THE CORRELATION BETWEEN STUDENTS' ANXIETY LEVEL AND THEIR SPEAKING ABILITY AT THE SECOND-GRADE OF SENIOR HIGH SCHOOL 3 PALOPO

A THESIS
Submitted to English Language Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in Partial to Fulfill of Requirement for S.Pd Degree of English Education.

Submitted by
Syanrillah
17 0202 0157

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2021

THE CORRELATION BETWEEN STUDENTS' ANXIETY LEVEL AND THEIR SPEAKING ABILITY AT THE SECOND-GRADE OF SENIOR HIGH SCHOOL 3 PALOPO

A THESIS
Submitted to English Language Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in Partial to Fulfill of Requirement for S.Pd Degree of English Education.

Submitted by
Syanrillah
17 0202 0157

Supervisor:
1. **Dr. Hilal Mahmud, M.M**
2. **Muhammad Iksan, S.Pd., M.Pd**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY
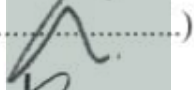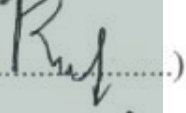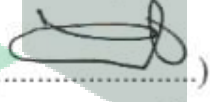
STATE ISLAMIC INSTITUTE OF PALOPO

2021

THESIS APPROVAL

This thesis entitles *"The Correlation Between Students' Anxiety Level and Their Speaking Ability at The Second-Grade Of Senior High School 3 Palopo"*, which is written by **Syanrillah, Reg. Num. 17 0202 00157**, English Language Education Study Program of Tarbiyah and Teacher training faculty, The State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on **Thursday, May 12th 2022 M**, coincided with **Syawal 11st 1443 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, May 12th 2022 M

Syawal 11st 1443 H

COMMITTEE OF EXAMINATION

1. Muhammad Iksan, S.Pd., M.Pd.   Chairman   (.................)

2. Wisran, S.S., M.Pd.   Examiner I   (.................)

3. Yuyun Ruqiyyat Said, S.Pd., M.Pd.   Examiner II   (.................)

4. Dr. Hilal Mahmud, M.M.   Consultant I   (.................)

5. Muhammad Iksan, S.Pd., M.Pd.   Consultant II   (.................)

Approved by

The Dean of Tarbiyah and Teacher Training Faculty	The Head of English Language Education Study Program
Dr. Nurdin K, M.Pd.	**Amalia Yahya, S.E., M.Hum.**
NIP 19681231 199903 1 014	NIP 19771013 200501 2 006
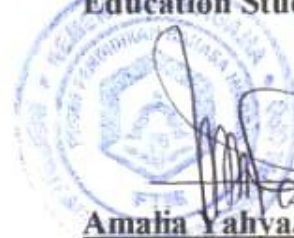
CONSULTAN APPROVAL

Thesis Entitled: The Correlation between Students' Anxiety Level and Their Speaking Ability at the Second-Grade Students of Senior High School 3 Palopo

Written By

Name	: Syanrillah
Reg. Number	: 17 0202 0157
Faculty	: Tarbiyah and Teacher Training
Study Program	: English Education

Has been corrected and approved to be examined

Palopo, 18 April 2022

Consultan I

Consultan II

Dr. Hilal Mahmud, MM.
NIP. 19571005 198303 1 024

Muhammad Iksan, S.Pd., M.Pd
NIP. 19860327 201801 1 001

NOTA DINAS PEMBIMBING

Palopo, 18 April 2022

Hal : Skripsi

Lamp : -

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu'alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama   : Syanrillah
NIM   : 17 0202 0157
Prodi   : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul   : The Correlation between Students' Anxiety Level and Their Speaking Ability at the Second-Grade Students of Senior High School 3 Palopo

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan.

Demikian disampaikan untuk proses selanjutnya.

Wassalamu'alaikum Wr. Wb

Pembimbing I

Dr. Hilal Mahmud, MM
NIP. 19571005 198303 1 024

NOTA DINAS PEMBIMBING

Palopo, 18 April 2022

Hal : Skripsi

Lamp : -

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu'alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama   : Syanrillah
NIM   : 17 0202 0157
Prodi   : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul   : The Correlation between Students' Anxiety Level and Their Speaking Ability at the Second-Grade Students of Senior High School 3 Palopo

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan.

Demikian disampaikan untuk proses selanjutnya.

Wassalamu'alaikum Wr. Wb

Pembimbing II

<u>Muhammad Iksan, S.Pd., M.Pd</u>
NIP. 19860327 201801 1 001

PRONOUNCEMENT

I have been signature below :

      Nama   : Syanrillah

      Reg. Number   : 17 0202 0157

      Study Program   : English Education Study Program

      Faculty   : Tarbiyah and Teachers Training

With all awareness and consciousness, the researcher who signs below, pronounces that this thesis is literally work of researcher herself. This thesis not lawful if someday there is not a shared evidence that this thesis duplicated, copied, or made by other people wholly or partially.

Palopo, 12th May 2022

Researcher

Syanrillah
17 0202 0157

ACKNOWLEDGEMENTS

الـحَمْدُ للهِ رَبِّ العَالَمِيْنَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الأَنْبِيَاءِ وَالـمُرْسَلِيْنَ ، نَبِيِّنَا وَحَبِيْبِنَا مُـحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْـمَعِيْنَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّيْنِ ، أَمَّا بَعْدُ

In the name of Allah, the most gracious and merciful, king of the universe and space. Thank to Allah, the researcher completed this research as part of the requirements for graduating from IAIN Palopo's English Education Department.

Salawat and salam to the Prophet Muhammad SAW. to his family, friends and followers. This thesis was prepared as a requirement that must be completed in order to obtain a bachelor's degree in English education at the State Islamic Institute (IAIN) Palopo. This research would not have been completed without support, guidance, and help from individuals and institutions. Therefore, the researcher would like to express special thanks to:

1. Prof. Abdul Pirol, M.Ag as the Rector of IAIN Palopo.

2. Drs. Nurdin, K., M.Pd as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo and Mr/Mrs Deputy dean I,II, and III of Tarbiyah and teacher training faculty at IAIN Palopo.

3. Amaliya Yahya, SE., M.Hum as chair of the English Language Education study program at IAIN Palopo and all staff members who have helped the researcher process the graduating paper administration.

4. Dr. Hilal Mahmud., M.M. and Muhammad Iksan, S.Pd., M.Pd. as the first and the second supervisor who always provides support, direction, and ideas to researchers during the process of completing this thesis.

5. Wisran, S.S., M.Pd. and Yuyun Ruqiyyat Said, S.Pd., M.Pd. as the first and the second examiner who have provided guidance, input and directed to completed this thesis.

6. Wahiba, S.Ag., M.Hum., as academic advisor.

7. All lecturers and staff of IAIN Palopo. Thanks for all your guidance, knowledge, and support.

8. H. Madehang. S.Ag., M.Pd as the head of the library unit and his employees of IAIN Palopo who have helped a lot, especially in collecting literature related to this thesis.

9. The headmaster of SMAN 3 Palopo. The teachers and staff have provided permission and assistance in conducting research.

10. The students of SMAN 3 Palopo have collaborated with the researcher in the research completing process.

11. Especially to my beloved parents, Syafruddin Ishaq and Nurdiana, who have always provided inspiration, support, and advice. My brother and sister have assisted and prayed for me. Hopefully, Allah SWT. will one day gather us in his heaven.

12. To all friends of the English study program, especially BIG B, who has greatly contributed to the researcher's completion of this thesis.

13. Especially for research friends, Tendri Sa'nah Mursalim and Tita Afrillah always accompany researchers in completing this thesis.

Nothing is perfect, the researcher realizes. In addition, critics and constructive suggestions are required by researchers in order for this research to improve. Finally, the researcher hopes that the completion of final thesis project will be beneficial.

Palopo, 18th April 2022

Syanrillah
NIM. 17 0202 0157

viii

LIST OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

Syanrillah, 2022. "*The Correlation Between Students' Anxiety Level and Their Speaking Ability at The Second-Grade Of Senior High School 3 Palopo".* Thesis English Study Program Educational Department in the State Islamic Institute of Palopo. Supervised by Hilal Mahmud and Muhammad Iksan.

This thesis discusses the correlation between students' anxiety level and their speaking ability. This study aims to determine whether there is a correlation between students' anxiety level and their speaking ability. This type of research is quantitative correlation with an descriptive method that focus on disclosing the correlation between variabels. The population is all second grade science in the 2021/2022 academic year at SMAN 3 Palopo. Sampling was carried out using Simple Random Sampling with the Slovin formula. The sample used was 78 students. Data obtained through questionnaires and test. Furthermore, the data of this study were analyzed using a correlation test. The results of this study are the students' anxiety level is in the moderate anxiety category. The level of student speaking ability at poor speaking level. There is a positive and significance correlation between anxiety level and speaking ability with the correlation coefficient is 0.779 and the significance value is 0.000.

Keywords: anxiety level, speaking ability

CHAPTER I

INTRODUCTION

A. Background

In English, four abilities have to be mastered with the aid of students, mainly speaking, studying, listening, and writing. The 4 abilities are interconnected. But, in this study, the researcher focuses on students' talking abilities. They are speaking the way how to people communicate and exchange much information. When it comes to communicating in English, having a friend or even a foreigner to talk to in English that both of them understand is most likely the goal of EFL students.[1]

English has often been utilized as a means of communication in most parts of the world, especially in education. However, English is taught as one of the foreign languages in Indonesia. A standardized international school only uses English as a foreign language in daily conversation. In contrast, a standardized national school only uses English in English lessons and primarily teaches grammatical rules of the target language. As a result, it made it difficult for children to understand English, even after spending 12 years learning it.[2] Students struggle to communicate in English due to a lack of Vocabulary and a fear of speaking in front of others. Within the occasion that students enjoy disturbing mental states, which include nervousness, trembling, or Anxiety.

---

[1] Senny Plantika and Aryuliva Adnan, "The Correlation between Students ' Speaking Anxiety and Their Speaking Ability," *Journal of English Language Teaching* 10, no. 1 (2021): 121–28, https://doi.org/10.24036/jelt.v10i1.111680.

[2] Dea Ann Pratiwi and Sulastri Manurung, "The Correlation Between Students' Anxiety and Students' Achievement in Learning English," *Cahaya Pendidikan* 5, no. 1 (2019): 10–21, https://www.journal.unrika.ac.id/index.php/journalcahayapendidikan/article/download/1762/1337.

Anxiety is a sensation that a person is unsure or reluctant approximately their competence; it's also a terrible feeling that describes someone who has low self-self-assurance and cannot obtain their exemplary work in existence.[3] The students must ignore their Anxiety to make successful education in learning an overseas language, especially English.

According to MacIntyre and Gardener, Anxiety may be a problem for language newbies as it interferes with purchasing and retaining the latest language production. The purpose of MacIntyre and Gardener's research is to research the connection between students' self-confidence and their overall speaking performance. Therefore, ignoring Anxiety is not a good way to choose a successful education in learning a foreign language.[4] In addition, Anxiety makes students challenging to improve their knowledge of the English language.

Students learn some skills (listening, speaking, reading, and writing) as well as components such as grammar, vocabulary, and pronunciation in foreign language class. Because of language class, oral speaking skills play a significant role in this learning. From a communicative standpoint, Speaking has many different aspects, including two major categories – accuracy and fluency. involving the practice of correct vocabulary, grammar, and pronunciation through controlled and guided activities; and fluency, defined as the ability to communicate effectively. When speaking spontaneously, keep going.

---

[3] Megawati, "The Correlation Between Students' Anxiety and Speaking Skill at STKIP Kusuma Negara Jakarta (A Survey Research First Semester Academic Year 2018/2019)," *Scope : Journal of English Language Teaching* 3, no. 2 (2019): 117–22, https://doi.org/10.30998/scope.v3i2.3384.

[4] P D MacIntyre and R C Gardner, "Anxiety and Second-Language Learning: Toward a Theoretical Clarification*," *Language Learning* 39, no. 2 (June 1, 1991): 251–75, https://doi.org/https://doi.org/10.1111/j.1467-1770.1989.tb00423.x.

A teacher or another person can provide feedback on a student's speaking performance if they demonstrate it. However, speaking in a new language, such as English, is difficult for someone/student who lacks self-confidence. Speaking of anxiety, fear, and Stress can be effectively managed, eliminated, or integrated into one's life. Someone's speaking engagements When a student does not want to speak or is anxious to do so, It may become difficult for them to communicate in a foreign language that they are learning. Or Perhaps they will fail in their ability.

The writer discovered some difficulties or problems that students face when learning English. Oral language became the most important skill for students in foreign language classes. Addressing in the Thai EFL context Speaking ability has become an essential component of the learning and teaching processes. because it has been extremely difficult for Thai students to master fluent speaking. Students enrolled in a foreign language class are required to Speak the language to practice it. Speaking fluently can demonstrate that they are improving. proficiency in the study of a second language

The author discovered some challenges or issues that students face when learning English. For students in foreign language classes, oral language has become the most important skill. Addressing in the context of Thai EFL Speaking ability has evolved into a necessary component of the learning and teaching processes. because it has been extremely difficult for Thai students to learn to speak fluently. Students enrolled in a foreign language class must Speak the language to get a feel for it. Speaking fluently can show that they are progressing. proficiency in a second language study.

We cannot ignore language anxiety in order to have a successful education in learning a foreign language. The learners' anxiety in speaking class about performing in front of the class may have an impact on some aspects, such as language acquisition. Or to improve their command of a foreign language.

