CHAPTER I

INTRODUCTION

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

A. Background of the Study

English is the international language, someone who can speak English fluently will be felt that they have a high status than the others and also they will achieve high access of information widely. In essence, now English has become important language in recent years. In Indonesia, English is one of the key subjects in the all of school. Hence, it has been taught in several levels of education; such as elementary school, junior high school, and senior high school. In the hope of that the students are ready to face the globalization era by studying in formal education.

There are four basic skills in learning English that should be mastered by the students who interest in learning English; such as listening, speaking, reading, and writing. Speaking is an important skills that the students should be acquired because it involves oral communication and several elements; such as grammar, vocabulary, pronunciation, fluency, and comprehension. Theoretically according to Haris (2001:75), (1) grammar refers to the sentence structure and tenses, (2) vocabulary can be defined as the words use in language covering content word and function word, (3) pronunciation refers to

the way of a person produces orutters the sound of the words meaningfully and accurately to be understood by others in communication, (4) fluency can be defined as the ability how to speak fluently and accurately and (5) comprehension refers to the speakers' understanding about what are they saying to the listeners in order to avoid misunderstanding information. Thus, speaking is considered to be the most difficult skill because most of the students usually obtain some difficulties and they have problems when they are interested to express their ideas even in a simple form of conversation.

According to Cheng Chia-Chui (2009), speaking is an oral expression which involves not only the use of right sounds in the right pattern of rhythm and intonation, but also the choice of words and inflection in the right order to convey the right meaning. When someone speaks English without inappropriate pronunciation and structure to their friend or even the foreigners. She or he can not understand what the speaker is talking about, it will happen a miscommunication between them. Then, the listener will obtain wrong information. In case, speaking with appropriate pronunciation, grammar, and vocabulary is so necessary to obtain the right meaning of information. Most importantly, the information that the speakers say should be fluent and comprehensible in order to avoid misunderstanding between the speaker and the listener.

As said by Indriyanti (2016:127), sometimes the students are confused about teaching material given by the teacher in the teaching and learning process but they feel worry if they should ask to their teacher. They are

embarrassed to say when they do not even understand what the teacher says about because they are nervous if they have to speak to the teacherwhile the other students in the class pay attention to that student. Thus, they choose to listen to the teacher quietly when the teacher explain the material.

The students need to be brave when they intend to express their idea or they purpose to ask something that they do not understand yet in front of the other students with English because if the students have a good ability in grammar and vocabulary, it will be useless because they do not interest to speak by using English. By all means, they have a high anxiety to speak in English in front of many people or even just with their friend. They are too afraid to speak English because if they commit mistake in grammar or pronunciation while they are speaking, the other students will laugh and mock to that student and their anxiety will be higher than before.

Anxiety has a big impact to second language development. It means that if the students have low anxiety, they will be more success on acquiring English.Thornburry (2005: 28) states that the factors which can increase to speak incorrectly and cause an acute sense of anxiety are the lack of vocabularies, improper grammar, and fears of mistakes. Moreover, Juhana (2012:100) adds that the very limited chance to practice can be the causes of being not confidence, shyness, and silence that impede a natural communication. If they expect that they are going to be failed on acquiring English, they will not be able to speak English well.

From several previous studies, as like the research by Satriawati Eka Wahyuni (2015), she has conducted research focusing on the students' anxiety in the speaking class and its consequences toward their speaking achievement, and she found that the students felt anxious when they had speaking test.The second study by Mulyani (2011). This study focused on the correlation between students' anxiety level and their speaking ability. The finding revealed that there was a significant negative correlation between students' anxiety level and their speaking ability.

Therefore, the researcher interests to find the aspects of anxiety that affect students' language learning anxiety toward their speaking ability in the first and socond grades students of junior high school. This study entitled **"The Correlation Between Learners' Language Anxiety and Their Speaking Ability"**, aimed at investigating the correlation between students' anxiety and speaking ability and also seeing the difference of level anxiety and the speaking ability between first grade student and second grade students.

B. Research Problem

In this study, the writer would like to formulate the problems above as follows:

1. Is there any correlation between students' anxiety and speaking ability at the first and second grade students of MTs Jabal Nuur Wates Kediri?

2. Is there a difference in the level of anxiety between first and second grade students of MTs Jabal Nuur Wates Kediri?

C. Objective of the Study

1. To find out the correlation between students' anxiety and speaking ability at the first and second grade students of MTs Jabal Nuur Wates Kediri.

