



**THE CORRELATION BETWEEN STUDENTS' FOREIGN LANGUAGE  
ANXIETY AND THEIR SPEAKING PERFORMANCE AT SPEAKING  
CLASS**

**SKRIPSI**

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## ABSTRACT

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**Key words: Foreign language anxiety, speaking**

Anxiety is a feeling of fear, nervousness, worry, and confusion. It may become intern factor that influences students in learning. While foreign language anxiety is when someone feels confused, scared, loses confidence in learning a language. Foreign language anxiety is one of several factors that influence English students' performance, especially in speaking. This situation can lead fear of speaking and make students passive in classroom. Speaking is important skill to deliver ideas, thoughts, and opinions, so it is not demanding that college students face FLA during speaking class since speaking is close to communication.

This study was aimed to know whether there is a correlation between students' foreign language anxiety and their speaking performance at speaking class of fourth semester students of English Department in UNISMA. For research design, this study used a correlational quantitative research method. In this research, 42 students were selected to be participants by using stratified sampling method from fourth semester students who took speaking 4 class. The procedure of the research involved two steps; administering a questionnaire and taking document of students' midterm test score from the lectures. To analyze the data, the researcher used SPSS version 20.

The finding of this study indicated there was a low correlation between students' foreign language anxiety and their speaking performance with the correlation coefficient equalled  $r = .361$  which resided between  $.20 - .40$ . Then the level of probability ( $p$ ) significance (sig.2-tailed) was  $.019$ . It means that  $p (.019)$  was lower than  $.05$ . In addition, the finding also showed 17 (40.5 %) students had low anxiety, 24 (57.1 %) students had moderate anxiety, and one (2.4 %) student had high anxiety.

Based on the finding of this study, it is addressed to English lecturers to be aware to their students and create more suitable strategy in learning activities to minimize students FLA. It is also suggested for the students, they have to be aware and explore themselves in certain learning so that they can find suitable way to perform speaking well and manage or push down their anxious feeling. For further research, it is suggested to take larger number and different level of participants and conducting speaking test orally to the participant to collect the data.

## CHAPTER I

### INTRODUCTION

This chapter discusses background of the study, research problem, objective of research, significance of research, scope, and limitation of the research, and definition of key terms.

#### 1.1 Background of the Study

Learning English is challenging for non-native speakers, especially in some nations which make English as a foreign language (EFL), including in Indonesia. As other languages, English has four skills to be mastered which are speaking, listening, writing, and reading. English has a special function in communicating through all the nations because it is an international language that can connect in terms of business, politics, culture, and education. Therefore speaking is one of language skill that has very important role. However, it will be complicated to speak in foreign language because certain abilities are needed when people want to practice their speaking to communicate with others (Rofida, 2021). Besides the important role and need of language, there are some obstacle factors in learning English students mostly encounter, one of those is anxiety.

Anxiety defines as ‘a feeling of fear, or nervousness, confusion’ (Ahmad & Nisa, 2019). According to Adwas et al. (2019), anxiety is a pathological counterpart of normal fear which is manifest by disturbances of mood, as well as of thinking, behavior, and psychological activity. According to Moss, n.d., an

individual's entire response to a threat or danger is anxiety; each anxiety experience may include a perception of risk, worrying about getting hurt, and a physiologically aware and activated process. While language anxiety is when someone feels confused, scared, loses confidence in learning a language. The unpleasant, fear-related feelings and worrying sensations that come along with learning or using a language other than one's native tongue are known as language anxiety (MacIntyre & Gregersen, 2012). So, it is not a demanding possibility that foreign language learners run into it. According to (Dibrianti, n.d.), there are several factors that can make anxiety on students, (1) personal and interpersonal anxiety, (2) students' ideas about language learning, (3) teachers' attitudes about language teaching, (4) teacher-learner interaction, (5) classroom procedure, and (6) teaching testing.

