
THE CORRELATION BETWEEN SPEAKING ANXIETY AND SPEAKING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS

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ABSTRACT: Speaking becomes a crucial ability that must be mastered in communication. This is quantitative research with a correlational design which aimed to find out whether or not there was a significant correlation between students' speaking anxiety and their speaking achievement and the contribution of speaking anxiety to their speaking achievement. The population of this research was all of the eighth-grade students of SMPN 1 Tanjung Raja with a total number of 128 students. However, there were only 32 students involved as the sample in this research taken by using stratified random sampling. By using oral Proficiency categories, students' speaking achievement was scored in terms of the six sub-skills of grammar, vocabulary, fluency, pronunciation, comprehension, and task. Furthermore, Public Speaking Classroom Anxiety Scale (PSCAS) questionnaire developed used to measure speaking anxiety containing 17 items. Pearson Product-Moment was used to find out the correlation between variables. The result showed that there was no significant correlation between students speaking anxiety and their speaking achievement with $r = (.177)$ lower than r -table (.349) and the level of probability (p) significance (.332) was more than (.05). It indicated that H_0 was accepted and H_a was rejected. This study could have implications for English language teachers, students, and future researchers.

Keywords: *Speaking anxiety, speaking achievement*

HUBUNGAN ANTARA KECEMASAN BERBICARA DAN PRESTASI BERBICARA SISWA KELAS VIII

ABSTRAK: Berbicara menjadi salah satu kemampuan yang penting yang harus terus dikuasai dalam berkomunikasi. Penelitian ini adalah penelitian kuantitatif dengan desain korelasi yang bertujuan untuk mengetahui ada atau tidaknya hubungan yang signifikan antara kecemasan berbicara siswa dan prestasi berbicara mereka serta kontribusi kecemasan berbicara terhadap prestasi berbicara siswa. Populasi penelitian ini adalah seluruh siswa kelas VIII SMPN 1 Tanjung Raja yang berjumlah 128 siswa. Namun sampel dalam penelitian ini hanya berjumlah 32 siswa yang diambil dengan menggunakan stratified random sampling. Dengan menggunakan kategori Kemahiran Lisan prestasi berbicara siswa dinilai dalam enam sub keterampilan tata bahasa, kosa kata, kelancaran, pengucapan, pemahaman, dan tugas. Selanjutnya, kuesioner Public Speaking Classroom Anxiety Scale (PSCAS) digunakan untuk mengukur kecemasan berbicara yang terdiri dari 17 item. Pearson Product-Moment digunakan untuk mengetahui korelasi antar variabel. Hasil penelitian menunjukkan bahwa tidak ada korelasi yang signifikan antara kecemasan berbicara siswa dan prestasi berbicara mereka dengan $r = (0,177)$ lebih rendah dari r -tabel (0,349) dan tingkat probabilitas (p) signifikansi (0,332) lebih dari (0,05). Hal ini menunjukkan bahwa H_0 diterima dan H_a ditolak. Studi ini dapat memiliki implikasi untuk guru bahasa Inggris, siswa dan peneliti masa depan.

Kata Kunci: *Kecemasan berbicara, prestasi berbicar*

INTRODUCTION

Currently, English is an essential language in our lives. According to Harmer (2007), English is a second or foreign language that people all around the world study. This is due to the fact that English has been designated as an international language, and individuals are required to study it. Then, the Indonesian government has determined that English will be one of the subject curriculums in Indonesian schools. As a result, it is believed that via their education, Indonesian students would be able to learn English. One of skills that students must master is speaking. Ozturk and Gurbuz (2014) explained that speaking is a productive one of four language skills. In today's language classrooms, students try to improve this productive skill in many ways. In addition, Misti (2018) assumed that speaking is one of the most crucial components of language acquisition that students should master. It is necessary to communicate what the speaker means to say as efficiently as possible in order to transmit the message to the listeners; nevertheless, if someone intends to say anything, they must be aware of how to build the meaning in order to gain an understanding from the listener and to avoid misunderstanding between speaker 2 and listener.