Based on the researcher's observation, most second-grade students at SMAN 3 Palopo have high Anxiety in speaking. However, second-grade students of SMAN 3 Palopo should have competence in English, especially in speaking. The fact in the field said a different thing. However, some of the students of SMAN 3 Palopo have low ability in speaking. In fact, because of their diverse knowledge backgrounds, not all students achieve the highest achievement in public Speaking. Nonetheless, based on the ideas above and the researcher's preliminary observations to the problems above, various anxiety influence students' speaking skills.

Based on the description above, the researcher is very interested in researching with the title "**The Correlation Between Students' Anxiety Level and Their Speaking Ability at The Second-Grade Of Senior High School 3 Palopo**".

B. Problem Statement

Based on the description of the background above, the problem statement of this research are:

1. What level the students anxiety at the Second-Grade Of Senior High School 3 Palopo?

2. How is the students speaking ability at the Second-Grade Of Senior High School 3 Palopo?

3. Is there any correlation between students anxiety level and their speaking ability at the Second-Grade Of Senior High School 3 Palopo?

C. The objective of the research

The aim of the research based on the research question above are:

1. To find out the level of students anxiety at the Second-Grade Of Senior High School 3 Palopo.

2. To find out the students speaking ability at the Second-Grade Of Senior High School 3 Palopo.

3. To find out the correlation between students' Anxiety and their speaking skill the second-grade students of SMAN 3 Palopo.

D. Significance of the Research

The result of this research is expected to be of any use theoretically and practically.

1. Theoretically

The result of this research is expected to explain Anxiety has a relation to students' speaking skills.

2. Practically

The practical benefits to be achieved in this research for several parties include:

a. For the teachers of SMAN 3 Palopo, it can be helpful for English teachers in adding variety to teaching English, significantly improving students' speaking skills.

b. For the next researcher, this research can be used as the reference, and also, the next researcher can explore this issue further.

E. Scope of the Research

The scope of the research was limited in terms of speaking ability. Therefore, the aim of this study is on the relationship between kids' Anxiety and their speaking ability at SMAN 3 Palopo's second-grade students. Speaking ability is comprised of three components: accuracy, fluency, and comprehensibility. Therefore, the researcher focuses on fluency in this study.
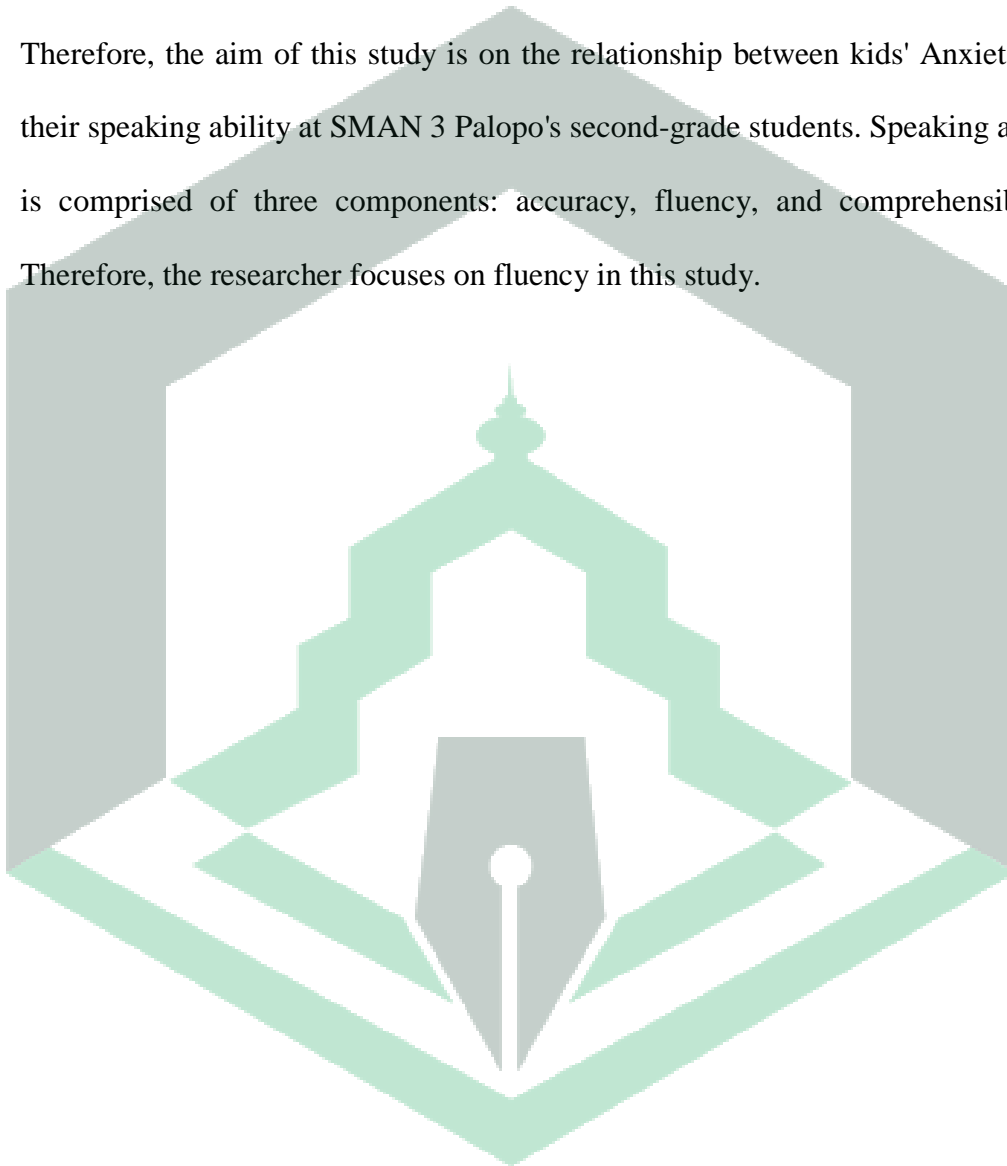
CHAPTER II

LITERATURE REVIEW

A. Previous Research Finding

Previous research is a source of past research results that researchers will attempt to compare the research carried out. The purpose of previous research is as a source of inspiration that will assist the implementation of research. In addition, the researcher can also examine the advantages and disadvantages of research. So that, the researcher can also make an original/new research because they know which ones have been discovered and which ones have not. There is some previous research that is relevant to this research:

1.   Mulyani determines in her thesis "The Correlation Between Students' Anxiety Level And Their Speaking Ability At The Second Year Of Senior High School 1 Enok Indragiri Hilir Regency" that there is a significant negative correlation between students' Anxiety stage and their speaking capability at the second one-365 days' college students of SMAN 1 Enok. As a result, the perception is that the greater the students' anxiety level, the poorer the students' capability to speak English. The lower the students' anxiety stage, the better the university students' ability to speak English.[5]

The studies were carried out by way of Mulyani, and these studies have in common, each of the research specializes in the correlation between students' Anxiety and their speaking ability. In addition, the similarities between both kinds of research are also found in the research technique used is correlation method.

---

[5] Mulyani, "The Correlation Between Students' Anxiety Level and Their Speaking Ability at The Second Year of Senio High School 1 Enok Indragiri Hilir Regency" (IAIN Sultan Syarif Kasim Riau, 2011).

The difference between both of the research is the study item conducted by way of Mulyani in SMAN 1 Enok. In the meantime, the object of this study is SMAN 3 Palopo.

2.   Fella Sufa Fauzia, in her thesis "The Correlation Of Students' Anxiety To Their Speaking Performance In Public Speaking Class At English Language Education Department, Islamic University Of Indonesia," concluded that there is a connection between college students' nervousness and their speaking performance The researcher found that the result of r computed is 363 and that the development of r calculated is between 0.200 and 0.400 after researcher interpretation of r-fee. It is assumed that the power of the correlation coefficient between variables is modest. Even though the r confirmed a low correlation interpretation, the final result described that language anxiety has a dreadful impact on university students' talking apprehension and achievement in the English training branch. College students with low Anxiety have a high talking rating, while students with high Anxiety may have a low talking rating.[6]

The distinction among the studies carried out via Fella Sufa Fauzia is contained in the awareness of the studies and studies object. The studies carried out using Fauzia specializes in students' Anxiety approximately their talking performance in public talking class. Similarly, the study's thing is in the English Language education department, Islamic University Of Indonesia. In the meantime, these studies focus on the correlation between students' Anxiety and their talking ability in second-grade college students' of SMAN 3 Palopo. At the

---

[6] Fauzia, "The Correlation of Students' Anxiety to Their Speaking Performance in Public Speaking Class at English Language Education Department Islamic University of Indonesia."

same time as the similarities between both of the research strategies. Both of these studies use the correlation method.

3.   According to Aisyah Amini et al.'s findings in their article "A Link between Students' Anxiety Levels and Oral Presentation Performance in EFL Speaking Class," there was a significant negative correlation between the scholars' Anxiety stage and presentation score. The negative outcome confirmed the existence of an inverse relationship between the two variables. For this study, if the students' Anxiety level increased, their presentation score decreased, and if the Anxiety level dropped, the presentation rating increased. Furthermore, the findings of this study generalized the opportunity speculation (Ha) while rejecting the null hypothesis (Ho). The (Ha) responded to the research question by stating that "there is a significant association between college students' Anxiety stage and oral presentation's overall performance in EFL speaking elegance."[7]

The difference among the research conducted with the aid of Aisyah Amini et al. And this research is contained inside the consciousness of the studies, studies item, and research method. The research was conducted using Aisyah Amini et al. Recognition on the correlation between college students' Anxiety degrees and oral presentation overall performance in EFL speaking elegance. The object of their studies is the fourth semester of the English education study application. Then the approach in their studies used descriptive quantitative. Meanwhile, this study makes a specialty of the correlation among college students' Anxiety and their talking capability with the item of the studies is the

---

[7] Aisyah Amini, Elfrida, and Kasmaini, "A Correlation between Students' Anxiety Levels and Oral Presentation Performance in EFL Speaking Class," *Journal of English Education and Teaching* 3, no. 3 (2019): 403–12, https://doi.org/10.33369/jeet.3.3.403-412.

second one-grade students of SMAN 3 Palopo. In addition, the approach of this research used the correlation approach.

B. Theoretical Review

1. Concept of Anxiety

   a. Definition of Anxiety

   Anxiety/Uncertainty Management (AUM) theory was introduce by William B.Gudykunst to define how humans communicate effectively based on their balance of anxiety and uncertainty in social situations. Gudykunst believes that for intercultural communication to be successful, a reduction in anxiety or uncertainty must occur. He assumes that one person in an intercultural encounter is a foreigner.

   Anxiety is defined Anxiety as ache, aggravation, self-doubt, anxiety, or fear. Anxiety is one of the elements that influence students' ability to speak English in this study. Anxiety can cause college students to be fearful of making mistakes and of feeling shy when speaking English. Anxiety is characterized as feelings of aggravation, discomfort, self-doubt, anxiety, or worry. Anxiety is one of the factors influencing students' capacity to communicate in English in this study. Anxiety can cause college students to be afraid of making mistakes and to be self-conscious when speaking English.

   According to Horwitz et al., anxiety is described as subjective enjoyment of hysteria, anxiety, uneasiness, and wrongness associated with an activation of

the autonomic anxious system.[8] Anxiety is a condition in which people feel unsure about their talents or what they want to undertake.

According to Rholes, Riskind, and Neville (1985), Anxiety may increase after a loss. Anxiety appears on its own when a loss is expected.[9] Anxiety is a subjective experience of hysteria, trepidation, Anxiety, and fear caused by stimulation of the autonomic nervous system. It is not only clear to many people that Anxiety harms language learning, but it is also rational because Anxiety has been found to interfere with many sorts of studying and has been one of the most often investigated variables in all of Anxiety. There may be a common fundamental distinction between worry and Anxiety. Anxiety is a vaguely uncomfortable mental state characterized by apprehension, fear, suffering, and unhappiness. Worry is similar to Anxiety. Aside from that, worry has a definite target. Anxiety is studied when a few gold-standard stages of stimulation or arousal are passed. Anxiety manifests itself in three ways: in a person's thinking (cognitively), their motions (behaviorally), and their physiological reactions. From a cognitive standpoint, there are three reasons for concern and anxiety induction: loss of control, inability to create a coping response, and state anxiety versus trait anxiety. The term "loss of control" refers to a situation in which

---

[8] K. Elaine Horwitz, B. Horwitz Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–32, https://doi.org/10.4197/edu.11-1.11.

[9] William S. Rholes, John H. Riskind, and Brian Neville, "The Relationship of Cognitions and Hopelessness to Depression and Anxiety," *Social Cognition* 3, no. 1 (1985): 36–50, https://doi.org/10.1521/soco.1985.3.1.36.

unforeseen or uncontrollable events in one's life cause anxiety and depression. Unpredictability, which may be coupled with a task, can cause Anxiety.[10]

If this Anxiety is elevated in the language magnificence, it can affect pupils' motivation to study the foreign language. Language anxiety is a sort of Anxiety that is most commonly connected with 2d/overseas language mastery circumstances. In terms of nation Anxiety, MacIntyre (1999) stated that it affected feelings, cognition, and behavior. In terms of emotional impact, men and women with kingdom Anxiety have higher levels of arousal and a more sensitive car nervous system. They tend to detect an unpleasant emotion even when they are not hysterical.[11]

Anxiety, like self-esteem, extroversion, inhibition, and empathy, is a practical component in human behavior that influences how an individual responds to any scenario. Horwitz et al. (1986) identified three components of language anxiety: communication apprehension, test anxiety, and concern over inadequate assessment. People who are afraid of talking with others have difficulty speaking in public and listening to spoken words. Students in language instruction are obliged to converse with one another and are periodically asked to chat in dyads, groups, or public. Students that are afraid of communicating acquire language anxiety. Language is linked to test Anxiety. Anxiety arises as a result of students' false expectations of linguistic success. Even if given an

---

[10] William R. Miller and Martin E.P Seligman, "Depression and Learned Helplessness in Man," *Journal of Abnormal Psychology* 84, no. 3 (1975): 228–38, https://doi.org/10.1037/h0076720.

