

## THE CORRELATION BETWEEN SPEAKING ABILITY AND ANXIETY AT THE EIGHTH GRADE STUDENTS OF SMPN 06 KOTABUMI

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**Abstract:** Anxiety is felt by students can be described through low self-confidence, so they cannot develop their abilities to the fullest. However, when the researcher had done observation at the eighth grade of SMP Negeri 6 Kotabumi, the researcher found that some of the students have low ability in speaking ability. The purpose of this research is to investigate whether there is significant correlation between speaking ability and anxiety, and population in this research is all students at the eighth grade of SMP Negeri 6 Kotabumi Academic Year 2020/2021. The instruments that used in this research are oral test and questionnaire of. Data analysis used was Product Moment Correlation formula, and the results of statistical data analysis of this research was observed  $> r_{table} (33)(0.05) = 0.355 > 0.344$ . Furthermore, the results of t test was observed  $> t_{table} (33)(0.05) = 2.114 > 1.689$ , this indicate that there is a significant correlation between speaking ability and anxiety at the eighth grade students of SMP N 6 Kotabumi academic year 2020/2021.

**Keywords:** anxiety, speaking ability, correlation.

**Abstrak:** Kecemasan adalah perasaan siswa yang dapat digambarkan melalui rendahnya kepercayaan diri, sehingga mereka tidak dapat mengembangkan kemampuan mereka dengan penuh. Namun, ketika peneliti telah melakukan observasi pada siswa kelas delapan SMP Negeri 6 Kotabumi, peneliti menemukan beberapa siswa yang memiliki kemampuan berbicara rendah. Tujuan dari penelitian ini adalah untuk meneliti hubungan yang signifikan antara kemampuan berbicara dan kecemasan. Populasi dalam penelitian ini adalah semua siswa kelas delapan SMPN 6 kotabumi tahun ajaran 2020/2021. Instrumen penelitian ini adalah tes berbicara dan angket. Data yang didapat dianalisis menggunakan rumus Product Moment Correlation, dan hasil data statistik analisis penelitian ini adalah  $r_{hitung} > r_{tabel} (33)(0.05) = 0.355 > 0.344$ . Selanjutnya, hasil dari uji t adalah  $t_{hitung} > t_{tabel} (33)(0.05) = 2.114 > 1.689$ , ini menunjukkan bahwa terdapat korelasi yang signifikan antara kemampuan berbicara dan kecemasan pada siswa kelas delapan di SMPN 6 Kotabumi tahun ajaran 2020/2021.

**Kata Kunci:** kebiasaan membaca, pemahaman membaca, korelasi

## I. INTRODUCTION

Based on curriculum 2013 speaking is very important for students' junior high school. It is because ideally in learning speaking students should be able to speak with other people using English properly. In addition, students can be categorized as capable of speaking English if they have good pronunciation, have good fluency, master a lot of vocabulary, have good grammar mastery, and must be able to arrange words into well-organized sentences which can be understood by the listener.

However, in fact many students at Junior High School (SMP) that feel difficulties in speaking. Many problems that felt by students can be error in grammar, lack of vocabulary, and pronunciation, remember word but can not express their ability fully in English. There are many factors that cause difficulties in speaking English, these factors are related to the students themselves, the teaching strategies, the curriculum and the environment. For example, many students lack the necessary vocabulary to convey their meaning, and consequently they cannot keep the interaction going. Besides, in learning foreign language especially speaking many students felt fear and shy to performance in front of class. It is because they felt insecure with their ability.

Fear becomes one of the factors which causes failure of speaking, it is because commonly called as anxiety. Anxiety often makes a person fail when unable to speak and failed to show that they actually understood English well enough. According to Ormrod in Juwitawati (2018) Anxiety is feeling of nervous and restless about certain situation (p:600). It is supported by Mayer in Sari (2017) anxiety is feeling of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger (p:56). Susilowati (2019) state that anxiety is a feeling of nervous, uneasiness, and fear of something (p:14). Anxiety is something that can affect almost everyone at a certain time in their lives. That is because anxiety is a normal reaction experienced by someone to a very tense situation in life. Students who have high anxiety level felt difficult to focus or concentration in learning process and they are also afraid and avoid the subject, especially in speaking subject.

Speaking is one of the four skills in language that has an important role in mastering English. According to Hardiyanto (2018) Speaking is an important part of learning process in teaching English as foreign language (p:106). Meanwhile, Kuning (2020) states that, speaking is the ability of people in talking English that used to deliver information with fluently and

good pronunciation (p:78). It is supported by Chaney in Tridinanti (2019) states that, speaking is the process of interaction between two or more people which involve producing, receiving, and processing information(p:36). according to Sartipah (2019) state that speaking is use to communicate with another people indeed and with people in the world (p:161).

