

The Correlation Between Students' Speaking Anxiety And Their Achievement

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ABSTRACT

The research objective is to see if there is a significant correlation between speaking anxiety and speaking achievement in the APS (Active, Productive, Smart) English Course. APS English Course Ujungpangkah Gresik was chosen as the study location. This study employed a quantitative approach using correlation design.

In this study, there were 20 students who participated in this study. The data were obtained from the FLCAS questionnaire and students' speaking score. To answer the research questions the data were analyzed using statistical correlation tests to describe and measure the degree of relationship between two or more variables covering the independent and dependent variables. The independent variable in this study is student anxiety and the dependent variable is speaking achievement. The results showed that there is no significant correlation between speaking anxiety and students' speaking achievement in APS English Course Ujungpangkah Gresik. The student's speaking score is obtained on the final test. The correlation coefficient is $r=0.206$. Then the probability level (P) of significance (sig.2 tailed) is 0.383, which means that P (0.383) is higher than 0.05. So, the alternative hypothesis (H_a) is rejected, namely that there is no significant relationship between student anxiety and their achievement.

To improve their students' speaking skills, teachers can use creative teaching methods that stimulate enthusiasm and make the learning process enjoyable. This includes the use of various media to teach English, rather than solely focusing on speaking skill.

Keywords: speaking anxiety, achievement, EFL students.

INTRODUCTION

One has to learn to speak along with other English skills. According to Nunan (2003), speaking is a productive skill, as it involves planning a speech to convey meaning. Thus, words that are spoken together in conversations represent more than just the articulation of those same underlying words: speaking is a conversational act where ideas and opinions, as well as future intentionality, are exchanged via verbal communication to develop

Furthermore, speaking is an essential skill that students need to develop, according to Bashir (2011). Students must practice excellent oral communication because language barriers might make it difficult for them to express themselves in even simple tasks. Perhaps when it comes to the most basic human skills, humans are constantly practicing and often do not stop learning the procedures that are involved. Speaking is regarded as a useful ability that involves

the capacity to create meaning that makes the other person easier to understand.

Speaking is a difficult skill to learn despite its importance. Nunan (2003) noted some speaking challenges, including problems with syntax, vocabulary, pronunciation, or other elements that impair pupils' capacity for efficient speech-based communication. According to Paakki (2013), two common speaking difficulties include having trouble remembering words and not being able to properly explain oneself in English. Furthermore, Rababah (2005) outlined some variables that can lead to trouble speaking English, such as problems with the students themselves, the curriculum, the environment, and the way that English is taught. For example, a lot of students struggle to participate in conversation and lack the vocabulary needed to communicate ideas. Moreover, a deficiency in communication or strategic abilities may also hinder their capacity to sustain relationships.

METHOD

This research uses a method of measurement that is a quantitative correlation design. According to Creswell (2012), a correlation design provided the ability to predict outcomes and describe relationships between variables. In a correlation study design, statistical correlation tests are used by researchers to characterize and gauge the degree of relationship between two or more variables, covering the independent and dependent variables. Speaking achievement is the dependent variable in this study, whereas student worry is the independent variable.

In this research, the survey population consisted of junior high school students consisting of 104 students in third grade taking an APS English course Ujungpangkah Gresik. According to Ary (2006), the observed small group was called the sample. A sample is part of a population. Ary (2006) also stated that "a sample should be representative if generalizations from the sample to the population can be made with reasonable confidence." 10-15% or 20-25% of the population, depending on the skill of the researcher. As a sampling technique, researchers use a random sampling technique in which each item or population member has a similar probability selected as a sample (Sugiyono, 2017). In this study, the researchers used simple random sampling from a random population.

FINDINGS AND DISCUSSIONS

Data from this study were analyzed using Pearson Product-Moment Statistics correlation

to ascertain the connection between speaking anxiety and achievement.

Based on the results of normality testing using the Kolmogorov Smirnov Test, it is known that the sig value 0.200 obtained on the relationship variable between students' speaking anxiety and their achievement has a sig value > 0.05 so the data used in this study is usually distributed. The results of normality testing using the Shapiro-Wilk Test show that the sig value p-value is 0.104 for Speaking Anxiety and 0.403 for Achievement. Interpretation: p-value > 0.05 implies that there is no significant evidence to reject the normality of the data.

The results of the speaking descriptive statistical exam revealed that there was a total of 20 pupils involved. The results of the FLCAS questionnaire revealed that 5 (25 %) students got a score of 99 – 131 in a moderate level of anxiety, while 15 (75%) of the students received a score in the high anxiety range of 132–165.

The level of significance (sig. 2-tailed) is 0.383, which means the sig. value is higher than 0.05. This means that there is no correlation between speaking anxiety and speaking achievement. So, the alternative hypothesis (H_a) is rejected, namely that no significant relationship exists between student anxiety and their achievement. In addition, the table above shows that the correlation coefficient is $r = -0.206$, which indicates very low student anxiety and student speaking achievement.

This research intends to find the relationship between student anxiety and student achievement. The results showed that there is no significant correlation between speaking anxiety and students' speaking achievement in APS English Course Ujungpangkah Gresik.

CONCLUSIONS AND SUGGESTIONS

This study was conducted to find out whether there is no significant correlation between speaking anxiety and the speaking achievement of students in the APS English course. Drawing from the discourse, illustration, and scrutiny of the preceding sections. It might be concluded that there is no substantial relationship between students' anxiety and their performance.

To improve their students' speaking skills, teachers can use creative teaching methods that stimulate enthusiasm and make the learning process enjoyable. This includes the use of various media to teach English, rather than solely focusing on speaking skills. Speaking a foreign language requires us to pick up new skills as well. It is important to have confidence in the beginning.

1. For students

Given that pupils' nervousness can impact their English-speaking performance, it is

recommended that students gain insight into their language anxiety and understand the elements contributing. This knowledge can be beneficial in minimizing anxiety during class presentations. High anxiety does not necessarily mean a student cannot speak English effectively. By employing strategies to manage anxiety, students can enhance their speaking skills and improve their performance and grades.

2. For English teachers

Teachers should recognize that student anxiety can affect English-speaking achievement and therefore should act as motivators, addressing students' needs when students experience challenges and anxiety in the classroom. Understanding the role of anxiety in speaking performance allows teachers to produce a more comfortable and enjoyable environment for learning. Through supporting a relaxed atmosphere, teachers can help alleviate anxiety, boost students' confidence, and support their speaking development.

3. For future researchers

Future studies on this topic should involve a diverse participant pool. Researchers are encouraged to use this study as a reference and consider employing more extensive questionnaires and resources to explore methods for addressing second language challenges.

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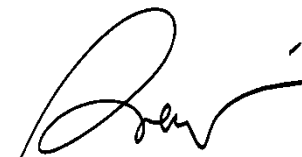
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