

A CORRELATION BETWEEN STUDENT'S SPEAKING ANXIETY AND SPEAKING ACHIEVEMENT AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF UNISMA

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Abstract: This research used correlation design with quantitative approach. For the instrument, the researcher used two kind of instruments to collect the data of o variables. The first instrument is FLCAS questionnaire sheet, developed by Horwitz et.al (1986), that contains of 33 items with a five-point Likert-Scale. This questionnaire used to measure students level of anxiety. And the second instrument is student's documentations about the speaking achievement test. From the test the researcher got the score which is to compare with another variable to measure the correlation of each other. The researcher did not conduct the test by her-self, but it took from the data of the lecturer of speaking subject. In measuring the correlation the researcher take a theory of Pearson Product Moment. The researcher did not calculate it in manual, but used SPSS 20 program in order to make easy and valid. The finding of this research showed the result of r calculation for students' video blog activity and their speaking anxiety is .245. Based on the table of interpretation of r value, the result of r calculated (.245) is between -.232. This value shows that there is a positive correlation. From the significance (2 tailed), the researcher obtained the score .245. It means $r > 0.05$ which showed H_0 cannot be rejected. The result explained that there is no correlation between two variables, students' speaking anxiety and their speaking achievement of 27 students of English Department at UNISMA.

Key words: Correlation, Student's Speaking anxiety, Speaking achievement.

INTRODUCTION

According to Brown and Yule (1999: 14), "speaking is a way to express, communicate, or show opinions, feelings, idea by talking and transferring the information to what the speaker wants". The use of accurate language learning process, the complexity of non –verbal and para- language functions are common challenges faced by ESL learners. Additional, L2 learners lack confidence in using foreign languages because each word has a different meaning. This kind of

mother tongue complication may prevent the competence to entirely master oral ability. Attendant, these sequences may help ESL learners' to improving their speaking ability.

According to David (1999: 39), “the single most important aspects of learning a second language are mastering the art of speaking, and success is measured in term of the ability to carry out a conversation in the language”. Is it obvious there more attention how to be compensable to oral English in school English teaching let students speak English fluently, because Indonesian English has become the first language different from Indonesian language spoken on java, and English is a brand new language of Indonesian people. Make motivated to learners. As stated above, Brown (2000: 267) argued that: ‘Second language is difficulty to elementary, when some people speak second language, they I have to consider not exclusive the grammar, and also the companionship capacity of the sentence, and when someone spoken, they have to work it spontaneous. People face some general mistakes when speaking English, such as inadequate vocabulary, incorrect pronunciation, inadequate grammar comprehension, and insufficient self-confidence’.

From the explanation above, it can be said that achievement is used to describe the status or level of person's learning and his ability to apply what he has learnt. In educational view, achievement is to measure how much has been learned in a subject and what the specific abilities or skills have been developed. So, speaking achievement it can be defined how much the ability to apply about speaking English. Achievement can be defined as a result or an output of classroom interaction identified from the comprehension of the students about the material which is known by giving test or assessment to the students. It can be the score, skill, knowledge, etc. In this case, teacher has an important role in order to know the degree of students' achievement. Teacher can measure the achievement of students by giving test to them after finishing one or more materials. Moreover, achievement is a key in judging students' potentialities in certain subject and their capacities in learning it.

Achievement refers to the learning outcome in which it is obtained from students' effort for certain period. In line with the idea, Hornby stated that achievement is an action of achieving something with effort and skill. In other words, achievement can be seen by the students' effort to improve their ability so that they understand and get the knowledge from the lesson. The students' achievement score will be high when they also do much effort in gaining knowledge.

METHOD

In this research, the researcher is use the method of completing the data and searching the research results. Know that the purpose of this research is the activity to be done. Of this learn, the researchers wanted to understand the relationship among speaking achievement theirs speech anxiety. Therefore, in order to understand this relationship, the author uses quantitative analysis in the association learner since the number of facts is in order. In this study, the researchers focused on two variables, namely, students speaking anxiety questionnaire and students speaking achievement documentation. In order to understand the degree of anxiety of students speaking foreign languages, the researchers did not make their own tools, but the researchers adopted the theory of the outside tongue Classroom Restlessness Balance(FLCAS) introduced by Horwitz. This is on a questionnaire, which comprise 33 questions. From the questionnaire, after the researcher added up the scores of each number, they knew students anxiety level.

