The Correlation Between Foreign Language Speaking Anxiety and Students' Achievement

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Abstrak

Penelitian ini merupakan penelitian korelasional yang bertujuan untuk mengetahui apakah ada hubungan antara Kecemasan Berbicara Bahasa Asing dengan Prestasi Belajar Siswa pada siswa SMP. Penelitian ini dilakukan di SMP Negeri 5 Karawang dengan populasi penelitian kelas VIII. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian non eksperimen berupa penelitian korelasional. Teknik pengambilan sampel yang digunakan adalah teknik random sampling. Instrumen yang digunakan berupa angket dan tes berbicara. Dari kedua instrumen tersebut didapatkan hasil uji normalitas dengan nilai sig. $0{,}067 > \alpha$, dan hasil uji homogenitas dengan nilai sig. $0{,}156 > \alpha$, dari kedua uji prasyarat tersebut dipastikan data penelitian adalah parametrik. Selanjutnya hasil uji linieritas dengan nilai sig. $0{,}191 > \alpha$, dan hasil uji hipotesis atau uji korelasi didapatkan hasil yang sig. $0{,}825 < \alpha$. Setelah semua tes dilakukan, peneliti menarik kesimpulan penelitian bahwa tidak ada hubungan antara Kecemasan Berbicara Bahasa Asing dengan Prestasi Belajar Siswa.

Kata kunci: *Kecemasan Berbicara Bahasa Asing, Prestasi Belajar Siswa*

Abstract

This study is a correlation study that aims to find out whether there is a relationship between Foreign Language Speaking Anxiety and Students' Achievement to junior high school students. This research was conducted at SMP Negeri 5 Karawang with a research population of class VIII. This research uses a quantitative approach with a non-experimental research design in the form of correlation research. The sampling technique used is a random sampling technique. The instruments used are in the form of questionnaires and speaking tests. From the two instruments, the results of the normality test with a sig value were found. $0.067 > \alpha$, and homogeneity test results with sig values. $0.156 > \alpha$, from the two prerequisite tests, it was confirmed that the research data were parametric. Furthermore, the results of the linearity test with a sig value. $0.191 > \alpha$, and the results of the hypothesis test or correlation test were found to be sig results. $0{,}825 < \alpha$. After all the tests were carried out, the researchers drew the conclusion of the study that there was no correlation between Foreign Language Speaking Anxiety and Students' Achievement.

Keywords: *Foreign Language Speaking Anxiety, Students' Achievement*

INTRODUCTION

The science of speaking anxiety has a very important role in the teaching and learning process. Speaking anxiety is a feeling of anxiety, fear, and distress that is often experienced by every student in the classroom. In this study, researcher are trying to find out whether there is a relationship between speaking anxiety and student achievement. Speaking anxiety has the same meaning as communication apprehension. According to (Horwitz et al., 1986), define communication apprehension as a communication concern that can be determined as feelings of fear and anxiety related to oral communication and public communication.

Many studies have explored students' anxiety levels in speaking performance. The researchers concluded that an investigation was needed on the issue of concerns about students, as this could lead to inadequate student achievement. Especially in Indonesia, foreign languages are not a common thing for Indonesian students in their daily lives. Many times, students learn a foreign language only in class. It can therefore be assumed that the student experience can be one of the factors in the EFL class. In relation to speaking skills, students should not only receive competencies from the teacher or teaching media, but also need to hold practices to support students to be more able to face challenges in speaking ability.

The results of the pre-study conducted by researchers using the interview method with one of the English teachers at SMPN 5 Karawang, found that there was student anxiety about the ability to speak English. With the school culture that almost all students are reluctant to express their opinions. From this explanation, it can be assumed that students of SMPN 5 Karawang have problems in speaking, more precisely foreign language speaking anxiety. This is because students cannot speak English well, lack of vocabulary mastered, and grammar problems. According to (Suleimenova, 2013) said that the concerns that occur in students can affect the smoothness and equality of students in speaking. Because this anxiety is disturbing, so students cannot learn vocabulary and grammar well.

Referring to research conducted by (Horwitz, 2001), in his case study provides a theory that is almost used in every study related to anxiety and also found a measurement of anxiety in learning a language known as the Foreign Language Classroom Anxiety Scale (FLCAS). He thinks that there are 3 components in language anxiety: 1) communication apprehension, 2) test anxiety, 3) fear of negative evaluation. Researcher also added that language anxiety is an important variable in language learning, so it is very important to understand discomfort and anxiety in language classes.

