

HALAMAN PENGESAHAN SKRIPSI

THE CORRELATION OF STUDENTS' SPEAKING ANXIETY
AND SPEAKING PERFORMANCE IN SECOND GRADE AT
SMA NEGERI 1 SIPAHUTAR

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is an important aspect of human interaction with others. In general, speaking is the ability in English to convey opinions, comment on them, and reject them. According to Brown (2001), speaking is an interactive process of constructing meaning that involves the production, reception, and further processing of information. It includes all aspects of body language and style that add meaning to a message. When humans communicate face-to-face, the basic form of language used is spoken language. Therefore, speaking skills are important for students to learn. So, it can be concluded that talking is the ability to express thoughts and feelings to others through spoken language to achieve certain goals.

Speaking is the most common form of language used in everyday communication. Today, most people in the world speak English; in Indonesia, English subjects have been taught from an early age. Through good English-speaking skills, students can express their ideas, thoughts, and feelings effectively, as well as interact with others. However, many students experience obstacles in developing their speaking skills. One of the factors that becomes an obstacle is anxiety. It can be concluded that students' English-speaking ability is very important because it can support effective

communication in various situations, both in academic environments and in daily life.

Speaking in the context of conversation has a purpose, namely to convey information and opinions. According to Mulyana (2001: 5–30), there are four purposes of speaking, namely: 1) social purposes, to reduce personal distance or to foster positive relationships between individuals; 2) expressive purposes, expressing or communicating feelings with the speaker's emotions; 3). Ritual purposes are to maintain and strengthen social and cultural relationships. 4) Instrumental purposes are to provide information, knowledge, or understanding about something to the listener, as well as to influence the listener's attitudes, beliefs, or behavior. So, it can be concluded that the purpose of speaking is to express ideas in a language and learn how to pronounce them correctly according to the rules of the target language and the vocabulary used.

Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes. According to Brown (2000: 151), anxiety is associated with feelings of discomfort, frustration, self-doubt, fear, and worry. Horwitz, Horwitz, and Cope (1986) state that anxiety is a person's experience of tension, fear, anxiety, and worry associated with the arousal of the autonomic nervous system, which can sometimes interfere with students' successful performance in language learning. According to Suleimenova (2012), anxiety is pressure or discomfort of the mind caused by fear of danger or misfortune. Based on the explanation above, it can be concluded that anxiety is an excessive fear of something that is not necessarily happening.

According to Ellis (1994:479) cited in Ismail et al. (2023, p. 407), anxiety is classified into three types. Namely: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is the tendency to respond to situations with anxiety even though the situation is not threatening. State anxiety is anxiety that is temporary and occurs in response to certain situations. Situation-specific anxiety is individual anxiety that tends to be at a specific time and situation. This anxiety is shown in a more specific context, such as student presentation assignments. Based on the explanation above, it can be concluded that trait anxiety is an individual's tendency to feel chronically anxious, and state anxiety is a temporary emotional condition that depends on the situation and specific situation. Anxiety is anxiety that arises in certain situations or conditions.

Speaking performance is the activity of conveying information orally clearly, precisely, and effectively. Speaking performance is the ability of students to convey information orally clearly, precisely, and effectively. The purpose of students' speaking performance is to develop effective oral abilities, such as improving communication skills, honing language skills, and increasing self-confidence and self-expression. So, it can be concluded that the purpose of student speaking performance is to help students improve effective speaking performance, be confident, and be able to convey messages well in various situations.

According to Richards (2008) cited in Rizki et al. (2021, p. 450), the success of English language learners is determined by the development of their speaking performance in accordance with the effectiveness of their English language learning. Sinaga (2019: 267) in cited (Silitonga et al., 2020) states that students

come from different backgrounds. They have different styles, sign language, gestures, intonation, and others. Effective teaching is determined by the method, the teaching approach, the media used, and the teacher who delivers the material. A speaking skills class results in a speaking performance that will be assessed to determine if the lesson was effective. However, speaking is not as easy as people think because it requires certain skills if you want to practice your speaking ability to communicate with other