[11] MacIntyre and Gardner, "Anxiety and Second-Language Learning: Toward a Theoretical Clarification*."

excellent step by others, every grade less than great can be perceived as a failure by traumatized students.[12]

Given that exams and quizzes are frequently utilized in language training, college students who suffer from test anxiety may also suffer from language anxiety. Students' dread of poor evaluation is similar to but more severe than Anxiety. Assessment in language training is not limited to a test-taking scenario. It can happen in any evaluating circumstance, such as during institution debates or in front of the study room. Students who are afraid of receiving negative feedback from others may develop language anxiety.[13]

    b. The Kinds of Anxiety

Anxiety is divided into three parts:

1) Trait Anxiety

It is a permanent inclination to be worried. It looks to be related to upbringing once more, and it may be directly associated with self-image.

2) State Anxiety

Anxiety is tied to a single instant in time within a specific context in this case. For example, it could be relational, connected to certain people, such as a teacher.

---

[12] Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety."

[13] Yuliana Mauludiyah, "The Correlation Between Students ' Anxiety and Their Ability in Speaking Class" (IAIN Tulungagung, 2014), http://repo.iain-tulungagung.ac.id/1267/1/The Correlation Between Students.pdf.

3) Situational Anxiety

This is triggered by a specific setting or event, such as examinations, Public Speaking, or classroom involvement.[14]

c. The Factors of Anxiety

Darajad in Kurnia Juita says that some of the variables that generate Anxiety are as follows:

1) Anxiety is discovered because people look and recognize that they are in danger.

2) Anxiety, like illness, is looked at in some manner and has nothing to do with the dread that influences them.

3) Anxiety arises when a person commits a mistake by doing something that contradicts their beliefs.

Ellis in Sasson discusses Anxiety as a result of the following things:

1) Learners' competitive personalities.

2) The teacher's inquiries are frightening.

3) Lack of a comfortable second language environment.

d. The Sources of Anxiety

Sources of Anxiety, according to Lindgren in Mohammad Agus Salim El Bahri, are classified as follows:

1) From external sources

They are external sources, such as parental treatment, classmates, teachers, specific subject content, tests, surroundings, and so on.

---

[14] Mulyani, "The Correlation Between Students' Anxiety Level and Their Speaking Ability at The Second Year of Senio High School 1 Enok Indragiri Hilir Regency."

2) From internal sources

These reasons stem from the individual, such as a lack of self-confidence, unworthiness, guilt, and so on.

e. The Treatment of Anxiety

According to the criteria given above, anxiety is characterized by feelings of apprehension anxiety, fear, or panic. If college students are stressed after communicating in English with many persons, their speaking capacity is automatically low. To alleviate or mitigate this problem, the instructor can employ the herbal strategy when teaching college students. The natural approach is more of an attempt to provide a theoretical account of the second-language acquisition process than a framework for specific progressive coaching tactics. The herbal method describes itself as a way for acquiring basic oral and written private communication skills. The technique's ambitions include the ability to engage in simple conversational interactions, identify announcements in public places, read the newspaper, and compose personal messages. Many things influence speaking potential, including individual study characteristics. The herbal technique addresses issues such as motivation, self-assurance, and Anxiety. The author says that instructors can employ the herbal strategy in coaching and mastering since it can reduce students' Anxiety when speaking.[15]

---

[15] Mulyani "The Correlation Between...." 10-12

2. Concept of Speaking

    a. Definition of Speaking

    Speaking is vital in communication, especially oral communication because humans must conduct their lives to form relationships with others. There are five generally accepted components for speaking in English learning. Pronunciation, Grammar, Vocabulary, fluency, and Comprehension. Comprehension is one of them. According to Johnson and Morrow, Speaking, which is associated with a period of oral verbal exchange, is a pastime between two or more people in which listeners and speakers should react to what they hear and contribute to express or receive the meaning. Talking or oral communication occurs when two or more individuals engage. Therefore, it is far required to describe what the speaker's purpose is to say as correctly as possible to deliver the message for the listeners. Still, if a person intends to say something, they must be aware of building the which means planning to gain knowledge from the listener and avoid misunderstandings among the speaker and the listener.

    There are different definitions of speaking. Chaney claimed that Speaking is a strategy of building and sharing that involves verbal and nonverbal symbols in a variety of circumstances. Furthermore, according to Matthew, "Speaking refers to any procedure in which people share information, ideas, and feelings. It includes all body language mannerisms and styles, as well as anything else that contributes meaning to a message "a formalized paraphrase It is possible to declare that after researchers communicate about their thoughts or opinions, there is a dialogue between the speaker the listener to clarify the facts meant. In

other words, the speaker must convey the ideas honestly within the manner of speaking. As a result, the listener can grasp and comprehend what the speaker is saying. In conclusion, it is possible to infer that talking is the vital capacity of language, which is capable of transmitting ideas, evaluations, or feelings to others through phrases or articulation sounds to enlighten, convince, and entertain.

b. Components of Speaking Ability

Speaking isn't just one of the ways we speak fluently and effectively be understood by others; it also has components that describe how we make the utterances or phrases meaningfully and suitably to be understood by others. Hughes stated that speaking capacity is usually assessed thru numerous elements like Grammar, Vocabulary, fluency, Comprehension, and Pronunciation. Furthermore, Richard and Hornby said that five components of speaking talent are officially recognized as a necessary factor that teachers and students must learn to practice. Speaking includes vocabulary, grammar, fluency, Pronunciation, and Comprehension. Moreover, Haris said that five components measure students' speaking ability (Pronunciation, Grammar, Vocabulary, fluency, and Comprehension. For this reason, the researcher would explain each of those items that mentioned one by one as follows:

1.) Fluency

Fluency refers to the ability to talk fluently and accurately. The smoothness or flow of their sounds, words, phrases, and phrases can suggest the pleasantness of their fluency, regardless of whether or not it is far logically clean or not.

2.) Pronunciation

Pronunciation is how a person generates or utters the sound of the sentences meaningfully and appropriately to be understood by others in communication, including unusual phonemes, rising and falling in intonation, and strain.

3.) Vocabulary

Vocabulary can be defined as phrases, clauses, and sentences utilized in language. If a person has many words to explain what they want to say, it will be simple to provide a few facts or obtain the information. In Vocabulary, students must understand roughly subject phrases and feature terms in English vocabulary. The content material word refers to the word's classes (noun, verb, adjective, and adverb). The characteristic phrase refers to the feature of the terms inside the sentence, whether it's a subjective or objective pronoun.

4.) Grammar

Grammar, in general, pertains to sentence structure and tenses. Grammar, according to Heaton, is the scholars' ability to manage the design and differentiate appropriate grammatical bureaucracy from irrelevant ones. Grammar will also assist scholars in speaking fluently.

5.) Comprehension

Comprehension defined the ability to distinguish the auditory system's purpose (get what the speaker said) and standard that means (get the point of what the speaker said). The fact is that contributors fully grasp the nature of the research effort, even if approaches are complex and include risks. According to

those two experts, Comprehension relates to the speaker's understanding of what they're saying to the listeners, which permits you to avoid misleading impression information. If someone can accurately answer several questions or assertions, they are alert and comprehend well.[16]

b. The nature of speaking

People speak using words that have meaning, which the speakers must choose and use appropriately, and this activity, of course, necessitates the skill to select and use the suitable ones. People should notice the word arrangement and the knowledge of how to pronounce words when speaking. The rationale for noting a pronunciation is that while speaking in a foreign or second language, the written form and Pronunciation differ significantly. These sub-skills are solely required for successful communication activities. This means that speakers rely on their audience to keep the discussion going.[17]

According to Jeremy Harmer, there are some reasons why two people are engaged in talking to one another. The reasons are:[18]

1) They want to say something.

The term "desire" is used broadly to indicate that speakers communicate their address to others. They may be forced to speak, but they can say they are obligated to do so; otherwise, they would remain mute.

---

[16] Dista Alfiana, "The Correlation Between...." 11-13

[17] Sharjah, "The Correlation of Self Efficacy to the Students' Speaking Performance in EFL Context at University of Dayanu Ikhsanuddin Baubau," *English Education Jurnal (E2J)* 6, no. 1 (2020): 17–25, https://ejournal.lppmunidayan.ac.id/index.php/english/article/view/285/167.

[18] Jeremy Harmer, "The Practice of Language Teaching (Fourth Edition)," *United Kingdom: Pearson Education Limited*, 2007, 386.

2) They have some communicative purposes.

Speakers say things so that something happens as a result of what they say. For example, they may seek to fascinate their audience, offer information, or show joy.

3) They select from their language store.

Speakers have an infinite capacity to create new sentences to achieve this communication aim. Therefore, they will select a language from their "store" of available languages that they believe will suffice for this purpose.

4) They want to listen to something.

The term "want" is used in a broad sense. However, to comprehend what they hear or read, they must have a strong desire to do so.

Based on the reasoning above, the researcher determined that someone desired to talk when attempting to communicate with others.

c. Importance of speaking

In this day and age, knowing how to speak English is functional in various circumstances and settings. For example, speaking abilities are required while teaching and learning foreign languages, applying for employment where few agencies utilize English during the interview process or traveling to a country because, as we all know, English is the official international language.

The importance of Speaking was mentioned below:[19]

---

[19] Nurfajhri Indah Sari, "Increasing Students' Speaking Skills by Intensifying English Language at Eight Grade of SMPN 24 Makassar" (Muhammadiyah University of Makassar, 2019).

1) Speaking is a process of meaning construction that encompasses nearly all of the language components.

2) Speaking allows people to freely and spontaneously convey their minds, ideas, and thoughts.

3) Teaching speaking aims to encourage both teachers and students to utilize the target language as a common language in the teaching-learning process and their everyday lives.

d. Types of speaking

1) Imitative

Speaking is simply imitating a word, phrase, or even a sentence. This is the most straightforward way to explain it. When a child cannot communicate in English, they can try to imitate what their peers or teachers say.

2) Intensive

The second kind of speaking that is often employed in evaluation situations is the production of brief lengths of spoken language intended at indicating talent in a confined band of grammatical, phrasal, lexical, or phonological linkages (including prosody elements intonation, pressure, rhythm, juncture). Again, the speaker must be aware of semantic qualities to respond, even if interaction with an interlocutor or a look at administrator is minimal.

3) Responsive

Interaction and comprehension tests are part of this sort of speaking. However, the conversation is brief and does not allow for more discussion.

4) Interactive

In terms of interaction length and complexity, this type differs from responsive. There are two sorts of interactional Speaking: transactional and interpersonal. While transactional Speaking is concerned with information exchange, interactional Speaking is concerned with maintaining social ties.

5) Extensive (monologue)

Speeches, oral performances, and narratives are instances of significant speeches in which listeners' ability for speaking engagement is highly restricted (mainly to nonverbal responses) or eliminated.

a. Function of speaking

According to Jack C Richard, the feature of speaking in human connection has increased on three levels: speaking as dialogue, speaking as a transaction, and speaking as performance. The role of Speaking will be explained further down:[20]

1) Speaking as interaction

Speaking as interaction relates to what we ordinarily mean by "communique" and typically indicates social contact. When people meet, they exchange greetings, interact in small talk, retell recent events, and if they wish to be courteous and create a comfortable environment for contact with others. The emphasis, rather than the message, is on the speakers and how they want to present themselves to one another.

---

[20] Jack C Richards, *Teaching Listening and Speaking: From Theory to Practice*, *New York: Cambridge University Press*, 2008.

2) Speaking as transaction

"Speaking as interaction" refers to situations where the emphasis is on what is said or done. The primary focus is on message and its ability to be understood clearly and well, rather than on the participants and their social interactions with others.

3) Speaking as performance

Speaking as performance refers to public speaking in front of a specific audience, including schoolroom shows, general bulletins, and speeches. Communication as performance is more similar to written language than conversational language, takes the form of a monologue rather than a dialog, often follows a recognizable pattern (e.g., a welcome speech), and is more similar to written language than conversational language. Similarly, it is decided entirely based on its effectiveness or effect on the listener, which is uncommon when speaking as an engagement or transaction.

b. Problem of speaking

Most people struggle to develop and perfect the art of speaking. Students, in particular, tend to overlook speaking skills because they believe they are difficult to perfect, especially when studying a foreign language. One of the reasons most students struggle to improve their speaking abilities is because they are nervous when pronouncing a word or writing each sentence. Essentially, the capacity to master Speaking refers to how well the speaker composes Vocabulary.

H. Douglas Brown suggested the reason why speaking is difficult for students as follow:[21]

1) Clustering

Fluent speech uses phrasing instead of word for word. Newcomers can order their output both cognitively and physically by using such grouping (in-breath groups).

2) Redundancy

The speaker has the option of clarifying meaning through phrase redundancy. Newcomers can use this aspect of spoken language.