Next, (Amiri & Ghonsooly, 2015) stated that there is a need for a comfortable atmosphere for students to learn language skills, and also do not force students to speak in front of the class because this can make students feel more afraid to speak. Furthermore, teachers need to pay attention to the anxiety condition of each student in order to find the right strategy to reduce the problem.

Furthermore, (Tridinanti, 2018) in her research stated that foreign language can affect student psychology, for example, anxiety and self-confidence. A person with a high level of anxiety will find it difficult to develop his speech skills. The objectivity of this study is to find a relationship between speaking anxiety, self-confidence, and students' achievement.

Although previous studies have explained in detail the definition of foreign language speaking anxiety and the factors causing anxiety of each individual. And also the previous research has similarities with this study. But nevertheless, there is still a lot of debate that needs to be re-analyzed for correlation. Therefore, researchers take a place to participate in analyzing.It can be seen from the explanation above, it is found that there are many problems regarding speaking foreign language anxiety experienced by students.

Therefore, this study tries to clarify whether there is a relationship between speaking foreign language anxiety and student achievement.

METHOD

The research approach used is a quantitative approach. Because this study is to analyze the relationship between foreign language speaking anxiety and students' achievement. Quantitative research basically collects numerical data and explains certain phenomena (Muijs, 2012). And The research design used in this study is correlation research. In correlation research, before conducting research, researchers need to make a plan. Planning is called research design. According to Arikunto, research design is a plan or program created by researchers, as a target of activities that need to be carried out (Arikunto, 2002).

Population is a field of generalization consisting of an object or subject with a measured number and quality chosen by the researcher to observe and from which conclusions are reached (Prof. Dr. Sugiyono, 2018). Population is a general definition of a combination of several samples selected by researchers. Population taken as the subject of the study is grade 8 students, SMPN 5 Karawang.

Sample is a process to select from the entire population to represent the entire population. Researchers used purposive sampling techniques as a sampling technique. Purposive sampling is a sampling technique with certain criteria (Prof. Dr. Sugiyono, 2016). To meet the participant criteria, the eighth grade English teacher advised the researcher to take class VIII J as a research sample.

Data collection can be done by various ways and sources (Prof. Dr. Sugiyono, 2018). To obtain the data results, researchers used questionnaires and speaking tests. A speaking test is performed, and the results are used as data. and so it is with questionnaires. Questionnaire is a data collection technique by providing several items of written questions from open-ended questions to closed questions. Researchers used FLCAS (Foreign Language Classroom Anxiety Scale) as a questionnaire instrument that will be used to measure the level of students' anxiety in the classroom. The FLCAS questionnaire takes the form of a likert scale with five levels of options: strongly agree, agree, neutral, disagree, strongly disagree. The scale range in this questionnaire is 1 to 5. The data results are calculated manually with a score range of 33 to 165. And the scond instrument is test. Test is a sequence of questions or exercises used to measure skills, knowledge, memory, and group or individual abilities (Arikunto, 1998). This speaking test is used to assess students' speaking ability. The speaking test distributed to pre-selected students to be sampled. In this technique, students are asked to speak by displaying "*Asking and Giving Conversation*" as a speaking topic. The topic of speaking is based on K13 grade 8 junior high school English book. They performed in front of the class with their friend, and the researchers gave 10 minutes for students to prepare. However, the test will take as little as 3 to 5 minutes.

The technique analysis data have 4 analysis, the first is normality test, second is homogeneity test, linearity test, correlation test (Pearson product-moment).

RESULTS AND DISCUSSION

1. Results

The data analysis carried out in this study is descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis aims to describe or give an overview of the object under study without drawing conclusions (Pasaribu, 1975). According to Subana (2005), inferential statistical analysis is related to drawing conclusions of a general nature from data that has been compiled and processed.

1. Speaking Anxiety

After calculating the results, it was found that the highest value was 139 and the lowest value was 92. To complete this research data, the researcher also calculated the mean, median, and mode. The following below is a summary table of the calculation results that have been obtained:

No	Statistic	Variable X
1	High score	139
2	Low score	92
3	Range	47
4	Interval	11
5	Total Classes	5
6	Mean	115,058
7	Median	113
8	Mode	111

Based on the table above, it was found that the mean value from the results of the speaking anxiety questionnaire was 115,058. According to Oetting, (1983), a score of 115,058 falls into the anxious category.