Speaking anxiety is a feeling of fear, nervousness, or worry that someone experiences when they have to speak in front of others. As foreign language learners, many students face problems in speaking. This can happen because speaking in English is difficult to understand. This makes students who experience anxiety when asked to speak in English tend to be less fluent in speaking, less confident, and unable to convey ideas well. On the other hand, when students are in a situation where they are the center of attention because they have to speak in public, they experience emotions such as fear of being wrong and fear of being judged by friends and teachers. Factors that influence students' speaking anxiety can come from internal factors and external factors, namely internal factors are factors that come from the individual or from the student such as lack of comfort, fear of failure and lack of experience. external factors are factors that come from outside the student such as the speaking environment, time pressure and judgment from others. In addition, Ellis (1985) quoted in Khasinah (2014) stated that several factors that influence the second language learning process include anxiety, cognitive factors, motivation and attitudes, and age differences. Anxiety related to foreign language learning is defined as the fear of uncertainty, the fear of negative

judgment from peers or teachers, and the fear of failing to live up to one's standards (Horwitz & Cope, 1986). This means that students may think a lot about how peers and teachers will evaluate their performance and worry about not meeting standards. So, it can be concluded that student speaking anxiety is a condition that makes students feel nervous, afraid, and worried when asked to speak in public.

In general, correlation is a way to find a relationship between two or more variables. According to Arikunto (2013, p. 313), correlation is a statistical tool that can be used to compare the measurement results of two different variables in order to determine the level of relationship between variables. It can be concluded that correlation is a measure that describes the strength and direction of the linear relationship between two variables. Correlation shows how close the relationship is between two variables and whether the relationship is positive or negative.

The relationship between speaking anxiety and speaking performance is the statistical relationship between the level of anxiety felt when speaking in public and speaking performance. There are two parts to the correlation: positive correlation means the higher the speaking anxiety, the lower the speaking performance results. A negative correlation means that the lower the speaking anxiety, the higher the speaking performance results. It means that high anxiety can affect the ability to communicate information effectively, clearly, and confidently. Based on the explanation above, it can be concluded that speaking anxiety and speaking performance experienced by students occur because students feel nervous, lack confidence, and are uncomfortable when asked to speak in front of the class using a foreign language, which can affect students' speaking performance. This condition

can interfere with students' academics and have a negative impact on students' speaking performance, such as difficulty expressing ideas, stammering, or even avoiding speaking situations, so it is necessary to correlate to determine the level of students' speaking anxiety and students' speaking performance, whether it has a positive correlation or a negative correlation.

Based on the researcher initial observation of Second Grade students at SMA Negeri 1 Sipahutar, they have several problems in learning English, especially speaking skills such as nervousness, fear of being wrong, lack of confidence, improper pronunciation, and the assumption that English is difficult. Most students admit to feeling anxious when asked to speak English in front of the class in the context of students' daily activities. Examples of sentences mentioned by students are as follows: "I..am go.go..going to school." It can be seen from the sentences uttered by students stammering and repeating when speaking in front of the class, sweating and students' faces changing and their lack of ideas to convey. This problem needs to be examined to find out the correlation between students' speaking anxiety and speaking performance, so from these problems, the researcher is interested in raising the title "The Correlation of Students' Speaking Anxiety and Speaking Performance in Second Grade at SMA Negeri 1 Sipahutar." This is related to research (Anzanni & Dewi, 2023), titled "The Correlation Between Vocational Students' Speaking Anxiety and Speaking Performance in Learning English." In the results of this study, the researcher found that there was a negative correlation between students' speaking anxiety and speaking performance when learning English. So, in this study, the researcher will find out the correlation between

speaking anxiety in students and the speaking performance of second-grade students at SMA Negeri 1 Sipahutar.

1.2 The Problem of the Study

Based on the research background above, the researcher formulated the following problems:

1. Is there a correlation between speaking anxiety and speaking performance of Second Grade students at SMA Negeri 1 Sipahutar?
2. What is the type of speaking anxiety and speaking performance of Second grade students at SMA Negeri 1 Sipahutar?

1.3 The Objective of the Study

Based on the above problems, the objectives of this study are:

1. To find out whether there is a correlation between the level of speaking anxiety and the speaking performance of Second Grade students of SMA Negeri 1 Sipahutar.
2. To determine the factor of speaking anxiety and speaking performance of Second Grade students of SMA Negeri 1 Sipahutar.

1.4 The Scope of the Study

Based on the above problems, the researcher limits and focuses the research problem on the correlation of students' speaking anxiety and students' speaking performance carried out in the Second Grade at SMA Negeri 1 Sipahutar.

1.5 The Significant of the Study

Based on the problem formulation, objectives and scope of research discussed earlier, the significance of this research is as follows:

1.5.1 Theoretical

1. This study can make a theoretical contribution in enriching the understanding of the relationship between speaking anxiety and students' speaking ability.
2. This research can be a reference for future studies that use quantitative approaches and correlational methods and analyze the relationship between speaking anxiety and students' speaking ability.