2. To know the difference in the level of anxiety between first and second grade students of MTs Jabal Nuur Wates Kediri.

D. Hypothesis

Hypothesis is guess based on knowledge, but instant guess is not hypothesis. The hypothesis which is formulated in this study as follow:

1. For the first research problem:

   a. H_0: There is no correlation between students' anxiety and speaking ability.

      The hypothesis can be accepted if r $_{value}$ is lower than r $_{table}$.

   b. H_1 : There is a correlation between students" anxiety and speaking ability.

      The hypothesis can be accepted if r $_{value}$ is higher than r $_{table}$.

2. For the second research problem:

   a. H_0: There is no difference in the level of anxiety grade 7b and 8b.

      If the significance is> 0.05 , H_0 is accepted or if $-t_{count} \geq -t_{table}$ or $t_{count} \leq t_{table}$, then H_0 is accepted

   b. H_1: There is a difference in the level of anxiety grade 7b and 8b.

      If the significance is < 0,05 then H_0 is rejected or If $-t_{count} < -t_{table}$ or $t_{count} > t_{table}$, then H_0 is rejected

E. Significance of the Study

The researcher hopes that the result of this study will be able to develop the learning process especially in English learning. The researcher also expects is that the result of this study will be useful for the researcher, the English teacher, the student and the reader. The researcher which described in the following points:

1. Institution (MTs Jabal Nuur)

    For institution this study can help to develop student skill and understanding characteristic of student, so that the student can be motivated to study English and make them think that English is a funny subject to learn, it is not difficult but only need more practice. The writer hopes also they can be more active in English class whether they be able to speak or not. It just to increase their braveness to use their skills in speaking class.

2. Lecturer of speaking

    The lecturer 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.

3. Future researchers

    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.

4. 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.

F. Scope and Limitation

To avoid a general discussion, the scope must be limited in order can get focus and easy to understand to study. Here the study attempts to know the correlation between students' anxiety in learning English and their speaking ability at MTs. Jabal Nuur Wates Kediri.

This study is limited to the first and second grade students of MTs Jabal Nuur Wates Kediri. It is appropriate to know that students' anxiety which was any correlation with speaking ability. The limitation of the study is really important, because it will avoid reader's misunderstanding.

G. Definition of Key Terms

Concerning with the title of this research, the researcher shows the definition of some key terms in order to avoid misunderstanding and make the reader clear what the researcher writes.

1. Correlation

Here, correlation is a relationship or connection that happens between two or more variables. The whole purpose of using correlation in research is to figure out which variables are connected. In this case, the correlation in this research is the relationship between two variables, they are students' anxiety in learning English and their speaking ability.

2. Speaking Ability

   In this research teaching speaking is a process of guiding students to do communication with their team about a difficulty or situation that students ever feel. So, if some students have good speaking ability its means they have good ability to express oneself in one life situation in precise words or to express a sequence of idea fluently.

3. Speaking language anxiety in foreign language

   Students in speaking class, most of them feel anxious or nervous when they perform in front of class. Because to perform with, or in front of other people is obviously not the same as when no one else is present. It can make them cannot perform maximal. Learners who feel anxious in their foreign language learning may find their study less enjoyable. Speaking anxiety as something that has a great impact on one's self confidence since it often makes one experience failure when not being able to speak out and show what one knows.

4. Level of anxiety

   The study investigate student's anxiety in some level. The level divide into three groups, they are student in low, moderate, and high level. To know and measure students' level of anxiety the writer takes from Horwitz theory about Foreign Language Classroom Anxiety Scale (FLCAS).

CHAPTER II

LITERATURE REVIEW

This chapter presents the concept of speaking, types of classroom speaking performance, concept of anxiety, foreign language anxiety, effects of anxiety in speaking, review of previous research, and theoretical assumption.

A. Concept of Speaking

Speaking plays an important role in communication, especially in oral communication because human being needs to conduct their life in order to build some relationship with others. Realizing that language used in the oral form is not the same as the language used in written form. Speaking is the productive skill. It cannot be separated from listening. When we communicate we convey the message, which is meaningful. It comes from the meaning, which is expressed in the form of speech act.

