

**CORRELATION BETWEEN STUDENTS' ANXIETY AND
SPEAKING ABILITY AT ENGLISH DEPARTMENT
IAIN PALANGKA RAYA**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M/1441 H**

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SPEAKING ABILITY AT ENGLISH DEPARTMENT
IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of Sarjana in English Education



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2020 M/1441 H**

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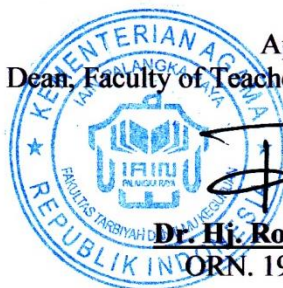
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Demikian atas perhatiannya, diucapkan terima kasih.

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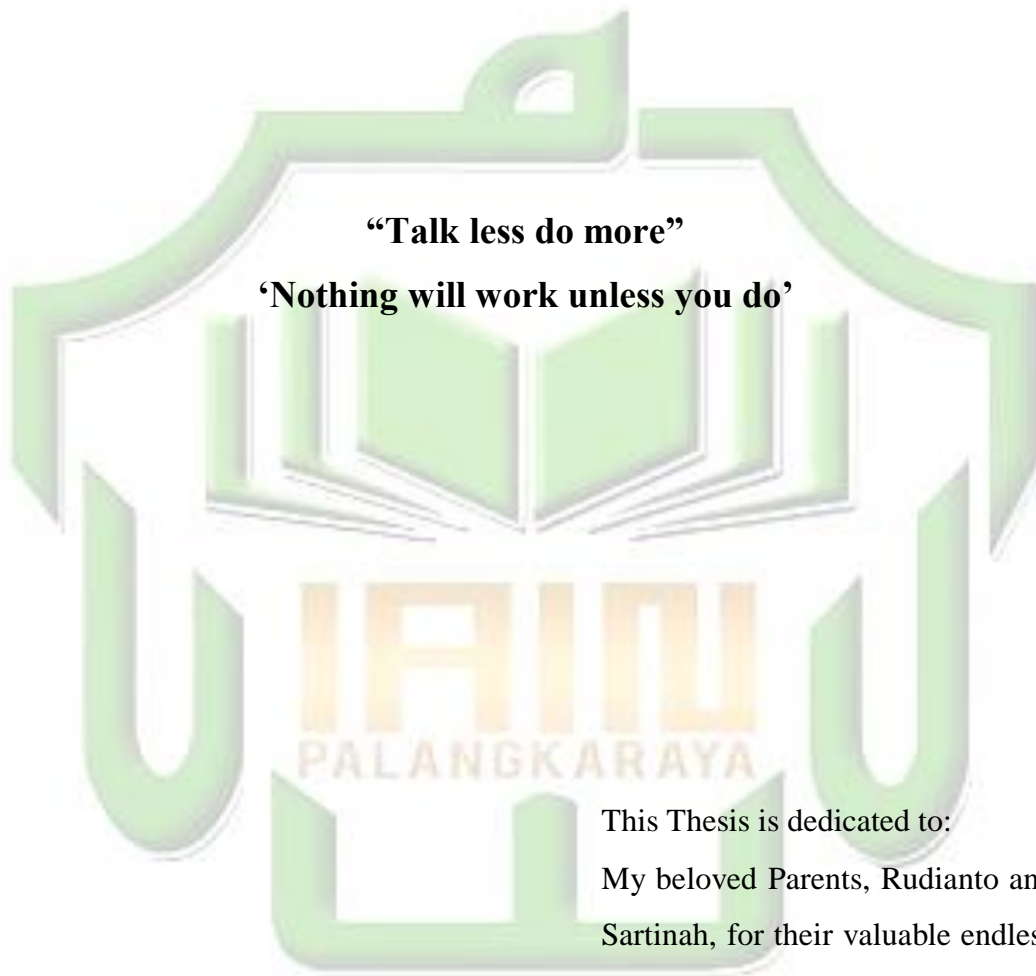
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This Thesis is dedicated to:

My beloved Parents, Rudianto and Sartinah, for their valuable endless prayer, sacrifice, and support. My beloved Sister Dwi Rudianti, and My beloved Friends of TBI 16.

DECLARATION OF AUTHORSHIP

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ABSTRACT

Taufana, M.R. 2020. *Correlation Between Students' Anxiety and Speaking Ability At English Department IAIN Palangka Raya*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Ttraining and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Zaitun Qamariah, M.Pd, (II) Akhmad Ali Mirza, M.Pd.

Keywords: Correlation, Anxiety, Speaking

The aim of this research was to explore the correlation between students' anxiety and speaking ability, Students anxiety was the variable X and speaking Ability as the variable Y. This study was focus to find out the correlation between students' anxiety and speaking ability at the 3rd semester students of English Department IAIN Palangka Raya.

The method of this research was quantitave and correlation was the design of the research. The sample of the research was the 3rd semester students of English Department at IAIN Palangka Raya consisting of 30 students taken by cluster random sampling technique. The researcher used two kinds of instruments to collect the data of two variables. The instruments were questionnaire and speaking test. The first instrument was FLCAS questionnaire sheet developed by Horwitz et.al (1986) which contains of 33 items with 5 point Linkert-scale. This questionnaire used to measure the level of students' anxiety. The second instrument was speaking test. Oral proficiency scoring categories from Brown (2004) was used as guidance to measure students' speaking ability by conducting 'My Daily Routine' as the topic. In analyzing the data, the researcher correlated the result of questionnaire and the result of speaking test by using Pearson Product Moment Correlation.

The result of this research showed that the result of r calculation for students' anxiety and their speaking test is -.269. Based on the table of interpretation of r value, the result of r calculated (-.269) is between 0.200 and 0.400, This value shows that there is a negative correlation in low correlation criteria. From the significance (2 tailed), the writer get the score .151. It means $r > 0.05$ which showed H_0 cannot be rejected. The result explained that there is a correlation between two variables, students' anxiety and speaking ability of 3rd semester students of English Department IAIN Palangka Raya.

ABSTRAK

Taufana, M.R. 2020. *Hubungan Antara Kecemasan Mahasiswa dan Kemampuan Berbicara Di Jurusan Bahasa Inggris IAIN Palangka Raya*. Skripsi tidak di terbitkan. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri palangka Raya. Pembimbing (I) Zaitun Qamariah, M.Pd, (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: Korelasi, Kecemasan, Berbicara

Tujuan dari penelitian ini adalah untuk menyelidiki hubungan antara kecemasan mahasiswa dan kemampuan berbicara, kecemasan mahasiswa adalah variabel X dan kemampuan berbicara sebagai variabel Y. Penelitian ini difokuskan untuk mengetahui hubungan antara kecemasan mahasiswa dan kemampuan berbicara pada mahasiswa. Mahasiswa semester 3 Jurusan Bahasa Inggris IAIN Palangka Raya.

Metode penelitian ini adalah kuantitatif dan korelasi adalah desain pada penelitian ini. Sampel penelitian adalah mahasiswa semester 3 Jurusan Bahasa Inggris di IAIN Palangka Raya yang terdiri dari 30 siswa yang diambil dengan teknik cluster random sampling. Peneliti menggunakan dua jenis instrumen untuk mengumpulkan data dari dua variabel. Instrumen yang digunakan adalah angket dan tes berbicara. Instrumen pertama adalah lembar kuesioner FLCAS yang dikembangkan oleh Horwitz et.al (1986) yang berisi 33 item dengan 5 skala penilaian. Kuesioner ini digunakan untuk mengukur tingkat kecemasan mahasiswa. Instrumen kedua adalah tes berbicara. Kategori penilaian kemahiran berbicara dari Brown (2004) digunakan sebagai pedoman untuk mengukur kemampuan berbicara mahasiswa dengan menjadikan 'My Daily Routine' sebagai topik. Dalam menganalisis data, peneliti menghubungkan (mengkorelasikan) hasil kuesioner dan hasil tes berbicara dengan menggunakan Korelasi *Pearson Product Moment*.

Hasil penelitian ini menunjukkan bahwa hasil perhitungan r untuk kecemasan mahasiswa dan tes berbicara mereka adalah $-.269$. Berdasarkan tabel interpretasi nilai r , hasil r yang dihitung ($-.269$) ada diantara 0.200 dan 0.400 , nilai ini menunjukkan bahwa ada korelasi negatif dan dalam kriteria korelasi rendah. Dari signifikansi (2 tailed), penulis mendapat skor $.151$. Artinya $r > 0.05$ yang menunjukkan H_0 tidak dapat ditolak. Hasil penelitian menjelaskan bahwa ada hubungan antara dua variabel, kecemasan siswa dan kemampuan berbicara siswa semester 3 Jurusan Bahasa Inggris IAIN Palangka Raya.