1.5.2 Practically

1. Teachers

The results of this study can help teachers in understanding the level of students' speaking anxiety and its impact on students' speaking ability and teachers can use this information to design more effective learning strategies in improving students' speaking ability.

2. Students

Students can be motivated to overcome their speaking anxiety and improve their speaking ability.

3. Schools

Schools can use the results of this study as a consideration in developing programs that can overcome speaking anxiety and improve speaking skills.

1.6 Hypothesis

Based on the background, problems, and research objectives, the researchers took the following hypothesis:

H₀: There is no significant correlation between students' speaking anxiety and their speaking performance in the second grade of SMA Negeri 1 Sipahutar.

Ha: There is a significant negative correlation between students' speaking anxiety and their speaking performance in the second grade of SMA Negeri 1 Sipahutar

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting this research, there are several concepts that are discussed as a guide. It is also necessary to have a theory that provides clear boundaries for the ideas and concepts that will be examined in this study. Therefore, researcher offer definitions of terms that are very important in the context of this study, such as the definition of Speaking, Anxiety, Speaking Anxiety and Speaking Performance, and the Correlation Between Speaking Anxiety and Speaking Performance.

2.2 Speaking

2.2.1 Definition of Speaking

Speaking is an act of communication that cannot be separated from daily life. By speaking, humans can express opinions and comments and reject other people's opinions if they are not appropriate. Speaking is an interactive process of constructing meaning that involves the production and reception of processing information. According to Brown (2001), when a person can speak a language, it means that he or she can carry on a conversation quite competently. Nunan (2003) states that speaking is a productive ability that involves the generation of structured verbal expressions to communicate.

Torky (2006) defines speaking as an integrated process of constructing meaning that involves knowledge creation, acquiring, and processing information. Generally, speaking occurs when two or more people are enticed to talk to each other. Based on the above understanding, it can be concluded that speaking is an expressive ability, or means of language, which allows a person to speak and express ideas and information to others, it is a complex language skill because it requires finding ideas and information and organizing them well. It can be concluded speaking is an activity carried out between two or more people to receive and convey information precisely and effectively.

2.2.1 Function of Speaking

In general, the function of speaking is the ability to communicate with others using words or sentences. The function of language refers to the ability to speak or communicate orally. In the context of language learning, the ability to speak is the ability to use spoken language effectively to interact with others, convey information, and communicate fluently. This includes using the right vocabulary, correct grammar, and the right intonation and facial expressions to convey messages clearly and effectively. According to Brown and Yule (2008), speaking function is an important ability in language learning that involves social, information delivery, and oral self-expression. According to Brown and Yule (2008), the function of speaking is divided into three categories, namely: speaking as interaction, speaking as transaction, and speaking as instruction. The following is an explanation of the three categories of speaking functions:

1. Speaking as interaction

This function of speaking leads to aspects of social interaction in oral communication this function of speaking involves the use of spoken language to build social relationships such as chatting, exchanging news, and greeting.

2. Speaking as a transaction

This speaking function highlights the aspect of giving and exchanging information in the aspect of oral communication. In this context, speaking functions to convey data, facts, instructions, or explanations in a clear and structured manner.

3. Speaking as instruction

This function of speaking as a guide involves the use of clear, assertive, and purposeful language to guide the actions or behavior of others.

2.3 Anxiety

Anxiety is a feeling that arises when facing a situation, this is a common thing experienced by every human being, anxiety occurs because individuals experience pressure resulting in anxiety about something that has not yet happened. According to Horwitz and Cope's (1986) anxiety is a complex emotional response to situations that are considered dangerous or uncertain. Anxiety is an emotional condition that occurs in a person's psychology. According to David A. Clark and Aaron T. Beck (in the book Cognitive Therapy of Anxiety Disorders) Anxiety is a complex system of cognitive, affective, physiological, and behavioral responses (e.g., threat mode) that is activated when anticipated events or circumstances are considered very unpleasant

because they are perceived as unpredictable and uncontrollable events that potentially threaten one's interests. It is the most common mental disorder and is associated with mood, thinking, behavior, and the inability to do things. In addition, Scovel (1978) states that a person's level of fear is associated with the potential for future oral communication.

