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**THE CORRELATION BETWEEN STUDENT ANXIETY AND STUDENT SPEAKING SKILL AT ENGLISH DEPARTMENT STUDENTS OF MUHAMMADIYAH UNIVERSITY OF PONOROGO**

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**Abstract**

*Anxiety is one of the individual characteristics of the people. Anxiety is described as an uncontrollable state that can make the language learning situation problematic and stressful. Then, English speaking skill is very important for people interaction where people almost speak everywhere and every day through English. Speaking is one way to communicate ideas and thought a feeling and expression orally. The researcher is curious about its connection. That is why the researcher would like to find the correlation between student's anxiety and student's speaking skill especially for students of English education Department of Muhammadiyah University of Ponorogo. The subject of this research is the students of English Education Department of Muhammadiyah University of Ponorogo from semester II until VI with number of 52 Students. The researcher took all of the students as the sample of this research because the population is less than 100 people. The research was started on 5<sup>th</sup> June, 2017 until 19<sup>th</sup> June, 2017. The research used two instruments in collecting data, they were; speaking anxiety questionnaire and student achievement. Besides that, the researcher used the quantitative technique to analyze the data. Based on the result of this research, the score showed that there is significant correlation between variable X as the student anxiety and variable Y as the student speaking skill. It means that if the anxiety level of the student is high, the speaking of the students also low. Where the student feel worry, nervous, self-doubt, and unconfident when the student try to speaking with English in front of their friends, partner or in front of class. While, if the anxiety level of the student is low, the speaking of the student is high or good. Where the student when try to speak with English, they show the optimistic aptitude, good confident and feel joyful. Finally, the researcher gives suggestion that the students who want to increase their speaking skill, need to hold down their anxiety feelings with always practice and practice their speaking. Last, the researcher hopes that the result of this study will be useful for the next researcher.*

**Keywords:** Anxiety, Speaking Skill, English Language

**How to Cite:** Danang Tria Wibowo (2017). Pengaruh Model Pembelajaran *Pair Checks* dan *Learning Cycle* terhadap Pemahaman Konsep ditinjau dari Motivasi Belajar Siswa. Penerbitan Artikel Ilmiah Mahasiswa Universitas Muhammadiyah Ponorogo, 1(1): 67-78

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ISSN 2614-1434 (Print)

ISSN 2614-4409 (Online)

## Introduction

Learning an English language as a second or foreign language is very important for all of human in every element, because every people exactly uses the language to make a communication with others people. It means that language has a big influence towards human activity, especially in expressing the feeling. Abood and Melhim (2015: 749) said that language is a very crucial component of any culture. Members of any society attempt to prove themselves primarily through their language at the level of intercultural dialogue and exchange of knowledge among different society but every people have different individual characteristics that make them different in choosing the way they learn it.

Anxiety is one of the individual characteristics of the people. Anxiety is described as an uncontrollable state that can make the language learning situation problematic and stressful. It is true that learners bring many individual characteristics to the learning process (Sener, 2015: 875). Still in the same study, in Williams and Bureden, Anxiety, as one of the learner characteristics, has been subject to a considerable amount of investigation. According to Tianjin (2010: 95) said that Learner differences in second or foreign language learning can be interpreted not only in terms of cognitive factors such as language aptitude and learning style, but also affective factors, such as motivation and anxiety.

Moreover, Amiri and Ghonsooly (2015: 855) explain that learning a foreign language can be regarded as a complicated process which is affected not only by linguistic factors, but also by some other non-linguistic ones which may be considered as cognitive, metacognitive, and affective.

One of the most important affective factors which influence the students' academic performance in second language learning is anxiety. Anxiety occur on every people in normal life every times and everywhere and every conditions of the people. Anxiety has been regarded as one of the most important negative factors influencing second language acquisition. Learners who lack confidence and have low learning motivation tend to perform poorly in the language learning process. However, sometimes anxiety can become a positive factors influencing second language acquisition. Woodrow (2006: 309) said that anxiety experienced in communication in English can be debilitating and can influence students' adaptation to the target environment and ultimately the achievement of their educational goals.