In teaching speaking, theacher should know the concept of speaking, the element of sound for instance phonemes because it seems the teachers still find difficulties in pronouncing them based on the classroom observation during the upgrading and it is important for teachers to pronounce correctly since they should be a good models for their students. Kayi (2006) said that speaking which is popular with term of oral communication is an activity between two or more people in which listeners and speakers have to react to what they hear and make their contributions to convey or receive the meaning. In accordance with the definition, speaking or oral communication will happen if there is

interaction between two or more people. It is required to express what the speakers purpose to say as effectively as possible in order to convey the message for the hearers but if someone intends to say something, they should be aware to construct the meaning in order to get an understanding from the listener and to avoid misunderstanding between the speaker and the listener.

Doff (1987: 2) asserted that in communication or conversation, two people are exchanging information or they have a communication or conversation needs. Therefore, someone can communicate or express their ideas, emotions and feeling, so that those people may understand his or her way of thinking.

Moreover, Matthew (1994: 45) says *"speaking is any process in which people share information, ideas and feeling. It involves all of body language mannerism and styles anything that adds meaning to a message"*. It can be said that, when the students talk about their ideas or opinion, there is an interaction between the speaker and the listener to clarify the information intended. In other words, the speaker has to be able to convey the ideas clearly in process of speaking, as the result, the listener can receive and understand what the speaker means.In summary, speaking is language skills consisting of two-way-system of communication: where only one person speaks and the others only listen.

B. Types of Classroom Speaking Performance

Speaking is interactive process to convey or extend the information in order to construct the meaning during interaction among two people or more. Thus, It is important to speak fluently, correctly, and understandable. Studying speaking is aimed to improve students" speaking ability in mastering English

by creating some activity in the classroom. There are several activities of speaking performance, Brown (2000: 271-274) describes six types of classroom speaking performance. Those six types are as follows:

1. Imitative

   Imitative performance includes the ability of practicing an intonation and focusing on a certain particular elements of language form. It seems like imitating a word, phrase, or sentence. Imitating of this kind is carried out not for the purpose of meaningful interaction, but to focus on some particular element of language form such as pronunciation. Imitative speaking tasks are based on repetition. The students need to repeat a sentence that they hear. For example: first, the teacher will utters a sentence; "*My mom bought a refrigerator yesterday*.", then the students will imitate the that sentence repeatedly until they can utters correctly. By drilling, the students will achieve opportunities to learn the difficult words which is hard to be pronounced. They will listen and utter how to pronounce them.

2. Intensive

   Intensive is focusing on practicing some phonological or grammatical aspect of language. This kind of activity can be self-initiated or it can be form of some pair work activity where the students are "going over" certain forms of language. The example task or intensive speaking is reading aloud task. The tasks can be reading a scripted dialog with someone else or reading a sentences containing minimal pairs. The teacher

will listen and evaluate the way the students speak in a series of phonological factors and fluency.

3. Responsive

Responsive performance includes interaction and test comprehension but it is just short conversation, such as replies to teacher or students-initiated questions or comments. These replies are usually sufficient and meaningful. Question and answer is the example of responsive speaking task. It only consists of one or two question from an interview, the students should respond a question that the teacher asks. For example, the teacher tells a story to the students. After finishing the story, the teacher asks a question to the student, *"When the main character is going home?"*, then the student answers *"The main character is going home at 5 pm."* they answer the question quickly and correctly.

4. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information in a conversation. The focus on transactional dialogue is on what is said or done in some situation. It is very important to make someone understand the meaning of information in a conversation. Generally, a transactional dialog happens in someplace such as bank, supermarket, etc.

5. Interpersonal (dialogue)

Interpersonal dialogue is carried out for the purpose of maintaining social relationship than for the transmission of facts and information. The kind of

interpersonal speaking performance is role play, where the action or process of talking about something is needed in order to reach a decision or exchange ideas. Role play gives an opportunity to practice communicating in different social context in different social roles.

6. Extensive (monologue)

Extensive monologue includes oral persentation, speech, and story telling, where the students have to share and explain the ideas about their knowledge. This monologue can be planned or impromptu. These monologue can be impromptu or planned.

From the explanation above, it can be concluded that there are many kinds of speaking performance that the researcher can choose to measure their ability. In this case, the researcher will use Interpersonal (dialogue) which is group performance because the purpose is to measure students' anxiety.