Next, when the lecturer is query the learners to perform, the researchers rated the learner oral performance. Researcher does not test students, but collects student scores from its lecturers. Because of to order to obtain in the oral of scores we not only have to take a test, but also an act examine. Of the quiz, the instructor has many standard to evaluate the learner abilities, such as grace, accomplishment and spelling. This standard makes it easier for lecturers to score and is more objective.

Population is a broad area, composed of disciplines with specific quality and character. These disciplines are determined by researchers, need to be studied, and then withdrawn at the end. The population is not only people, but also objects and other natural objects.

The population is also not just the amount that is in the subject studied, but also all the characteristics/properties owned by the subject. The population used in this research is the second semester at University of Islam Malang. With the total sample of this study were 27 participants. To get the data in this study, the questionnaire used the Foreign Language Spoken Language Anxiety (FLSA) questionnaire, which was designed by selecting 18 items from the 33-item Foreign Language Classroom Anxiety Scale (FLCAS Questionnaire) developed by Horwitz et al. (1986). After a detailed review of the literature, it is determined that these 18 items are immediate allied to foreign language oral anxiety. The instruments used in this study are divided into two types. The first is the students' level of anxiety and student speaking achievement documentation.

FINDINGS AND DISCUSSION

In this study, 27 students were respondent. It means that researchers can investigate the correlation between speaking anxiety and students speaking achievement. The total sample of this study is 27 participants at the English Department of Faculty of Teacher Training and Education of UNISMA. When calculating the data, the researchers used the IBM Statistical Science and Social Statistics Software Package (SPSS). The correlation between these two variables is analyzed by Pearson product moments.

Table 4.1 descriptive statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking achievement_	27	40	98	70,07	10,838
Speaking anxiety	27	77	135	103,85	13,736
Valid N (list wise)	27				

The total sample of this study is 27 students. The highest score for speaking achievement is 98 and the lowest score is 40. The average score for speaking achievement is 70.07 with the standard deviation is 10.838. Whilst the top grade of the speaking anxiety questionnaire is 135 and the lowly are 77. The moderate score are 103.85 and the standard deviation is 13.736.

Table 4.2 result correlation

Correlations

		Speaking achievement_	Speaking anxiety_
Speaking achievement_	Pearson Correlation	1	-,232
	Sig. (2-tailed)		,245
	N	27	27
Speaking anxiety_	Pearson Correlation	-,232	1
	Sig. (2-tailed)	,245	
	N	27	27

The acquisition point that there is no relationship among speaking achievement and speaking anxiety obtained show that the R-value is -,232 and the significance level is .245. In the calculation, consider the high or low relationship among these two variables.

Based on the table above, the valuable value among speaking achievement and speaking anxiety is .245. This means that there are no significant students speaking achievement and speaking anxiety. For the reason that the significant score in the table above is $.245 > 0.05$. Furthermore, the Pearson correlation (r) is $-.232$ it indicate that the valuable is very low negative because $r = -1$ at point .245 which means speaking achievement and speaking anxiety correlates well even at very low grade.

CONCLUSIONS AND SUGGESTION

The researcher will discuss to find out the correlation students speaking achievement and speaking anxiety with the total sample of this study was 27 participant of English Department at University of Islam Malang. The results indicate that there is no relationship among the two variables. This means that there are no significant results between speaking achievement and speaking anxiety with the total of this study was 27 participant of English Department at University of Islam Malang. With the help of Pearson research, the product-moment is .245 and the significance level is 0.05. It means that the level r value calculated by the data is not significant, and the research hypothesis is rejected.

The suggestion for the lecturer of speaking, the lecturer can teach their student's more creatively, stimulate the enthusiasm of them, and enjoy a pleasant teaching process. This means that the lecturers may choose variant media to learn English instead of rushing to improve their speaking skill.

For the future researcher, they can take up this learner and receive more motivated to look for similar topics but with different research designs such as using experimental studies with more class meetings and how to solve problems related to the second language. For the students in the class who are studying a foreign language must have high self-confidence in learning English, because when someone can speak in another language in means we are also learning something new in the beginning. For the students, Students in the class who are studying a foreign language must have high self-confidence in learning English,

because when someone can speak in another language in means we are also learning something new in the beginning.

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Approved by

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A handwritten signature in black ink, appearing to read 'Kurniasih' with a stylized flourish at the end.

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