3) Reduced Forms

Contractions, elisions, shortened vowels, and so on all provide unique challenges when teaching spoken English. Students who do not understand colloquial contractions may adopt a rigid, scholarly manner of Speaking, which may stigmatize them.

4) Performance Variables

The way of thinking while talking allows for a higher overall performance level by reducing hesitations, backtracking, and corrections, which is one advantage of spoken language. Students may be taught how to pause and postpone. In English, for example, we no longer hire quiet thinking time; instead, we employ fillers in conjunction with us, um, well, you recognize, I mean, and so on. The phenomenon of hesitation is one of the most noticeable contrasts between a language's native and nonnative audio systems.

---

[21] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed.).*, *New York: Addison Wesley Longman, Inc*, 2001, https://doi.org/10.2307/3587655.

5) Colloquial Language

Ascertain that students are reasonably acquainted with colloquial language terminology, idioms, and phrases and practice producing these forms.

1) Rate of Delivery

The tempo of delivery is another significant feature of fluency. One of your responsibilities as a teacher of spoken English is to assist students in achieving a suitable beat and other aspects of fluency.

2) Stress, Rhythm, and Intonation

This is the essential aspect of English pronunciation. The stress-timed rhythm of speak English, as well as its intonation patterns, convey important information.

3) Interaction

Learning to generate language waves in the absence of interlocutors would deprive speaking talent of its most valued component: the originality of conversational bargaining.

3. Speaking Anxiety

When students in speaking classes perform in front of the class, the majority of them feel apprehensive or nervous. Because performing in front of or with other people is obviously not the same as performing alone. It may prevent them from performing at their best. Learners who are concerned about learning a foreign language may find it difficult to enjoy their studies.

Speaking anxiety is a fear of speaking and performing the language learned in a foreign language class. Speaking anxiety has a significant impact on

one's self-confidence because it frequently leads to feelings of failure when one is unable to speak up and demonstrate what one understands. This speaking anxiety causes learners to lack confidence in their ability to perform in front of or in front of others, and as a result, the learner is unable to comprehend the teacher's explanations.[22]

Rumiyati dan Seftika mention in their journal that there are several factors that affect students' speaking anxiety.[23]

1. Communication apprehension

The students were worried because they had not mastered communication anxiety. There was a dearth of English knowledge, vocabulary and grammar, mispronunciation, shyness, heart beating, and nervousness among the students. The students were instructed to shift their bodies, smile, take a breath, and avoid making eye contact with the audience. As a result, it can be determined that a lack of English understanding, a lack of vocabulary and grammar, mispronunciation, shyness, heart beating, and a worried feeling were the elements that caused them discomfort when speaking English.

2. Text anxiety

When asked if they felt anxious while speaking English in an interview, the students said "no nervousness." When asked about variables that cause worry during the interview, the students stated that lack of English understanding is one

---

[22] Mauludiyah, "The Correlation Between Students ' Anxiety and Their Ability in Speaking Class."

[23] R. Rumiyati and S. Seftika, "Anxiety of Speaking English in English Foreign Language (Efl) Class," *Journal of English Education, Literature and Linguistics* 1, no. 1 (2018): 276591, https://media.neliti.com/media/publications/276591-anxiety-of-speaking-english-in-english-f-fc95b885.pdf.

of the issues that causes them distress. The students claimed that making no eye contact with the audience and enjoying themselves were the best ways to deal with anxiousness. The students had a racing heart and were jittery. The students were sent to an anxiety test. As a result, it can be stated that the students' uneasiness when speaking English was caused by their lack of English expertise.

3. Fear of negative evaluation

Fear of being judged negatively was one of the variables that made students nervous when speaking English. The students are afraid that the teacher will point out their English deficiencies. Meanwhile, some students who were afraid of receiving a low grade also struggled with communication anxiety. There was uncertainty about communicating and a concern of receiving an unfavorable evaluation.

C. Conceptual Framework

In the following, the researcher will provide an overview of the framework regarding the correlation between Anxiety and students' speaking performance.

Table 2.1. Conceptual Framework
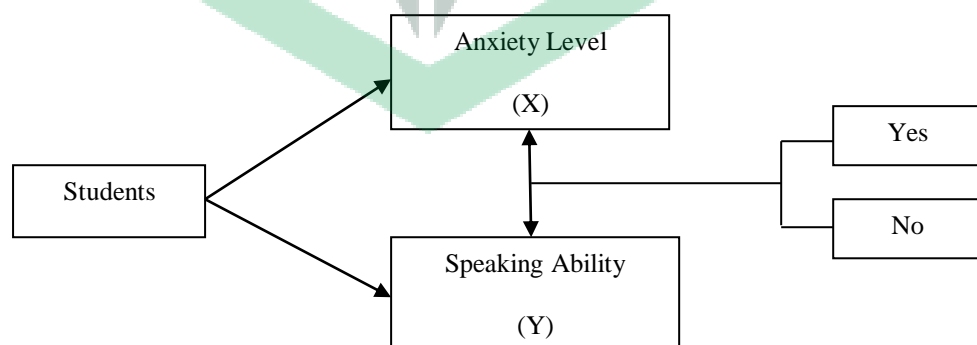
Based on the conceptual framework in figure 2.1, Learning speaking English is very important for students. Speaking ability has some elements such as fluency. Students must have an ability to do particular task to reach fluency in speaking. Thus, students can do some task of speaking performance in fluently. This case, students have a little ability to do task that given by lecturer when learn speaking. It means that students have no an ability to do some task. Meanwhile, Students who have an ablity can do some task. This case are related with students' self-efficacy. Referring about that case, researcher is interested to investigate the anxiety level in speaking ability. Anxiety level refers to how is students have ability to believe on themselves and speaking ability refers to how is students can speak because of their anxiety level. Therefore, researcher aims to find out a significant correlation between student anxiety level and their speaking ability.

D. Hypothesis

In this study, researchers formulate a hypothesis to illustrate the results of this study. The theory is developed as follows:

H_0 = There is no relationship between students' Anxiety and speaking ability at the second-grade students of SMAN 3 Palopo.

H_1 = There is a relationship between students' Anxiety and speaking ability at the second-grade students of SMAN 3 Palopo.

RESEARCH METHOD

A. Research Design

The researcher used the quantitative method in a correlation study. In a correlational study, quantitative research measures the correlation between the variables because the quantitative approach is related to statistical analysis.

B. Operational Definition

Table 3.1 Operational Definition

No	Variable	Fators	Defintion
1	Anxiety	Communication Apprehension	Feelng of fear, nervous and anxity when trying to communicate and or interact with other people.
		Test Anxiety	Excessive anxiety when facing certain test, be it daily test or semester exams, in this case speaking test. From some students, tests are scary things.
		Fear of Negative Evaluation	Worries about teachers' evaluations, distress about negative evaluation by teachers and expectations that teachers will valuate one negatively.

C. Research Subject

1.   Population

Arikunto said the overall population is the subject of research. Agreeing with this notion, Sugiyono states that population is a generalization vicinity that

involves an object or a topic with exceptional and extraordinary traits wherein chosen employing the researcher to investigate and make a conclusion. In the method, that population refers to a large group. In this research, the population was all students from the second grade, about 352 students' of SMA Negeri 3 Palopo in the academic year 2020/2021. Therefore, the population of this research is the second-grade students at SMAN 3 Palopo academic year 2021/2022. It consists of:[24]

Table 3.2 Number of Populations

No	Class	Number
1	XI. MIPA 1	32
2	XI. MIPA 2	32
3	XI MIPA 3	32
4	XI MIPA 4	32
5	XI MIPA 5	32
6	XI MIPA 6	32
7	XI IIS 1	32
8	XI IIS 2	32
9	XI IIS 3	32
10	XI IIS 4	32
11	XI IIS 5	32
	Count	352

1. Sample

    In this research, the researcher needed to gather data from part of the population involved in this research. According to Lodico et al[25] "A sample is a

---

[24]School administration of SMAN 3 Palopo

[25]Dewi Puspitasari, Thesis, "The Correlation Between Students Grammar Mastery and Their Achievement in Writing Descriptive Text," IAIN Tulungagung, 2017, Page 33.

smaller group selected from a larger population. Data is taken from students among the people, which were then considered as a sample. Arikunto, Sample is a part of the population that is investigated. It means that the Sample was a representative part of the population taken to represent the research. The data was taken from students among the people, which was considered as a sample.[26] The researcher was conducting a sample by using a purposive sampling technique. According to Cohen et al., the model is satisfactory to specific needs in the purposive sampling technique. The researcher used purposive sampling because the Sample has been chosen for a particular purpose. The Sample was selected at random from the population. From a total population of 352-second grade students of SMAN 3 Palopo, the researcher used Slovin's theory in sampling:

$$n = \frac{N}{1 + N\,(e)^2}$$

Description:

n = sample

N = Population

e = Estimated error rate

So to determine the sample that is:

$$n = \frac{352}{1 + 352\,(0,1)^2}$$

$$n = 0,01 \times 352 + 1 = 4,52$$

$$n = \frac{352}{4,52}$$

---

[26]Nur Wahyuni Syarif, Thesis, ''The Relationship between....'' p 23

$$n = 77,87 = 78$$

D. The Technique of Data Collection

    1. Test

In collecting data, the researcher used a performance test to measure students' English fluency in speaking. In this case, the researcher gives a topic to the students; after that, the researcher directs the students to describe the students' opinions about the subject.

    2. Questionnaire

In collecting data, the researcher distributed questionnaires to the second-grade students of SMA 3 Palopo. The questionnaire contains 20 statements. The questionnaire turned into given to the degree level of college students' self-speak in speaking abilities. Before the students filled out the questionnaire, the researcher first gave directions on how to fill out the questionnaire sheet.

E. Research Instrument

After the research design changed into the invention, the subsequent step was to draw up the device. Thus, studies tool occupies an important position in the field to attain the records.

    1. Test

In this study, the test was used to collect student data related to students' English fluency in speaking.

    2. Questionnaire

The questionnaire was distributed to determine the students' level of self-efficacy. The questionnaire was given to determine the students' self-efficacy,

which is related to one's belief that ability can increase with effort and one's belief in one's ability to achieve specific goals in task organization.

This instrument used in this research is Likert Scale. Likert scale aims to measure attitudes, opinions, and perceptions of person or group of people about social phenomena. By using likert scale, respondens asked to complete a questionnaire that requires them to indicate their level of agreement with a series questions that have been design by researcher.

Table 3.3 Anxiety Questionnaire

No.	Factors of Anxiety	Number of Items
1	Communication apprehension.	1, 3, 11, 13. 15, 16
2	Test anxiety.	4, 6, 7, 8, 9, 14
3	Fear of negative evaluation.	2, 5, 10, 12, 17, 18

Table 3.4. Likert Scale

Description	Weigh Value
Sangat Setuju (SS)	4
Setuju (S)	3
Tidak Setuju (TS)	2
Sangat Tidak Setuju (STS)	1

F. Data Analysis
1. Measuring Students' Anxiety Level

The students were required to complete the questionnaire and the results determined their speaking anxiety level, which ranges from very low to very high.

There were five speaking anxiety levels assigned in this study (Low, moderate, and high). The following table illustrates the detail conclusion of each level.[27]

Table 3.5 Scoring Classification for Aniety Level

No	Speaking Anxiety Levels	Description	Scores
1	High	Suggests moderately high anxiety about public speaking. People with such scores will tend to avoid public speaking	59-72
2	Moderate	Suggests moderate anxiety in most public speaking situations but no severe that the individual cannot cope and be a successful speaker	49-58
3	Low	Indicates a moderately low level of anxiety about public speaking	39-48

2. The rubric of Measuring Students' English Fluency

The researcher collected the students' fluency scores using a rubric measurement of the scoring scale, which included fluency in the students' Speaking. This rubric outcome described the students' English fluency when the test was administered in class. The researcher employed Heaton's score categorization for fluency:

[27] Anastasia Ronauli Hasibuan and Ira Irzawati, "Students' Speaking Anxiety on Their Speaking Performance: A Study of EFL Learners," *Advances in Social Science, Education and Humanities Research, Volume 394* 394, no. Icirad 2019 (2020): 101–6, https://doi.org/10.2991/assehr.k.200115.017.

Table 3.6 Scoring Classification for Fluency

No	Classification	Score	Criteria
1.	Excellent	6	Talk without a great deal attempt and with a reasonably wide range of expression—searches for words on occasion, however most straightforward with one or awkward pauses.
2.	Very good	5	It is necessary to make an effort to seek words at times. Nonetheless, overall smooth delivery with only a few odd pauses.
3.	Good	4	Ignoring that he needs to work hard and hunt for words, there are not too many awkward pauses. The majority of the time, the delivery is relatively smooth. It is occasionally partial, yet it conveys the basic concept—a good range of expressiveness.
4.	Average	3	Much of the time, they have to work hard. Frequently has to look for the desired meaning. The delivery is quite sluggish and fragmented. The range of expression is often limited.

5.	Poor	2	lengthy pauses as they discover the desired meaning. Delivery is frequently patchy and halting. At times, they almost give up making an effort. Expression is restricted.
6.	Very poor	1	There are a lot of extended and unnatural pauses. The delivery is quite sluggish and fragmented. At times, they give up attempting. There may be a restricted spectrum of expression.