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Palangka Raya, April 20th 2020

Yours Faithfully



Moh. Rudi Taufana
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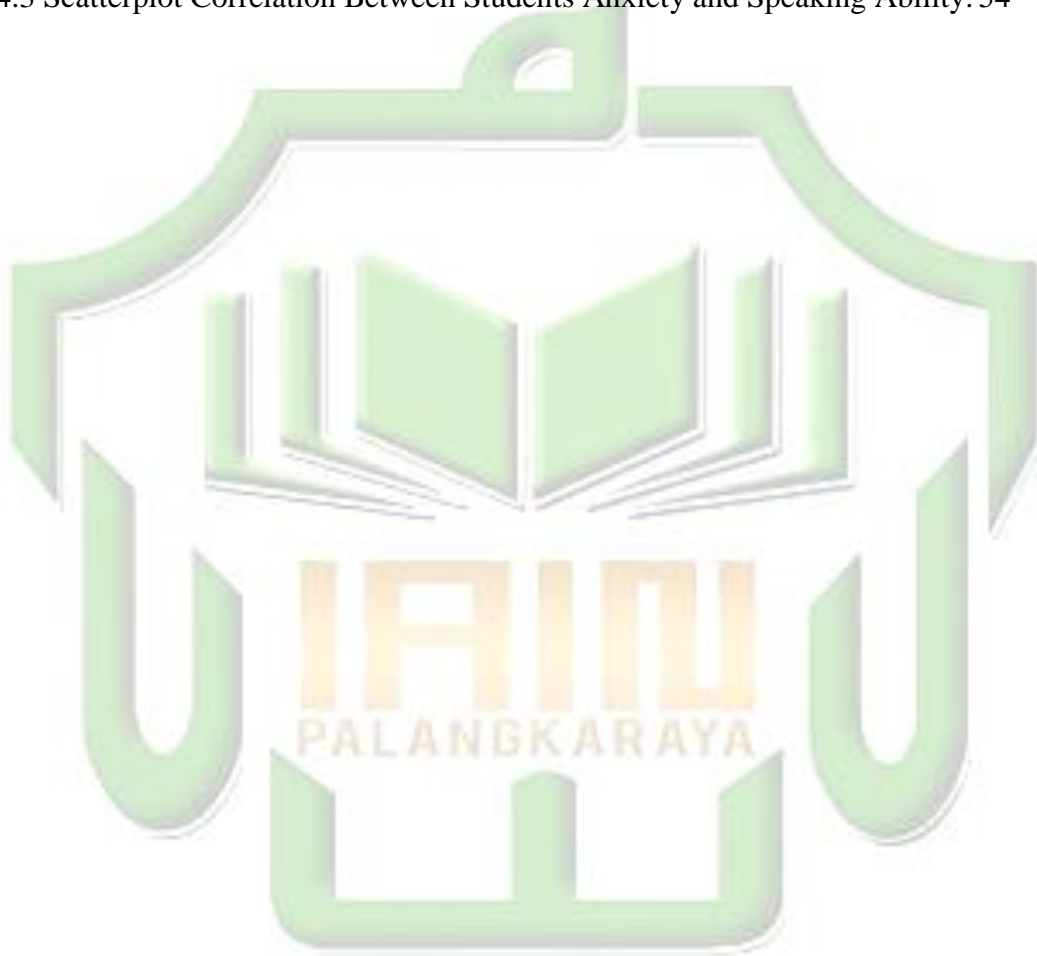
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20. Curriculum Vitae

LIST OF ABBREVIATIONS



IAIN	: Institut Agama Islam Negeri
EFL	: English Foreign Language
FLCAS	: Foreign Language Classroom Anxiety Scale
H_a	: Alternative Hypothesis
H_o	: Null Hypothesis
ANOVA	: Analysis Of Variance
FLSA	: Foreign Language Speaking Anxiety
LMD	: Licence Master Doctorate
SPSS	: Statistical Package For The Social Sciences
SAQ	: Students Anxiety Questionnaire

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research problem, objectives of the study, hypothesis of the study, assumption, scope and limitation, significance of the study, and definition of key terms.

A. Background of the Study

English is an international language, someone who can speak english fluently will feel they are highly qualified compared to others and will usually also have high access to information. English is the international language. English has practically become a major language in recent years. In Indonesia's entire school, English is one of the main subjects. Therefore, It has been taught at various levels of education; such as primary, junior and senior high school. In the hope that students are prepared to face the era of globalization through their studies in formal education.

As a foreign language, English is sometimes considered a very difficult subject to be mastered by the students in Indonesia. Mastering foreign language in universities, especially English is one of requirements to be successful in many fields because English has a big role in connecting the students for many purposes, such as to study abroad or to look for a job in companies. The main point of learning a foreign language is how we be able to communicate using that language. Speaking a foreign language is a major part of communicating in that language. So, in communication, speaking becomes an important skill that must be mastered.

The students interested in learning English, including listening, speaking, reading and writing must master their four basic skills in learning English. Speaking is an important skill to be acquired by the students as it involves oral communication and several elements, such as grammar, vocabulary, pronunciation, fluency, and comprehension.

Theoretically according to Haris (1974:75), (1) grammar refers to the sentence structure and tenses, (2) vocabulary can be defined as the words use in language covering content word and function word, (3) pronunciation refers to the way of a person produces or utters the sound of the words meaningfully and accurately to be understood by others in communication, (4) fluency can be defined as the ability how to speak fluently and accurately and (5) comprehension refers to the speakers' understanding about what are they saying to the listeners in order to avoid misunderstanding information. Therefore, speaking is considered to be the most difficult skill since most students normally get difficulties and have difficulties when they are interested in expressing their ideas even in a simple conversation.

According to Mackey (1965: 266) stated that speaking is an oral expression which involves not only the use of right sounds in the right pattern of rhythm and intonation, but also the choice of words and inflection in the right order to convey the right meaning. When someone speaks English with their friend or even foreigners without inappropriate pronunciation and structure. It will occupe a miscommunication between them, either she or he cannot understand what the speaker talks about. The listener will then provide incorrect information. In case, the proper meaning of information needs to be

obtained by speaking with appropriate pronunciation, grammar and vocabulary. Most importantly, information that speakers say must be smooth and understandable so that the speaker does not get misunderstood with the listener.

Sometimes students are confused by the teacher's teaching material in the process of teaching and learning, but they are worried if they ask their teacher. They feel embarrassed to say if you do not even know what the teacher says because they are worried if they have to speak to the teacher, while other learners are paying attention to that students. Thereby, when the teacher explains the material, they choose to listen to the teacher silently.

Students need to be courageous when they want to speak out their ideas or when they want to ask something that they do not yet comprehend with other English students, because if they have a good grammar and language skill, then it's useless because they do not want to speak by using English. They are certainly very anxious to speak in English with many people or even with a friend. They are too terrified of speaking English because if they fail in pronunciation and voice, the other students are laughing or teasing that student, so their anxiety is more evident than ever before.

Anxiety has a major effect on the development of second languages. It means that if the students are not so anxious, they will gain English more successfully. Thornburry (2005: 28) states that the factors which can increase to speak incorrectly and cause an acute sense of anxiety are the lack of vocabularies, improper grammar, and fears of mistakes. In addition, Juhana (2012:100) adds that the very limited chance to practice can be the causes of

being not confidence, shyness, and silence that impede a natural communication. If they expect that they are going to be failed on acquiring English, they will not be able to speak English well. They will not be able to speak English properly if they expect that they are failing to acquire English.

This study is interested in developing the anxiety of students in learning English, as described above, by figuring out the correlation between the anxiety of students and their ability to speak. The researcher will also investigates the aspects of anxiety that most influence students in English-speaking as well as the aspects of speaking that most impact the anxiety of students and speaking English at the third semester students of English Department of IAIN Palangka Raya.

B. Research Problem

The research problem of this study is, Is there any correlation between students' anxiety and their speaking ability?

C. Objective of the Study

The Objective of the study is to find out the correlation between students' anxiety and their speaking ability.

D. Hypothesis of the Study

To answer research problem in this study, the writer has two hypothesis :

- a. Null Hypothesis (H_0): There is a correlation between students' anxiety and speaking ability.

- b. Alternative Hypothesis (H_a): There is no correlation between students' anxiety and speaking ability.

E. Assumption

The Researcher assumes when someone has a high level of anxiety, the ability to speak is low.

F. Scope and Limitation

Scope of this study is to know and investigate the correlation between student with high anxiety and their scoring in speaking performance for third semester students in English Department of IAIN Palangka Raya.

Limitation of this study where the writer only focus on oral skill, that is speaking. The writer does not focus on another skill and component (reading, writing or listening).

G. Significance of the Study

By this study, the writer hopes that it will give contribution for:

1. Institution (IAIN)

For institution this study can help to develop student skill and understanding characteristic of student, so that the student can be motivated to study English and make them think that English is a fun subject to learn, it is not difficult but only need more practice. The writer hopes also they can be more active in English class whether they be able to speak or not. It is just to increase their braveness to use their skills in speaking class.

2. Lecturer of Speaking Course

The lecturer can be more creative to teach their students and make them motivated to learn English, without feel worried or anxious to perform their skill orally.

3. Future Researchers

For the future researchers, they can learn this study and get motivation to looking for the similarity topic and how to try get problem solving in any problem that comes in second language class.

4. EFL Students

Students in foreign language class have to be a high self confidence in studying English, because when we talk about another language it means we start to learn in the beginning. It starts in very common word to the difficult one.

H. Definition of Key Terms

1. Correlation

Correlation is the relationship between two or more variables, or mutual relationship between two or more things. In addition, correlation is a measure of the strength of the relationship between two sets of data. Therefore, there are two or several variables in a relation. So in this research, correlation is the relationship between students' anxiety and speaking ability at the third semester students of English department IAIN Palangka Raya. Students' anxiety as variable X and speaking ability at the third semester students of English department IAIN Palangka Raya as

variable Y. Variable X is dependent variable and Y is independent Variable.

2. Anxiety

Anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be described that someone having low-confidence, so that they can't get maximal of their life. Someone with high anxiety can create a negative effect especially in foreign language class. The factor is as we know, to learn a foreign language we have to practice or perform the language in order to show the ability that we have. In this research, anxiety is one of the factors that influence students' ability in speaking of English. Students are afraid of making mistakes and shy to speak English can be caused by anxiety. In this research, anxiety level means that the level of anxiety that influence speaking ability. To know and measure students' level of anxiety the writer takes from *Horwitz* theory about *Foreign Language Classroom Anxiety Scale (FLCAS)*.