C. Concept of Anxiety

Anxiety is one of the internal factors in personality besides self-esteem, willingness to communicate and motivation. There are several definition about anxiety. Horwitz et al.. (1986:125) states that anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system. Anxiety becomes the most general emotional dilemma of someones" feeling. Everyone will feel anxious towards something that will happen in their life, especially when they have to face speaking exercise.

Anxiety can give negative impact to someones' personality if he or she can not manage it. Mayer (2008:2) says that anxiety is normal aspect of life and of being human, and it has a positive side to it, too. Moreover, Griffin and Tyrrell (2007: 5) argues that if students can control their anxiety into positive feeling instead of being controlled by it, they will reach optimal performance. For instance, when the student always achieves bad score in their achievement and feels underachieve because she does not feel putting an effort. She begins to afraid about not passing her subjects or her grade. Then, her anxiety becomes weak and she gets motivation to be a good student because she interests to pass from her grade. Otherwise, anxiety becomes a problem, if it causes emotional pain and disrupts students ability because it will hinder the students to acquire English as their foreign language.

In brief, anxiety is a normal feeling that is happened in someone. When someone has a problem then they feel anxiety to face it, it will give a good impact if theycan manage their anxiety into positive feeling. Thus, it is related to speaking skill because when they have high anxiety, they will speak hesitantly. They are too worried when they speak in English. Hence, their speaking are going to be slow and they will repeat many word on their dialog.

D. Foreign Language Anxiety

Foreign language anxiety plays important role in learning foreign language because it can hinder the students in acquiring their target language. Horwitz et al. (1986:128) discuss foreign language anxiety as a distinct complex of selfperception, beliefs, feelings, and behaviors related to classroom language

learning arising from the uniqueness of the language learning process. Moreover Horwitz,(2000:121) states that foreign language anxiety is a situation specific form of anxiety that does not appear to bear a strong relation to other forms of anxiety, it is related to the language learning context. It means that there is a relationship between foreign language anxiety and language learning. Anxiety can give negative and positive impact to the students who desire to master foreign language especially English. It can be negative if the students can not manage or control their anxiety. It will be difficult for them to learn English and their score will be bad. Otherwise, anxiety can give positive impact to the students. For example, when the students are feeling anxiety about not passing her or his examination, they will be serious in learning English.

There are three types of anxiety perspective on the nature of anxiety can be found in literature, those are: state anxiety, trait anxiety, and situation-specific anxiety.Pappamihiel (2002, p. 330)**,** state anxiety is a feeling of apprehension under certain situation, while trait anxiety is a condition where individuals have a tendency to become anxious regardless of the circumstance. The last type is situation-specific anxiety which only appears when certain specific factors or events are present and occurs consistently (Mirchenari:2013, p. 285).

In short, Anxiety is closely related to the students' achievement on acquiring English. Furthermore, the students will be more difficult to acquire English if they have high anxiety because they are too afraid of making mistake while they learn English.

E. Effects of Anxiety in Speaking

Anxiety in speaking has negative effect on students' academic, cognitive, social, and personal level.Anxiety has big impact on students' academic achievement. Horwitz, and Cope (1986:126) mentions that an anxious student tends to be less concentrated, forgetful, heart beating, and sweating that may lead to the negative behavior such as avoiding the class or procrastinate their homework. At the end, these behaviors will affect their cognitive competence because high-anxious students will perform and achieve lower than those of low-anxious students in the class. In this case, if students" anxiety increase, their academic achievement will decrease. Actually, there are three components of questionnaire that developed by Horwitz. Then, the researcher add three components by Utami that still has relation with the components by Horwitz, so complement each other.

Additionally, in the effect on students' cognitive, Macintyre and Gardner (1994: 285) say that anxiety has also been shown to have negative influences, both pervasive and subtle, on the three stages of cognitive processing: input, processing, and output. For this reason, the students who have anxiety will get difficult in processing meaningful input, and to be less responsive to language output.

In terms of social effects, there are many ways that social context give an effect to language anxiety. In a competitive classroom atmosphere, difficult interactions with teachers, or risk embarrassment, opportunity for contact with member of the target language group may all influence language anxiety

(Macintyre, 1999:38)**.** In addition, Macintyre and Gardner (1991a:298) say that perhaps the most recurring finding on language anxiety and one of its most important social effects is that anxious students do not communicate as often as more relaxed students. It means that if the students have high anxiety, they will avoid to communicate to other people because they worry about others' perception or fear of making mistakes when they speak in foreign language.