One of the language skills that has to be mastered by student in learning a foreign language is speaking. It is a productive skill among four language skills. English speaking skill, as an international means of communication, is necessary for effective interactions amongst people across the world. Where two peoples or more use language to

represent their purposes. According to Scrivener (2005) in Asakereh and Dehghannezhad (2015: 345-346), these are highly demanding, complicated and multi-faceted skills, as one cannot communicate effectively unless he or she is equipped with sufficient knowledge of vocabulary, grammar, culture, genre, speech acts, register, discourse, and phonology. Still in the same study, Mak (2011: 203) said that language instructors should consider students' linguistic and pragmatic competence, and also need to take their psychological needs into account, and attempt to meet such psychological needs, identifying and countering affective factors that can impact upon students' learning.

Moreover, several research studies also have been explained about speaking skills. In their study, Patiung et al. (2015: 1093) stated that there are no communities wherever they live, who have no language. Whatever the form of language is every community must have language as a communication tool. Even there are among us who can imagine writing while listening to a discussion about the language, but the language is actually the speech or utterance.

And then, in their study, Öztürk and Gürbüz (2014: 3) found that speaking in front of their peers is a very anxiety provoking activity for the foreign language learners because the learners were concerned about

making mistakes in pronunciation and being laughed.

And then about related studies on student anxiety and speaking, according to Gaibani and Elmenfi (2014: 114), students have identified that they found great difficulty in speaking English language even though some of them understand it. Some have expressed that they understood but could not speak English language so they had anxiety while others have signified that their speaking ability was very poor that it made them to entertain anxiety for fear of making mistake. Thus, Anxiety is one of the most important affective factors influencing successful foreign or second language (L2) learning and acquisition, and research has shown interdependence among skill-based anxieties in which all four skill-based anxieties demonstrably contribute to general foreign language classroom anxiety (Effiong, 2016: 132). And then, Witt et al. (2006: 223) explain that negative affect can distract speakers from performing their best and thereby diminish the effectiveness of the speech performance, the reduction of both anxiety and depression probably contributes to positive attitudes and more successful speaking presentations.

Furthermore, Wang (2009: 105) Anxiety impairs self-confidence and leads to low self-perception was negatively affected by anxiety and then they felt inferior. Still in line with the

statement of Horwitz and Cope in their book (1986: 126);

“Difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students seeking help at the Learning Skill Center (LSC). Students often report that they feel fairly comfortable responding to a drill or delivering prepared speeches in their foreign language class but tend to "freeze" in a role-play situation.”

Basic (2011: 11) said that Students who have speech anxiety are often very calm and passive and can therefore also receive less attention from teachers in comparison with noisy, antisocial and aggressive children. Oxford (1999: 60) in Nimat (2013: 16) 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”.

In English Department students of Muhammadiyah University of Ponorogo, some students comes from different background. It means that each student has different individual characteristic. In their speaking class, they have tried to speak in English language well. In fact, when students try to speak with English language in front of class or in front of their friends, they feel difficulty or getting a sense of anxiety. This is become a serious problem that must be solved by all of the students. For the purpose of this study is to know the correlation between student's

anxiety and student's speaking skill at English Department Students of Muhammadiyah University of Ponorogo”.

## **Method**

### ***sample***

The subject of this research is the students of English Education Departmen of Muhammadiyah University of Ponorogo from semester II until VI with number of 52 Students. The researcher took all of the students as the sample of this research because the population is less than 100 people.

### ***Instruments***

In this research, the questionnaire that will be used is the Foreign Language Speaking Anxiety (FLSA) questionnaire was designed by selecting 18 items from 33 items of Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz et al. (1986). After a detailed review of literature, these 18 items were decided to be directly related to foreign language speaking anxiety.

The researcher's purpose of using questionnaire is to get information about students' opinion, attitude, and motivation in English especially speaking subject in point of view of anxiety. Then, kinds of questionnaire that used by the research in this research is close questionnaire with using the Likert scale (Strongly disagree, disagree, not sure, agree, strongly agree).

Beside the researcher using questionnaire, In this research, the researcher using the transcript of the student as the representative of the speaking score of the students, especially on Speaking For Everyday Communication lecture. Because, all of students had taken the lecture. So, it will be fair in calculating the value between one and another.

**Data Analysis**

Data analysis technique which will be used by researcher in conduct this research is *inferential statistic technique*. This technique is one of statistic technique that used for analyze of the data of sample and the result is also for the population.

