



The Correlation of Students' Speaking Anxiety and Speaking Performance in Second Grade at SMA Negeri 1 Sipahutar

Helendina Tampubolon¹, Nenni Triana Sinaga*², Febrika Dwi Lestari³

^{1,2,3} *University Of HKBP Nommensen, Indonesia*

ABSTRACT

Improving students' speaking skills is important in the language learning process. This study aims to determine the correlation between speaking anxiety and speaking performance in students and determine what speaking anxiety factors affect students' speaking performance in the second grade of SMA Negeri 1 Sipahutar. The research method used is quantitative. data was collected through speaking tests, questionnaires, and interviews. The result of the data analysis shows the result on correlation coefficient ($r = 0.394$) which is defined as a positive relationship between anxiety and speaking performance, defined that there is a positive relationship between speaking anxiety and speaking performance and the factors that influence speaking anxiety and students' speaking performance is the Trait Anxiety factor. The hypothesis test states that there is a significant relationship between speaking anxiety and students' speaking performance and the hypothesis test states that there is a significant relationship between speaking anxiety and student performance.

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Corresponding

Author :

nenni.sinaga@uhn.ac.id

INTRODUCTION

Speaking is one of the English skills that is an important aspect of human interaction with others. Generally, speaking is communicating in English to convey opinions, comments, and reject. Furthermore, students evaluate their speaking ability as well as the effectiveness of their speaking English. It is because speaking is the basic form of spoken language to achieve their goals. In the other argument, speaking ability is the most common language in daily communication. (Suadi, 2020) it is stated that speaking is one of four English skills that are required in students' masters of English language.

However, in the physiological aspect, there are some factors in speaking, namely, lack of motivation, shyness, and anxiety. (Illyin et al., 2021) state that the speaking factors consist of three aspects, the first is motivation which can encourage and direct behavior in students' speaking ability – the

encouragement from students and the environment. Motivation can encourage students to pressure their speaking ability. The second factor is self-confidence which can influence speaking ability. Self-confidence has been proven to improve speaking ability. Then, the third factor is anxiety. It has also had a bad effect on students' speaking performance. Students who have low anxiety, have good speaking ability or performance. (Xi, 2020) argue that anxiety is an uneasy feeling of someone. It's a manifest of mental and physical reactions to an unpredictable condition or situation in the future. Therefore, anxiety is an unmeasured emotion that can influence someone's activity, especially for the students while they are speaking in front of the classroom.

(Główka, 2014) states that anxiety is an interesting topic for someone who is learning a foreign language. Students face anxiety, worry, anxiety, and fear of speaking. Students feel anxiety while they are practicing their speaking performance in the classroom.

Some experts explain that there are some types of anxiety based on three different aspects, namely, state anxiety, trait anxiety, and situation-specific anxiety. The others also describe that types of anxiety consist of two, there are debilitating and facilitating anxiety. (Md Isa et al., 2023) argue that anxiety needs to be tested for the learners. Test anxiety is a situation that occurs in a specific case because it is stimulated by the state of anxiety, emotionality, and worry. This speaking test anxiety contributes to the student's speaking performance. (Ismail et al., 2023) 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. The students' speaking performance and its relation to students' anxiety performance.

Speaking performance is conveying information orally clearly, precisely, and effectively. Speaking performance is the ability of students to convey information orally clearly, precisely, and effectively. Students' speaking performance aims 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. (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 a person experiences when having to speak in front of others. As foreign language learners, many students face problems speaking. This can occur because speaking English is difficult to understand. This makes students who experience anxiety when asked to speak using 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 must speak in public, they experience emotions such as fear of being wrong and fear of the judgment of friends and teachers.

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 hurt 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's 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 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 research is related to (Anzanni & Dewi, 2023), who found a negative correlation between students' speaking anxiety and speaking performance when learning English. So, in this study, the researcher found a correlation between speaking anxiety in students and the speaking performance of second-grade students at SMA Negeri 1 Sipahutar. (Sinaga, 2019).

RESEARCH METHOD

This research employed descriptive quantitative research. Quantitative research design is research that uses statistical tests to measure the relationship between two or more variables, namely: independent and dependent. Independent variables are variables that influence other variables, such as students' speaking anxiety. The dependent variable is the variable affected, related to this study, students' speaking performance is the dependent variable. Therefore, this research will explore the relationship between students' speaking anxiety and students' speaking performance.

The research will be carried out at SMA Negeri 1 Sipahutar. The population is the second-grade students of SMA Negeri 1 Sipahutar and the sample is all the students of the second grade, namely: 30 students. There are three data collection types: interview, questionnaire, and test. 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

RESULT AND DISCUSSION

This research data was obtained from second-grade students at SMA Negeri 1 Sipahutar who responded to questionnaires, speaking tests, and interviews.

