

THE CORRELATION BETWEEN SPEAKING ANXIETY AND SPEAKING ACHIEVEMENT

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Abstract

Speaking is one of the most essential skills students must acquire, but they may experience anxiety when communicating in English. If a student is nervous about speaking, it could make it harder for them to do well. Hence, this research examined the correlation and influence of speaking anxiety and speaking achievement among a sample of tenth grade students with 30 students in a state vocational school in Palembang. The participants were selected using cluster random selection. The researchers utilized the Foreign Language Speaking Anxiety Questionnaire (FLSAQ) to assess speaking anxiety levels. Additionally, a speaking assessment was conducted to assess students' proficiency in speaking. The result revealed no statistically significant relationship between speaking anxiety and speaking achievement, as determined by (sig. 2-tailed) > 0.05. The result suggested that H₀_1 was accepted and H_a_1 was rejected.

Keywords: Speaking Achievement; Speaking Anxiety

INTRODUCTION

English is widely recognized as a global language that serves as a means of communication for individuals worldwide. As a worldwide language, English is essential to acquire. According to Baugh and Cable (2002), English is widely regarded as a crucial language for individuals who employ it for worldwide communication. Due to the status of English as a global language, several countries have initiated including English language learning in their educational curricula starting from the earliest stages of schooling. Antika and Afriyanti (2021) stated that English is studied as a foreign language in Indonesia. English is an essential part of the educational curriculum in Indonesia, where it is explicitly instructed from elementary school to the college or university level. As a result, it is anticipated that Indonesian students will acquire English-learning skills as part of their curriculum. Speaking is one of the four skills that must be mastered when studying English. Speaking is inseparable from human existence as a communication tool. Speaking allows people to convey their thoughts, feelings, and information to others. Nunan (2003) stated that speaking is a productive ability that involves the generation of structured verbal expressions in order to communicate meaning. Furthermore, Kuning (2020) asserts that verbal communication exchanges ideas, knowledge, information, concepts, opinions, and emotions among persons. Thus, speaking helps students express their knowledge, emotions, and abilities. In addition, Speaking is a challenging skill for students to acquire. Students have trouble pronouncing English words. Due to their limited vocabulary and lack of confidence, they cannot speak English fluently (Soreh et al., 2022). Rahayu et al (2021) also discovered that students had trouble speaking English due to a lack of vocabulary. Second, they rarely speak in public, resulting in wrong pronunciation. Third, their lack of skills makes them apprehensive when speaking. Foreign language learners may have anxiousness when it comes to speaking English. Anxiety is a psychological state of uncertainty regarding one's

capabilities or desires. Antony and Swinson (2008) stated that anxiety is a distressing emotional state that arises within an individual when they believe that an adverse event is likely to occur in the future and that no viable means exists to avert its occurrence. People studying a foreign language, like English, could get anxious when speaking the target language. Pratiwi and Manurung (2019) mentioned that each learner may encounter feelings of anxiety stemming from their perceived inadequacy in utilizing the English language. It implies that students ought to prevent or minimize their anxiety when speaking. A preliminary study by the researcher was conducted in one of the state vocational schools in Palembang. The study consisted of the researcher interviewing an English teacher of students in the tenth grade at that school, which involved interviewing an English teacher of tenth-grade students. It was determined that students encountered various challenges during the teaching and learning process in the classroom. Furthermore, their motivation to speak English was diminished due to their perception of English as a challenging language. When the teacher requested for the students to engage in speaking in front of other students, a sense of fear and anxiety overcame them. They were terrified when their classmates laughed at their grammatical, vocabulary, fluency, and pronunciation mistakes. In addition, the researcher completed an informal interview with two students in the tenth grade in one of the state vocational schools in Palembang. One student expressed interest in learning English. She is content and desires to continue with her studies. However, she continued to experience anxiety when speaking English. Another student stated that she became frightened of speaking English out of fear of making a mistake and because she experienced anxiety or shyness whenever she was required to speak in front of the class. Additionally, she has difficulty saying and spelling certain English words. She does not desire to speak English because she lacks self-confidence and cannot speak English fluently. Numerous prior investigations have been undertaken to discover the relationship between speaking anxiety and speaking achievement. Firstly, Izumi et al. (2017), discovered a statistically significant correlation between students' anxiety and speaking ability. Secondly, Julianingsih (2018) discovered a relationship between student anxiety, learning activity, and speaking ability. Thirdly, Mauludiyah (2014) found no statistically significant link between pupils' anxiety and speaking ability. Fourthly, Tridinanti (2018) revealed no statistically significant relationship between speaking anxiety and speaking achievement. Based on the above background, students' anxiety should not be ignored, mainly when speaking. This investigation aimed to determine "The Correlation between Speaking Anxiety and Speaking Achievement".

METHOD

The researcher employed a quantitative methodology and correlational study approach in this research. The independent variable was speaking anxiety, while the dependent variable was speaking achievement. The population consisted of 351 students, and cluster random sampling was conducted through a lottery; as a result, the sample consisted of 30 students. The researcher employed two measures in this study. The first instrument was the FLSA questionnaire, which was ready-made by Öztürk and Gurbuz (2014) and consisted of 18 items. The second instrument was a speaking test. The students were administered an oral speaking test to gather data about their speaking achievement. The students were provided with a selection of topics, which was evaluated by a rater using the speaking rubric developed Brown and Abeywickrama (2019).