Therefore, speaking becomes a crucial ability that must be mastered in communication. On the other hand, the goal of speaking is to communicate. According to Putra (2018), communication is the exchange of messages or news between two or more individuals in order for the message to be comprehended. As a result, in order to successfully deliver the information, the speaker must first comprehend what will be conveyed or communicated. Then, Cameron (2001) stated that speaking is the active use of language to express meanings so that other people can make sense of them. A speaker must use the most suitable words and language to express meaning properly and exactly, as well as to organize the conversation so that the audience understands. They are speaking for more appropriate reasons here, such as knowledge sharing, requesting or offering something, and other communication purposes.

METHODOLOGY

1. Research Design

The current study was quantitative research with a correlational design which attempted to find the significant correlation and contribution between the variables, speaking anxiety, and speaking achievement of the students.

2. Population

The population is a generalization region made up of items or individuals with certain features and attributes that writers establish in order to learn and then deduce. According to Creswell (2012), the population is a group of individuals having one characteristic that distinguishes them from other groups. Johnson and Christensen (2014) stated that a population (sometimes called a target population) is the set of all elements. It is the large group to which a writer wants to generalize his or her sample results. The population of this study were the eighth-grade students from SMPN 1 Tanjung Raja consisting of 4 classes. The population distribution can be seen in Table 1.

Table 1. Population of the Study

No.	Class	Number of Students
1.	VIII.1	32
2.	VIII.2	32
3.	VIII.3	32
4.	VIII.4	32
Total		128

3. Sample

Sample is a representative of population. Creswell (2012) explained the sample is representative of the population, and the results obtained during the study can be applied to the entire population. In this study, the writers used the stratified random sampling approach to obtain the sample. According to Fraenkel, Wallen, and Hyun (2012), stratified random sampling is a method of selecting subgroups, or strata, in the same proportion as they exist in the population for the sample. The sample of this study can be seen in Table 2.

Table 2. Sample of the Study

No.	Class	Number of Students
1.	VIII.1	8
2.	VIII.2	8
3.	VIII.3	8
4.	VIII.4	8
Total		32

Then, due to social limitations during the COVID-19 pandemic. This school made restrictions on teaching and learning. Lessons were only done twice a week. Therefore, the writers used 8 students in each class as a representative with a total of 32 students. This is supported by the opinion of Creswell (2012) stated that correlational study that relates variables would require approximately 30 participants. As a result, it already provides the acceptable sample size for a correlational study.

4. Data Collection

The writers used a questionnaire and a speaking test as instruments in this study, to collect data on the correlation between anxiety and speaking achievement of eighth-grade students at SMPN 1 Tanjung Raja. Public Speaking Class Anxiety Scale (PSCAS) questionnaire designed by Yaikhong and Usaha (2012) was used and delivered to the students to collect information regarding speaking anxiety. The PSCAS questionnaire has 17 questions that were connected to speaking anxiety. In addition, the writers conducted a speaking test to get the students' speaking achievement. The speaking test was given in the form of booklets. The booklets were split into two categories: a teacher's booklet and a student's booklet. Students were given different topics and were asked to make a conversation based on the illustration in the students' booklet.

In addition, the writers also checked for the instruments' validity and reliability. As for the questionnaire, since the writers used the Bahasa version, it needed to be translated. The translation was approved by two validators, chosen with these criteria; those who (1) have been teaching English for more than 8 years, (2) held master degrees, and had TOEFL score of higher than 550. The questionnaire used in this study was designed by Yaikhong and Usaha (2012) in their work titled Public Speaking Class

Anxiety Scale. The PSCAS Questionnaire has 17 items. Sujarweni (2014) explained the criteria for a research instrument to be reliable is by using the Cronbach Alpha formula if the reliability coefficient was > 0.60. The reliability coefficient of the Public Speaking Class Anxiety Scale was defined in the table 3.

Table 3. Reliability of PSCAS Questionnaire

Cronbach's Alpha	N of Items
0.637	17

Based on the table, the coefficient of the Cronbach's Alpha was 0,637. The score was the result of a try-out questionnaire conducted by the writers in a different school from the research destination school with the same grade and the same number of samples. In brief, because the PSCAS Questionnaire's coefficient values were more than 0.60, it was considered reliable to be used in this study.