2.4 Speaking Anxiety

2.4.1 Definition of Speaking Anxiety

Speaking Anxiety is defined as nervousness experienced by the speaker, a feeling of tension, worry, or fear experienced when speaking in public. According to James McCroskey, speaking anxiety is the fear or anxiety that a person experiences when having to communicate, either orally or in writing. Speaking anxiety can occur in a variety of communication situations, such as public speaking, group speaking, or even in everyday conversations. According to West & Turner (in Muslim, 2014) speaking anxiety is a fear in the form of negative feelings felt by individuals in communication, usually in the form of feelings of tension, nervousness or panic in communication. Meanwhile, according to Rogers (2008), speaking anxiety is a feeling of nervousness and discomfort experienced by individuals when making presentations, fear of speaking, and difficulties experienced by individuals when having to speak in front of many people. Anxiety refers to a prolonged state of threat, or “anxious worry”. In addition to fear, it includes other cognitive factors such as feelings of inhibition, loss of control, anxiety, vulnerability (feelings of helplessness), and powerlessness to achieve the desired results (Barlow, 2002). Based on the above understanding, it can be concluded that Speaking Anxiety is an excessive

feeling of fear that causes nervousness and lack of confidence when speaking in public.

Learners tend to feel anxious in class when asked to come forward to speak a foreign language, especially English. This is caused by various factors, including students' lack of confidence, nervousness, and fear of teacher judgment

2.4.2 Type of Speaking Anxiety

According to Horwitz, Horwitz, and Cope (1986), there are several types that speaking anxiety in students, namely:

1. Trait Anxiety

Trait anxiety refers to a person's tendency to feel anxious in general, both in academic and non-academic situations. Students who have high trait anxiety tend to experience speaking anxiety more easily.

2. Communication Apprehension

Communication apprehension is the fear or anxiety that a person experiences when having to communicate with others. Students with high levels of communication apprehension will more easily feel anxious when asked to speak in public.

3. Fear Negative Evaluation

Evaluation anxiety is anxiety that arises because of the fear of negative judgment from others. Students who have high evaluation anxiety will worry if their performance when speaking is judged poorly by others.

Based explanation, speaking anxiety can arise from every individual and is one part of a person's personality, speaking anxiety can have a negative impact on a person's communication skills. People who suffer from speaking anxiety tend to avoid communication situations, have poor communication skills, and lack confidence. Therefore, it is important to understand and deal with speaking anxiety appropriately to improve communication skills.

According to Sadighi and Dastpak (2017) the causes of speaking anxiety are as follows: lack of practice, limited vocabulary knowledge, personality, lack of preparation, imperfect grammar, lack of confidence, poor pronunciation, fear of negative evaluation, fear of being the focus of attention, inability to find suitable words to express ideas, family communication patterns, and the fact that English is not a native language, it is important to know the factors that cause students' speaking anxiety.

So, it can be concluded that the types that cause speaking anxiety in students are,

1. Lack of Confidence, Students who lack confidence tend to become nervous and anxious when asked to speak in front of the class, worried about not being able to convey sentences properly. This lack of confidence can cause anxiety when speaking.
2. Fear of Making Mistakes, Students are afraid of making mistakes when speaking, such as mispronunciation or not being able to convey clearly, this can make students feel nervous, this fear can cause anxiety for fear of being laughed at by others.

3. Lack of Foreign Language Speaking Experience, Students who rarely get the opportunity to speak in front of the class using a foreign language will feel more anxious when asked to come forward and lack of speaking experience can affect students' ability to speak in public.

These are the types of speaking anxiety in students and become obstacles in the learning process in the classroom.

2.4.3 Factors Speaking Anxiety

Speaking anxiety factors that affect student performance can be divided into two parts, namely internal factors and external factors, as follows:

1. Internal Factors

Internal factors are factors that come from within the individual, such as:

- a. Low self-confidence: people with low self-confidence tend to feel incapable or unable to speak in public and feel that they will be judged negatively by others.
- b. Fear of Failure: the fear experienced can be a major trigger for failure in speaking, people who are afraid of making mistakes, forgetting what to say.
- c. Lack of Experience: lack of experience speaking in public can cause anxiety. These people may feel uncomfortable with certain situations.

2. Faktor External

External factors are factors that come from outside the individual, namely as follows:

- a. Speaking environment: The environment in which to speak can also affect the level of speaking anxiety, for example, it is too crowded.
- b. Time Pressure: Time pressure can increase speaking anxiety. If you speak in a hurry or do not have time to prepare yourself, you will feel anxious and nervous.
- c. Judgment: If a person feels that they will be judged, it will cause concern that they will make mistakes, and may feel pressure to perform perfectly.