Speaking is verbal communication, which is basic skill that very needed by students. Therefore, with mastering speaking skill students will gradually build their confidence to speak and communicate using English as a foreign language with other. According to Suryani in Sunarya (2018) states that “speaking is used to express meanings so that other people can make sense of them (p:281). It is suported by Susanti (2019) states that to get involved in a spoken communication, someone should be ready to speak up without feeling ashamed, fear, lack confidence, and so forth (p:58). Based on explanation of the experts above, it can be concluded that if the students able to speak English well, then they can use their communication skill to achieve their goal that is conveying their message.

Regarding to speaking ability a good speaker is speaker that can to convey messages to the listener, so that the speaker can get what he wants according to the message delivered. In addition, speaker

can be categorized as capable of speaking English if they have good pronunciation, have good fluency, master a lot of vocabulary, have good grammar mastery, and must be able to arrange words into well-organized sentences which can be understood by the listener. Speaking is useful for measuring students' ability in using English because this ability is measured in their application of speaking English as a communication tool, one of which is by speaking. Another benefit of mastering speaking ability is that it will make it easier for students in their lives and careers to interact and transact later.

Therefore, this article attempts to find out whether there is correlation between speaking ability and anxiety at the eighth grade students of SMP Negeri 6 Kotabumi.

### **Formulation of the Problem**

Based on the explanation above, the formulation of the problem in this research is there any significant correlation between speaking ability and anxiety at the eighth grade students of SMP Negeri 6 Kotabumi in the academic year 2020/2021?

### **Research Objective**

The objective of this research is to investigate whether there is signi-ficant correlation between speaking ability and

anxiety at the eighth grade students of SMP Negeri 6 Kotabumi in the academic year 2020/2021

### **Research Usages**

The usages obtained from this research as follows.

1. Theoretically, to support and strengthen the previous fundings related to the correlation between speaking ability and anxiety.
2. Practically,  
*Teachers*, especially to English learning teacher can be used as the additional information in learning speaking, and *Next Researchers*, this research can be used as a reference or resource for other researchers to dig deeper about same topics

## **II. RESEARCH METHOD**

This research is descriptive quantitative correlation research. According to Creswell (2014), quantitative correlation research is an approach for testing the relationship among two or more variables in research (p:32). In addition, Leedy & Ormrod in Tridianti (2018) state that the correlation occurs if two variable, the independent variable (X) and the dependent variable (Y) each increases (p:37). Therefore, it aims to determine the

correlation between two or more variables. This research described the correlation between independent variable, namely the *speaking ability*, while the dependent variable, namely *anxiety*.

### **Population**

Population in this research was all of eighth grade in SMP Negeri 6 Kotabumi academic year 2020/2021 which consisted of nine grades with 285 students.

### **Sample**

There were 33 students' consist-ing 20 females and 13 males, involves as the sample in this research.

### **Instrument**

The instruments used in this research are questionnaire for anxiety and oral test for speaking ability. Both of the instruments were validated through expert judgments, and the result of validation revealed that both instruments were valid and can be used to collect the data.

### **Data Collecting Technique**

Data collecting technique used in this research are using questionnaire and oral test. Furthermore, from questionnaire was used to obtain the data about students' anxiety, while from 25 statements used to obtain data on students' anxiety in English,

the researcher used 25 state-ments, answer scores are arranged based on a Horwitz scale with 4 alternative answers, namely; very agree (SS/ Sangat Setuju), agree (S/Setuju), (N/Netral), no agree (TS/Tidak Setuju), very no agree (STS/Sangat Tidak Setju). In addition, to test speaking the researcher used descriptive text to obtain data on students' speaking ability.

### Data Analysis Technique

The technique of analyzing the data is begun by conducting normality test and homogeneity test as the pre-requisite test must be done before test-ing the hypothesis using parametric analysis.

#### a. Normality Test

The Normality test used in this research is *Liliefors* test from Sudja-na (2005:466) with the following procedure.

1. Determine the raw number by using the formula:

$$z_i = \frac{X_i - \bar{X}}{s}$$

2. Determine the opportunity of each standard number using the formula:

$$F(z_i) = P(Z \leq z_i)$$

3. Determine the proportion using the formula:

Numbers  $z_1, z_2, z_3 \dots z_n$  that  $\leq$

$z_i$

$$S(z_i) = \frac{\text{---}}{n}$$

4. Calculate the absolute number using the formula:

$$F(z_i) - S(z_i)$$

5. Determine the largest absolute value which is called  $L_{observed}$ , then compared the  $L_{observed}$  with  $L_{table}$ . The normal criteria is;  $H_0$  is accepted if  $L_{observed} < L_{table}$  (the data have normal distribution).

#### b. Homogeneity Test

The Homogeneity test used of two groups it uses similar test of two variances. Two variance of common test used to determine whether both data are homogeneous from Arikunto (2010:363) is as follows:

$$F_{observed} = \frac{\text{The Highest Variance}}{\text{The Lowest Variance}}$$

The testing criteria are:  $H_0 : H_0$  is accepted if  $F_{observe} \leq F_{table}$  the variances of the data is homogenous (Sugiyono. 2017, p.197).