The approach that the researcher used to accumulate the records is as follows:[28]

G. Scoring The Scholars' Solutions Of The Best By Using The Formulation

$$Score = \frac{Students' correct answer}{Total number of item} \text{ X } 100$$

a. Using the following grade based on Heaton, classify the students' speaking scores

Table 3.7 Score Classification

Number	Criteria of Mastery	Grade
6	95-100	Excellent
5	85-94	Very good
4	75-84	Good
3	65-74	Average
2	55-64	Poor

---

[28]Nur Wahyuni Syarif, "The Relationship between…." 27

1	Below 55	Very poor

3.   Descriptive Correlation Analysis

The data from the respondents were described using descriptive correlation analysis. After collecting data from questionnaire respondents, the researcher analyzed the data and found a correlation between questionnaire results of students' Anxiety and students' fluency scores. In this situation, the researcher used SPSS and defined the information statistically by using descriptive analysis.

The significant value was employed to show the coefficient correlation between the variables, as seen below:[29]

a. If the significant value ≤ 0.05 means a relationship and H_a is accepted, H_0 is rejected.

b. If the significant value ≥ 0.05 means a relationship and H_a is rejected, H_0 is accepted.

c. H_a = there is a relationship between students' self-efficacy and their speaking ability.

d. H_0 = there is no relationship between students' self-efficacy and their speaking ability.

The researcher would like to know the significance of the correlation between two variables after determining whether or not there is a correlation between two variables. The significance can be determined by looking at the significance value (ρ), assuming that if $\rho > 0.05$, the correlation is not significant, but if $\rho < 0.05$, the correlation is significant. Furthermore, the data were calculated

---

[29]Nur Wahyuni Syarif, "The Relationship between…." 28

using SPSS (Statistical Package for Social Science) by the researcher. Instead of manually calculating the data, the researcher used SPSS to acquire a more effective and efficient correlation coefficient result between the two variables.

Relationship characteristics were determined in the direction of the relationship, and the intensity of the relationship can be classified as follows:[30]

Table 3.8 Interpretation value of *r*

Coefficient Interval	Level of Correlation
0.800-1.00	Very Strong
0.600-0.799	Strong Fairly
0.400-0.599	Strong
0.200-0.399	Weak
0.000-0.199	Very Weak

---

[30]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* Cet.20 (Bandung: Alfabeta, 2014)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Data Analysis

    a. Instrument Test

    1) Validity Test Results

    Validity test is used to measure the validity of a questionnaire. This test is used by using *Correlated Item Total Correlation*. The criteria used to determine the validity of the statements or questions used in this study are: 90% trust level.

Table 4.1 Validity Test Result Variable X Anxiety Level

Number of Items	Corrected Items Total Correlation	Description
1	0,61	
2	0,565	V
3	0,544	V
4	0,66	V
5	0,62	V
6	0,63	V
7	0,65	V
8	0,565	V
9	0,66	V
10	0,67	V
11	0,605	V
12	0,475	V
13	0,73	V
14	0,541	V
15	0,3	V
16	0,19	V
17	0,62	V
18	0,6	V

Table 4.1 shows that the r_{count} of all variables X is higher than the r_{table} value = 0.18, so it can be concluded that all the Anxiety Level variable X questionnaires have valid criteria.

2) Reliability Test Results

A reliable instrument is an instrument which, when used several times to measure the same object, produces the same data. The SPSS (statistical product and service solutions) application provides a facility to measure reliability with the Cronbach Alpha statistical test which aims to determine whether a research instrument is reliable or not.

An instrument can be said to be reliable in this technique if it provides a value with a standard a> 0.6. That is, below 0.6 then the research is not reliable.

Table 4.2 Reliability Testing Result Variable X Anxiety Level

Reliability Statistics

Cronbach's Alpha	N of Items
,878	18

Based on table 4.2, it is obtained that Cronbach's Alpha for the Anxiety Level variable X is worth 0.878, it can be concluded that the questionnaire list of variable X is said to be reliable because it is greater than 0.6 and the reliability can be categorized as very high.

b. Students Anxiety Level

To find out students' anxiety level, the researcher used questionnaire to collected the data. The questionnaire contains 18 statements. By using SPSS 20.0, it is gained the anxiety level scrores frequency distribution table which is shown in table bellow:

Table 4.3 Frequency Distribution Tabl of Anxiety Level

Anxiety Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39-48	34	43,6	43,6	43,6
	49-58	38	48,7	48,7	92,3
	59-72	6	7,7	7,7	100,0
	Total	78	100,0	100,0	

Based on table 4.3, it can be seen that there are 34 students (43.6%) in the 39-48 interval. 38 students (48.7%) in the interval 49-58. 6 students (7.7%) in the interval 59-72. The level anxiety can be categorized to 5 (five) categories. The category frequency distribution is explained in table bellow:

Table 4.4 Category Distribution of Anxiety Level

No	Range	F	F(%)	Category
1	59-72	6	8%	High
2	49-58	38	49%	Moderate
3	39-48	34	44%	Low

Based on Table 4.4, it was found that there were 6 students (8%) who were at level 1 (high anxiety), 38 students (49%) who are at level 2 (moderate anxiery) and there are 34 students (44%) are at level 3 (low anxiety). In conclusion, the level of student anxiety in speaking is at level 2 (moderate anxiety).
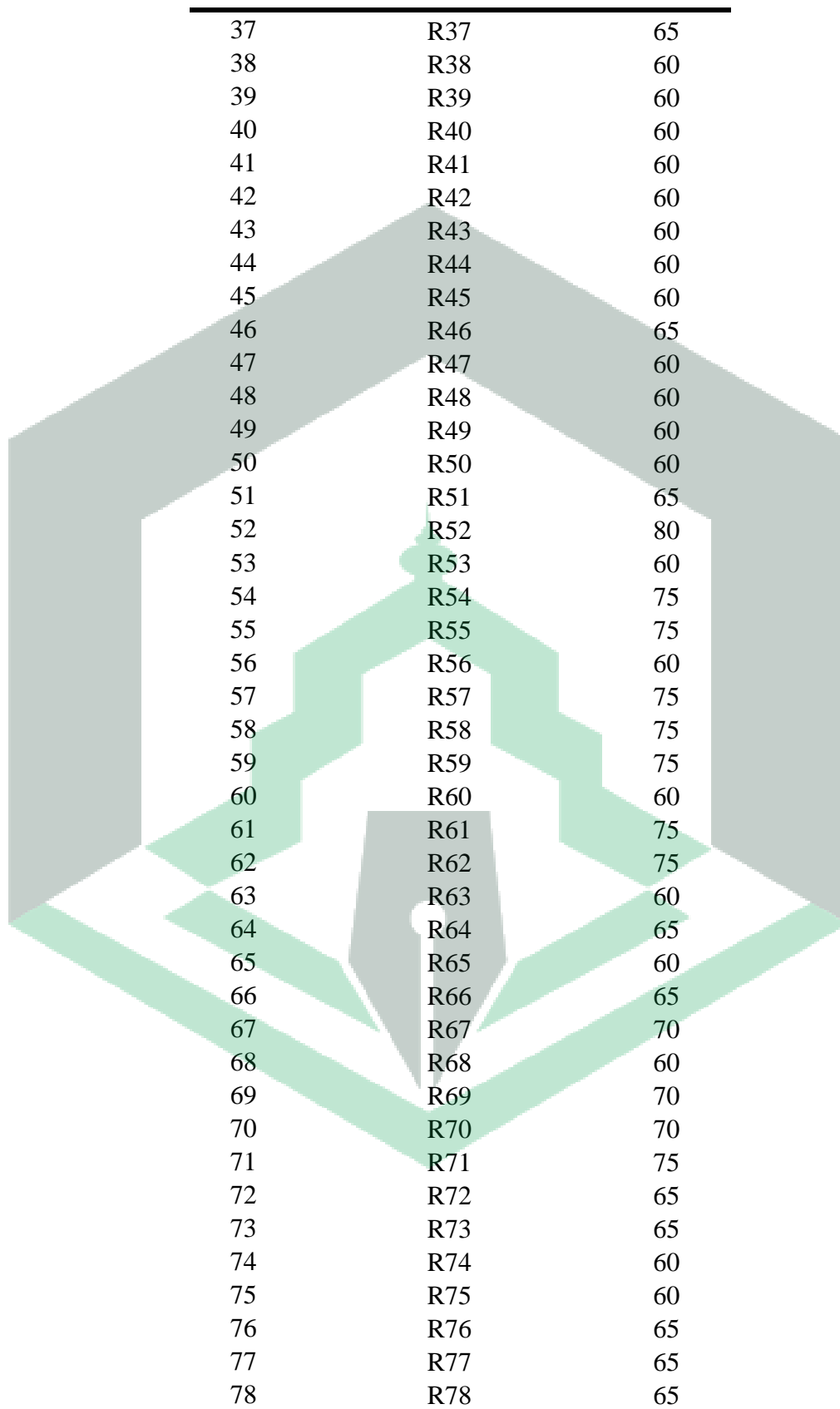
c. Students Speaking Ability

For the students speaking ability score, the researcher obtained it by doing a speaking ability test. Students are asked to choose several statements that have been prepared previously and then they give some of their reasons to support

the statement. Some students can speak fluently, but some of them can't. Table 4.5

shows the students speaking ability scores.

Table 4.5 Students ability score

No	Nama	Nilai
1	R1	60
2	R2	75
3	R3	75
4	R4	75
5	R5	75
6	R6	60
7	R7	60
8	R8	60
9	R9	60
10	R10	75
11	R11	85
12	R12	80
13	R13	60
14	R14	60
15	R15	65
16	R16	65
17	R17	65
18	R18	85
19	R19	60
20	R20	75
21	R21	60
22	R22	60
23	R23	60
24	R24	60
25	R25	60
26	R26	70
27	R27	60
28	R28	65
29	R29	65
30	R30	65
31	R31	60
32	R32	60
33	R33	80
34	R34	70
35	R35	65
36	R36	60

37	R37	65
38	R38	60
39	R39	60
40	R40	60
41	R41	60
42	R42	60
43	R43	60
44	R44	60
45	R45	60
46	R46	65
47	R47	60
48	R48	60
49	R49	60
50	R50	60
51	R51	65
52	R52	80
53	R53	60
54	R54	75
55	R55	75
56	R56	60
57	R57	75
58	R58	75
59	R59	75
60	R60	60
61	R61	75
62	R62	75
63	R63	60
64	R64	65
65	R65	60
66	R66	65
67	R67	70
68	R68	60
69	R69	70
70	R70	70
71	R71	75
72	R72	65
73	R73	65
74	R74	60
75	R75	60
76	R76	65
77	R77	65
78	R78	65

By using SPSS 20.0, it is gained the students speaking ability frequency which is shown in the table 4.6.

Table 4.6 Frequency Distribution Table of Speaking Scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Speaking Ability					
Valid	60-63	37	47,4	47,4	47,4
	64-67	17	21,8	21,8	69,2
	68-71	5	6,4	6,4	75,6
	72-75	14	17,9	17,9	93,6
	80-83	3	3,8	3,8	97,4
	84-87	2	2,6	2,6	100,0
	Total	78	100,0	100,0	

source: data processing using SPSS 20. 2022

Based on Table 4.6, it can be seen that there are 37 students (47,4%) in interval 60-63, 17 students (21,8%) in interval 64-67, 5 students (6,4%) in interval 68-71, 14 students (17,9%) in interval 72-75, 3 students (3,8%) interval 84-87.

To determine the category of the students' speaking level, whether it is low or high, the researcher uses a statistic formula. However, the researcher need to find out the range ideal (Ri), standard deviation ideal (SDi), and mean ideal (Mi) for the calculation.

Ri = Xmax – Xmin

= 85-60

= 25

SDi = Ri : 6

= 25 : 6

$$= 4$$

$$\text{Mi} \quad = (\text{Xmax} + \text{Xmin}) : 2$$

$$= (85 + 60) : 2$$

$$= 72,5$$

From those calculation, the speaking ability score can be categorized in 6 (six) categories use score classification by Heaton in table 3.6. The category frequency distribution is explained in table 4.7:

Table 4.7 Category Distribution of Speaking Ability

No	Score	F	F (%)	Category
1	$X > 95$	0	0%	Excellent
2	$85 < X \leq 94$	2	3%	Very Good
3	$75 < X \leq 84$	17	22%	Good
4	$65 < X \leq 74$	22	28%	Average
5	$55 < X \leq 64$	37	47%	Poor
6	$X < 55$	0	0%	Very Poor

According to Table 4.7, there are 2 students (3%) with a very good speaking level, 17 students (22%) with a good speaking level, 22 students (28%) with an average speaking level, 37 students (47%) with a poor speaking level, and no students with a excellent and very poor speaking level. It can be conclude that students with poor speaking level dominate the participants.

    c. Correlation Analysis Results

To find the correlation between the level of anxiety and speaking skills were analyzed using statistical analysis, including classical assumption tests

including: normality test, linearity test, correlation test, hypothesis testing and coefficient of determination test.

    1) Classic Assumption Test

    a) Normality Testing

Table 4.8 Normality Testing Result

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		78
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	4,44335731
Most Extreme Differences	Absolute	,088
	Positive	,065
	Negative	-,088
Kolmogorov-Smirnov Z		,773
Asymp. Sig. (2-tailed)		,588

a. Test distribution is Normal.