Furthermore, the writers used expert judgment to determine the validity of the speaking test using content validity. There were two experts evaluating the test whether it was suitable or not. In relation to this, there are certain factors to consider while selecting a validator. He/she must have a minimum TOEFL score of 550, at least 8 years of teaching experience, and a Master's degree in English major.

Furthermore, to acquire the reliability of speaking test, the writers used inter-rater reliability. In this study, two raters were employed to measure speaking ability of students. Landis and Koch (1977) described the interpretation of level agreement to see the results of inter-rater calculations according to the reliability degree category. The interpretation of level agreement can be seen in the table 4.

Table 4. Interpretation of level agreement

Coefficient of Reliability	Strength of Agreement
< 0.00	Poor
0.00 - 0.20	Slight
0.21 - 0.40	Fair
0.41 - 0.60	Moderate
0.61 - 0.80	Substantial
0.81 - 1.00	Almost Perfect

Brown (2004) stated that inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to score criteria, inexperience, inattention, or even preconceived biases. The result reliability of speaking test was defined in table 5.

Table 5. The Result of Reliability of Speaking Test

Cronbach's Alpha	N of Items
0.754	6

Based on the table, the coefficient of the Cronbach's Alpha was 0,754. Because the value is more than 0,60, it means that the reliability of the speaking test was reliable. The complete result of the tryout of the instruments that was done in eighth grade of SMPN 3 Tanjung Raja.

5. Data Analysis

After distributing the questionnaire and speaking test, the writers evaluated the data to check for its normality and linearity. Based on the tables of normality test, it was found that the significant of normality test from students' speaking anxiety was .200 and their speaking achievement was .168. From the scores, it could be defined that the obtained data were categorized normal since it was higher than .05. Besides, the result of linearity test showed that the deviation from linearity between speaking anxiety and speaking achievement were (sig) .242. Thus, the result showed that the data of speaking anxiety and speaking achievement higher than .05, it means that all of the data were linear.

FINDINGS AND DISCUSSION

There were several kinds of research findings in this study: (1) the result of students' speaking anxiety, (2) the result of students' speaking achievement, (3) the correlation between speaking anxiety and speaking achievement, and (4) the contribution of speaking anxiety to speaking achievement.

Table 6. Descriptive Statistics and Distribution

Descr Stat	N	Min	Max	Mean	Std. Dev
Speaking Anxi	32	44	69	57.25	6.599
Speaking Ach	32	6	9	7.455	0.8215

Distribution	Freq	Percent	V. Percent	Cum. Percent
Speaking Anx				
Low Anx	5	15.6	15.6	15.6
Medium Anx	24	75	75	90.6
High Anx	3	9.4	9.4	100.0
Total	32			
Speaking Ach				
Very Poor	3	9.4	9.4	9.4
Poor	29	90.6	90.6	100.0
Total	32	100.0	100.0	

1. Students' Speaking Anxiety

There were 32 students of eighth grade SMPN 1 Tanjung Raja who participated in this study. The 17 items of PSCAS questionnaire by Yaikhong and Usaha (2012) were used to investigate the students' speaking anxiety. Each statement was assigned on five-point likert scale ranging from 5 "Strongly Agree" to 1 "Strongly Disagree". Since the questionnaire data had been collected, the writers analyzed the data. The result of descriptive statistics of students' speaking anxiety is described in table 8. In descriptive statistics of speaking anxiety, it was found that the total number of participants were 32 students. The maximum score was 69, and the minimum score was 44. The mean of the speaking anxiety for the participants was 57.25 and the standard deviation was 6.599. Based on the results of the questionnaire, the three categories of speaking anxiety were all perceived by the students with distinct numbers. The specifics are explained in Table 8. Based on the results analysis of the PSCAS questionnaire, it shows that 5 students (15.6%) were indicated having low anxiety, 24 students (75%) were indicated having

medium anxiety, 3 students (9.4%) were indicated having high anxiety. In short, moderate anxiety was the most felt by students.