3. Students Anxiety

Students in speaking class, most of them feel anxious or nervous when they perform in front of class. Because to perform with, or in front of other people is obviously not the same as when no one else is present. It can make them cannot perform maximumly. Learners who feel anxious in their foreign language learning may find their study less enjoyable. Speaking anxiety as something that has a great impact on someone's self-

confidence since it often makes one experience failure when not being able to speak out and show what they knows.

4. Speaking

English as international language has four common skill to learn, they are listening, speaking, reading, and writing. For student in language class speaking is the important skill for English language learning. From the oral speaking the teacher can measure the level of their understanding.

5. Speaking Ability

Speaking is using word in general. Speaking is to utter words or articulate sound with the ordinary (talking) voice or act, utterances or discourse of one who speak. An ability means capacity or power to do something physical or mental. So, speaking ability means that the capacity or power to utter words or articulate sound with the ordinary (talking) voice. In this research, speaking ability means that the capability of students to speak and communicate with their teacher and friends by using English. So, speaking ability is the ability of a student to exchange his or her ideas, share different information or something in his or her minds to other by using spoken language.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous studies. This chapter discusses the following subtopics: related literature, definition of speaking, definition of anxiety, speaking anxiety, and the level of anxiety.

A. Related Studies

Karatas et al. (2016) in their research, “An Investigation into University Students’ Foreign Language Speaking Anxiety”, found that female students’ score is higher than male students’. Also, it could be reported anxiety of students who have received English preparatory training are lower based on T-test results. Meanwhile, ANOVA results indicated the students’ language level and the kind of high school do not affect their speaking anxiety. In a nutshell, the foreign language speaking anxiety is affected by gender and receiving English preparatory training.

Another study that conduct by Çagatay (2015) “Examining EFL students’ Foreign language speaking anxiety: The case at a Turkish state University” showed that EFL students experience a moderate level of FLSA. Furthermore, female students seem to be highly anxious while speaking. This study achieves that encouraging EFL learners to participate in authentic contexts such as study abroad programs and addressing FLSA by appealing to both genders could be more contributory to language development and communicative competence of the learners.

Atas (2015) in his research about “The reduction of speaking anxiety in EFL learners through drama techniques” shows that The teacher’s reflections strengthened the qualitative aspect of the study. After six weeks of language and drama training, the drama techniques significantly lowered the speaking anxiety of EFL learners.

Another researcher Öztürk & Gürbüz (2014) found that students experienced a low level of EFL speaking anxiety, the quantitative data indicates that most of the students perceive speaking skill as an anxiety provoking factor. It was also found that pronunciation, immediate questions, fears of making mistakes and negative evaluation are the major causes of EFL speaking anxiety in his study about “Speaking anxiety among Turkish EFL learners: The case at a state university”

In the other Study, Yalçın & İnceçay (2014) found there is a diminishing in the students’ anxiety level which can be attributed to what students have mentioned in their essays and during the interview. In his research “Foreign language speaking anxiety: The case of spontaneous speaking activities”.

Ozturk & Gurbuz (2013) in their research “The impact of gender on foreign language speaking anxiety and motivation”, explained that the female students get more anxious than the male students while speaking in English in classroom and The results of the qualitative data showed parallelism with the quantitative results.

By the research “Foreign Language Anxiety in EFL Speaking Classrooms: A Case Study of First-year LMD Students of English at Saad

Dahlab University of Blida, Algeria” Melouah (2013) found that foreign language speaking anxiety was pervasive among first-year LMD students and appeared to mostly stem from fear of interaction, error correction, language proficiency, low self-confidence and self-esteem, etc. This research ends with some implications to assist teachers in encouraging speaking and strive for a pleasant atmosphere where every student can feel relaxed and motivated to communicate orally.

“Speaking Anxiety Among Efl Student Teachers İngilizce Öğretmen Adaylarının Konuşma Kaygısı” that conduct by TÜM & KUNT (2013) revealed that student teachers approaching the end of their teacher education programs did indeed experience feelings of self-consciousness and anxiety, which adversely affected their target language performance and emotional well-being. Based on the participants’ responses to items on the questionnaire and their remarks during the interviews, foreign language anxiety has adverse effects in two areas: (1) the application of grammar rules and (2) the execution of speaking skills. Recommendations to help anxious student teachers overcome their anxiety are also made.

“Speaking anxiety in a foreign language classroom in Kazakhstan” that conduct by Suleimenova (2013) showed that students have extremely negative experiences with speaking activities in a foreign language class. All the instruments used to explore the problem of speaking anxiety were considerably helpful. Important measures should be taken to try to minimize its negative effects. Increased speaking anxiety levels in Kazakhstani high school students can be attributed to a variety of factors.

Koçak (2010) in his research “A novice teacher’s action research on EFL learners’ speaking anxiety” After identifying the causes of their anxiety most of which were related with fear of failure as a result of poor performance, an action plan was developed and implemented, found that they feel more comfortable while speaking English, especially with the researcher and their idea was that this would help them in their final speaking exam since they would try to use the words, collocations, grammatical patterns in speech and pretend as if they were talking to their teacher during the exam and with a foreigner in the future.

In the line with the ideas above, the writer is attracted to find out the correlation between students’ anxiety and speaking ability, to locate out the components of anxiety affecting students towards their speaking capacity and also to inspect the factors of speaking correlating the most to the students’ anxiety in speaking English at the third semester students of English Department IAIN Palangka Raya.

The writer believes that there is a relationship between students’ anxiety and speaking ability. The writer also believes that there is an aspect of anxiety affects the most to the students’ anxiety and two there is an aspect of speaking that correlates the most to the students’ anxiety. Hence, it will supply some have an impact on to their English speaking ability as has been proven in some of preceding research carried out before.

B. Speaking Ability

Speaking is one of the four sub skills is communicative as one way to can communicate with other people and vocabulary is one of the most

important aspect in speaking. According to Hornbby in Masjuitas' research, speak is defined as to say words, to have conversation with somebody, to talk or say about something or to mention something. Speaking is an essential tool for communicating, thinking, and learning (Masjuita, 2003, p.3). Speaking English can be particularly difficult because unlike reading or writing, speaking happens in real time, it requires the simultaneous use of a number of abilities which often develop at different rates. Generally, Li Hui stated there are at least five components of speaking skill concerned with it such as (Hui, 2011, p. 22):

1. Comprehension

Oral communication certainly requires a subject to respond, to speech as well as to initiate it.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. Based on Heaton by Li Hui, he suggested that the students ability to manipulate structure and distinguish appropriate grammatical form in appropriate ones.

3. Vocabulary

Someone cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

4. Pronunciation

Pronunciation is the way the student produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

5. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

Harmer (2003, p, 269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

a. Language Features

The elements necessary for spoken production, are the following:

- 1) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).
- 2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face - to - face interaction). The use of these devices contributes to the ability to convey meanings.

- 3) Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
- 4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental / Social Processing

Success of speakers' productivity is also dependent upon the rapid processing skills that talking necessitates.

- 1) Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- 2) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- 3) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

In general, there are some elements involved in speaking skill (Heaton, 1991), they are accuracy, fluency, and comprehensibility.

a. Accuracy

Accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. Accuracy states of being correct or exact and without error.

b. Fluency

Fluency indicates a process of speaking that hammered at speed, average time and compatibility between successively generated messages. Fluency is a speech and language pathology term.

c. Comprehensibility

Comprehensibility has two common senses. In its narrow sense it denotes the mental processes by which listener take in the sounds uttered by a speakers and use them to construct an interpretation of what they think the speaker intended to convey.

English as global language has four common ability to learn, they are listening, speaking, reading, and writing. For college students in language class speaking is the necessary skill for English language learning. From the oral speaking teacher can measure the degree of their understanding. Oral speaking ability is a large phase due to in language class.

C. Anxiety

To comprehend the nature of anxiety, the researcher will exhibit the point of view about anxiety from the experts. In psychology dictionary, the meaning of anxiety is *suatu dorongan sekunder mencakup suatu reaksi penghindaran yang dipelajari* (Chaplin, 2004). It means the anxiety made any

person manage her/his self to do more in their life. Anxiety has different meaning with worry and nervous. Anxiety, related with feelings of being uneasy, frustrated, apprehensive, or worried, plays an necessary affective role in language mastering (Brown, 2000). Rholes, Riskind, and Neville (1985) submitted that anxiety may occur following a loss, anxiety on its personal appears when a loss is anticipated. May (1977) noticed it as “an emotional response to threat to some value that the individual holds essential to his existence as personality.

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry related with arousal of the autonomic nervous system. Not solely is it intuitive to many humans that anxiety negatively influences language learning, it is logical due to the fact anxiety has been observed to interfere with many kinds of learning and has been one of the most noticeably examined variables in all of anxiety.

D. Students Anxiety

Language is the way to conversation between people to other. By language humans can express their feeling. In foreign language, college students asked to exhibit it with oral language. They are no longer solely focus on understanding the language but additionally answer or show their apprehension about the language. Penny Ur argues that the speaking ability is the most essential one seeing that foreign language learners are most of all involved in turning into true speakers of language.

For students in speaking class, most of them feel anxious or nervous when they perform in front of class. Because to perform with, or two in front

of other people is for sure no longer the equal as when no one else is present. It can make them cannot perform maximal. Learners who feel anxious in their foreign language learning may also discover their study less enjoyable.

Speaking anxiety is a worry feeling to communicate and perform the language that the learner obtained in foreign language class. Speaking anxiety as something that has a excellent affect on one's self confidence on account that it regularly makes one experience failure when no longer being able to speak out and exhibit what one knows. This speaking anxiety makes learners have low-confidence to perform in the front or to other people, and due to the fact of that the learner cannot understanding teachers' explanation well.