Table 1.
Speaking Performance

N	N	P	V	G	F	C	S
1	Trs	60	60	80	80	60	68
2	Ts	40	60	80	60	60	52
3	Hs	40	60	60	40	60	52
4	Dgs	40	60	40	60	60	52
5	Rot	40	60	60	40	60	52
6	Gt	40	40	60	40	60	48
7	Ajs	60	40	60	40	80	56
8	Sis	60	60	60	40	40	52
9	Fp	60	60	60	40	40	52
10	Bs	40	60	60	60	40	52
11	Sn	60	40	60	40	60	52
12	Jn	40	60	60	40	60	52
13	Cs	60	60	60	40	60	56
14	An	60	60	60	60	60	60
15	Gp	60	60	60	40	40	52
16	Fdp	60	60	60	60	40	56
17	Rs	60	60	60	60	40	56
18	Ais	60	40	60	60	60	56
19	Pmp	60	60	60	60	80	64
20	Ags	40	60	60	40	60	52
21	Eft	40	60	60	40	40	48
22	Pwf	40	60	60	40	40	48
23	Vt	60	60	60	40	60	56
24	RGT	60	60	60	40	40	52
25	KSS	40	40	60	40	40	44
26	LP	60	60	60	40	60	56

27	MS	60	60	60	40	60	56
28	AS	40	60	60	40	40	48
29	HSP	40	60	60	40	60	52
30	DFS	40	60	60	60	60	60
Total Score							1612

Table 2.
Speaking Anxiety

N/Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	4	4	3	5	2	3	2	5	4	4	2	5	2	5	5	3	2	2	2	70
2	3	2	2	3	4	2	2	3	4	2	3	2	4	3	2	5	5	3	2	2	58
3	3	2	4	2	4	1	2	1	4	3	2	2	3	2	2	4	5	3	2	2	53
4	2	2	3	3	4	2	2	2	4	3	2	2	2	2	4	4	5	2	2	2	54
5	2	2	2	2	4	4	4	2	2	3	3	2	3	4	4	4	4	3	3	4	61
6	2	2	2	2	4	4	4	2	2	3	3	2	3	4	4	4	3	3	4	4	61
7	4	2	3	4	4	2	3	3	4	2	4	2	4	4	3	4	5	3	2	4	66
8	2	2	2	1	4	1	1	2	5	1	1	2	2	1	4	5	5	2	2	1	46
9	3	2	3	2	4	2	2	2	3	4	3	3	2	2	3	5	5	3	2	2	57
10	2	4	4	2	2	2	2	4	2	4	4	2	2	2	3	4	5	4	2	3	59
11	2	4	3	2	4	2	2	2	5	3	2	1	3	3	4	5	5	2	2	2	58
12	2	4	5	2	3	2	2	2	5	2	3	2	3	3	4	3	4	2	2	2	57
13	3	2	3	2	4	2	2	2	3	4	3	3	2	2	3	5	5	3	2	2	57
14	2	2	4	3	2	3	2	2	5	2	2	1	2	3	4	5	5	2	2	2	55
15	4	2	3	2	4	2	2	2	4	2	2	5	2	2	4	4	4	4	2	2	58
16	1	4	2	3	4	2	1	2	3	1	3	2	2	2	3	4	5	1	3	1	49
17	2	4	1	2	2	2	2	2	4	2	2	2	2	2	3	4	4	2	2	2	48
18	2	4	2	3	2	1	2	1	5	2	2	2	2	2	3	4	4	2	3	2	50
19	5	2	4	2	4	1	1	1	5	5	4	4	4	3	4	4	5	5	5	5	73
20	2	4	2	3	2	2	1	2	2	2	2	3	3	4	4	4	5	3	3	4	57
21	2	4	5	2	4	2	2	2	5	3	3	1	3	4	4	3	4	2	3	3	61
22	2	2	2	2	4	2	2	2	4	3	2	2	3	2	4	4	4	2	3	3	54
23	2	4	2	3	2	1	2	3	5	2	3	3	2	2	3	4	4	3	2	4	56
24	2	4	4	4	4	2	2	4	4	2	4	3	2	3	2	3	4	3	3	3	62
25	2	4	2	3	4	2	1	2	4	3	2	3	2	4	3	4	5	3	2	4	59
26	2	4	3	3	4	3	2	3	5	3	2	3	2	3	4	5	5	2	2	2	62
27	2	4	2	3	4	2	2	2	4	3	2	2	2	3	5	4	5	2	3	2	58
28	2	2	2	4	2	2	2	3	3	2	1	3	2	4	3	4	5	3	2	3	54
29	2	4	2	1	2	2	1	2	2	1	3	3	4	2	2	3	4	2	3	4	54
30	4	4	2	2	3	3	3	4	2	3	3	2	2	2	4	4	5	2	4	4	62
Total Score																					1729

Table 3.
Correlation of Speaking Anxiety and Speaking Performance.