The *inferential statistic technique* that will be used in this research is correlation *Pearson Product Moment*. This formula was found by Karl Pearson. The basic formula is set out as below:

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

Where:

- $r_{xy}$  : State of correlation degree
  - $N$  : The number of sample
  - $X$  : Independent Variable
  - $Y$  : Dependent variable
- (Hartono, 2012: 84)

After knowing the correlation coefficient, the researcher will know how strange the relationship of both variables by using

Pearson’s correlation coefficient. They were, Extremely weak (0,00 – 0,199), Weak (0,20 – 0,399), Approximately weak (0,40 – 0,599), Enough (0,60 – 0,799), and High (0,80 – 1,000).

**Result**

**Data Analysis**

The researcher finally used the formula from Karl Pearson Product Moment to know the ceficient correlation between both of variables. The table tabulation and serving of Karl Pearson Product were presented in table below;

N	52
$\sum X$	2773
$\sum Y$	177
$\sum XY$	9444
$\sum X^2$	152992
$\sum Y^2$	606
$(\sum X)^2$	7689529
$(\sum Y)^2$	31329

The explanation about the table above there were;

The “N” was the sum of sample, then the “ $\sum X$ ” was the sum score of variable X or students anxiety, and then “ $\sum Y$ ” was the sum score of variable Y or students speaking skill, then “ $\sum XY$ ” was the sum score of variable X and Y after to be multiple, and the last, “ $\sum X^2$ ” and “ $\sum Y^2$ ” were the sum score of variable X and Y after to be quadrate.

Now, enter on the formula:

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

$$r_{xy} = \frac{52 \times 9444 - 2773 \times 177}{\sqrt{(52 \times 152992 - 7689529) (52 \times 606 - 31329)}}$$

$$r_{xy} = \frac{491088 - 490821}{\sqrt{266055 \times 183}}$$

$$r_{xy} = \frac{267}{515.6}$$

$$r_{xy} = 0.518$$

Based on the result above, the data tabulation and serving by meaning List of Pearson’s Correlation Coefficient showed that the result were approximately weak. After knowing the result from manual formula, the researcher also analyswas the data using SPSS as the compwere of manual formula. The result from SPSS were showed by the table below;

		Speaking Anxiety	Speakin g Score
Speaking Anxiety	Pearson Correlation	1	.058
	Sig. (2-tailed)		,079
	N	52	52
Speaking Score	Pearson Correlation	.058	1
	Sig. (2-tailed)	,079	
	N	52	52

Based on the result above, it can be looked that the Correlation Product Moment  $r = 0.581$  and  $P\text{-value} = 0.065$ . Because  $P\text{-value} = 0.065$  was more biggest than  $\alpha = 0.05$ , it can be said that the correlation between X and Y was significant (0.065).

**Research Discussion**

After doing analysis for all of the data, especially for the correlation, the score showed that there was significant correlation between variable X as the student anxiety and variable Y as the student speaking skill. It meant that if the anxiety level of the student was high, the speaking of the students also low. Where the student feel worry, nervous, self-doubt, and unconfident when the student try to speaking with English in front of their friends, partner or in front of class. While, if the anxiety level of the studenr was low, the speaking of the student was high or good. Where the student when try to speak with English, they showed the optimwastic aptitude, good confident and feel joyful.

Based on all of the statement above. It can be concluded that there was correlation between student’s anxiety and student’s speaking achievement. So, by recalling the hypotheses, the researcher concludes that:  $H_a$ : there was any correlation between Student anxiety and student speaking skill at English Department Students of Muhammadiyah University of Ponorogo”. Therefore,  $H_a$  was accepted.

**Conclusion**

In this research, the result from Karl Pearson Product Moment showed that the correlation between variable X and Y is 0.518. While, from SPSS the correlation shows 0.065. the score showed that there is significant correlation between variable X as

the student anxiety and variable Y as the student speaking skill. It means that if the anxiety level of the student is high, the speaking of the students also low. Where the student feel worry, nervous, self-doubt, and unconfident when the student try to speaking with English in front of their friends, partner or in front of class. While, if the anxiety level of the student is low, the speaking of the student is high or good. Where the student when try to speak with English, they show the optimistic aptitude, good confident and feel enjoyable.

In conclusion, the researcher could define that the hypotheses (Ha) is accepted. It means that there is a relationship between Student's anxiety and student's speaking skill.

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