Source : data processing using SPSS 20. 2022

The results of the data normality test using the *One Sample Kolmogorov-Smirnov Test* as shown inthe Table 4.8, a significance value of 0.588 was obtained. When compared with the probability value of 0.05, the significance value is greater than the probability value (0.588>0.05). So it can be concluded that the tested data is normally distributed.

    b) Linearity Testing

The linearity test was carried out with the aim of knowing the relationship between the independent variable (anxiety) and the dependent variable (speaking ability) was linear or not. The relationship between variables is said to be linear if the deviation from Linearity value is greater than 0.05. The

linearity test in this study was carried out with the help of (SPSS) version 20 by utilizing the Analysis Of Variance (ANNOVA) table, namely by looking at the significant level of the deviation from linearity value, as for the basis for making the decision if the significant *deviation from linearity* value > 0.05, then there is a linear relationship between the independent variable and the dependent variable and if the significant value of *deviation from linearity* < 0.05, then there is no linear relationship between the independent variable and the dependent variable.

Table 4.9 Linearity Testing Result

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Ability * Anxiety Level	Between Groups	(Combined)	2881,042	22	130,956	7,277	,000
		Linearity	2350,590	1	2350,590	130,616	,000
		Deviation from Linearity	530,452	21	25,260	1,404	,158
	Within Groups		989,792	55	17,996		
	Total		3870,833	77			

source: data processing using SPSS 20. 2022

The results of the linearity test for the Anxiety Level variable on the student's speaking ability variable in Table 4.9 can be seen that the deviation from Linearity value is 0.098 which is greater than 0.05. So it can be concluded that there is a significant linear relationship between the independent variable Anxiety Level (X) and the dependent variable of students' speaking ability (Y). These results indicate that there is a relationship between Anxiety Level (X) on students' speaking ability (Y), which means that it has a linear or significant relationship.

c) Correlation Testing

Table 4.10 Analysis Correlation Result

Correlations

		Anxiety Level	Speaking Ability
Anxiety Level	Pearson Correlation	1	,779**
	Sig. (2-tailed)		,000
	N	78	78
Speaking Ability	Pearson Correlation	,779**	1
	Sig. (2-tailed)	,000	
	N	78	78

**. Correlation is significant at the 0.01 level (2-tailed).
source: data processing using SPSS 20. 2022

Based on Table 4.10 the correlation coefficient is 0.779 and the significance value is 0.000, indicating a positive correlation between the two variables. The table of correlation coefficients (table 3.6 in chapter 3) classifies the correlation between variable x (anxiety level) and variable y (speaking ability) as a fairly strong correlation (0.600-0.799). It means that there is a positive and significance correlation between anxiety level and speaking ability.

d) Hypothesis Testing

After doing the linearity test, then testing the hypothesis, which in this research uses the individual significant test t-test to measure the effect of the independent variable with the dependent variable.

Table 4.11 Hypothesis Testing Result

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26,474	3,666		7,221	,000
	Anxiety Level	,779	,072	,779	10,840	,000

a. Dependent Variable: Speaking Abiliy

Based on the tabel 4.11 above, the t_{count} value is 10,840 and the t_{tabel} is 1,665. It means that $t_{count} > t_{table}$. So it can be concluded that H_0 is rejected and H_1 is accepted or in the other words there is a correlation betweem variable X anxiety level and variable Y speaking ability.

e) Coefficient of Determination Testing (R^2)

After testing hypothesis and the result have a correlation, then coefficient of determination test is then carried ou using R Square to determine the magnitude of the relationship of the variable X anxiety level and the variable Y speaking ability.

Table 4.12 R^2 Testing Result

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,779a	,607	,602	4,472

a. Predictors: (Constant), Anxiety Level

Based on the Table 4.12 above, the R^2 value is 0,282. From these results it can be concluded that the correlation between students' anxiety level and their speaking ability is 60,2%. The coefficient of determination (R^2) is 0,602 or equal to 60,2%. The figure means that anxiety level variable is related to the speaking ability variable. While the rest (100-60,2%=39,8%) is influenced by other variables outside this regression model. The magnitude of the influence of other variables is often called error (e).

B. Discussion

The results of this study indicate that the students' anxiety level is in the moderate anxiety category. This finding is in line with Senny Plantika and Aryuliva Adnan's study (2020) "The Correlation between Students' Speaking Anxiety and Their Speaking Ability," which found that the major or dominant degree of speaking anxiety experienced by Padang State University speaking class students is at a medium level, with a percentage of 90 percent and an average score of 96.6 points.[31]

Different from the research conducted by Dea Ann Pratiwi and Sulastri Manurung (2019) "The Correlation Between Students' Anxiety and Students' Achievement in Learning English" which shows that The highest number comes in low level.[32]

Anxiety is an unpleasant condition that includes fear, tension, worry, confusion, dislike which is subjective and arises because of feelings of insecurity about the danger that is expected to occur. The most influential component on students' anxiety in learning English is fear of negative judgments from others, followed by anxiety in communication, anxiety about exams, and the last is anxiety in English class. Through interviews, it was found that students felt that the source of their anxiety was due to their own factors, their self-confidence who felt that English was difficult, direct correction from the teacher, class activities, namely speaking, and English exams. Anxiety in learning can affect student

---

[31] Senny Plantika and Aryuliva Adnan, "The Correlation between...." 125

[32] Dea Ann Pratiwi and Sulastri Manurung, "The Correlation between...." 17

behavior in various ways because of the differences in their respective characteristics.

Anxiety to a certain extent is useful for students to be ready and alert for tasks in learning. Conversely, anxiety that is too high will prevent students from achieving success in learning because they are afraid to try. However, balance is needed in learning. Therefore, anxiety in learning needs to be considered properly so that its impact on students can be reduced and the benefits can be maximized by paying attention to psychological factors and student feelings.

The next result find that students with poor speaking level dominate the participants. But students speaking ability was categorized as "Fair" in Nur Wahyuni Syarif's study (2018) "The Relationship between Students Self-Efficacy and their Speaking Ability in English Education Department Unismuh Makassar." It suggests that kids had a hard time expressing themselves verbally. As a result, kids struggled to speak up in class.[33]

The ability to speak is owned by all humans. However, the skill of speaking in front of a crowd is not necessarily owned by everyone. The speaker must develop techniques for preparation, for structuring speech, for transmitting energy and enthusiasm, and for capturing and responding to the listener's interest. The basis of a conversation that effective is competent preparation. In this day and age, everyone is required to be skilled in speaking. The ability to speak is the

---

[33] Nur Wahyuni Syarif, "The Relationship between Students Self-Efficacy and Their Speaking Ability at English Education Department Unismuh Makassar" (Unismuh Makassar, 2018).

ability to express opinions or thoughts and feelings to a person or group orally, either face to face or remotely.

Speaking skills and listening skills are strongly related. Speaking skills require a minimum understanding of the speaker in forming speeches a sentence. In the context of communication, the speaker acts as a sender, while the receiver acts as a receiver of information. The process of learning to speak will be easy if students are actively involved in communicating. Evaluation of speaking skills is carried out differently at each level. For example, at the elementary school level, the ability to tell stories, make speeches, and others can be used as a form of evaluation. Based on the description above, it can be concluded that speaking ability is a skill in expressing an opinion, thought and feeling to communicate with others about English.

The last resul find there is a positive and significance correlation between anxiety level and speaking ability. This findings are consistent with Aisyah Elfrida Amini dan Kasmaini's (2019) study, "A Correlation between Students' Anxiety Levels and Oral Presentation Performance in EFL Speaking Class," which found that the calculated r for the correlation between anxiety level and presentation score from rater 1 and rater 2 was -0.475, which is lower than R table 0.357. As a result, it may be established that both raters' anxiety levels and presentation scores were related. Furthermore, because the relationship between two variables is opposite, the Pearson Correlations above are negative. This

means that if the anxiety level is high, the presentation score will be low or opposite.[34]

In contrast to Sinta Chairani Hutapea, Aryuliva Adnan, and Leni Marlina's (2020) research, "The Journal of English Language Teaching is a publication dedicated to the study of the English In Intermediate Listening Classes, the Relationship Between EFL Students' Listening Motivation and Listening Anxiety "There was no correlation with the Person Correlation (r= -.160), the number 0.22 in Significant (2-tailed) value, and no sign (*) or (**) in pearson correlation value, which meant that whenever students had a high listening anxiety, they could get the high or low motivation themselves.[35]

---
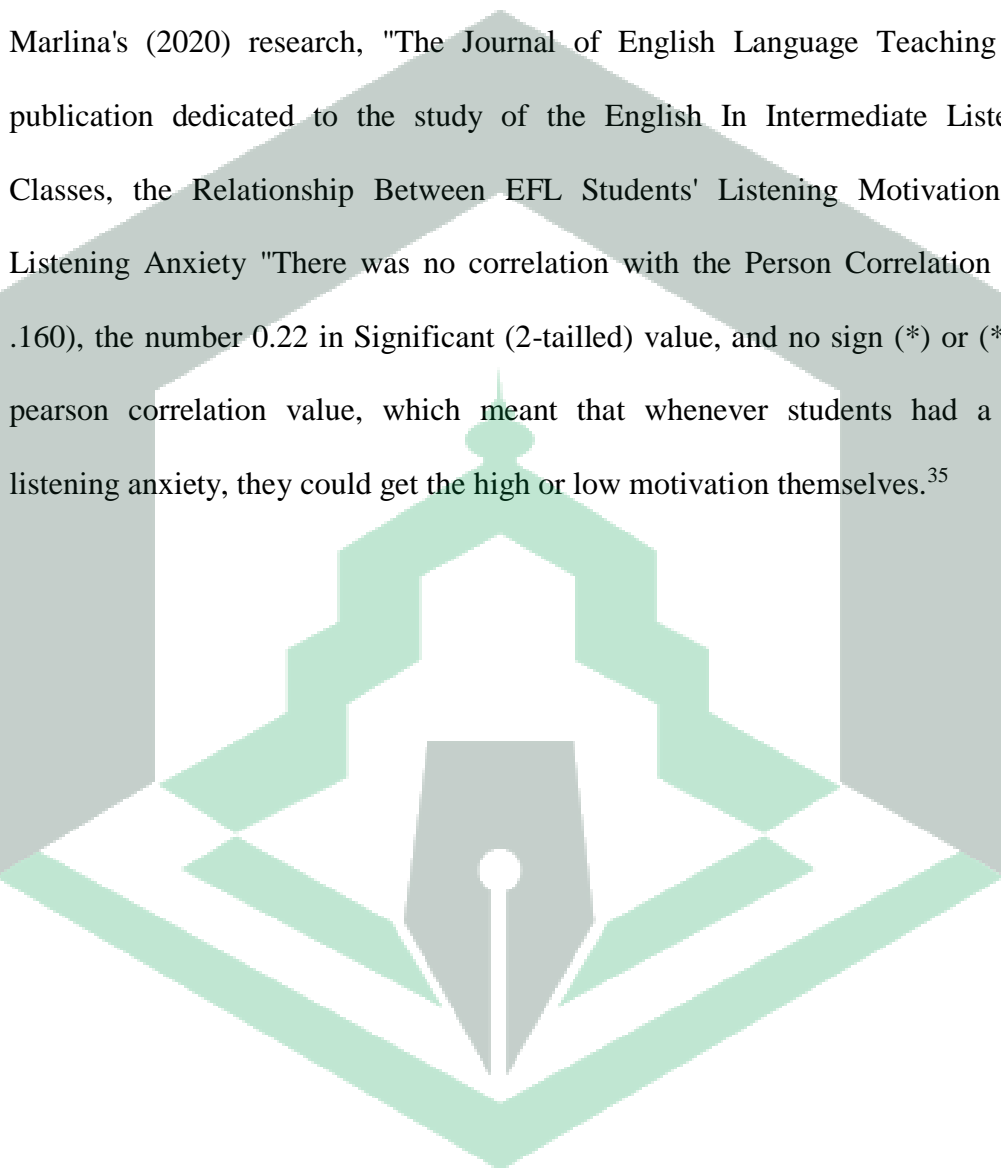
[34] Amini, Elfrida, and Kasmaini, "A Correlation between...." 407

[35] Sinta Chairani Hutapea, Aryuliva Adnan, and Leni Marlina, "The Correlation between EFL ' s Students Listening Motivation with Listening Anxiety in Intermediate Listening Classes," *Journal of English Language Teaching* 9, no. 3 (2020): 520–30, https://doi.org/10.24036/jelt.v9i3.44054.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. The level of student anxiety in speaking is at level 2 (moderate anxiety).

2. The level of student speaking ability at poor speaking level.

3. There is a positive and significance correlation between anxiety level and speaking ability with the correlation coefficient is 0.779 and the significance value is 0.000.

B. Suggestion

As stated by the author, the outcome of this study was obtained by assessing the correlation between two variables. After reviewing the findings, the researcher wishes to make the following recommendations to readers, particularly for future research:

1. School

For school, this research can aid in the development of student skill and understanding, thereby motivating students to study English and instilling in them the belief that English is a pleasurable subject to learn that requires only more practice. The author also hopes that kids will be more engaged in English class, whether or not they are able to speak. It's only to boost their confidence in using their skills in class.

2. Teachers

The teachers can be more creative to teach their students and make them motivated to learn English, without feel worried or anxious to perform their skill orally.

2. Future researcher

For the future researchers, they can learn this study and get motivation to looking for the similarity topic and how to try get problem solving in any problem that comes in second language class.