NO	X	Y	XY	X ²	Y ²
1	70	68	4760	4900	4624
2	58	52	3016	3364	2704
3	53	52	2756	2809	2704
4	54	52	2808	2916	2704
5	61	52	3172	3721	2704
6	61	48	2928	3721	2304
7	66	56	3696	4356	3136
8	46	52	2392	2116	2704
9	57	52	2964	3249	2704
10	59	52	3068	3481	2704
11	58	52	3016	3364	2704
12	57	52	2964	3249	2704
13	57	56	3192	3249	3136
14	55	60	3300	3025	3600
15	58	52	3016	3364	2704
16	49	56	2744	2401	3136
17	48	56	2688	2304	3136
18	50	56	2800	2500	3136
19	73	64	4672	5329	4096
20	57	52	2964	3249	2704
21	61	48	2928	3721	2304
22	54	48	2592	2916	2304
23	56	56	3136	3136	3136

24	62	52	3224	3844	2704
25	59	44	2596	3481	1936
26	62	56	3472	3844	3136
27	58	56	3248	3364	3136
28	54	48	2592	2916	2306
29	54	52	2808	2916	2704
30	62	60	3720	3844	3600
Total Score	1729	1612	93.232	100.649	87.312

After getting the sum of each variable, then analyze the data to get the R-value, which is as follows:

	Variable 1	Variable 2
Mean	57.63333333	53.73333333
Variance	34.51609195	23.92643678
Observations	30	30
Pearson Correlation	0.392453733	
Hypothesized Mean Difference	0	
df	29	
t Stat	3.565836746	
P(T<=t) one-tail	0.000640807	
t Critical one-tail	1.699127027	
P(T<=t) two-tail	0.001281614	
t Critical two-tail	2.045229642	

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2) \{N\sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{30 \times 93.232 - (1726)(1612)}{\sqrt{\{30 \times 100.649 - (1726)^2\} \{30 \times 87.312 - (1612)^2\}}}$$

$$= \frac{2.796.960 - 2.787.148}{\sqrt{\{3.019.470 - 2.989.441\} \{2.619.360 - 2.598.544\}}}$$

$$= \frac{9812}{\sqrt{30029 \times 20816}}$$

$$= \frac{9.812}{\sqrt{625.083.664}}$$

$$= \frac{9.812}{25.001,673}$$

$$r = 0,392$$

Then, the correlation value between speaking anxiety and speaking performance is $r = 0.392$. After knowing the value of R then is to find the hypothesis value (t) by using Excel software as follows:

The value of the T hypothesis is $0.001 < 0.05$, which means that H_a can be accepted, and H_o is rejected.

To answer the second problem formulation, the researcher conducted interviews with students and based on students' responses to the questionnaire found out the speaking anxiety factors that affect students' speaking performance based on Horwitz and Cope's theory in 1986.

Trait Anxiety	Communication Apprehension	Fear Negative Evaluation
<ul style="list-style-type: none"> • My feelings, I feel nervous and lack confidence. • My confidence is low because I feel that my friends are more capable than me. • I am anxious because I have not prepared myself and I am afraid of being wrong in pronunciation - I lack confidence because I feel my friends are better at speaking English. 	<ul style="list-style-type: none"> - I feel anxious about speaking English in front of the class. - I feel my friends are more capable 	<ul style="list-style-type: none"> - I am nervous because I am afraid of being wrong and being laughed at by my classmates. - I am afraid of being scolded by the teacher when I make a mistake. - I am afraid that when I mispronounce an English word the teacher will give me a low grade.

The data above determines the correlation between speaking anxiety and speaking performance in the second grade of SMA Negeri 1 Sipahutar. In this study, the author has collected data. The data was collected by using three instruments. The first is a questionnaire, interview, and test sheet given to

second-grade social studies 1 student of SMA Negeri 1 Sipahutar as participants in this study. They were asked to fill in the statement items in the questionnaire. The questionnaire was used to determine the speaking anxiety factor, and the second instrument, the interview was also conducted to determine the students' speaking anxiety factor. The third instrument used was the speaking test. This test was conducted by the researcher directly to the students with the theme of conversation which was recorded using a camera. The analysis was conducted to answer the research problem. From the analysis, the researcher obtained the following results: The findings of the first hypothesis test found that the value of $r = 0.394$ shows a positive correlation between students' speaking anxiety and students' speaking performance. This states that speaking anxiety and speaking performance have a positive correlation where the higher the student's speaking anxiety, the lower the student's speaking performance. based on data analysis of the answers to interviews that have been conducted by students and student responses to questionnaires, the factor that affects students' speaking anxiety and speaking performance is the Trait Anxiety factor. The results of hypothesis testing with a value of $0.001 < 0.05$ where H_a can be accepted and H_o is rejected, then speaking anxiety and speaking performance students.

CONCLUSION

The research result that has been conducted shows that there is a correlation between speaking anxiety and students' speaking performance, this can be seen from the results of students' speaking tests and questionnaires conducted. After the data is analyzed, the result is $r: 0.394$ which shows a positive correlation between students' speaking anxiety and students' speaking performance which states that speaking anxiety can have an impact on students' speaking ability. Based on the results of interviews and questionnaires conducted by students, some factors that cause speaking anxiety in students are Trait Anxiety, fear, lack of confidence, and feeling inappropriate in appearance. So, there is a significant relationship between speaking anxiety and students' speaking performance at SMA Negeri 1 Sipahutar.

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