1. Types of Anxiety

According to Rod Ellis (1994) in Dorrit Sasson, anxiety divides into three parts, they are:

a. Trait Anxiety

It is permanent disposition to be anxious. Once again, it appears to be related to upbringing, and indeed may be closely linked to self-image.

b. State Anxiety

Here the anxiety is linked to a specific moment in time, within a specific situation. It may be relational, being linked to specific persons a particular teacher.

c. Situational Anxiety

This is aroused by specific type of situation or event-examinations, public speaking, or classroom participation.

2. The Causes of Anxiety

Darajad in Kurnia Juita says that some factors that causes anxiety are those:

- a. Anxiety is found because people look and know that there is danger to them.
- b. Anxiety is like illness and it is looked in some form and no relation to afraid that influence themselves.
- c. Anxiety happens because feel making mistake in doing something that is apposed with themselves.

Ellis in Sasson relates to anxiety as result due to the following factors:

- a. Learners' competitive natures.
- b. Teachers' questions are threatening.
- c. Lack of a relaxed second language environment.

CHAPTER III

RESEARCH METHOD

This chapter presents research method and design. In this method the major components include, Research Design, Population and Sample, Research Instrument, Data Collecting Procedure, and Data Analysis Procedure.

A. Research Design

The type of this research was a quantitative research. It is because the study analyzed the correlation between students anxiety and speaking ability. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity (Kothari, 2004, p. 3). Quantitative research used objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses.

The research design of this study was correlation research. In correlation research, Before a researcher starts to do the research, firstly makes the planning. The planning, it self, is named as research design. Based on Arikunto research design is a plan or program made by a researcher, as the activity target that will be done (Arikunto, 2002, p. 45).

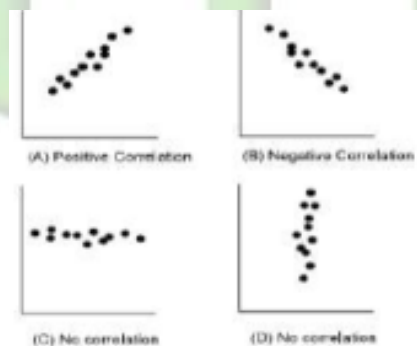
According Donal Ary “Correlational research is nonexperimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables. There is no manipulation of the variables in either type of research” (Ary, 2003, p. 349). The correlation is indicated by correlation coefficient represented with numbers from 0 to 1 showing the

degree of relationship, and the direction of the correlation indicated with (-) showing negative correlation and (+) showing the positive correlation. There are two possible results of a correlation study :

1. Positive correlation: Both variables increase or decrease at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.
2. Negative correlation: Indicated that amount of one variable increases, the other decreases (and vice versa). A correlation coefficient close to -1.00 indicate a strong negative correlation.
3. Zero correlation: Indicated any relationship between the two variable. A correlation coefficient of indicates no correlation.

Scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicate a positive correlation and one with dots going from upper left to lower right indicates a negative correlation.

Figure 3.1
The Scatterplot



The research was focus on the study between students' anxiety and their speaking ability. In this case, quantitative research was used because this

research interested to find out the correlation between students' anxiety and their speaking ability through questionnaire and speaking test by correlating the result of questionnaire and the result of speaking test.

B. Population and Sample

1. Population

Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable (Gay 1992, p. 125). An important characteristic of inferential statistic is the process of going from the part to the whole. The small group that is observed is called a sample and the larger group about which generalization is made is called a population. A population is defined as all members of any well-defined class of people, events or object. (Ary, 2010, p. 148).

Indeed, population is all subject in a study that is going observed. In this research, the population was the third semester students of English department of IAIN Palangka Raya because the third semester students learn english speaking for everyday communication subject which has correlation with speaking anxiety. Besides that, third semester students will have probability having speaking anxiety since they are classified as new students at IAIN Palangka Raya.

2. Sample

Sample is part of population which wants to be analyzed. Therefore sample shall be seen as a notion to population and is not population itself (Bailey, 1994, p. 83) cited on (Prasetyo and Janah, 2008, p. 119). Selected

sample is a very important to conducting a research study. Sample must be repetitive if one is to be able to generalize with confidence from the sample to the population. Arikunto (2002, p. 131) moreover states that “sample is part of population which representative it” He also states “if the subject less than 100, it is better taken all so its research constitutes population. Hereafter if total subject outgrow, therefore get among been taken 10 25% or 20-25% or more” (Arikunto, 2002, p. 112).

Shortly, sample is a part of population that observed. In this study the researcher took one class of the third semester students of English Department of IAIN Palangka Raya. The researcher used probability sampling by using cluster random sampling to choose one class from the population to be observed as the sample.

C. Research Instrument

In this study the researcher needs to use an instrument to help in collecting the data of research. According to Arikunto (1985) this research is a manner that is used to collect the data. For the questionnaire, will not made by the writer, but adopted by Horwitz et.al (1986). Because the writer claimed if he take or use the present questionnaire, it will helpful, effective and efficient. Also, it is more valid and reliable. Without, start to make and examine the questionnaire to get the validity and reliability.

The instrument that used in this study were defined into two kinds. There were questionnaire and students' speaking test (students' speaking score/ability).

1. Speaking Anxiety's Questionnaire

Questionnaire was a technique of collecting data by giving several items of question in written form consisted of open and closed questions. It was gave to one class of the third semester students of English Department of IAIN Palangka Raya in order to gain the data about students' anxiety in learning speaking English. The researcher used Foreign Language Classroom Anxiety Scale (FLCAS). In this research, closed-type questionnaire was the type of Foreign Language Classroom Anxiety Scale (FLCAS). developed by Horwitz et.al, will measure the level of students' anxiety in language class.

FLCAS questionnaire was used to categorize the students into two types. The first type was the students who had high anxiety and the second was the students who had low anxiety. It was also used to know the aspects of anxiety correlating the most to the students' anxiety in speaking English. It was a questionnaire which was provided the answer of the question and the researcher gave 30 minutes to finish the questionnaire. In short, the students as the sample only had to choose the suitable answer according to them in the answer sheet. The researcher uses FLCAS questionnaire in the form of Likert scale adopted from Horwitz with five degrees option; strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The scale ranged in this questionnaire from 1 to 5. The researcher gave score 5 for those who chose strongly Agree. If the students chose agree, it gave score 4. While score 3 for those who chose neither agree nor disagree. Score 2 gave if students chose disagree and

score 1 gave for the students who chose strongly disagree. The data was calculated manually with the range of score from 33 to 165. The last score taken from the total answers of questionnaire given by the researcher. Hence, the high and low score showed the anxiety range. If the students obtained score 33 to 98, they were low anxiety. Whereas, if the students achieved score 99 to 165, they were high anxiety.

Here are some specification for FLCAS in three aspects, the specification table as follows:

Table 3.1
The Spesification of FLCAS

No	Aspects	Number of Items	Percentage
1	Communication Apprehension	1,4,6,14,15,27,29	21%
2	Test Anxiety	5,8,10,11,12,16,17,21,22,25,26,28,30,33	42%
3	Fear of Negative Evaluation	2,3,7,9,13,18,19,20,23,24,31,32	37%
	Total	33 items	100%

By seeing the table of aspect in anxiety, the researcher analyzed the aspects of anxiety correlating to the students in speaking English.

2. Speaking Test

Test is a sequence of questions or exercise, which is used to measure skill, knowledge, intelligence and ability of individual or group (Arikunto, 1998, p. 139).

Speaking test was used to assess students' English speaking ability. It was distributed to the students who had been selected before as a sample. In this technique, the students were asked to do a speaking performance by using '*My Daily Routine*' for the topic. They had to perform it in front of the class and it was recorded used cellphone. The researcher gave 5 minutes to prepare their performances. Meanwhile, the test held for about 3 until 5 minutes. The result of this test was considered as the data of students English speaking ability.

The researcher used oral proficiency scoring categories from Brown (2004, p. 172-173) as a guidance in measuring students' speaking ability, it is the standard for scoring the students' speaking ability. The scoring consisted of five items: Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. The score will be reported in the range from 1-5. It is shown as follows:

Table 3.2
Criteria of Grammar

Score	Criteria
5	Grammar is clear and correct.
4	A few unclear or error grammar but still can understood easily.
3	Some grammar is error but still can be understood.
2	Grammar frequently unintelligible.

1	Errors in grammar are frequent.
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Table 3.3
Criteria of Vocabulary

Score	Criteria
5	Used varied vocabularies which are appropriate with the context.
4	A few vocabularies used are inappropriate with the context.
3	Able to speak language with sufficient vocabulary.
2	Has speaking vocabulary sufficient to express himself simply.
1	Speaking vocabulary inadequate.

Table 3.4
Criteria of Comprehension

Score	Criteria
5	Can describe the situation without any mistakes.
4	Can describe the situation but still little mistakes.
3	Can describe the situation but still there are some mistakes.
2	Can describe the situation but there are many mistakes.
1	Can't describe the situation.

Table 3.5
Criteria of Fluency

Score	Criteria
5	Speak fluently with only slight hesitations that do not interfere with communication.
4	Speak fluently with occasional hesitation.
3	Speak hesitantly because of recalling and searching for words.
2	Speak in single words utterance, very slow and short pattern.
1	No specific fluency description.

Table 3.6
Criteria of Pronunciation

Score	Criteria
5	Pronunciation is clear and correct.
4	A few unclear or error pronunciation but still can be understood easily.
3	Some Pronunciation is unclear or error but still can be understood.
2	Pronunciation frequently unintelligible.
1	Errors in pronunciation are frequent.

