LOOKING AT THE LINKBETWEEN STUDENTS'SPEAKINGANXIETY AND SPEAKINGACHIEVEMENT

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ABSTRACT

The objective of this study is to find out the link between speaking anxiety and speaking achievement of the eighth grade students of SMP Negeri 03 Palembang. The method used was correlational study. The data were collected by using questionnaire of speaking anxiety and speaking test of speaking achievement. One hundred seventeen students were involved in the study and the data were analyzed by test analysis. The result showed that 3,4% students had high anxiety, 68,3% students had medium anxiety, and 28,2% students had low anxiety. Besides that, the result also showed 5,1% students had very good speaking achievement, 59,8% students had good speaking achievement, 32,4% students had fair speaking achievement and 2,5% students had poor speaking achievement. There was no link between speaking anxiety and their speaking achievement since the correlation coefficient or r- obtained (-0.167) was lower that r-table (0.1816), and p-out put (0.071) higher than (0.05).

Keywords: *speakinganxiety; speakingachievement*

INTRODUCTION

Englishplaysan important role inglobal communication. Hence, bothoral andwritten Englishskillsareessentialaroundtheworld.However,speakingEnglish

seemstobeaverychallengingtask sincetheaimofEnglish educationisnot onlyto developknowledgeofgrammarandwrittenskillsbutalsototeachoralEnglishskills. This problemneeds tobe studiedin order toremedy thesituation.As an international language,Englishhasanimportant placein school subject.Almost or maybe all of schools,especiallyinIndonesia,useEnglishasthesubjectinthefinalexaminationof their school.

The importanceof language asinteraction betweenhumans isknownasinputand the interactionhas beeninvestigatedby researchersandtheways people maketheir conversationshas been usedas away tocollect data for theirstudies.Theyregardspeakingasthe mostimportantskill they canacquireandassesthe progressintermsoftheiraccomplishmentsinspokencommunication(Kalanzeda, Mahnegar, Hassannejad, &Bakhtiar, 2013).Byspeaking,peoplecanconveyinformation,ideas,and maintain social relationshipin communicating with others (Kalenzedaetal. 2013,p.2).Manylanguagelearnersregardspeaking ability as the measurement ofknowinga language,sothat the main purpose oflanguage learning is todevelopproficiency inspeakingandcommunicativeefficiency. Nowadays, alongwith thestrengthening position of English as a language for international communication,theteaching ofspeakingskill has become increasinglyimportant in the English asa secondor foreignlanguage (ESL/EFL) context.The teachingofspeaking skill is alsoimportant due tothe large number ofstudents whowant tostudy English in ordertobeabletouseEnglishforcommunicativepurpose(Widiati&Cahyono,2006,p.269).

Speaking isanimportantpartofEnglish tobe learnedby thestudents because studentsshouldbe abletomaster the four parts ofEnglish as listedbasedonsyllabus curriculumofKTSP2006.Richards(2008,p.19)statesthatthemasteryofspeaking skillsin Englishisa priority for many second-languageor foreign-languagelearners. AccordingtoNunan(2003,p.54),speakingis learned in twobroadcontexts;foreign languageandsecondlanguagesituations.Speakingcanbeerrorsingrammar,vocabulary, pronunciation,orany combination of problems thataffectthe learners"ability to communicate.Speakingistheproductiveoral oraural skill(Bailey,2005, p. 124).This skillcomprises producingsystematicverbalutterances toconvey meaningthatinvolves producing,receiving, andprocessinginformation. Whenaspeakerwantstospeak,heor sheexpressesnot onlytoshowhow tousealanguage,butalsotorespondina communicativeway toother speakers.

However,speakingEnglish inIndonesiais noteasy.Thisdifficultyresults basicallyfromthecharacterandinadequatefrequency ofspeaking opportunitiesinthe classroomincomparisontotheabundance ofnaturalvarietiesandgenres oforal communication(Aleksandrszak,2011,p. 37).Teacher shouldmaketheteachingand