2. Students' Achievement

A summary of the results of the student's speaking achievements obtained when conducting a speaking test in class VIII of SMPN 5 Karawang, is described in the table below:

No	Statistic	Variable Y
1	High score	88
2	Low score	52
3	Range	36
4	Interval	8
5	Total Classes	5
6	Mean	65,5
7	Median	64
8	Mode	61

Based on the table above, the researchers determined that the highest score of the speaking test results was 88 and the lowest result was 52, the average score was 65.5, the median was 64, and the mode was 61. The calculations from the table above still look lacking.

3. Normality Test

The data analyzed in this normality test is the process of foreign language speaking anxiety and students' achievement. This normality test aims to see if the data is distributed normally or not.

Because the normality test is one of the conditions that must be met before conducting a homogeneity test. In this study the normality test was calculated with the Kolmogorov Smirnov test with the help of SPSS (Statistical Product and Service Solution) software version 26. The results of the normality test can be seen below:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.13680557
Most Extreme Differences	Absolute	.145
	Positive	.145
	Negative	-.090
Test Statistic		.145
Asymp. Sig. (2-tailed)		.067[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Using the Kolmogorov Smirnov test, results were seen with a significance value of 0.067 > α (α = 0.05). Then it can be concluded that H0 is accepted so that the data is normally distributed. Because the data is normally distributed, it is statistically parametric.

4. Homogeneity Test

Because the data is normally distributed, it is followed by a homogeneity test. In this study, the homogeneity test was calculated using the help of SPSS (Statistical Product and Service Solution) software version 26. The results of the homogeneity test calculation can be seen in the following table:

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	2.062	1	66	.156
	Based on Median	1.891	1	66	.174
	Based on Median and with adjusted df	1.891	1	61.117	.174
	Based on trimmed mean	2.208	1	66	.142

Based on the table above with Based on Mean obtained a significance of 0.156 > α (α = 0.05) then H0 is accepted. This implies that the data is homogeneous.

5. Linearity Test

Since the results show that the data is normally distributed and homogeneous, the next step is to conduct a linearity test. The linearity test is required as a condition or classical assumption for the correlation test (Pearson Product Moment). The linearity test is calculated with the help of SPSS

(Statistical Product and Service Solution) software version 26. The results of the linearity test calculation can be seen in the table below:

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	1790.569	24	74.607	1.689	.209
		Linearity	3.384	1	3.384	.077	.788
		Deviation from Linearity	1787.184	23	77.704	1.759	.191
	Within Groups		397.667	9	44.185		
	Total		2188.235	33			

Based on the table above, it can be seen that the significance value of Deviation from Linearity is 0.191 > α (α = 0.05) meaning that H0 is accepted. Since H0 is accepted, the two variables have a linear relationship.

6. Correlation Test (Pearson product-moment)

The correlation test is a hypothesis test in this study, this correlation test is carried out to see whether there is a relationship between the variable speaking anxiety and the variable students' achievement. The Pearson correlation test was calculated with the help of SPSS (Statistical Product and Service Solution) software version 26. The results of the Pearson correlation test calculation can be seen in the table below:

Correlations

		X	Y
X	Pearson Correlation	1	-.039
	Sig. (2-tailed)		.825
	N	34	34
Y	Pearson Correlation	-.039	1
	Sig. (2-tailed)	.825	
	N	34	34

Before drawing conclusions, the researcher will conduct an elaboration of the hypothesis statement based on SPSS.

a. H0 accepted if Sig. <0,05 (α = 5%)

b. Ha rejected if Sig. >0,05 (α = 5%)

The significance results in the table show that the significance value of the two variables is 0.825. When viewed from the elaboration of the hypothesis question, H0 is rejected (0.825 > 0.05). That means that between foreign language speaking anxiety and students' achievement has no relationship. And the r-obtained on the table shows -0.039, it indicates that the rcount < rtable (0.349).

From the table above, it shows that alternative hypotheses are accepted while null hypotheses are rejected. Thus, in this study between foreign language speaking anxiety and students' achievement has no correlation.