Inter-rater reliability was used to ensure the reliability of scores and to avoid the subjectivity of the research in speaking test. It used when scores of the test are independently estimated by two or more raters. The raters of scoring the test were the researcher, and the lecturer of speaking class. In assessing students' test, the researcher and the lecturer only focused on five aspects namely fluency, pronunciation, vocabulary, grammar, and comprehension.

3. Instrument Validity

According to Donald Ary, validity was defined as the extent to which scores on a test enable one to make meaningful appropriate interpretations. The focus of this research is on instrument itself. There are three types of validity:

a. Content Validity

According to Hughes, a test is said to have content validity if its content constitutes a representative samples of the language skill, structures, etc. In this resesarch, the researcher interested to develop the anxiety of students in learning English, by figuring out the correlation between the anxiety of students and their ability to speak.

b. Face Validity

Hughes (2003, p. 33) states that a test is said to have face validity if its look as measures what its supposed to measure. The test intended to measure students speaking achievement.

c. Construct Validity

(Andrews, 1984; McMillan & Schumacher, 2006) states that construct validity whenever a certain attribute has to be measured, construct validity is involved. The object of construct validity is to determine whether the inference made about the result of the assessment are meaningful and serve the purpose of the assesment. The researcher used formula of product moment to measure the validity of the instruments, product moment formulation as follow :

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

Where :

r_{xy} = numeral of index correlation r

N = total sample

$\sum XY$ = amount X score and Y score

$\sum X$ = amount X score

$\sum Y$ = amount Y score

(Anas S, 2007, p. 219)

To know the validity level of instrument, the result of the test was interpret to the criteria coefficient correlation:

Table 3.7
Criteria of Validity

Validity	Interpretation
0.800 – 1.000	Very high validity
0.600 – 0.799	High validity
0.400 – 0.599	Fair validity
0.200 – 0.399	Poor validity
0.000 – 0.199	Very poor validity

(Riduan, 2007)

In quantitative correlation research, it is important to get and show the validity and reliability for the data. Validity was a matter of relevance, it meant that the test measured what it was designed to measure. The researcher analyzed it from content and construct validity to measure whether the test was a good validity or not. Content validity was concerned with whether the content of the test was sufficiently representative and comprehensive for the test or not. While, Construct validity focused on the kind of the test that used to measure the ability. Since the purpose of this test was to know students' anxiety, this research applied Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaire had standardized for each item from Foreign Language Classroom Anxiety Scale (FLCAS). Furthermore, it had been used to

measure anxiety and created by the expert of language learning psychology, Horwitz, Horwitz, and Cope (1986). It could be said that the questionnaire was valid. FLCAS had three aspects of anxiety: communication apprehension, fear of negative evaluation, and test anxiety.

4. Instrument Reliability

(Bayazidi & Saeb, 2016, p. 31) reliability means that score from an instrument are stable and consistent. Scores should remain nearly the same when researchers administer the instrument at different occasions. Also, scores need to be consistent. The result of the test was interpreted to the criteria coefficient correlation:

Table 3.8
Criteria of Reliability

Reliability	Interpretation
$0.80 \leq r$	High Reliability
$0.40 \leq r \leq 0.80$	Intermediate Reliability
$r < 0.40$	Low Reliability

(Ratumanan & Laurens, 2011)

5. Normality Distribution Test

The normality tests are supplementary to the graphical assesment of normality. The researcher will use Kolmogrov – Smirnov D test because this test of normality for large samples.

The purposes of the normal distribution test is to decide which statistic analyze type that will be used in this research, parametric or non parametric. The data is categorized as normal if Z value > 0.05 .

6. Linear Regression Test

A technique that is often use is regression, which involves estimating the best straight line to summarize the association. The data is categorized as linear if the value of sig. deviation from linearity is > 0.05 . Linear regression is a basic and commonly used type of predictive analysis.

7. Homogeneity Test

If a parametric test of the correlation coefficient is being used, assumptions of brivariate normality and homogeneity of variance must be met. The formula of homogeneity is:

$$F = \frac{\text{Bigger Variant}}{\text{Smaller Variant}}$$

Where :

F : Frequency

The hypothesis in homogeneity :

$F_{\text{value}} \leq F_{\text{table}}$, means both of variants are homogeneity

$F_{\text{value}} \geq F_{\text{table}}$, both of variants are homogeneity

If calculation result of F was lower than F table by 5% degree of significance so H_0 was accepted, it means that group have same variant.

D. Data Collection Procedure

In this research the writer used Quantitative approach to collect data from students. In this method, there are two steps to collect the data, there are questionnaire and speaking test.

Questionnaire is some of written questions use to get information from respond or something that has been known. According to Arikunto in Septiana (2013, p. 38), there are two kinds of questionnaire based on the way in answering. There are opened questionnaire and closed questionnaire. Opened questionnaire give opportunities to the respondents to answer the questions using their own words, meanwhile closed questionnaire serves the answer, that the respondents just need to choose one of the available options.

The writer used closed questionnaire sheet. The questionnaires taken from Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et.al (1986).

In collecting the data, the researcher used some steps as follows:

1. Determining The Problem of Research

The problem of the research intended to find out whether there was any correlation between students' anxiety and their speaking ability. Besides that, the researcher interested to investigate the aspects of anxiety affecting students' anxiety in English speaking ability and to see the aspects of speaking correlating the most to the students' anxiety.

2. Determining The Population and Sample

The population of this research was the third semester students of English department of IAIN Palangka Raya because the third semester

students learn english speaking for everyday communication subject which has correlation with speaking anxiety. Besides that, third semester students will have probability having speaking anxiety since they are classified as new students at IAIN Palangka Raya .

3. Determining The Research Instrument

The instruments of this research were questionnaire and speaking test. A set of questionnaire consisted of 33 items of closed-question that was used to measure students' anxiety toward speaking ability. It was adopted from Horwitz's (1986). In speaking test, the researcher conducted speaking test to get the score of students' speaking ability.

4. Conducted The Speaking Test

The students were asked to do a speaking performance by using '*My Daily Routine*' for the topic. They had to perform it in front of the class and it was recorded used cellphone. The researcher gave 5 minutes to prepare their performances. Meanwhile, the test held for about 3 until 5 minutes.

5. Administering The Questionnaire

The questionnaire was given to the third semester students of English Education Study Program of Language Education Department of IAIN Palangka Raya. The number of questionnaire were 33 items. Each item had 5 alternatives answer, those were; strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. It also had some aspects of anxiety, namely; communication apprehension, test anxiety, and fear of negative evaluation.

6. Analyzing The Result of The Test

Pearson Product Moment Correlation was used to find out the correlation between students' anxiety and their speaking ability. First of all, the students' performance were recorded when they performed speaking test. The data was analyzed by directing to the rating scale, namely oral proficiency scoring categories from Brown (2004, p. 172-173). Then, the researcher correlated the score of students' speaking test and score of questionnaire. The data was analyzed by using SPSS 21 and the hypothesis was analyzed at the significant level of students' speaking ability.

E. Data Analysis Procedure

The purpose of this research is to measure the correlation between students anxiety and their performance in speaking class. The data of the study analyzed by using statistical analysis. Statistic technique for determining relationship between pairs of score known as correlative procedures (Ary, 2002, p. 143).

This research was quantitative design, the researcher divided the variables into two variables. They were dependent variable and independent variable. The researcher used speaking test and questionnaire in collecting the data to find out the correlation between students' anxiety and their speaking ability. The researcher classified the anxiety of students as independent variable because based on the theory, students' anxiety was influenced to the language proficiency. For the speaking performance test, the researcher classified as dependent variable because speaking ability was influencing students' anxiety. The researcher correlated the result of students' anxiety

with the result of students' English speaking ability in order to determine whether there was any correlation between students' anxiety and their speaking ability or not by using Person Product Moment Correlation.

Table 3.9
Interpretation Correlation by Riduan

Correlation value (r)	Interpretation
0.000-0.200	Very low correlation
0.200-0.400	Low Correlation
0.400-0.600	Fair Correlation
0.600-0.800	High Correlation
0.800-1.000	Very High correlation

(Riduan, 2009)

From this formula, it could be gotten the correlation coefficient value (r) of the two variables. Those variables were variable X that was students' speaking anxiety and variable Y that was students' speaking score. By the interpretation table, the writer can conclude the strength of the correlation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this research, the researcher presented the data which had been collected from the research in the field of study which consists of data presentation, research findings and discussion.