learning ofspeaking enjoyablesothatstudentswillbe more interestedinlearning. Therefore,teachers ofEnglish mustcreatean interestingatmosphere inteaching and learning process because students' ability in learning English depends on their previousexperience.Moreover,Aleksandrszak(2011, p.38)addsthattherearesome problems facedby teachers inteaching speaking.The problemcausedby severalreasons. Itwas because;(1)thestudentseldompracticespeaking Englishin dailyactivities;(2)the studentssometimeshasnopartner topractice speakingin Englishand;(3)the students werenot accustomedtosayanythinginEnglish. Therearesomedifficultiesinspeaking.They are rememberingwords andthe factthatsomeonecannotexpress himself/ herselffully in English,for example,heexplainedthathe couldnotsay whathe wantedtosay,but insteadhe hadtosay whathe couldsay in English,which was very problematic attimes. Otherdifficultaspectsofspeaking inEnglishwere, for example,makingsenseofEnglish (syntax,grammar,vocabulary),remembering thetenses, thewordorder,making a sentence,grammar,notdaringtoopenone'smouth,makingmistakes,lackofpractice, the factthatsomeone has tothink a lot,andthathe has totranslate sentences fromone language into Englishbeforespeaking.InspeakingEnglish,someoneoftenfeelsafraidbeforespeaking. It iscausedbyanxiety,negative waytopresent human feelings.

Whensomeone isanxious,nervous,worried,andfearful he/shestruggles, tremble,perspire,andhis/ herheartsbeat quickly.Gaibani andElmenfi(2014, p. 1)state thatanxietyisastateofuncomfortableemotionwheredangerisperceived, andthevictim hasa powerless feelingwith the expression oftension inanticipation ofdanger.Some researchesintolanguage anxietyhaveconcentratedon thedetrimental effectsofspeakinganxietyonacademicachievement.

Dixcon(2012,p.10-11) claims thatthereare some problems ofanxiety: panic disorder,social phobia,OCDanddepression.Theseproblemscanoverwhelmusandleave usfeelingoutofcontrol.Theyfeelasthoughwearedriventoactlikethis,strengthen with every„attack"andleadtoconstantsearching forreasonandanswers.Involvingself-doubt,insecurity andfear,they can appeartoopowerfultodealwith.However,itis possibletomastertheseproblems,nomatterhow powerfulthey mayseemforthepower they have overus is the powerwe,ourselvesgive them.In general,mostanxiety related problemsreflectwayswelearnedtocopewithourlifeexperiences.Theystrengthen, grow

andchangeaswedoandwhenweunderstandandtreatthemassuch   wecan   successfully dealwith them.However,less attention has been paidtothe components of oral classroom anxiety that are an impediment to the   development of L2   speaking fluency.ForeignLanguagespeaking anxiety is acommonly facedproblemintheteaching ofEnglishasaforeignlanguage.   Thereisabundanceoftheoreticalarticlesonthenature ofthistypeofanxietytryingtohaveabetterunderstandingofthisphenomenon(Subasi,2010,p.4).

Considering   anxiety   as   ahighly   influentialconstructin languagelearning,SLAresearchers   have   tried   toinvestigatethesources orreasonsthatlanguageanxietycanstem   fromwithin   both   academic andsocialcontexts,andhave   suggesteda   variety   ofstrategies   tocope   withit. Manystudentshaveprobleminspeaking.Thestudents   are   worriedtospeak   becausethey thinktheywill domistakeiftheyspeak.

Basedon the informalinterviewwith the teachersof English andthe studentsofthe eighthgradestudentsofSMPN3Palembang.Theteachersfound it difficulttoteachstudents tospeak   English.The   studentstendedtokeepsilentwhentheteachersasked themtointeractusingEnglishin   the   classroom.The   students   seemedtobe unmotivatedandhadunfavorable   attitudes towardsEnglish.Studentsfeltnervousandanxiouswhentheteachersasked   thestudents   to speakinfrontof theclass,and thestudentssometimesfeltembarrassed whentheir classmates laughedatthem.They   experiencederrors   in   vocabulary,grammar   and pronunciation.ThestudentsalsofeltdifficulttospeakEnglish   because   before   speaking, studentsfeltanxious.Theywereafraidtospeak   English   because theywouldmakegrammaticalerrors,pronunciationandspellingthathadanimpacton   their speakingachievement.