2.4.4 Strategies for Overcoming Speaking Anxiety

To overcome speaking anxiety, there are several strategies that need to be done before performing in front of the class or in front of the public, namely as follows:

1. Preparation, before speaking in public, what needs to be done is to prepare everything related to the performance. This preparation includes giving more time to practice, practicing with classmates and discussing and practicing the pronunciation of difficult words.
2. Relax when in public, the purpose of this relaxation is to minimize anxiety, nervousness and fear when speaking in front of the class or in public. in order to relax it is necessary to take one or two breaths,
3. Positive thinking, by thinking positively that the performance will be displayed well and smoothly because before performing it has done the preparation carefully. So with positive thinking can increase self-confidence.
4. Stay calm, by being calm, the speaking performance will be more organized and structured, besides when students feel calm, they will be better at controlling their voice, articulation and speech which ultimately contributes to their performance.

3.2 Speaking Performance

3.2.1 Definition Speaking Performance

Speaking performance is a person's ability to speak or communicate orally in certain situations, which means sharing information with others such as speeches and presentations in class. According to H. Douglas Brown (2004) speaking performance is the ability of students to produce meaningful, accurate, and fluent spoken language in a specific communication context. According to James McCroskey speaking performance is a person's ability to convey messages

effectively in oral communication situations. Meanwhile, according to Koizumi (2005), speaking performance is the oral production of language that not only focuses on second language acquisition, it also focuses on language testing. It can be concluded that students' speaking performance is the ability of students to say words or convey messages in a good and directed manner because effective oral communication requires the ability to use language appropriately in social interactions. Speaking performance requires special attention and guidance when teaching English to learners. In addition, speaking skills are also one of the core elements of communication.

3.2.2 Aspect of Speaking Performance

According to H. Douglas Brown (2004), several aspects of students' speaking performance need to be considered in students' speaking performance abilities, namely as follows:

1. Grammar

This aspect assesses students' ability to use proper and correct language structures, such as the use of sentences, phrases, and other grammatical elements. For example, students can form sentences with subjects, predicates, and objects according to grammar rules.

2. Vocabulary

This aspect assesses the student's ability to use appropriate and varied vocabulary, this includes choosing words that are appropriate to the context and meaning to be conveyed. For example, whether students can use the right words to explain a concept or convey an idea.

3. Comprehension

This aspect assesses the student's ability to understand the question or instruction given, this includes the student's ability to respond appropriately and provide relevant information. For example, whether the student can understand the question asked and provide an appropriate answer.

4. Fluency

This aspect assesses the student's ability to speak fluently without too many pauses or errors, this includes the speed of speech and the ability to convey ideas smoothly. For example, whether the student can speak at a reasonable pace and without too many hitches.

5. Pronunciation

This aspect assesses the student's ability to pronounce words correctly and clearly, this includes aspects such as intonation, stress, and rhythm. For example, whether the student can pronounce words with proper pronunciation and is easy to understand.

3.2.3 Type of Speaking Performance

According to Brown (2004 p. 141), there are five types of student speaking performance that can be classified based on the level of complexity and purpose of communication, namely as follows:

1. Imitative: Students imitate speech or short phrases, such as repeating sentences or dialogs. The goal is to practice pronunciation and language

accuracy, not to communicate meaningfully. For example, students imitate the teacher's pronunciation.

2. Intensive: this second type focuses on phonology. Students produce language in controlled exercises such as reading aloud, completing sentences, or answering short questions. The aim is to improve certain aspects. For example, students read aloud a text or answer comprehension questions.
3. Responsive: students give short responses to teacher or peer statements or questions. The aim is to maintain a simple conversation. For example, students answer a teacher's question or respond to a friend's statement.
4. Interactive: students engage in two-way conversations or more complex dialogs. The goal is to maintain meaningful communication. For example, students participate in discussions, interviews or everyday conversations.
5. Extensive: students engage in long monologues, such as delivering presentations, speeches, or storytelling. The aim is to develop extensive and structured speaking skills. For example, students deliver presentations, make speeches or recount experiences.

3.3 Correlation Between Speaking Anxiety and Speaking Performance

Correlation is a statistic used to measure the extent to which two variables are related to each other. Correlation describes the relationship between the variables. Correlation can be positive, negative or zero depending on the relationship between the variables. Positive correlation, when one variable increases the other variable tends to also increase and vice versa. This shows a unidirectional relationship between the variables. Negative correlation, when

one variable increases, the other variable tends to decrease and vice versa, this indicates an opposite relationship between the variables.

The correlation of speaking anxiety with speaking performance refers to the statistical relationship between the level of anxiety felt by a person when speaking in public and the ability or outcome of speaking performance. In this context, a positive correlation indicates the higher one's level of speaking anxiety, the lower the ability or outcome of speaking performance and vice versa. According to Horwitz (2001) a high level of anxiety when speaking can affect the ability of a person who conveys information well and confidently.