A. Data Presentation

1. The Result of Students Anxiety's Questionnaire

The writer conducted the research on January 10th 2020 at the third semester students of English Education Study Program of Language Education Department IAIN Palangka Raya. *FLCAS* questionnaires was distributed to all students in class then the researcher asked them to fill or give check for the statements. After the students finished the questionnaire about foreign language anxiety, the writer collected the questionnaires sheet from them. The result of the questionnaire could be shown as follow:

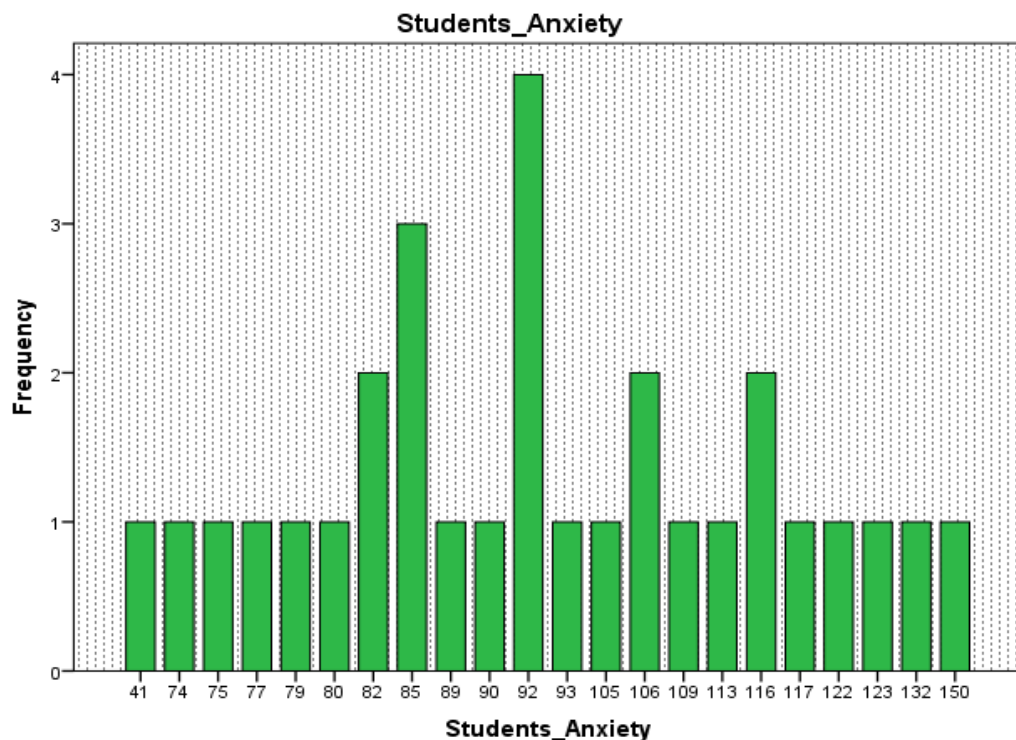
Table 4.1
Students Anxiety's Score

No.	Participants	Score of Students' Anxiety (X)	X ²	Criteria
1.	P1	79	6241	Low
2.	P2	89	7921	Low
3.	P3	116	13456	High

4.	P4	92	8464	Low
5.	P5	74	5476	Low
6.	P6	85	7225	Low
7.	P7	80	6400	Low
8.	P8	85	7225	Low
9.	P9	150	22500	High
10.	P10	106	11236	High
11.	P11	85	7225	Low
12.	P12	92	8464	Low
13.	P13	75	5625	Low
14.	P14	123	15129	High
15.	P15	82	6724	Low
16.	P16	132	17424	High
17.	P17	77	5929	Low
18.	P18	106	11236	High
19.	P19	117	13689	High

20.	P20	82	6724	Low
21.	P21	105	11025	High
22.	P22	93	8649	Low
23.	P23	90	8100	Low
24.	P24	113	12769	High
25.	P25	109	11881	High
26.	P26	41	1681	Low
27.	P27	92	8464	Low
28.	P28	122	14884	High
29.	P29	92	8464	Low
30.	P30	116	13456	High
TOTAL		2900	293686	
LOWEST SCORE		41		
HIGHEST SCORE		150		
MEAN		49.431		
STANDARD DEVIATION		57.320		

Graphic 4.1



The descriptive analysis of the SAQ was shown above in table and graphic. The highest score was 150 while the lowest score was 41. The mean of students anxiety score was 49.431 and the standar deviation was 57.320. Then it was revealed from the questionnaire to Students Anxiety.

2. The Result of Speaking Ability Test

The writer conducted the research on January 10th 2020 at the third semester students of English Education Study Program of Language Education Department IAIN Palangka Raya. The test was conducted to the students who had been selected before as a sample. In this technique, the students were asked to do a speaking performance by using '*My Daily Routine*' for the topic. They had to perform it in front of the class and it was recorded used cellphone. The researcher gave 5 minutes to prepare

their performances. Meanwhile, the test held for about 3 until 5 minutes.

The result of the test could be shown as follow:

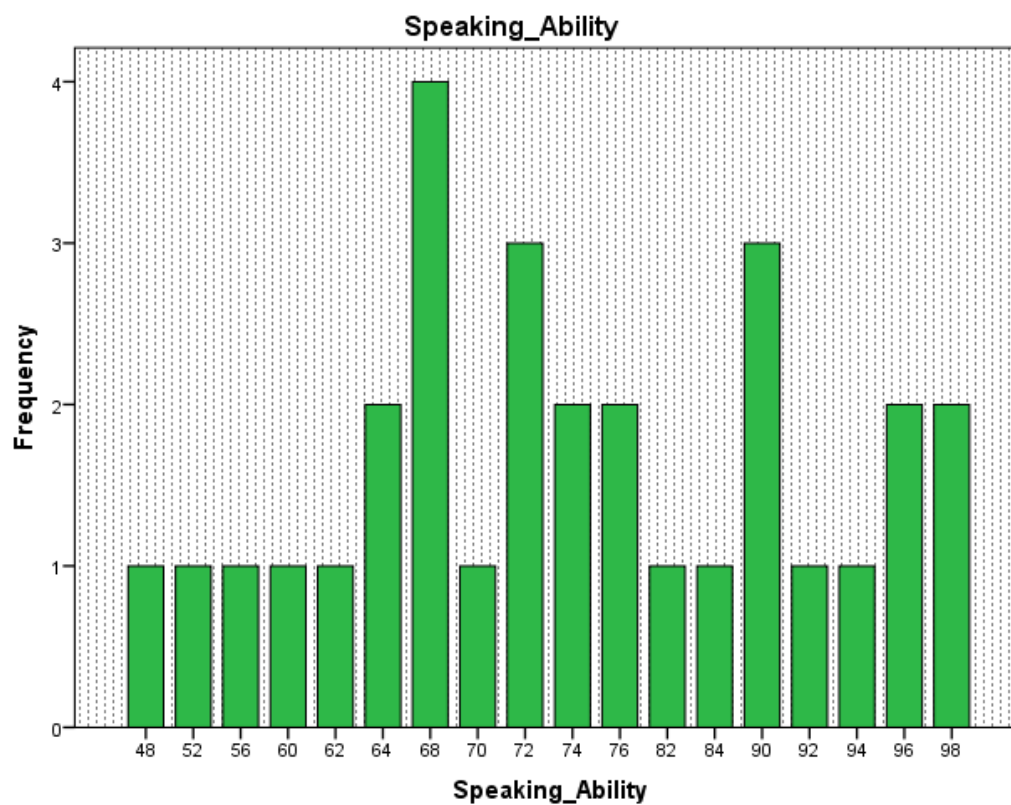
Table 4.2
Speaking Abilitys' Score

No.	Parcticipants	Score of Speaking Test (Y)	Y ²	Criteria
1.	P1	90	8100	Very Good
2.	P2	74	5476	Good
3.	P3	64	4096	Fair
4.	P4	52	2704	Poor
5.	P5	92	8464	Excellent
6.	P6	96	9216	Excellent
7.	P7	48	2304	Poor
8.	P8	68	4624	Fair
9.	P9	70	4900	Fair
10.	P10	56	3136	Poor
11.	P11	60	3600	Poor
12.	P12	62	3844	Fair

13.	P13	96	9216	Excellent
14.	P14	64	4096	Fair
15.	P15	68	4624	Fair
16.	P16	84	7056	Very Good
17.	P17	98	9604	Excellent
18.	P18	98	9604	Excellent
19.	P19	68	4624	Fair
20.	P20	82	6724	Very Good
21.	P21	72	5184	Good
22.	P22	68	4624	Fair
23.	P23	76	5776	Good
24.	P24	90	8100	Very Good
25.	P25	72	5184	Good
26.	P26	94	8836	Excellent
27.	P27	72	5184	Good
28.	P28	76	5776	Good

29.	P29	90	8100	Very Good
30.	P30	74	5476	Good
TOTAL		2274	178252	
LOWEST SCORE		48		
HIGHEST SCORE		98		
MEAN		30.087		
STANDARD DEVIATION		33.281		

Graphic 4.2



The descriptive analysis of the speaking ability shown above in table and graphic. The highest score was 98 and the lowest score was 48. The mean of students speaking score was 30.087 and the standar deviation was 33.281.

3. The Data of Two Variables

After got students' result of students' anxiety in speaking class, the writer compared the result with students' score for speaking test. To know and analyze the data, the researcher using *SPSS* program that would be easier. The two scoring of students' test anxiety and speaking performance will show whether the correlation for two subjects will be accepted or rejected.