Some researchershave previously explored those related variables: speaking anxiety andspeakingachievementbutitisstillinconsistentfoundupontheresults. Gumayuni(2014,p. 8)foundthatcorrelationcoefficientlevel   betweenstudents‟anxiety   andtheirspeaking achievementwas   verylow.Itwas   alsofoundthatanxiety   only contributed0.2%onstudents‟speakingachievement.Inaddition,Mauludiyah(2014,p. 6)foundthatwasnolinkbetweentwo variables, students‟ anxiety and their speaking

achievement of the fourth semester studentsofEnglishDepartment atIAINTulungagung. Zhiping(2013,

p.1)indicatedthatNigeriansgenerallyareanxiousofspeaking.Differently,IraniansandAlgeri anssuffer morefrom anxietyasa resultoffearing negativeevaluationandcommunicationapprehension.The conclusions pointedoutthatthe lectures'strategiesandstudents' reactions totheir strategies were notrelatedtoculturalbackgrounds buttoaffective filters andlearning skills common toall humanbeings

The previous studies concerning speaking anxiety and speaking achievement werealso appealingto beinvestigated inanothernon-Englishspeakingcountrylike Indonesia.Basedon the explanation above, psychologicalfactorthatconsistofself-esteemis a serious problem for students tobe successfulin speaking,therefore,itis important tofocuson thisissue.Ifaperson'sability tospeak isnotgood,then it cancause anxiety inspeaking. Basedon the previous explanation we are interested in finding outthe link betweentheeighth grade students"speaking anxietyandtheirspeaking achievementof SMPNegeri03Palembangandseewhether thestudents" speakinganxietyinfluencetheir speakingachievement.

LITERATURE REVIEW

A. TheConceptofSpeaking

Speaking isthe mostimportantskillamong otherskills becauseitis a symbolfor peoplewhohavegoodmasteryinEnglish.Peopledonot believethatsomeonehasgood mastery

inEnglishifhe/shecannotspeakfluently.Pathan,Aldersi,andAlsout,(2014,p.96),arguespeak ingisregardedas themostcrucialandcentraloneasitenablesthe learnerstoestablishsuccessfulcommunication in thatlanguage,which is oftenthe main aim oflearninganyforeign language.Basedon Bailey (2006,p.3),speaking is perhaps the mostfundamentalofhuman skills,becausedoitconstantly,anddonot oftenstoptoexaminetheprocessesinvolved. Yet havingasimpleconversationisanythingbut asimpleprocessparticularly ifsomeone isspeakinganewlanguage.

B. TheConceptofAnxiety

Anxietyisacommon feelingthatweallface in ourdaily lives.Fromthe workplace toour personal relationships,anxiety isanormal part ofthehumanexperience. Although ofanxietyisinevitable,wecan controlourreaction during astressfulsituation. Anxiety is especially prevalentinacademic contexts because studentsarein an environmentinwhichtheywillbeevaluated.In suchsituations,manylearnersfeel anxiousandbelieve thatthis anxiety may adversely affecttheir performance ona testor exam. BasedonGaibaniandElmenfi(2014, p.105), anxietyisastateofuncomfortableemotionwheredangerisperceived,andthevictimhas apowerlessfeelingwiththeexpressionoftension inanticipationofdanger.

C. TheConceptofSpeakingAnxiety

Young(2000,p.430) stated thatspeakinganxietyreactionsareexperiencedbymany studentswhen speaking or when being askedtospeak by the teacherin the foreign languageclassroominclude"distortionofsounds,inabilitytoreproducetheintonation andrhythm ofthe language,freezingupwhen calledon toperform,andforgettingwords or phrases just learnedor simply refusing tospeakandremainingsilent.Sinceforeign languagespeakinganxietyiscommonly facedproblemintheteachingof English as a foreign language, there is abundance oftheoreticalarticles on thenature of thistypeofanxietytryingtohaveabetterunderstandingofthisphenomenon(Subasi,2010, p. 32).Speakinganxietyisacounter-productive phenomenon in the teaching andlearningof Englishandlanguage anxietyhasa debilitating effecton the oralperformance of speakers ofEnglish,teachers donotalways identifyanxiousstudents, andoftenattribute their unwillingness toparticipate inspeaking taskstofactorssuchaslackofmotivation,orlow performance. Hence,speakinganxiety isthefearorpublicspeakingorofspeakingingeneral.Mostpeopleexperiencesome levelofspeech anxietywhen they have tospeak in frontofa group;in fact,public speakingismanypeople'sgreatestfear.Speechanxietycanrangefromaslightfeelingof "nerves" toanearlyincapacitatingfear.