3.4 Relevant of Study

In this study, researchers found several previous studies that were relevant to this study, namely as follows:

1. Thoriq Rizki Firis Manda, Lulus Irawati with the title "*The Correlation of EFL Students' Speaking Anxiety and Their Speaking Performance*" The purpose of this study is to see if there is a significant correlation between EFL students' speaking anxiety and their speaking performance. The result of this study shows that there is a significant correlation between the two variables which is a negative correlation. Speaking anxiety affects students' speaking performance. the difference of previous research is the location of previous research is located in MAN 2 Madiun, this research is located in SMA 1 Sipahutar. Similarities with previous research using quantitative research methods with a correlational research design to obtain research data using Brown's speaking assessment theory.

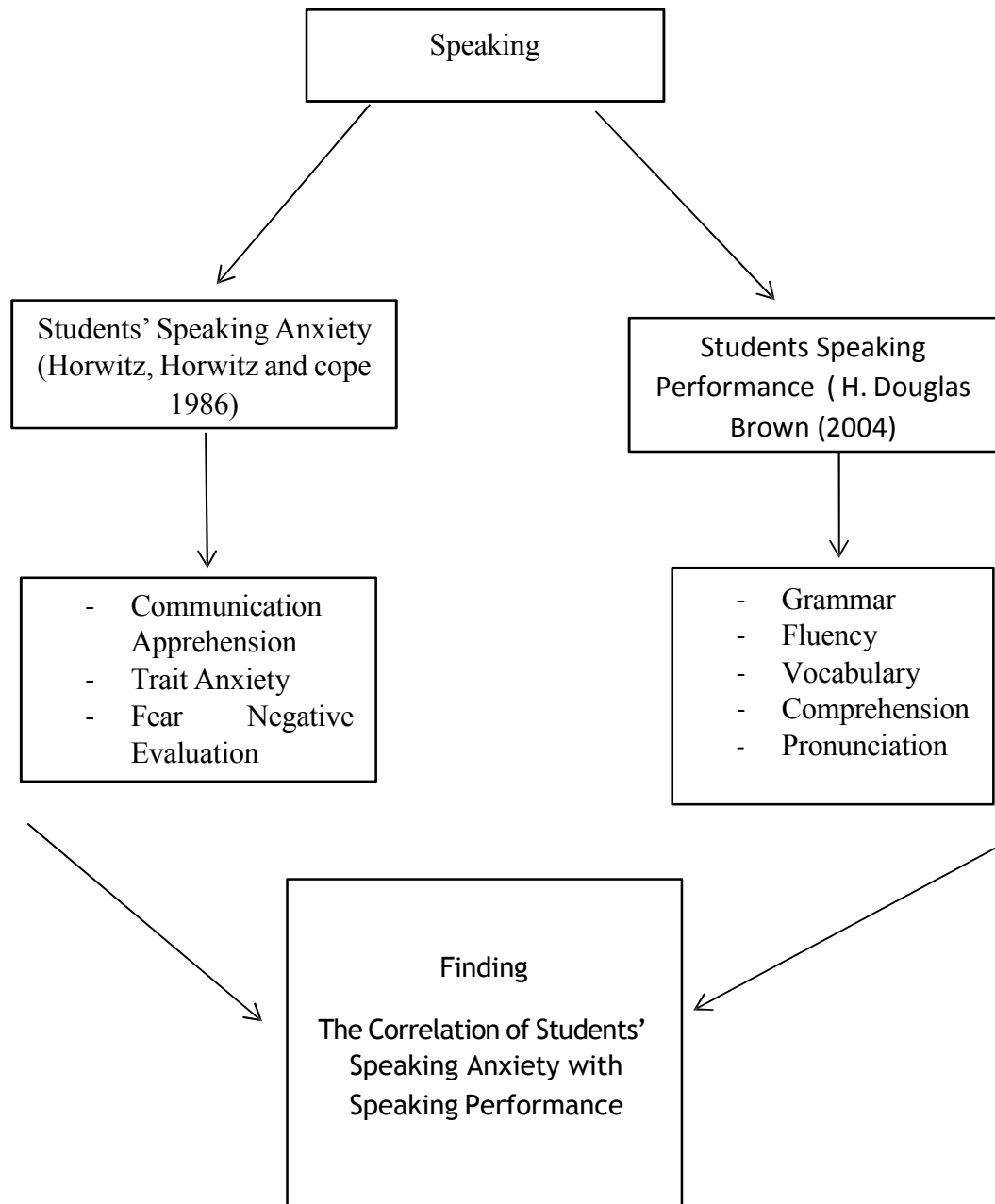
2. Fahira Pramudya Sari, Yuri Lolita with the title “*The Correlation Between Students' Anxiety (Cognitive, Affective, Behavior) and Speaking Performance*” the purpose of the previous study was to determine the correlation between students' anxiety and English-speaking performance. the previous study was conducted in a 10th grade vocational school. The results of this study showed a negative correlation with moderate correlation criteria between speaking anxiety and speaking performance. The difference between previous research and this study the subject of the research, the subject of the previous research was tenth grade vocational high school students, the subject of this research is second-grade high school. This research also has similarities with This study also has similarities with previous research, namely, there are 2 variables using quantitative research methods with correlation designs.
3. Aji Tamara Putra, Amalia Hasanah, Deta Desvitasari with the title “*The Correlation Between Speaking Anxiety And Speaking Achievement of The Eighth Grade Students*”. The aim of the previous research was to find out whether there was a significant relationship between speaking anxiety and speaking achievement. The results of this research show that there is nothing significant between students' speaking anxiety and their speaking achievement. The difference with previous research is that the previous research subjects were in class VIII of junior high school, the subjects of this research were in the second class of high school. The similarities with previous research are: first, using quantitative research methods with a