3. Students

Students in foreign language class have to be a high self confidence in studying English, because when we talk about another language it means we start to learn in the beginning. It stars in very command word to the difficult one.
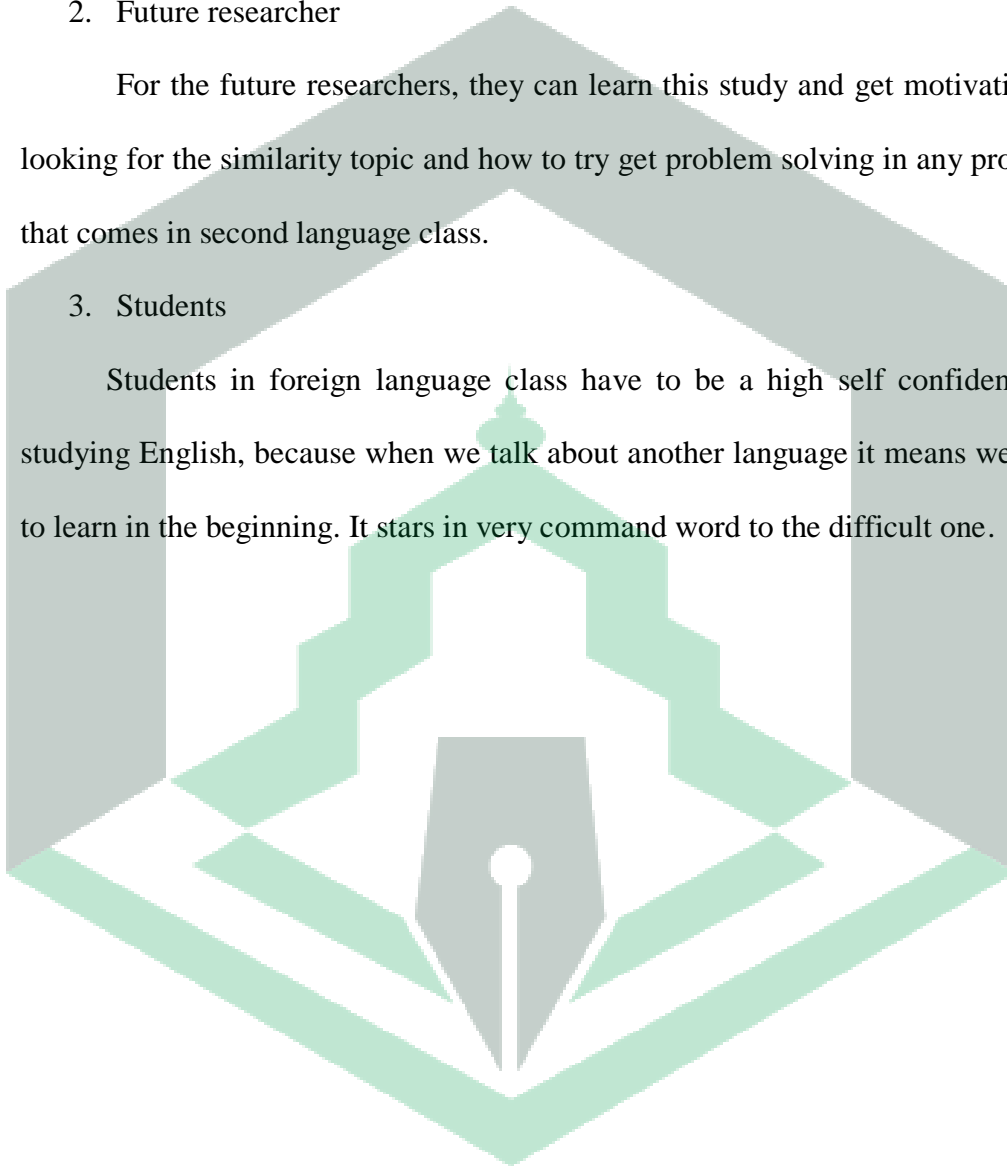
BIBLIOGRAPHY

Amini, Aisyah, Elfrida, and Kasmaini. "A Correlation between Students' Anxiety Levels and Oral Presentation Performance in EFL Speaking Class." *Journal of English Education and Teaching* 3, no. 3 (2019): 403–12. https://doi.org/10.33369/jeet.3.3.403-412.

Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed.).: New York: Addison Wesley Longman, Inc*, 2001. https://doi.org/10.2307/3587655.

Fauzia, Fella Sufa. "The Correlation of Students' Anxiety to Their Speaking Performance in Public Speaking Class at English Language Education Departmen Islamic University of Indonesia." UII Yogyakarta, 2019.

Harmer, Jeremy. "The Practice of Language Teaching (Fourth Edition)." *United Kingdom: Pearson Education Limited*, 2007, 386.

Hasibuan, Anastasia Ronauli, and Ira Irzawati. "Students' Speaking Anxiety on Their Speaking Performance: A Study of EFL Learners." *Advances in Social Science, Education and Humanities Research, Volume 394* 394, no. Icirad 2019 (2020): 101–6. https://doi.org/10.2991/assehr.k.200115.017.

Horwitz, K. Elaine, B. Horwitz Horwitz, and Joann Cope. "Foreign Language Classroom Anxiety." *The Modern Language Journal* 70, no. 2 (1986): 125–32. https://doi.org/10.4197/edu.11-1.11.

Hutapea, Sinta Chairani, Aryuliva Adnan, and Leni Marlina. "The Correlation between EFL ' s Students Listening Motivation with Listening Anxiety in Intermediate Listening Classes." *Journal of English Language Teaching* 9, no. 3 (2020): 520–30. https://doi.org/10.24036/jelt.v9i3.44054.

MacIntyre, P D, and R C Gardner. "Anxiety and Second-Language Learning: Toward a Theoretical Clarification*." *Language Learning* 39, no. 2 (June 1, 1991): 251–75. https://doi.org/https://doi.org/10.1111/j.1467-1770.1989.tb00423.x.

Mauludiyah, Yuliana. "The Correlation Between Students ' Anxiety and Their Ability in Speaking Class." IAIN Tulungagung, 2014. http://repo.iain-tulungagung.ac.id/1267/1/The Correlation Between Students.pdf.

Megawati, Megawati. "The Correlation Between Students' Anxiety and Speaking Skill at STKIP Kusuma Negara Jakarta (A Survey Research First Semester Academic Year 2018/2019)." *Scope : Journal of English Language Teaching* 3, no. 2 (2019): 117–22. https://doi.org/10.30998/scope.v3i2.3384.

Miller, William R., and Martin E.P Seligman. "Depression and Learned Helplessness in Man." *Journal of Abnormal Psychology* 84, no. 3 (1975): 228–38. https://doi.org/10.1037/h0076720.

Mulyani. "The Correlation Between Students' Anxiety Level and Their Speaking Ability at The Second Year of Senio High School 1 Enok Indragiri Hilir Regency." IAIN Sultan Syarif Kasim Riau, 2011.

Plantika, Senny, and Aryuliva Adnan. "The Correlation between Students ' Speaking Anxiety and Their Speaking Ability." *Journal of English Language Teaching* 10, no. 1 (2021): 121–28. https://doi.org/10.24036/jelt.v10i1.111680.

Pratiwi, Dea Ann, and Sulastri Manurung. "The Correlation Between Students' Anxiety and Students' Achievement in Learning English." *Cahaya Pendidikan* 5, no. 1 (2019): 10–21. https://www.journal.unrika.ac.id/index.php/journalcahayapendidikan/article/download/1762/1337.

Rholes, William S., John H. Riskind, and Brian Neville. "The Relationship of Cognitions and Hopelessness to Depression and Anxiety." *Social Cognition* 3, no. 1 (1985): 36–50. https://doi.org/10.1521/soco.1985.3.1.36.

Richards, Jack C. *Teaching Listening and Speaking: From Theory to Practice*. *New York: Cambridge University Press*, 2008.

Rumiyati, R., and S. Seftika. "Anxiety of Speaking English in English Foreign Language (Efl) Class." *Journal of English Education, Literature and Linguistics* 1, no. 1 (2018): 276591. https://media.neliti.com/media/publications/276591-anxiety-of-speaking-english-in-english-f-fc95b885.pdf.

Sari, Nurfajhri Indah. "Increasing Students' Speaking Skills by Intensifying English Language at Eight Grade of SMPN 24 Makassar." Muhammadiyah University of Makassar, 2019.

Suharja. "The Correlation of Self Efficacy to the Students' Speaking Performance in EFL Context at University of Dayanu Ikhsanuddin Baubau." *Eenglish Education Jurnal (E2J)* 6, no. 1 (2020): 17–25. https://ejournal.lppmunidayan.ac.id/index.php/english/article/view/285/167.

Syarif, Nur Wahyuni. "The Relationship between Students Self-Efficacy and Their Speaking Ability at English Education Department Unismuh Makassar." Unismuh Makassar, 2018.

APPENDICES
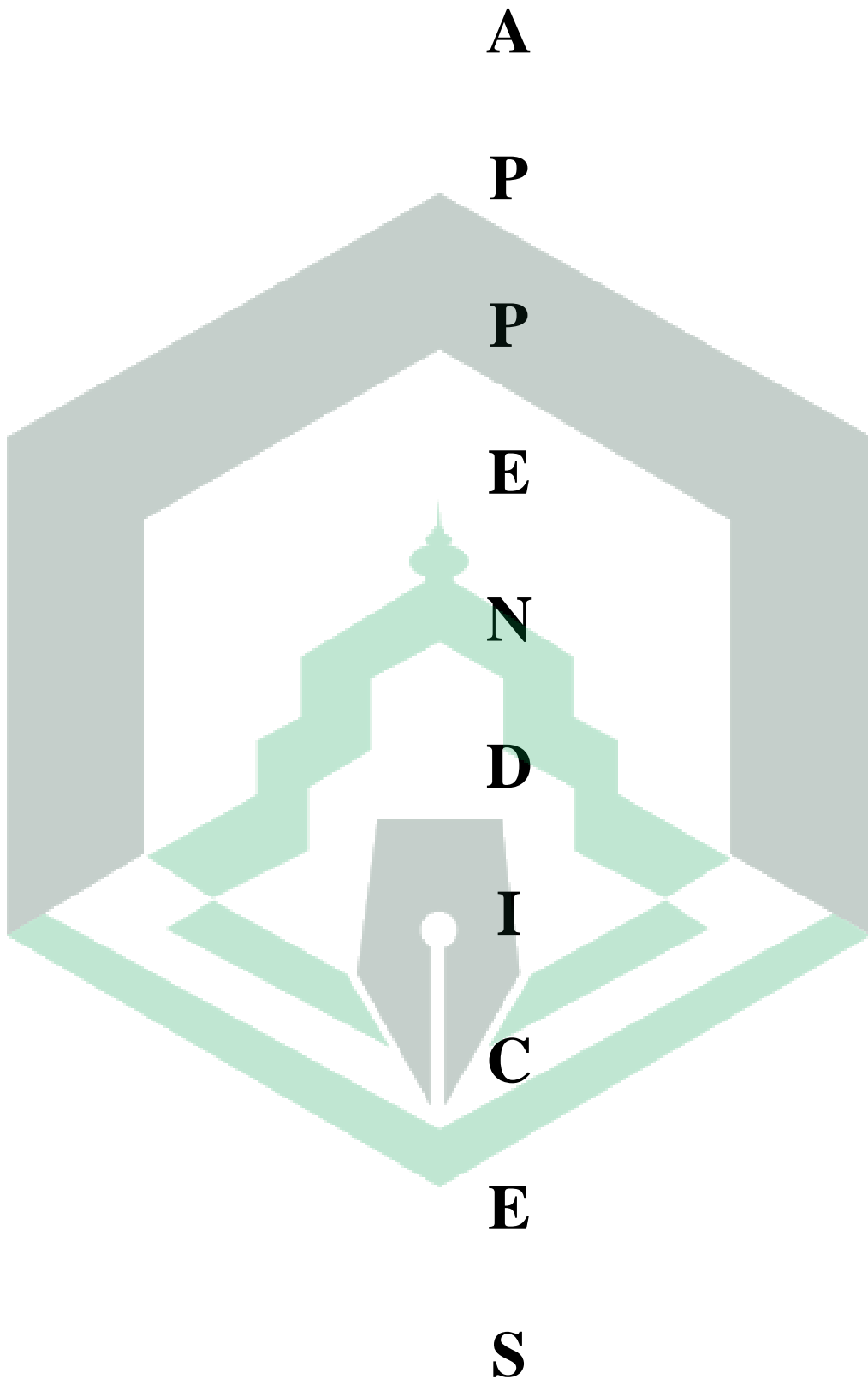
APENDIX I Angket Penelitian

KUESIONER PENELITIAN

The Correlation between Students' Anxiety Level and Their Speaking Ability at the Second-Grade of Senior High School 3 Palopo

Nama   :

Jenis Kelamin   :

A. Kata Pengantar

Pada kesempatan ini kami meminta kerelaan dan kesediaan adik-adik untuk mengisi kuesiner ini. Dengan demikian kami sangat adik-adik mengisi kuesioner ini dengan teliti, jujur, dan sesuai dengan diri dan pengalaman adik-adik. Atas kesediaan adik-adik saya mengucapkan terima kasih.