Table 4.3
The Data of Two Variables

No.	Participants	Score of Students' Anxiety (X)	X ²	Criteria	Score of Speaking Ability (Y)	Y ²	Criteria
1.	P1	79	6241	Low	90	8100	Very Good
2.	P2	89	7921	Low	74	5476	Good
3.	P3	116	13456	High	64	4096	Fair
4.	P4	92	8464	Low	52	2704	Poor
5.	P5	74	5476	Low	92	8464	Excellent

6.	P6	85	7225	Low	96	9216	Excellent
7.	P7	80	6400	Low	48	2304	Poor
8.	P8	85	7225	Low	68	4624	Fair
9.	P9	150	22500	High	70	4900	Fair
10.	P10	106	11236	High	56	3136	Poor
11.	P11	85	7225	Low	60	3600	Poor
12.	P12	92	8464	Low	62	3844	Fair
13.	P13	75	5625	Low	96	9216	Excellent
14.	P14	123	15129	High	64	4096	Fair
15.	P15	82	6724	Low	68	4624	Fair
16.	P16	132	17424	High	84	7056	Very Good
17.	P17	77	5929	Low	98	9604	Excellent
18.	P18	106	11236	High	98	9604	Excellent
19.	P19	117	13689	High	68	4624	Fair
20.	P20	82	6724	Low	82	6724	Very Good
21.	P21	105	11025	High	72	5184	Good

22.	P22	93	8649	Low	68	4624	Fair
23.	P23	90	8100	Low	76	5776	Good
24.	P24	113	12769	High	90	8100	Very Good
25.	P25	109	11881	High	72	5184	Good
26.	P26	41	1681	Low	94	8836	Excellent
27.	P27	92	8464	Low	72	5184	Good
28.	P28	122	14884	High	76	5776	Good
29.	P29	92	8464	Low	90	8100	Very Good
30.	P30	116	13456	High	74	5476	Good

4. Normality Test

From the data above, the researcher found out whether the data is normal or not by using SPSS program. The result can be looked below:

a. Normality Test of Students Anxiety

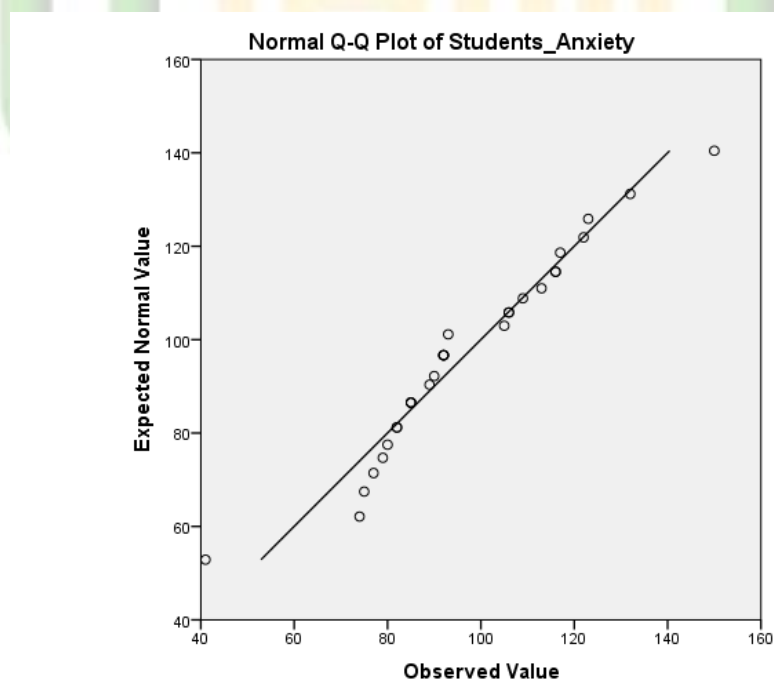
Table 4.4
Normality Test by One-Sample Kolmogorov-Smirnov Test

		Students_Anxiety
N		30
Normal Parameters ^{a,b}	Mean	96,67
	Std. Deviation	21,458
	Absolute	,168
Most Extreme Differences	Positive	,168
	Negative	-,112
Kolmogorov-Smirnov Z		,919
Asymp. Sig. (2-tailed)		,367

a. Test distribution is Normal.

b. Calculated from data.

Figure 4.1
The Normal Q-Q Plot of Students Anxiety



b. Normality Test of Speaking Ability

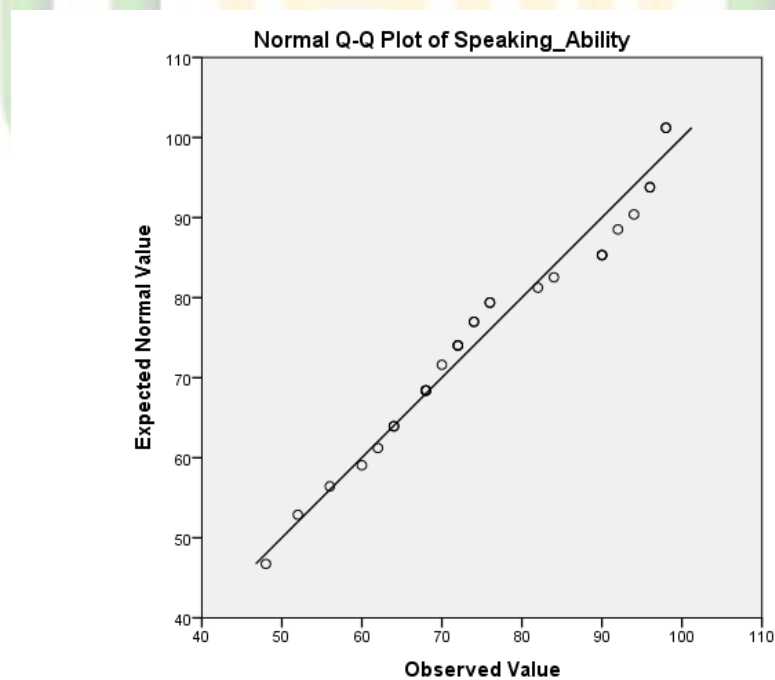
Table 4.5
Normality Test by One-Sample Kolmogorov-Smirnov Test

		Speaking_Ability
N		30
Normal Parameters ^{a,b}	Mean	75,80
	Std. Deviation	14,243
	Absolute	,141
Most Extreme Differences	Positive	,128
	Negative	-,141
Kolmogorov-Smirnov Z		,770
Asymp. Sig. (2-tailed)		,593

a. Test distribution is Normal.

b. Calculated from data.

Figure 4.2
The Normal Q-Q Plot of Speaking Ability



Hypothesis testing:

a. H_0 accepted if N. Sig < 0.05

b. H_1 rejected if N. Sig > 0.05

As the table show above, the result of the distribution data is normal. The table of One-Sample Kolmogorov-Smirnov Test was obtained probability number/Asym. Sig.(2-tailed). This percentage will be compared with 0.05 ($\alpha=5\%$) to take the decision based on:

a. The percentage of the significance (Sig.)/probability >0.05 it means the distribution data is not normal.

b. The percentage of the significance (Sig.)/probability <0.05 it means the distribution data is normal.

5. Linearity Test

From the data above, the researcher found out whether the data is linear or not by using SPSS program. The result can be looked below:

Table 4.6
Linearity Test of Students Anxiety and Speaking Ability

ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
	(Combined)	3350,133	21	159,530	,504	,900
Speaking Ability * Students Anxiety	Between Groups	424,928	1	424,928	1,342	,280
	Deviation from Linearity	2925,205	20	146,260	,462	,923
	Within Groups	2532,667	8	316,583		
	Total	5882,800	29			

The criteria of the linearity test is if the value of F and Sig. in the line Deviation from Linearity is higher than or equal to the level of significance or $F(\text{Sig.}) > 0.05$, it means that the distribution is linear. Based on the calculation using SPSS 21 above, the value of F From speaking anxiety and speaking ability is 0.462 and value of Sig. is 0.923, and analysis above shows that value F is 0.462 with Sig. 0.923 higher than level of significance alpha or $0.923 > 0.05$ for speaking anxiety and speaking ability. So, it can be concluded that correlation between speaking strategies and speaking mastery was linear.

6. Homogeneity Test

From the data above, the researcher found out whether the data is homogen or not by using SPSS program. The result can be looked below:

a. Homogeneity Test of Students Anxiety

Table 4.7
Homogeneity Test of Students Anxiety

Test of Homogeneity of Variances

Students Anxiety

Levene Statistic	df1	df2	Sig.
1,208	1	28	,281

The criteria of the homogeneity test is if the value of (probability value/critical value) is higher than or equal to the level significance alpha defined ($r > a$), it means the distribution is homogeneity. Based on the calculation using SPSS 21 program above, the value of (probably value/critical value) from students anxiety and speaking ability score of

variance in sig column is known that p-value is 0.281. The data in this study fulfilled homogeneity since the p-value is $0.281 > 0.05$.

Table 4.8
Homogeneity Test of Speaking Ability

Test of Homogeneity of Variances

Speaking Ability

Levene Statistic	df1	df2	Sig.
1,547	1	28	,224

The criteria of the homogeneity test is if the value of (probability value/critical value) is higher than or equal to the level significance alpha defined ($r > a$), it means the distribution is homogeneity. Based on the calculation using SPSS 21 program above, the value of (probably value/critical value) from students anxiety and speaking ability score of variance in sig column is known that p-value is 0.224. The data in this study fulfilled homogeneity since the p-value is $0.224 > 0.05$.

B. Research Findings

1. Students' Anxiety

In this study the research studied about the correlation between Students' Anxiety and Speaking Ability at the third semester students of English Department IAIN Palangka Raya. In order to get the data, the researcher took students of IAIN Palangka Raya as the participant and conducted the speaking test. For the first data is taken by distributing the questionnaire. The questionnaire consists of 33 items of anxiety. From the questionnaire, the writer got the result as shown in the table 4.1.

The result shown the means of students' anxiety score (\bar{X})= 4943.1 ($s=5732.05$). The data revealed that 60% from 30 students have low anxiety. Whereas, another 40% from 30 students detectable in high anxiety.

2. Speaking Ability

In this study the research studied about the correlation between Students' Anxiety and Speaking Ability at the third semester students of English Department IAIN Palangka Raya. In order to get the data, the researcher took students of IAIN Palangka Raya as the participant and conducted the speaking test. The result of students' speaking test can be seen in the table 4.2.

By the result, the researcher got the mean score and standard deviation. From all participants ($N=30$) the result shown the means score of speaking test (\bar{Y})= 3008.76 ($s=3328.11$). The data revealed that from 30 students there were 20% have an Excellent criteria, 17% in Very good criteria, 23% in Good criteria, 27% in Fair criteria and 13% in Poor criteria.