2. Discussions

To strengthen this research, the discussion of the results of this study was made based on the results of the analysis that has been carried out. According to the findings obtained, there is no significant relationship between foreign language speaking anxiety and students' achievement.

Based on the results of the Pearson product-moment table, it was found that there was no connection between foreign language speaking anxiety and students' achievement in grade 8 of SMP Negeri 5 Karawang. This means that this foreign language speaking anxiety does not affect or the absence of any linkage with student achievement. The findings found that most of the grade 8 students at SMP Negeri 5 Karawang did not have high anxiety in speaking a foreign language (47%). According to Oetting (1983) anxiety with a score of 108 falls into the category of anxiety but is still at a moderate level.

That allows there to be a reason why there is no significant correlation between foreign language speaking anxiety and students' achievement. These existing results occur because foreign language concerns are not only one factor that affects students' speaking achievement. The main factors are the motivation or belief to speak English, and the lack of vocabulary, grammar, pronunciation, and others.

This motivation or belief is associated with negative aspects such as fear and also frustration in a foreign language. In general, this feeling arises because students do not feel familiar with the topic and students only have little learning time to process the topic (Tuan & Mai, 2015). He added that the students always complained that they could not do whatever they were told and could not express themselves. This is because the teacher has chosen a learning topic that does not suit the students or students only know a little about the topic chosen (Rivers, 1986). If students do not have the ability to be confident in speaking, even if they master the target language, they will still experience a slight level of anxiety.

Furthermore, Bashir, M., Azeem, M., & Dogar (2011) say that students who learn language need to involve language mechanics (pronunciation, grammar, and vocabulary) in using the right words, the right order, and proper pronunciation. Students who experience language mechanics difficulties will choose to remain silent during English learning. In addition, Baker & Westrup (2003) argue that the difficulty for many students in responding when the teacher instructs them to say something in a foreign language, is because students do not have much idea of what they are going to say, which vocabulary they need to use, or how to use good and correct grammar. This is proof that students' speaking skills are not good because they do not master the three elements of language, namely vocabulary, grammar, and pronunciation.

The correlation between foreign language speaking anxiety and students' achievement is negative and insignificant. That means that H0 is rejected and Ha is accepted, the results show that there is no significant correlation between foreign language speaking anxiety and students' achievement. There are several factors that cause achievement, such as motivation, cognitive ability, attraction, aptitude, and others. And here are some of the factors that cause the speaking process such as speaker factors, speaker style, and visual input. If these factors appear when students speak, then students will find it difficult to speak. And researchers believe that these factors have a dominant effect on speaking achievement.

Mauludiyah (2014) said that foreign language anxiety has no connection with their speaking achievement. This insignificant result occurs because anxiety is not the only factor that affects their

speaking performance. Learning time can also be used as a causal factor that affects student speaking achievement. In other words, the longer the experience they have, the more knowledge they have.

Gardner & MacIntyre (1991) argue that worry is a common problem and not a specific one for foreign language learning. In addition, the results of this study are not in line with Horwitz (1986) who found that speaking concerns, exam anxiety, and fear of negative evaluations affect student achievement. Horwitz also mentioned that there was a significant relationship between language performance and English anxiety, and most of them found that students with high levels of anxiety usually failed in their speech performance.

In short, the overarching contribution of foreign language anxiety with speaking achievement does not show any correlated influence. That may happen because each student has their own anxiety when they learn English and understand it which will affect the results they get.

Finally, this study found no influencing correlation between foreign language speaking anxiety and students' achievement in eighth grade students at SMP Negeri 5 Karawang.

CONCLUSIONS

Based on the results of research and discussion in chapter IV, it can be concluded as follows: From the results of testing data obtained through questionnaires and speaking tests in class VIII J, it was obtained that around 47% of students experienced general anxiety that is often felt by everyone, and all class VIII J students fall into the category of good in speaking ability (Valette & Harris, 1970). This finding means that feelings of anxiety in speaking are not a common phenomenon in the eighth grade at SMP Negeri 5 Karawang. In addition, statistical analysis shows that there is no relationship between foreign language speaking anxiety and students' achievement in the eighth grade at SMP Negeri 5 Karawang. Therefore, the results of the research that has been analyzed occur because English anxiety is not one of the causal factors that can affect student speaking achievement.

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