METHODOLOGY

In this study,weusedcorrelationalresearch.There are twovariables, independentanddependentvariable.The independentvariablewas students' speakinganxiety andthe dependentvariablewasstudents'speaking achievement.The population in this studywas the students ofthe eighth grade ofSMP N3Palembang.Therewere432studentsfromelevenclasses. Furthermore,thesampleof this studywas taken by using conveniencesampling technique. Eighth grade studentsbecame the sample. Weusedfourclassesasasample. Theclasswaschosendirectlybytheteacherfromclass VIIISMPN 3Palembang.FourclasseswereclassVIII.UA,VIII.3, VIII.4 andVIII.5.The total number ofstudentsfromfour classeswas139students.

A. Data Collection

Inthisstudy,thereweretwokindsofinstrumentsusedtocollectthedata;questionnaire and test.The questionnaire was used as to find out speaking anxiety.Test was used to find out speaking achievement.

B. Data Analysis

Therewerefourprocedurestoanalyzethedata.Thefirst,weanalyzedthe resultofquestionnaire speaking anxietyandthe resultofspeaking test.Then,weanalyzedinthecoreoflevelstudents'anxietyusingSPSS 16.0toanalyze the data.Pre-requisite analysiswas usedto analyzethenormality and thelinearityofthetest.Thethird,Pearsonproductmomentcorrelationwasusedto answer thefirst problem. Last, regression analysiswas used to answer the second problem.

FINDINGSAND DISCUSSION

In findings,wepresentedthe resultofstudents'speaking anxiety, the resultofstudents'speaking achievement,pre-requisite analysis,correlationalresearch and regressionanalysis.In distribution

ofresultofstudents'speakinganxietyandresultofstudents'speakingachievement,wegotscor einterval,category,number of studentsandpercentages that aredescribedin thefollowingtable:

TABLE I

Descriptive Statistics of Students' Speaking Achievement

Score Interval	Category	Number of Students	Percentage
16 – 20	Very good	6	5,1%
11 – 15	Good	70	59,8%
6 – 10	Fair	38	32,4%
0 – 5	Poor	3	2,5%
Total		117	100%

Pre-requisiteanalysis

Basedonthenormalitytestwith One-Sample Kolmogorov-SmirnovTest, the valueofAsymp.Sig.Speaking Anxietywas0.565, thevalueofAsymp.Sig.Speaking Achievementwas0.247.SincethevalueofSymp.Sig,>0,05for eachvariable,itcould be assumedupthat thedistributionofscore indicatednormal (Pallant,2005).

Table 2
One-Sample Komogorov-Smirnov Test

	speaking anxiety	speaking achievement
N		117

Mean	81.33	11.40
Std. Deviation	10.725	2.901
Most ExtremeDifferences Absolute	.073	.095
Positive	.073	.076
Negative	-.063	-.095
Kolmogorov-SmirnovZ	.787	1.022
Asymp.Sig.(2-tailed)	.565	.247

In this study, measuring linearity, Test for Linearity was used. It was used to measure between students" speaking anxiety and students" speaking achievement was linear or not. The result showed that the significance level of deviation from linearity score was 0.342 respectively which exceeded 0.05. It meant that the data were linear.

Table 3
Linearity

	Sum of Squares	df	Mean square	F	Sig.
Speaking with groups	1763.602	12	146.967	1.320	.218
Linearity	373.329	1	373.329	3.353	.070
Deviation					

from linearity	1390.273	11	126.388		.342
Within groups	11578.398	104	111.331		
Total	13342.000	116			

By using Pearson Product Moment Correlation, it was found that there was no significant correlation between students' anxiety and students' achievement. Since correlation coefficient or r-obtained (-0.167) was lower than r-table (0.1816), and p (0.071) higher than 0.05, it meant that Ho was accepted and Ha was rejected. See the table for result.

Table 4
The Correlation between the Students' Speaking Anxiety and Students'
Speaking Achievement

	Speaking Anxiety	Speaking Achievement
Pearson Correlation	1	-.167
Sig. (2-tailed)		.071
N	117	117

Basedontheresult, there was nosignificantlinkbetween students' anxiety and students' achievement. Sincecorrelationcoefficient orr-obtained(-0.167) waslower than r-table(0.1816),andp(0.071)higherthan0.05,itmeantthatH_O wasacceptedand$H_a$was rejected. Based on the findings, therewas no linkbetween students' speaking anxietyandtheir speakingachievement. There were somereasonswhy there was nolinkamong students' speaking anxietyandspeakingachievement.Therewas noanxietythatwas mostly dominant,andthescorewasalsovariedfor eachtypeofanxiety.Notall of students

whohadspeakinganxietyhadgoodspeakingachievement.   Some   other
factorscouldalsotakeplace   duetotheweaknesses   ofthe   instruments   used,we,   as
researchersand   thestudents   themselves   (the   honesty   inanswering   the
questionnaire,wrong   interpretations   ofthequestions   asked,etc).These   factors   should
reallybetakenintoaccount.Theseareasofconflictwereprobablyindicativeoftheneed
forfurther research.