RESULTS AND DISCUSSION

Results

a. Students Speaking Anxiety

The descriptive statistical analysis of students' speaking anxiety is shown in Table 1. The results revealed that the lowest score was 35, the highest score was 90, and the mean was 62.50. The data is presented in the table below:

Tabel 1. Descriptive Statistic of Speaking Anxiety

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
FLSAQ	30	35	90	62.50	12.971
Valid N (listwise)	30				

Then, it was demonstrated that students perceived the three FLSAQ categories differently based on their responses to the questionnaire. Data in the table below:

Tabel 2. Allocation of Speaking Anxiety

Categories	Score Interval	Frequency	Percentage
High Level of Speaking Anxiety	73 – 90	6	20%
Moderate Level of Speaking Anxiety	54 – 72	16	53.3%
Low Level of Speaking Anxiety	18 – 53	8	26.7%
Total		30	100%

Based on the findings derived from the data analysis of the Foreign Language Speaking Anxiety Questionnaire (FLSAQ), it was determined that within the sample population, 8 students (26.7%) exhibited low speaking anxiety levels, scoring between 18 and 53. Additionally, 16 students (53.3%) demonstrated moderate speaking anxiety levels, scoring between 54 and 72. Lastly, 6 students (20%) displayed high speaking anxiety levels, scoring between 73 and 90.

b. Students Speaking Achievement

The descriptive statistical analysis of students' speaking anxiety is shown in Table 3. The results revealed that the lowest score was 6.0, and the highest was 17.0, with a mean of 9.667. The data is presented in the table provided below:

Table 3. Descriptive Statistic of Speaking Achievement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Achievement	30	6.0	17.0	9.667	3.4274

Valid N (listwise)	30
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Based on the data above, the students had different scores in the four categories of speaking achievement. The information in the table below:

Table 4. Allocation of Speaking Achievement

Categories	Score Interval	Frequency	Percentage
Poor	1 – 5	0	0
Fair	6 – 10	22	73.3%
Good	11 – 15	4	13.3%
Very Good	16 – 20	4	13.3%
Total		30	100%

Based on the outcomes above, the research demonstrated that none of the students (0%) fell into the poor category, 22 students (73.3%) were classified as fair, 4 students (13.3%) were classified as good, and an equal number of 4 students (13.3%) were classified as very good.

c. The Hypothesis Testing

The researcher computed the correlation coefficient using the Pearson Product Moment method and employed the statistical software SPSS for analysis. The data presented in the table provided below:

Tabel 5. The Correlation between Speaking Anxiety and Speaking Achievement

Correlations			
		Speaking Anxiety	Speaking Achievement
Speaking Anxiety	Pearson Correlation	1	-.335
	Sig. (2-tailed)		.071
	N	30	30
Speaking Achievement	Pearson Correlation	-.335	1
	Sig. (2-tailed)		.071
	N	30	30

According to the above result table, the p-value or significance (sig. 2-tailed) was 0.071, which indicates that p (0.071) was greater than 0.05. Consequently, there was no correlation between speaking anxiety and achievement in speaking among students. Based on the findings of this investigation, it can be inferred that the null hypothesis H_0 was accepted, and the alternative hypothesis H_a was rejected in this study.

Discussion

Based on the obtained data, the research conducted with a sample of 30 tenth grade students, utilizing FLSAQ and a speaking test as instruments, has no significant correlation because the sig value (2-tailed) $.071 > 0.05$. Several potential explanations exist for the significant correlation between speaking anxiety and speaking achievement. The crucial impact probably happened since speaking anxiety was not the only aspect affecting speaking achievement. The most essential factors assumed are motivation and self-confidence to speak English. Motivation and confidence in speaking English are the most critical factors. Motivation is assumed to be one-factor affecting students' speaking achievement. Herdiani et al (2020) stated that motivation is a big part of how students improve their speaking skills. Motivation is the energy that comes from inside or outside of a student that pushes them to finish an assignment. It will give students the confidence to learn how to speak so they can speak up. Students who are motivated will make every effort to enhance their performance. They will exert every effort to accomplish the optimal outcome. Therefore, teachers and parents should prioritize creating a motivating environment that encourages students' speaking achievement. Self-confidence is an additional determinant that impacts the students' speaking achievement. According to Audina et al (2021), self-confidence is an important determinant that plays a significant role in language acquisition, specifically speaking. Self-confidence refers to an individual's faith in their capabilities, no matter previous successes or failures. Students who have faith in their capabilities will almost certainly achieve academic achievement, regardless of the experiences they have had in the past. Hence, the presence of self-confidence will lead to the achievement of successful communication.

CONCLUSION

Based on the analysis completed on the correlation between speaking anxiety and speaking achievement, the outcomes of this study imply that there is not a statistically significant correlation between speaking anxiety and speaking achievement, the outcomes of this study indicate that there is not a statistically significant correlation between speaking anxiety and speaking achievement, as evidenced by the sig value (2-tailed) $.071 > 0.05$. Thus, the null hypothesis (H_0) was accepted, and the alternative hypothesis ($H\alpha_1$) was rejected.

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