Personal effect has negative effect on acquiring English, Macintyre (1999:39) contends that among the most troublesome effects of language anxiety is the severe anxiety reaction for an individual language learner. Price (1991:105) reveals that some language students who have high anxiety will choose to ignore or stay away from their language class rather than to follow the class. Thus, it can be said that this type of effect is considered as the most debilitating effect of language anxiety.

In short, anxiety has big impact for students' achievement in speaking score because they high-anxiety will give an effect to their achievement. In sense, if students' anxiety increase, their academic achievement will decrease. Whereas, if students' anxiety is high, their speaking skill will low.

F. Review of Previous Research

Some students of university had conducted the similar research about the correlation between anxiety and speaking ability. The first was a case study by Satriawati Eka Wahyuni (2015) from University of Sebelas Maret, Surakarta. She had done research about students' anxiety in the speaking class and its consequences toward their speaking achievement. The participants in this study

were the eighth grade students of junior high school students of Bilingual Program at SMP Islam Al Azhar 21 Solo Baru. A qualitative case study approach was employed and the data were taken through close questionnaire, in-depth interview and participant observation. The result showed that students feel anxious when they faced speaking test. That was caused by the learners' characteristics and the classroom procedure. The symptoms experienced by these anxious students was psychological symptom. In the relation of speaking achievement, it was reported that speaking anxiety had significant impact to students' speaking achievement in all components of speaking.

The second was a case study from Mulyani (2011) from State Islamic University of Sultan Syarif kasim Riau. This study focused on the correlation between students' anxiety level and their speaking ability. The participants in this research were the second year of senior high school 1 Enok. Questionnaire and speaking test were used to collect the data. The finding revealed that there was a significant negative correlation between students' anxiety level and their speaking ability at the second year students of SMAN 1 Enok. So that, the conclusion was the higher students" anxiety level, the lower students' ability in speaking English they get and the lower students' anxiety level, the higher students' ability in speaking English they get.

The previous studies about students' anxiety and speaking ability have convinced the researcher that anxiety can exist when we learn foreign language and it can give negative impact toward learning process. However, the previous research have mainly focused on language learner at the second grade of senior

high school and junior high school. In this research, the researcher tried to investigate students' anxiety toward their speaking ability in the first grade of senior high school, so that the teacher will know how to face the students who have anxiety in learning English on the next grade. Then their ability in speaking English became more better than before in the first grade. Hence, this research is significant to find out the correlation between students' anxiety and speaking ability, to investigate the aspects of anxiety affecting students'anxiety toward speaking ability, and to see the aspect of speaking influencing the most to the students' anxiety employed by senior high school students.

G. Theoritical Assumption

Considering the discussion of the literature review, anxiety has important role in learning process, especially in speaking because anxiety give some negative impact to the student. If students' language anxiety gets higher, they can not perform well in the classroom and it will affect their speaking skill.

In speaking skill, students who have anxiety are more difficult to acquire foreign language and to speak English fluently, confidently, and regularly because they are too afraid to speak with English. They are too fear to take a risk of making mistake and deciding about what they purpose to say and how to express their ideas in front of the others while they have some conversations in English.

In the line with the ideas above, the researcher is attracted to find out the correlation between students' anxiety and speaking ability, to find out the aspects of anxiety affecting students toward their speaking ability and also to

investigate the aspects of speaking correlating the most to the students' anxiety in speaking English at the first and second grades students of MTs Jabal Nuur Wates Kediri. The researcher believes that there is a relationship between students' anxiety and speaking ability. Hence, it will give some impact to their English speaking ability as has been shown in some of previous research conducted before.

CHAPTER III

RESEARCH METHOD

This chapter presents the description of the research methodology which is used in the study. It consists of research design, population and sample, research instrument, validity and reliability, data collection, and data analysis.

A. Research Design

Based on the subject describes in previous chapter, the study has two variables. The variables are the students' anxiety as independent variable which is symbol X and the speaking ability as dependent variable which is symbol Y. The quantitative research here is the process of testing the hypothesis through education data, such as rating graphically and the correlation of them is an attempt to correlate two variables (X and Y) using statistical method. In this case, the researcher to find whether there is any significant correlation between first and second grade students' anxitety and their speaking ability at MTs Jabal Nuur Wates Kediri.