3. The Correlation between Students Anxiety and Speaking Ability

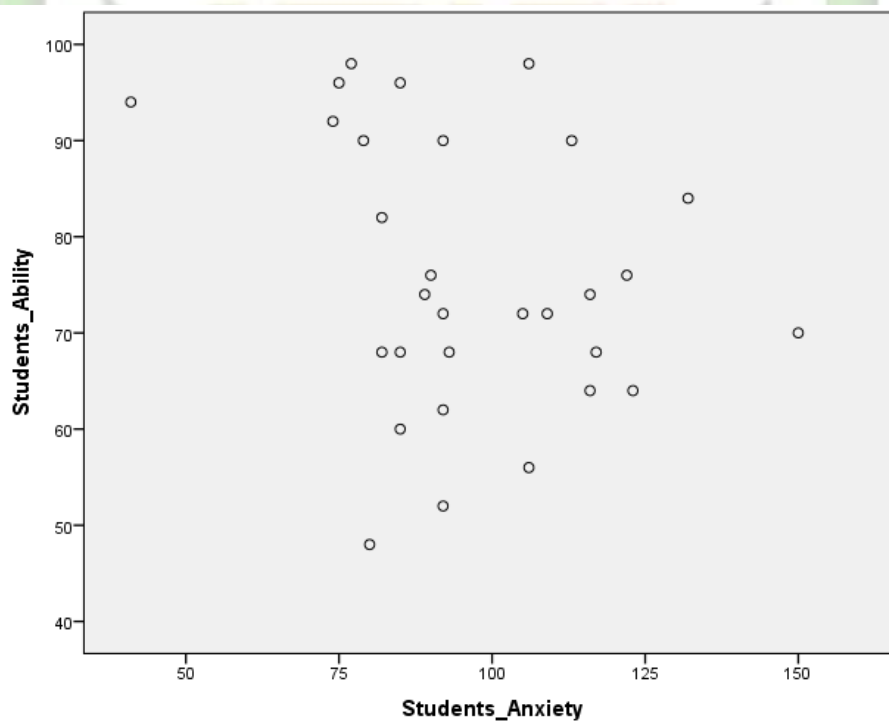
As the data shown above, the researcher got the result of each variable. This is the result of correlation between students' anxiety and students speaking ability.

Correlation Between Students Anxiety and Speaking Ability

		Speaking Anxiety	Speaking Ability
Students Anxiety	Pearson Correlation	1	-,269
	Sig. (2-tailed)		,151
	N	30	30
Speaking Ability	Pearson Correlation	-,269	1
	Sig. (2-tailed)	,151	
	N	30	30

Figure 4.3

Scatterplot Correlation Between Students Anxiety and Speaking Ability



The table figure above showed the correlation coefficient equaled $r = -.269$ which indicated there was negative correlation between two variables. From the r number ($-.269$) the writer could use it to know the strength of correlation between two variables (see on interpretation correlation by Riduan on table 3.9). The number of $-.269$ resided between $0.200 - 0.400$, that means there is low correlation.

Whereas, for the number significance (Sign) $= .151$ will be used to know which hypothesis will be accepted or rejected (it will be explained in the next part).

4. Hypothesis Testing

This research was done in collecting data and got the result of the correlation.

But to answer research problem, the writer had to measure whether the hypothesis was rejected or not. The writer had two hypothesis in this research, those are:

1. Null hypothesis (H_0)

There is a correlation between students' anxiety and speaking ability.

2. Alternative hypothesis (H_a)

There is no correlation between students' anxiety and speaking ability.

To know the answer, the researcher used SPSS hypothesis testing based on $N.\text{sig}$ (number of significance). As the result of correlation above (table 4.9), the researcher get $r = -.269$, $N.\text{Sig} = .151$. Before the writer concluded the answer, these were the theories of hypothesis based on SPSS calculation:

- a. H_0 accepted if $N.Sig > 0.05$ ($\alpha=5\%$)
- b. H_a rejected if $N.Sig < 0.05$ ($\alpha=5\%$)

The result of analyzing the data significance 0.151 (Level of Significance 0.05 and 2 Tailed) clarified H_a rejected. The hypothesis testing concluded that $N.Sig > 5\%$ where H_0 cannot be rejected. It told that both students' anxiety and speaking ability are correlated in low correlation.

The null hypothesis which said, "There is a correlation between students' anxiety and speaking ability", answered the research problem.

C. Discussion

As the researcher wrote at the first chapter, this research purposed to find out the correlation between students' anxiety and speaking ability at the third semester students of English Department at IAIN Palangka Raya. In learning a foreign language, English, it was important to practice or speak the new word that they know. By speaking the word or sentence, the learner will be helped in memorizing process. When the learners have problem in speaking such as feel anxious, fear or low self-confidence, it can be impact to their acquiring the foreign language.

In this discussion derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. This part presents some points concerning in research design, collecting data method and analyzing data based on the result in findings in connection with the related literature.

In this study, the writer had conducting the data collecting. The data was collected by using two instruments. The first was speaking test, it was distributed to the students who had been selected before as a sample. In this technique, the students were asked to do a speaking performance by using '*My Daily Routine*' for the topic. The second instrument used was a questionnaire sheet that given to all students as participants in this research. They asked to fill the items of statement on the questionnaire. The questionnaire used to know the score of anxiety.

In this discussion the writer intended to present derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. From the analysis, the researcher got the result as follow;

1. The number of participants used in this study was 30.
2. The most students (60%) from 30 students have low anxiety.
3. The highest number of students 27% in Fair criteria of speaking ability
4. The result of calculating correlation between students' anxiety and their speaking test was $r = -.269$. Based on Riduan interpretation there is low correlation between the variables.
5. From SPSS calculation the writer get $N.Sig = .151$ where $significance > 0.05$.
6. The hypothesis accepted was the null hypothesis (H_0).

By the results, it can be concluded that there was negative correlation both two variables in low correlation. and the hypothesis testing showed there

was a correlation between two variables, because $N.Sig > 5\%$, so it means H_0 accepted and H_a rejected.

As the writer explained before, if the students had high anxiety it may be impact or influence in their speaking acquisition or their test. The student can be failed in their test when they have high anxiety. Horwitz, and Cope (1986) pointed out that, since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student.

In another case Horwitz said anxiety causes an affective filter, which will prevent students from receiving language input, and then their language acquisition will fail to make progress (Horwitz et al. 1991). When language learners become highly anxious, acquisition of a foreign language is unlikely to be successful. Oxford (1999) indicated that anxiety damages language learners' achievement "indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language" (p. 60). Likewise, Arnold and Brown (1999) contended that anxiety has down-spiralling effects when it occurs in the classroom. What they implied is a vicious circle occurring continuously between learners' negative feelings and undesirable performance. Similarly, Kondo and Yong (2004) argued that foreign language anxiety could have a negative impact on learners' performance. Further, Gregersen (2005) maintained that anxious learners often find it difficult to respond effectively to their own mistakes.

If we back to the theories and compare to the result that said there is a correlation between students' anxiety and their speaking performance, it was in line with the theory. In term of this research, the researcher conclude that if students have high level of anxiety, they will get low score in speaking test. And when student have low anxiety they will get high speaking score.

The result was the same with the theories above and researcher assumption. However the correlation showed negative correlation of two variables, as the writer opinion, ought to there was a correlation between anxiety and speaking ability. The writer assumed there are some reasons why this result (H_0) cannot be rejected) can be happened:

1. The lecturer and the researcher have same source and background opinion to score the student without focus on their anxiety. Because in speaking skill has some aspect or point to be scored, so the teacher and the researcher should considerate with another skill or point when the student performed their speaking ability.
2. When the questionnaire distributed to the students, they might be not confuse with the statement (they are okay with the statement wrote in English). The students could understand the sentences in the questionnaire, so they did maximumly in answering the sentences.
3. Next, because of the time distributing the questionnaire was at the end of meeting in speaking class the participants might be really interested to fulfill the questionnaire, then the the result of questionnaire could be effective.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter divided into two parts, conclusion and suggestion. In the conclusion will clarify about the result of correlation between students' anxiety and speaking ability at the third semester students of English Department IAIN Palangka Raya. The suggestion will contain of the writer view and suggestion for the future researcher in order to give positive feedback to the students.

A. Conclusion

After the calculating the data above, it is found out that the result of r calculated is $-.269$. This value shows that there is a negative correlation between students' anxiety and speaking ability. Based on the table of interpretation of r value, the result of r calculated ($-.269$) is between 0.200 and 0.400 . It means that there is low correlation between two variables.

The result of analyzing the data significance $.151$ The hypothesis testing explained that $N.Sig > 5\%$ and for the result, the null hypothesis in this research cannot be rejected. It showed that both students' anxiety and their speaking ability were correlated. It means that there is a relationship between students' anxiety and their English speaking ability. Hence, the increase of students' anxiety is followed by the decrease of speaking skill. Whereas, the decrease of students' anxiety is followed by the increase of speaking skill. The null hypothesis which said, "There is a correlation between students' anxiety and their speaking ability" answered the research problem.

B. Suggestion

Studying about the result, the researcher wants to give some suggestion to the readers, especially for future researcher:

1. Students

Students in foreign language class have to be a high self confidence in studying English, because when we talk about another language it means we start to learn in the beginning. It starts in very command to the difficult.

2. Lecturer of Speaking Course

The lecturer can be more creative to teach their students and make them motivated to learn English, without feel worried or anxious to perform their skill orally.

3. Institution (IAIN)

For institution this study can help to develop student skill and understanding characteristic of student, so that the student can be motivated to study English and make them think that English is a fun subject to learn, it is not difficult but only need more practice. The writer hopes also they can be more active in English class whether they be able to speak or not. It just to increase their braveness to use their skills in speaking class.

4. Future Researchers

For the future researchers, they can learn this study and get motivation to looking for the similarity topic and how to try get problem solving in any problem that comes in foreign language class.

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