   This studysupports previous research. This studyexplained that there was no
linkbetween speaking anxiety andspeaking achievement.Besides, Mauludiyah(2014)
investigated the linkbetween students' anxiety and their ability in speakingclass.The
participantswasa   class   offourthsemesterstudents   ofEnglish
departmentatIAINTulungagung.   Itwasfoundthat
theresultofrcalculationforstudents"anxietyandtheirspeakingtestwas.139.Basedon   the
tableofinterpretationofrvalue,theresultofrcalculated(.139)wasbetween0.000and

0.200.This value showed thattherewasa positive link.Fromthe significance (2 tailed),the
score   .558.Itmeantr-obtainedwashigherthan0,05(r>0.05).   It   showedthatHo   could
notberejected.   The   result   indicatedthat   there   wasno   linkbetween   two
variables,studentsanxiety andtheir speakingtestoffourth semesterstudentsofEnglish
Department atIAINTulungagung.

   Other   researchers   foundtherewas   a   linkbetween   speaking   anxiety   and
speakingachievement.ThisresearchwassupportedbyGumayuni(2014)whoconducted   a
studyconcerning   thelink   foundbetweenamongself-concept,anxiety,and
speakingachievement.Afterconductingmultipleregressionanalysis,itwasfound
outthatcorrelation coefficientlevelbetween students' self-conceptandtheir speaking
achievementwas   verylow.The   correlationcoefficientlevelbetween   studentsself-
conceptandtheirspeaking achievementhadvery lowcoefficientlevel.It   wasalsofound
thatanxiety   onlycontributedonstudents;speakingachievement,andtheirself-concept
alsogavesmall contribution totheir speakingachievement.
Instudy,Zhiping   (2013)   investigatedanxietyofspeaking   Englishinclass
amonginternationalstudentsin   aMalaysianuniversity.   Thedatacollectioninvolved
observations andinterviews of eightinternationalpostgraduate students ofa Malaysian
university anddata wereanalyzedthrough discourse analysis.Itwasfoundthat Nigerians

generally arenotanxiousofspeaking.Differently,Iranians andAlgerians suffered more fromanxiety as aresultoffearing negativeevaluation andcommunication apprehension. The conclusions pointoutthatthe lecturers'strategies andstudents' reactions totheir strategieswerenotrelatedtocultural backgroundsbuttoaffectivefiltersandlearningskills common toall humanbeings. Finally,although this studyfailedtoestablish the relationshipbetween speaking anxiety andspeaking achievementbutstudents could explore anddeveloptheir capabilities in communicationand increase their speaking achievement towards their speaking anxiety.

CONCLUSION

Fromthe findings anddiscussionabove,some conclusions couldbe presented.There wasnolink between students' speaking anxiety andtheir speaking achievement.Itcouldbe seen fromthevalue of r-obtained(-0.167) waslower thanr-table (0.1816),andp(0.071) was higherthan0.05. Thisstudycould not bedenied.Thisshowedthatthe anxietyofthestudentsandtheirspeakingabilitywasnotlinked.Theresultshowed that3,4%studentshadhigh anxiety,68,3% studentshadmediumanxiety,and28,2% studentshadlowanxiety.Besidesthat,theresultalsoshowed5,1%studentshadvery good speaking achievement,59,8%studentshad good speaking achievement,32,4% students had fair speaking achievement and 2,5% students had poor speaking achievement.Therewas no linkbetween s t u d e n t s ' speaking anxiety and their speaking achievementsince thecorrelationcoefficientorr-obtained (-0.167)waslowerthatr-table (0.1816), and p-output (0.071) higher than (0.05). The studentswho had speaking anxietycould notbe afraidwiththe score ofspeaking achievementbecause itdidnot influence.

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