correlation design. second, using data collection techniques, namely questionnaires and speaking tests.

4. Gaya Tridinanti with the title "*The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang*" the aim of previous research was to find out whether there was a significant relationship between speaking anxiety, self-confidence and their speaking achievement. The results of previous research did not show a significant correlation between speaking anxiety and speaking achievement while self-confidence had a correlation significantly with speaking achievement. There are differences with previous research, namely: first, the previous research used 3 variables, this research only used 2 variables. Second, the previous research subjects were 5th semester students while the subjects of this research were in the second year of high school. The first uses a quantitative method with a correlation design. The second data collection technique uses questionnaires and specific tests.
5. Nurmuslimah Qadri, Nurdevi Bte Abdul, Maharida with the title "*Analysis Of Student Anxiety In Speaking Performance At Muhammadiyah Makassar University*" the aim of previous research was to determine the factors that cause student anxiety in speaking and to determine the level of student anxiety in speaking performance. The results of previous research are: first, there are 2 factors that cause student anxiety, namely external factors and internal factors Second, there are 3 levels of anxiety, namely, low anxiety, moderate anxiety, and high level of anxiety. There are differences between previous research and this research, namely: first, the previous research

method used qualitative descriptive research, while this research used quantitative research. The former were third-semester students, while this research was second-year high school students.

3.5 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Design of Research

This research was descriptive quantitative methods to present presentations and numbers show the relationship between two variables. According to Jhon Creswell (2018), quantitative research design is research that uses statistical tests to measure the relationship between two or more variables. In this study, there are two variables (independent and dependent). Independent variables are variables that influence other variables. In the research, students' speaking anxiety is an independent variable. The dependent variable is the variable that is affected; in this study, students' speaking performance is the dependent variable. This research will explore the relationship between students' speaking anxiety and speaking performance.

3.2 Research Location

The research was carried out at SMA Negeri 1 Sipahutar because it is a formal educational institution and a relevant educational environment to understand the correlation of student speaking anxiety with student speaking performance.

3.3 Population and Sample

3.3.1 Population

The population in this study were all second-grade students of SMA Negeri 1 Sipahutar. According to Creswell (2012: 140), a population is a group of individuals who have the same character. This means there are a number of people who have the same special characteristics or the same characteristics that the researcher studies. This population includes all students who are at that level of education and become potential subjects in the study of the correlation of students' speaking anxiety with students' speaking performance.

3.3.2 Sample

The samples in this study are second-grade students who would be randomly chosen from the population. This sample will represent the population in general. The sampling technique that would be used is simple random sampling with the following steps:

1. Determine the number of samples that will be needed in the study
2. Give a list of numbers to each population
3. Shuffle the list and then select the number that comes out as the sample, the author will repeat this until the entire sample is obtained.

3.4 Research Instrument

In this study, there are 3 instruments that can be used in this study, namely as follows:

1. Questioner

The first instrument is a questionnaire to determine students' speaking anxiety factors. A questionnaire is a tool that would be used to collect information or data through a series of questions that are systematically arranged. According to Creswell (2014), a questionnaire is a research instrument designed to collect data from responses used a series of written questions. Through this questionnaire, research can obtain the information needed efficiently and effectively.