B. Petunjuk Pengisian
1. Berilah tanda (√) pada pilihan yang sesuai dengan pendapat anda.
2. Keterangan   :
     SS   : Sangat Setuju
     S   : Setuju
     TS   : Tidak Setuju
     STS   : Sangat Tidak Setuju

Contoh:

No	Pernyataan	SS	S	TS	STS
1	Saya yakin dapat berbicara bahasa Inggris dengan lancar	√			
2	Saya memiliki semangat yang tinggi untuk berbicara bahasa Inggris dengan lancer		√		

No	Pernyataan	SS	S	TS	STS
1	Saya percaya kemampuan berbicara saya dalam Bahasa Inggris				
2	Saya tidak takut melakukan kesalahan dalam mata pelajaran Bahasa Inggris				
3	Saya tidak khawatir ketika saya tidak mengerti apa yang guru katakana				
4	Kecemasan tidak akan mengganggu saya untuk belajar banyak di pelajaran Bahasa Inggris				
5	Saya optimis bahwa saya bisa lebih baik dari siswa lain dalam Bahasa Inggris				
6	Saya selalu merasa nyaman selama tes di mata pelajaran Bahasa Inggris				
7	Saya tidak khawatir tentang konsekuensi dari kegagalan saya dalam mata pelajaran Bahasa Inggris				
8	Saya tidak mengerti mengapa siswa sangat kesal dalam pelajaran Bahasa Inggris				

9	Saya tidak gugup dalam pelajaran Bahasa Inggris				
10	Saya tidak malu ketika salah memberikan jawaban dalam Bahasa Inggris				
11	Saya tidak gugup ketika berbicara dengan penutur asli				
12	Saya tidak takut guru saya mengoreksi kesalahan yang saya buat				
13	Saya kadang menjadi bingung ketika saya berbicara di depan kelas dengan Bahasa Inggris				
14	Saya selalu optimis ketika memasuki pelajaran Bahasa Inggris				
15	Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh guru				
16	Saya bingung tentang banyaknya aturan dalam materi speaking				
17	Saya tidak takut ketika siswa lain tertawa apabila saya berbicara dalam Bahasa Inggris				
18	Saya merasa siap ketika guru mengajukan pertanyaan yang belum saya persiapkan sebelumnya				

APPENDIX II Anxiety Questionnaire Result

No	Respondents	\multicolumn{18}{c}{Number Of Items}																	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	S1	2	3	2	2	2	2	2	2	2	2	2	2	2	2	3	3	2	2	39
2	S2	3	4	4	4	2	2	2	3	1	4	3	4	3	1	4	4	3	1	52
3	S3	4	3	1	3	3	3	3	4	3	3	3	4	3	2	4	3	2	3	54
4	S4	3	4	2	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	55
5	S5	3	4	4	4	4	3	3	3	3	3	3	4	3	4	2	2	4	2	58
6	S6	2	3	1	3	2	1	4	1	3	3	3	4	3	2	2	3	3	2	45
7	S7	2	3	2	2	2	1	1	1	1	3	4	4	2	3	3	3	2	2	41
8	S8	2	3	1	2	3	2	2	1	2	2	2	3	2	3	3	2	3	2	40
9	S9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
10	S10	3	3	3	3	2	3	3	2	3	3	3	3	2	3	3	2	3	3	50
11	S11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
12	S12	4	4	3	4	4	4	4	4	4	4	3	4	4	4	3	2	4	2	65
13	S13	3	3	3	2	2	3	2	2	2	3	2	3	2	3	3	3	3	2	46
14	S14	2	2	2	2	4	2	2	4	1	2	2	2	2	1	4	4	2	1	41
15	S15	2	3	3	2	3	2	3	3	3	3	2	3	2	2	3	3	3	2	47
16	S16	2	2	2	2	2	3	3	3	3	2	2	3	3	3	2	4	2	2	45
17	S17	3	3	2	2	3	3	2	3	2	3	2	4	2	3	4	3	3	2	49
18	S18	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
19	S19	3	3	3	3	4	3	3	4	4	3	4	3	3	3	3	3	3	3	58
20	S20	3	4	4	4	4	3	4	3	4	4	3	3	3	3	3	4	4	3	63
21	S21	3	3	2	3	2	3	3	3	3	3	3	3	2	3	2	3	3	3	50
22	S22	3	4	2	2	3	3	2	3	3	3	3	3	2	2	2	3	2	3	48
23	S23	2	3	3	2	3	2	3	2	1	3	1	3	1	2	4	3	1	1	40
24	S24	3	3	2	3	2	3	3	3	3	4	3	3	3	3	2	2	3	3	51
25	S25	2	4	4	4	3	3	3	3	3	2	3	2	2	3	3	3	2	2	51
26	S26	4	3	4	3	4	3	3	4	2	4	2	4	2	4	4	2	4	2	58
27	S27	3	2	2	2	1	3	2	4	3	3	3	4	1	3	3	3	1	2	45
28	S28	3	4	2	2	2	3	4	3	2	3	2	4	3	3	3	3	3	2	51
29	S29	2	4	2	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	55
30	S30	3	3	3	3	3	3	3	4	3	4	2	4	3	3	3	3	3	2	55
31	S31	2	2	2	2	2	3	2	2	2	2	2	3	2	2	3	3	2	2	40
32	S32	3	3	2	2	3	3	2	3	2	2	2	3	2	3	3	3	2	2	45
33	S33	3	4	3	4	4	4	4	4	4	4	3	4	3	4	4	4	2	4	66
34	S34	4	4	3	2	4	3	4	2	3	4	2	4	4	3	2	2	3	3	56
35	S35	4	3	2	3	3	3	3	1	3	3	3	3	3	3	3	3	2	3	51
36	S36	3	3	2	3	3	2	3	3	3	2	2	3	2	3	3	3	3	2	48
37	S37	3	3	1	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	51
38	S38	2	3	2	2	3	3	3	3	2	3	2	3	3	3	3	3	3	2	48
39	S39	3	3	2	3	3	4	3	2	2	2	2	3	1	2	3	2	2	2	44
40	S40	3	2	2	2	3	2	3	3	2	2	1	3	2	3	3	3	2	3	44
41	S41	4	2	3	4	4	3	3	2	2	3	3	3	4	2	3	4	4	3	56
42	S42	3	3	3	3	3	2	3	3	2	2	2	3	2	3	3	3	3	2	48

43	S43	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	51
44	S44	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	53
45	S45	3	2	2	3	4	3	2	3	3	2	2	2	3	3	3	3	3	3	49
46	S46	4	3	2	3	3	3	3	3	3	2	2	4	3	4	2	2	2	2	50
47	S47	3	2	2	2	3	2	2	2	2	2	2	2	2	3	3	3	2	2	41
48	S48	3	3	2	2	3	3	2	3	2	3	2	3	3	3	3	2	3	3	48
49	S49	3	3	2	2	3	2	2	3	2	3	2	3	2	3	3	3	3	3	47
50	S50	3	2	2	3	3	3	1	3	2	3	3	3	3	3	3	2	4	2	48
51	S51	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	2	2	50
52	S52	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
53	S53	3	3	2	2	2	3	2	3	3	3	3	3	3	3	3	2	3	3	49
54	S54	3	4	1	4	3	3	3	3	3	3	2	4	3	3	4	2	3	3	54
55	S55	3	3	2	3	3	3	3	2	3	3	3	4	3	3	2	2	2	3	50
56	S56	3	3	2	3	3	3	3	2	3	3	3	3	2	2	2	3	2	2	47
57	S57	4	4	1	3	3	3	2	3	3	4	3	4	3	3	3	2	3	3	54
58	S58	4	3	2	3	3	3	3	3	3	2	3	3	3	3	3	2	3	3	52
59	S59	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	56
60	S60	3	2	2	3	3	3	2	3	2	3	3	3	2	3	3	3	3	2	48
61	S61	3	3	3	3	3	4	2	3	4	3	3	4	2	4	3	2	3	3	55
62	S62	3	4	3	4	4	3	4	3	3	3	4	3	3	3	3	2	3	3	58
63	S63	2	3	2	2	3	2	2	2	3	3	2	3	2	2	2	3	2	2	42
64	S64	3	4	2	3	3	3	3	3	2	3	2	4	4	3	3	3	3	2	53
65	S65	3	3	2	3	2	3	2	2	3	3	2	2	2	3	3	3	1	1	43
66	S66	3	3	2	3	3	3	2	3	3	3	2	3	2	2	2	2	3	2	46
67	S67	3	4	2	3	3	2	3	3	2	3	2	4	3	3	2	3	3	3	51
68	S68	3	4	3	3	2	2	2	2	3	3	3	3	2	3	3	2	3	1	47
69	S69	3	4	2	3	3	3	3	3	3	2	3	2	3	3	3	3	3	2	51
70	S70	3	4	1	3	3	3	1	4	3	3	3	4	3	4	3	1	1	3	50
71	S71	3	4	1	2	3	3	4	3	3	3	3	4	3	3	4	3	4	2	55
72	S72	3	3	2	3	3	3	2	2	3	2	2	3	2	2	3	3	3	2	46
73	S73	2	2	2	4	3	3	2	3	3	3	2	3	2	2	3	3	3	2	47
74	S74	3	3	2	3	3	3	2	2	3	3	2	3	3	3	3	3	3	1	48
75	S75	3	3	1	2	2	3	2	3	2	2	1	3	1	3	3	2	1	3	40
76	S76	3	3	2	3	3	3	3	2	3	3	2	3	2	3	3	3	3	2	49
77	S77	3	3	3	4	2	2	2	2	2	2	3	3	2	4	3	3	1	3	47
78	S78	3	2	3	3	2	2	3	2	2	2	2	4	2	3	3	4	2	2	46

APPENDIX III Questionnaire Result

No	Nama	Nilai
1	R1	60
2	R2	75
3	R3	75
4	R4	75
5	R5	75
6	R6	60
7	R7	60
8	R8	60
9	R9	60
10	R10	75
11	R11	85
12	R12	80
13	R13	60
14	R14	60
15	R15	65
16	R16	65
17	R17	65
18	R18	85
19	R19	60
20	R20	75
21	R21	60
22	R22	60
23	R23	60
24	R24	60
25	R25	60
26	R26	70
27	R27	60
28	R28	65
29	R29	65
30	R30	65
31	R31	60
32	R32	60
33	R33	80
34	R34	70
35	R35	65
36	R36	60
37	R37	65
38	R38	60

39	R39	60
40	R40	60
41	R41	60
42	R42	60
43	R43	60
44	R44	60
45	R45	60
46	R46	65
47	R47	60
48	R48	60
49	R49	60
50	R50	60
51	R51	65
52	R52	80
53	R53	60
54	R54	75
55	R55	75
56	R56	60
57	R57	75
58	R58	75
59	R59	75
60	R60	60
61	R61	75
62	R62	75
63	R63	60
64	R64	65
65	R65	60
66	R66	65
67	R67	70
68	R68	60
69	R69	70
70	R70	70
71	R71	75
72	R72	65
73	R73	65
74	R74	60
75	R75	60
76	R76	65
77	R77	65
78	R78	65

APPENDIX IV SPSS RESULT

Uji Normalitas

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		78
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	4,44335731
Most Extreme Differences	Absolute	,088
	Positive	,065
	Negative	-,088
Kolmogorov-Smirnov Z		,773
Asymp. Sig. (2-tailed)		,588

a. Test distribution is Normal.

b. Calculated from data.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Ability * Anxiety Level	Between Groups	(Combined)	2881,042	22	130,956	7,277	,000
		Linearity	2350,590	1	2350,590	130,616	,000
		Deviation from Linearity	530,452	21	25,260	1,404	,158
	Within Groups		989,792	55	17,996		
	Total		3870,833	77			

Uji Korelasi

Correlations

		Anxiety Level	Speaking Ability
Anxiety Level	Pearson Correlation	1	,779[**]
	Sig. (2-tailed)		,000
	N	78	78
Speaking Ability	Pearson Correlation	,779[**]	1

	Sig. (2-tailed)	,000	
	N	78	78

**. Correlation is significant at the 0.01 level (2-tailed).

Uji Hipotesis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26,474	3,666		7,221	,000
	Anxiety Level	,779	,072	,779	10,840	,000

a. Dependent Variable: Speaking Abiliy

Uji Koefisien Determinasi (R Square)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,779^a	,607	,602	4,472

a. Predictors: (Constant), Anxiety Level

DOKUMENTASI

The Correlation Between Students' Anxiety Level and Their
Speaking Ability at The Second-Grade Of Senior High School 3
Palopo

ORIGINALITY REPORT

23%	22%	6%	9%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.uin-suska.ac.id Internet Source	4%
2	repo.uinsatu.ac.id Internet Source	2%
3	digilibadmin.unismuh.ac.id Internet Source	1%
4	repository.radenintan.ac.id Internet Source	1%
5	repository.uinbanten.ac.id Internet Source	1%
6	etheses.iainkediri.ac.id Internet Source	1%
7	repo.iain-tulungagung.ac.id Internet Source	1%
8	e-campus.iainbukittinggi.ac.id Internet Source	1%
9	ejournal.unib.ac.id Internet Source	1%
10	eprints.iain-surakarta.ac.id Internet Source	1%
11	digilib.iain-palangkaraya.ac.id Internet Source	1%
12	repository.uinsu.ac.id Internet Source	1%
13	repository.uinjambi.ac.id Internet Source	1%
14	Submitted to Academic Library Consortium Student Paper	<1%

CURRICULUM VITAE

The researcher, Syanrillah was born on October 21th 1998 in Lindajang, Kecamatan Suli Barat, Kabupaten Luwu. She is the last child from three siblings, one sister and one brother. Her father's name is Syafruddin Ishak and her mother's name is Nurdiana. The researcher finished her study at SDN 12 Lindajang, She graduated in 2011 and then She continued her study at SMPN 02 Suli, She graduated in 2014. Next, She keeps going to continue her education at SMAN 18 Luwu, She graduated in 2017. She continue her study at the State Islamic Institute of (IAIN) Palopo and taking English Education Study Program. She finished in 2022.

In the end of the study at the State Islamic Institute of Palopo, She wrote a thesis entitled **"The Correlation between Students' Anxiety Level and Their Speaking Ability at The Second-Grade of Senior High School 3 Palopo".**