Anxiety holds an important part in process of learning foreign language (Neman & Ganap, 2018). Thus, it can influence students' learning performance in classroom since severe anxiety can be a serious problem including in academic (Sansaluna et al., 2021). Anxiety can influence students learning process because the students need to input linguistic and produce their thought while learning a foreign language. FLA may affect students' self-perceptions, beliefs, feelings and behavior toward the learning process (Neman & Ganap, 2018). So, that situation can make the students passive in the classroom and feel anxious when the teacher asking several questions, especially in speaking class. When speaking foreign language, students often experience an anxious feeling when they want to produce language, so that this anxious feeling can lead fear of speaking.

Since English has very important role in communicating, language anxiety has a big negative effect on speaking skills. Speaking is close to performance. According to Mahmoodzadeh (2012), Foreign Language Anxiety (FLA) can affect negatively on learners' performance. It also can affect negatively on learners' speech and learning in general sense (Mahmoodzadeh, 2012). Speaking class is provided for learners who take English as their major, so they can practice their speaking through that class. However as mentioned above, it is not demanding that collage students will have FLA during speaking class.

In conclusion, FL anxiety is one of the strongest factors that affect negatively on learning, especially in communicating. Based on the statement, the researcher will focus on second semester English students to be investigated whether or not there will be relationship between FLA and students' speaking performance.

## 1.2 Research Problem

Based on the background above, the problem in this study is that "Is there any correlation between students' FL anxiety level and their speaking performance at speaking class?"

## 1.3 Objective of Research

The purpose of this study is to determine whether there is any correlation between students' foreign language anxiety and their speaking performance at speaking class.

#### 1.4 Hypothesis of the Study

The hypothesis of this study is stated into following statements.

1. Null hypothesis (H<sub>0</sub>): There is no significant correlation between students' foreign language anxiety and their speaking performance at speaking class.
2. Alternative hypothesis (H<sub>a</sub>): There is a significant correlation between students' foreign language anxiety and their speaking performance at speaking class.

#### 1.5 Significance of the Study

This research looks at the relationship between students' foreign language anxiety and their speaking performance. This study's findings are predicted to have a positive impact on:

1. English Lecturers

Theoretically, this research result can give benefits to English lecturers especially those who lecture at speaking class because it presents valuable information about their students' speaking performance conditions. It is not impossible that students have anxiety while practicing their speaking skill in class. So, the lecturers can match their teaching method with this finding and create an enjoyable classroom atmosphere to push down students' language anxiety. Thus, it can make them comfortable and feel secure during teaching-learning.



## 2. English Students

This study can provide students the knowledge about their own foreign language anxiety and information about it. So, this situation gives them an opportunity to match their learning style in their learning. They can also find the most suitable and comfortable way how to practice speaking or they may want to know more about English and can increase their confidence while speaking in class. By finding of this research, they can know that perhaps anxiety can influence their speaking performance in class, so the students are expected to manage their anxious while facing speaking practice in speaking class so that they can perform as well.

## 3. Other Researchers

Theoretically, this finding is valuable for future researchers. This research presents knowledge about how foreign language anxiety influence students' speaking performance particularly at speaking class. Also, this study is hope to be useful for further research, add a source and references, and inspire for further researchers. Moreover, this study is useful since it gives important information on the detrimental impact of language anxiety on students' speaking performance and for further research, it is a good way when the further researcher can find out or do research about how to minimize foreign language anxiety on speaking performance.

## 1.6 Scope and Limitation of the Research

This study focuses on second semester students that take speaking class in UNISMA. The researcher measures their language anxiety by using questionnaire and correlates with their speaking performance score. However, the researcher does not take all of second semester students because there are only some students taken from second semester to become participants.

The limitation of this study is there is no reliability process on the questionnaire, so the questionnaire is adopted from previous study because all of items match with what the researcher wants to find out and collect the data.

## 1.7 Definition of Key Terms

The following definitions are provided to avoid confusion or having the same perspective of the terminology used in the study:

### 1. Correlation

The term correlation in this study means the way two or more concepts or objects are connected to find out a result that can be implemented in this useful life.