2. Student Speaking Performance Test

This test is conducted in groups by students to speak in front of the class with the theme they choose. In this test, there are 5 indicators of assessment adapted from Brown's theory (2004): Grammar, Vocabulary, Comprehension, Fluency and Pronunciation. Use the camera as a recording tool for students when performing in front of the class.

3. Interview

The interview is a tool that would be used to obtain information from students, according to the interview containing students' experiences in speaking in English class.

3.5 Data Collecting Techniques

In this research, there are two data collection techniques, namely as follows:

1. Questioner for Speaking Anxiety

The researcher used a questionnaire with a foreign language speaking anxiety scale adapted by Horwitz (1986) known as Foreign Language Classroom Anxiety (FLCA) which includes three components namely:

Communication apprehension, negative evaluation apprehension, and test anxiety.

3.1 Indicator Speaking Anxiety

Variable	Indicator	Item of Number
Students Speaking Anxiety	Communication	1,4,9,10,12,14,15
	Apprehension	
	Fear Negative Evaluation	2,11,13,18,19,20
	Trait anxiety	3,5,6,7,8,16,17

The author uses checklist items by giving four choices: SA (Strongly agree), A (Agree), Neutral (N) D (Disagree), SD (Strongly disagree) on each question. The questionnaire consists of 20 items, and the respondent only checks (√) on each question item.

3.2 Question Score

Scale	Affirmative Statement	Negative Statement
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

2. Student Speaking Performance Test

This test is conducted in groups by students to speak in front of the class with the theme they choose. This test has 5 assessment indicators adapted from Brown's theory (2004): Grammar, Vocabulary, Comprehension, Fluency and Pronunciation.

Categories	Criteria	Score
Grammar	Grammar errors often occur repeatedly, but speakers can be understood.	1
	The students can understand basic grammar reasonably well but, lack grammar control and confidence	2
	Students can understand grammar well and can participate in conversations with sufficient structural accuracy.	3
	Students can use good and accurate grammar in speaking; grammar errors are rare.	4
	Students are equivalent to native speakers in using grammar very well in speaking	5
Vocabulary	Students have a minimal vocabulary and often use basic words when speaking.	1
	Students have a definite vocabulary	2
	The students have an adequate vocabulary	3

	Students have a good level of vocabulary	4
	Students have an extensive vocabulary and knowledge of idioms.	5
Comprehension	Students can understand simple questions and statements by repeating them slowly.	1
	students can understand directions from the teacher on certain topics but have difficulty in providing feedback	2
	Students can understand instructions quite well with a normal speech rate.	3
	Students can understand conversations within the range of student experience.	4
	Students can understand directions clearly	5
Fluency	Students often stop while speaking and repeat sentences.	1
	Students can manage most situations confidently but not in public speaking situations.	2
	Students can easily discuss something fluently.	3
	Students can use the language fluently and can participate in conversations.	4
	The student has completed fluency in speaking	5

Pronunciation	Student errors in pronunciation are common but still understandable.	1
	students' accent pronunciation is understandable even though it is often wrong	2
	Student errors in pronunciation do not interfere with student understanding.	3
	Students' errors in pronoun pronunciation are rare.	4
	student can pronounce pronouns very well and sounds like an educated native speaker	5

3. Interview

Interviews will be conducted on students who will show student speaking anxiety. This interview was conducted with 6 students. To select 6 students, the researcher will do several things: first, ask students whether they feel anxious when speaking in front of the class and admit that they experience anxiety speaking in front of the class. Second based on student responses to questionnaires answered by students.

3.6 Data Analysis Technique

In this study, the data analysis technique used is the Pearson-Product-moment correlation coefficient of Karl Pearson's theory. This study will use correlation statistical analysis to determine the significant relationship between two variables using person product moment with 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} : Correlation coefficient between variable X and variable Y

N : Number of Respondents

$\sum X$: Total score X

$\sum Y$: Total Y score

$\sum XY$: The sum of the results of the X and Y scores for each student

$\sum X^2$: Sum of squares for each score X

$\sum Y^2$: Sum of squares for each Y score

$(\sum X)^2$: The sum of the squares of each $\sum X$ score

$(\sum Y)^2$: The sum of the squares of each $\sum Y$ score

after knowing the correlation results (r) and then proceed to find out the hypothesis testing (t), the test formula (t) is as follows:

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t_{count} : Value t

r : Correlation Coefficient value

n : Number of Samples