2. Students' Speaking Achievement

In descriptive statistics of students' speaking achievement, it was found that the maximum score was 9, and the lowest was 6. The mean of the speaking scores was 7.455. The standard deviation was 0.8215. On average the students had a poor category from the two rater category, which were 29 students. Only a few students had the very poor category, namely 3 students. In addition, it was also found that 3 students (9.4%) out of 32 students were in very poor category, 29 students (90.6%) out of 32 students were in poor category. From these data, it can be concluded that most of the speaking achievement of the students mentioned above are in the poor category.

3. The Correlation between Speaking Anxiety and Speaking Achievement

The Pearson Product Moment Correlation Coefficient was utilized to address the first question in the research, which aimed to find a significant correlation between speaking anxiety and speaking achievement. The result of Pearson Product Moment Correlation Coefficient is described in table 7.

Table 7. Correlation between Speaking Anxiety and Speaking Achievement

		Speaking Anxiety	Speaking Achievement
Speaking Anxiety	Pearson Correlation	1	0.177
	Sig. (2tailed)		0.332
	N	32	32
Speaking Achievement	Pearson Correlation	0.177	1
	Sig. (2tailed)	0.332	
	N	32	32

Based on the table above, the correlation coefficient or the r-obtained (.177) was lower than r-table (.349). Thus, the level of probability (p) significance the p (sig.2-tailed) was .332 for speaking anxiety and speaking achievement. It means that p (.332) was higher than .05. Nonetheless, this correlation was categorized as no correlation based on the correlation coefficient interval because r-obtained (.177) was between 0.00-0.19. It indicated that there was no significant correlation between speaking anxiety and speaking achievement.

4. The Contribution of Speaking Anxiety to Speaking Achievement

Since, it was found out that there was no correlation between two variables, there is no need to do further research which tried to find out the contribution speaking anxiety to the student speaking achievement. In addition, Cohen, Manion, and Marrison (2007) stated that regression aims to determine the value one variable in relationship to other that describes the compatibility of the relationship.

Discussion

To strengthen the value of this study, an interpretation was made based on the results of data analysis. Based on the findings, there is no significant relationship between speaking anxiety and speaking achievement. Also, there was no significant effect of foreign language anxiety and speaking achievement. According to the PSCAS questionnaire findings, five students were found having low anxiety, Twenty four

students were indicated having medium anxiety, and the three students were indicated having high anxiety. In short, moderate anxiety was the most felt by students. From the result of Pearson Product Moment Correlation, it was found that there was no correlation between speaking anxiety and speaking achievement of eighth grade students of SMPN 1 Tanjung Raja. This means that speaking anxiety had no correlation to their performance speaking achievement. There might be a reason why there was no significant correlation between students' speaking anxiety and their speaking achievement. The phenomenon that the writers saw when conducting research in grade 8 of SMPN 1 Tanjung Raja can be explained that most students lack confidence when learning to speak English. When the teacher called one of the students to come to the front of the class to read the text in English, they were asked to have a dialogue in English but they did not want to. Only a few students want to come to the front of the class to perform and they also looked nervous so what they display for dialogue was not clear due to lack of confidence. In addition, another factor is the lack of motivation. As previously, it explained about the lack of self-confidence of students. They were also afraid to come in front of the class because they were afraid of making mistakes in pronouncing words, and also making mistakes in grammar. Therefore, the students also found the difficult to express themselves in learning to speak English because of the lack of motivation in the minds of students. The insignificant finding most likely happened because speaking anxiety was not the only one factor influencing the students' speaking achievement. The most important criteria are motivation or confidence in speaking English.

CONCLUSION

Based on the findings and interpretations of this study, there were some conclusions that may be obtained. First, the result of Pearson Product Moment Correlation was r -obtained (.177) was lower than r -table (.349) for speaking anxiety and speaking achievement. The level of probability (p) significance (sig. 2-tailed) was .332. Since was more than .05, it means that there was no significant correlation between speaking anxiety and speaking achievement of eighth-grade students of SMPN 1 Tanjung Raja. Second, the insignificant result occurred since speaking anxiety was not the only one factor that influenced the students' speaking achievement.

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