### 2. Foreign language anxiety

Anxiety is when someone feels anxious, insecure, or less confident in facing something. The term foreign language anxiety means a condition when someone has such a bad feeling like fear, anxiety, lack of confidence or perhaps reluctance in learning a foreign language. Also, this condition can disturb and hamper someone's learning performance in learning a foreign language.

### 3. Speaking performance

In this study, speaking performance means practicing how to share thoughts about related topic using English in front of people or other students in class in order to increase speaking skill and fulfill the target score.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions based on the finding from data analysis of questionnaires and document and provides suggestions for English lecturers, English students and future researchers.

#### 5.1 Conclusion

Once the data have been analyzed from the study with two variables, it can be concluded that most of second semester students that take speaking class experience moderate anxiety in learning foreign language. The result of Foreign Language Classroom Anxiety Scale questionnaires indicated that 24 students of 42 students had moderate anxiety level of foreign language. It can be implied that having anxious feeling in speaking foreign language is a common phenomenon that may be faced by English students. Besides, the result of statistical analysis of Pearson Product Moment Correlation Coefficient showed that there was a low negative correlation between students' foreign language anxiety and their speaking performance although the correlation was low.

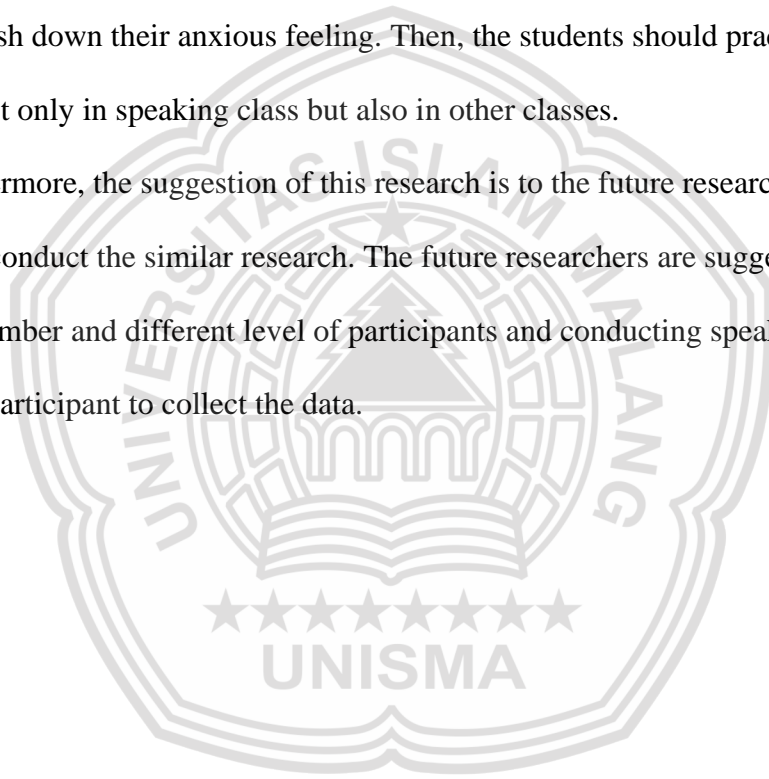
#### 5.2 Suggestions

It is recommended for the English lecturers based on the findings of this study. They should be aware to their students who may have foreign language anxiety during class activities and create suitable and enjoyable classroom

atmosphere, so that the students who have anxious feeling in performing speaking can minimize their anxiety and follow speaking activities well.

Also, it is suggested for the English students. Since the foreign language anxiety can influence their foreign language learning and be important factor in learning foreign language, they need to be conscious and engage in specific forms of learning so that they can find suitable way to perform speaking well and manage or push down their anxious feeling. Then, the students should practice more often not only in speaking class but also in other classes.

Furthermore, the suggestion of this research is to the future researchers who want to conduct the similar research. The future researchers are suggested to take larger number and different level of participants and conducting speaking test orally to the participant to collect the data.



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