these students face and complete their test.

3. Fear Of Negative Evaluation

As a fear of evaluation from others that allows others to evaluate negatively on themselves, so most people will avoid evaluative situations. This factor causes students to feel anxious to show their ability directly in English, because students feel their classmates will give negative comments on their performance. Students also feel anxious when the teacher gives corrections that make their self-esteem fall in front of their friends.

d. Assessment of Speaking Anxiety

The assessment in speaking can help teachers to find out the influencing factors and can find ways to minimize anxiety in students during learning. According to Horwitz, there are several factors that can influence them, including:

1. Communication apprehension, namely students' communication anxiety in speaking orally and difficulty in capturing messages in listening to oral speech.
2. Test anxiety, which leads to student performance anxiety, where students are afraid of failing in language class.
3. Fear or negative evaluation, namely the fear of the evaluation conveyed by others for him. And a loss of confidence in learning.

Based on the theory that has been conveyed where the theory is related to speaking anxiety, the researcher focused on assessing students' speaking anxiety on Horwitz's theory.

5. Academic Emotion

When learning a foreign language, of course, each student will have different academic emotions. Where is the academic emotion that will affect student performance and achievement. Pekrun stated that academic emotion is a condition

that is felt by students in the form of emotions that arise when students participate in learning directly and are related to student achievement. These emotions exist when students feel able or unable to control themselves when following learning. Academic emotion also determines the success and failure of students in participating in the learning process, for example, such as anxiety and worry that arise when starting lessons, or also expressions that are too nervous when facing class exams such as speaking etc.

a. Academic Emotion Levels

Anxiety is a normal emotion in a person, anxiety will arise when someone feels afraid in facing a problem that they think is difficult to control. The level of anxiety of a person is certainly different, in Syarul's stated there are those who have high anxiety and low anxiety.³¹ For students who have low levels of anxiety, students will have good self-confidence, so they are easy to interact with other students even though they have difficulty mastering English in class. For students who have a high level of anxiety, students will have poor self-confidence, have doubts and will need the help of other students to help them in language class.

Reinhard Pekrun also explained that academic emotion in students has several levels of emotion, including positive emotion and negative emotion. Positive emotions include *enjoyment, hope, pride* and *relief*. While negative emotions include: *anger, anxiety, shame, hopelessness, and boredom*.³² An effective learning environment and learning support from teachers

³¹Peni Oktavia1, Syahrul2 “The Correlation Between Students’ Anxiety And Speaking Performance At The Second Grade In Sman1 Pantai Cermin Kabupaten Solok” Vol. 2, No.2, April (State Islamic Collage Of Bukittinggi: 2021), P.332

³²Zulfa Rusdiana Dkk.”Profil Emosi Akademik Siswa Selama Pembelajaran Online Di SMP YPM 4 Taman Sidoarjo” Vol. 6 No. 2, April 2021. (Education Sciences Universitas PGRI Kanjuruhan Malang) Hlm. 50 – 55

also greatly affect the emotional level of students. If the emotional level of learning is positive, student learning outcomes will also be good and develop. However, if the emotional level of learning is negative, then student learning outcomes are less than optimal, and fear, anxiety, and self-confidence will arise.

Based on the theory that has been explained, the researcher argues that the level of speaking anxiety is related to positive and negative anxiety. Students who experience positive anxiety will of course have low anxiety where the anxiety can still be controlled by themselves. While students who experience negative anxiety will have a high level of anxiety and can interfere with the learning process and their performance in learning.

6. The Correlation between Students' Speaking Anxiety and Their Speaking Performance

Speaking is one of the abilities to interact between listeners and speakers. As with the ability to speak in English, students are required to communicate using the language properly and appropriately so that other students can understand the meaning of the words conveyed. But in a foreign language class, of course, students will experience some problems such as anxiety and nervousness in speaking. Speaking anxiety is feeling nervous, sweaty and not confident when students do the oral speaking. Horwitz stated that students who experience anxiety can hinder their ability to maximize performance in the classroom.³³ This means that students who experience anxiety especially in speaking have a high probability of failing in learning a foreign language. Then According to Saito and Samimy, basically whatever the causes and difficulties of students who experience speaking anxiety will still greatly affect their speaking performance. Not only that, Djahimo also

³³Elaine K. Horwitz, Michael B. Horwitz, Joann Cope” Foreign Language Classroom Anxiety” (Blackwell Publishing : 2012) ,p. 127

stated that in general the principle of learning to speak is to make students active in communicating using English.³⁴ This means that when the student experiences anxiety and nervousness in learning, the student's speaking performance will also be disturbed so that students who should be active in communicating become passive in class.

Based on the theory that has been explained, the researcher assumes that every student who experiences speaking anxiety will of course have low speaking performance. These students are unable to control their anxiety and are more afraid to learn. This can make students inactive to communicate and get a score that is less than optimal in learning, especially in speaking class. And the researcher concluded that the students' speaking anxiety was related to the students' speaking performance in the EFL class.

B. Hypothesis

Based on the explanation, the hypotheses that can be formulated in this research are :

- a. (H₀) : There is no correlation between students speaking anxiety and their speaking performance in Efl class
- b. (H_a) : There is any correlation between students speaking anxiety and their speaking performance in Efl class

³⁴Santri E.P. Djahimo a, Dewi I.N. Bili Bora b, ElisnaHuan c” Student Anxiety and Their Speaking Performance: Teaching EFL to Indonesian Student” Vol. 2 No. 3, December (Published by Universidad Técnica de Manabí:2018) p. 188

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