#### c. Hypothesis Test

To find out the correlation between two variables using the *Pro-duct Moment* correlation formula from Arikunto (2010:213).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Descriptions:

$r_{xy}$  : Coefficient of correlation

$N$  : Total sample

$_{xy}$  : Total x and y

$X$  : Independent variable

$Y$  : Dependent variable

$X^2$  : The sum square of x variable

$Y^2$  : The sum square of y variable

Then proceed to test the significance correlation coefficients by looking at the price of critiques at a significant level of 5%.  $r_{xy}$  results were tested by *t test* with the following formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad (\text{Sugiyono, 2010:230})$$

Descriptions:

$t$  :  $t_{observed}$

$r$  : the result of correlation between two variable

$n$  : the total of sample

The criteria are as follow.

If  $t_{observed}$  is greater than the  $t_{table}$  at the significant level of  $> 0.05$ , the correlation is significant. From on the formula of the hypothesis test, the hypothesis in this research as follows:

a.  $H_0$  : There is no significant correlation between speaking ability and anxiety at the eighth grade students of

SMP Negeri 6 Kotabumi in the academic year 2020/2021

b.  $H_a$  : There is significant correlation between speaking ability and anxiety at the eighth grade students of SMP Negeri 6 Kotabumi in the academic year 2020/2021.

### III. RESULT AND DISCUSSION

#### Result

The objective of this research is to describe the correlation between speaking ability and anxiety at the eighth grade students of SMP Negeri 6 Kotabumi. The total of samples in this research consists of 33 students', and then from this sample data can be obtained from the results of the anxiety questionnaire and the oral test of speaking ability with used statistical calculations of *Product Moment Correlation* ( $r$ ) and *t test*. The results of correlation between speaking ability and anxiety as follows:

**Table 1**

Note		Description
$r_{observed} > r_{table (33)(0.05)}$	$0.355 > 0.344$	H <sub>a</sub> was accepted
$t_{observed} > t_{table}$	$2.144 > 1.689$	

(33)(0.05)		
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From on the table above, it is concluded that  $H_0$  was rejected and  $H_a$  was accepted, that means there is correlation between speaking ability and anxiety. Furthermore, the results of  $r_{observed} > r_{table (33)(0.05)} = 0.355 > 0.344$ , and significant test (t test) was found that  $t_{observed} = 2.144$ , while  $t_{table} = 1.689$ . The criterion of significant is if  $t_{observed} > t_{table}$ , it means that the correlation is significant.

This shows that the correlation between the two variables has a positive effect, which means that the higher the anxiety of the students, the higher also the speaking ability in English of the students. The results of this research is in accordance with the hypothesis proposed by the researcher, namely that there is correlation between speaking ability and anxiety in English at the eighth grade of SMP Negeri 6 Kotabumi academic year 2020/2021.

## Discussion

Regarding from explanation above, it can be concluded that students' speaking ability can be affected by many factors that come from students' affective factors such as motivation, self-confidence and anxiety. Many of students do not seem have good

self confidence when they speak up in front of the class and feel nervous and shy to speak freely. They do not usually used English in daily conversation. It makes the students unable to speak fluently in the class.

Furthermore, some factors which become problem in students' speaking ability, such us they have lack vocabulary, lazy to practice speaking in the class, low motivation to speak English in their daily life and they feel unconfident to speak English as a foreign language. It is supported by the explanation Thornburry in Juwitawati (2018) there are several factors that can contribute to speech failure and cause acute anxiety when speaking are lack of vocabulary, improper grammar, fear of mistakes that occur when speaking (p. 601).

Furthermore, based on the result of this research which is anxiety as one of the factors which can influence of students' speaking ability. Anxiety is negative feeling to speak up with other people in foreign language class. Speaking anxiety as something that has a great impact on students' self confidence. It is makes students can not deliver ideas or information that their know. Futhermore, anxiety also makes students have low-confidence to speak up in front of class or to other people. In summary, Anxiety can

give the negative effect in learning process especially in students' speaking ability

#### IV. CLOSING

From the results and discussion above it can be concluded that there is significant correlation between speaking ability and anxiety at the eighth grade students of SMP Negeri 6 Kotabumi in the academic year 2020/2021.

For the next project, it is suggested to.

##### 1. Teachers

the teacher should be motivated the students in learning process, so students can perform their skill without feel worried or anxious in front of class. Then, English teacher can be made students more interesting and more

comfortable in learning process with giving lesson more creative and used various of teaching method or strategy especially in teaching speaking. It can minimize the feeling of students' anxiety so that students can improving their ability.

##### 2. Students

this research can give the information for English learning to solve their problem in their anxiety and understand more about what they feel when they speak up using English. They can try to minimize their feeling of anxiety through the teacher interesting ways for teaching in the class. Then students should be aware and explore themselves in the certain learning so they can achieve their ability

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