So in this research, the researcher only wants to look at the relationship between first and second grade students' anxiety and their speaking ability at MTs Jabal Nuur Wates Kediri.

B. Population and Sample

1. Population

The population of this research is conducted to the first and the second grade students of MTs Jabal Nuur Wates Kediri. The first and the second

grade consists of four classes, but the sample will be used in this study are two classes so the total number of population is 55 students.

2. Sample

The sample of this research was conducted at the first and the second grade students of MTs. Jabal Nuur Wates Kediri. There were several classes and the researcher took four classes to gain the data as the sample for this research.

C. Research Instrument

The instrument is used in this study is defined into two kinds. The first is questionnaire and the result of students speaking test (students' score).

1. Speaking Anxiety Questionnaire

For the first instrument is a lists of questionnaire from Foreign Language Classroom Anxiety Scale (FLCAS), adapted by Horwitz et.al, will measure the level of students' anxiety in language class.

a. Blueprint of Speaking Anxiety

FLCAS consists of 33 question statements, it uses answers response range options from Strongly Agree, Agree, Neither Agree or Nor Disagree, Disagree, and Strongly Disagree. The FLCAS divided into two kinds of statement that is negative and positive statement. The scoring of positive statement range from 1-5, while the negative statement will be ranging from 5-1. The negative statements in numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,

13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 28, and 33. The positive

statements in numbers: 17, 25, 26, 27, 29, 30, 31, and 32.

Table 3.1

Blueprint FLCAS

Component	Question Numbers	Total
Anxiety about the test	8, 10, 21	3
Fear of communicating	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32	11
Fear of negative evaluations	2, 9, 10, 13, 19, 20, 31	7
Negative performance assumptions and social comparisons	1, 7, 23	3
Negative attitude towards English class	5, 6, 11, 16, 17, 22, 25, 26, 28	7
Embodiment of anxiety	3, 6, 12, 20, 27	5

b. **Validity and Reliability**

In order to assure the validity of the instrument, the

questionnaire must be tried out. Therefore the researcher tried out

the questionnaire into two classes, one class is in first grade class,

one calss is in second grade class that choosen by the teacher.

After tried out the questionnaire, the researcher calculated the validity of the instrument using *Pearson Product Moment* and continued to test itsreliability using *Cronbach's Alpha.* Here is the result of the validity and reliability of the questionnaire:

Table 3.2

Validity of FLCAS Questionnaire

Correlations

		total
VAR00001	**Pearson Correlation**	**.297**
	Sig. (2-tailed)	**.149**
	N	**25**
VAR00002	Pearson Correlation	.747**
	Sig. (2-tailed)	.000
	N	25
VAR00003	Pearson Correlation	.606**
	Sig. (2-tailed)	.001
	N	25
VAR00004	Pearson Correlation	.657**
	Sig. (2-tailed)	.000
	N	25
VAR00005	Pearson Correlation	.637**
	Sig. (2-tailed)	.001
	N	25
VAR00006	Pearson Correlation	.617**
	Sig. (2-tailed)	.001
	N	25
VAR00007	Pearson Correlation	.489*
	Sig. (2-tailed)	.013
	N	25
VAR00008	Pearson Correlation	.529**
	Sig. (2-tailed)	.007
	N	25
VAR00009	Pearson Correlation	.610**
	Sig. (2-tailed)	.001
	N	25
VAR00010	Pearson Correlation	.759**
	Sig. (2-tailed)	.000
	N	25
VAR00011	**Pearson Correlation**	**.383**
	Sig. (2-tailed)	**.059**
	N	**25**
VAR00012	Pearson Correlation	.644**
	Sig. (2-tailed)	.001
	N	25
VAR00013	Pearson Correlation	.775**
	Sig. (2-tailed)	.000
	N	25
VAR00014	Pearson Correlation	.782**
	Sig. (2-tailed)	.000
	N	25

VAR00015	**Pearson Correlation**	**.210**
	Sig. (2-tailed)	**.314**
	N	**25**
VAR00016	Pearson Correlation	.637**
	Sig. (2-tailed)	.001
	N	25
VAR00017	Pearson Correlation	.489*
	Sig. (2-tailed)	.013
	N	25
VAR00018	**Pearson Correlation**	**.343**
	Sig. (2-tailed)	**.093**
	N	**25**
VAR00019	Pearson Correlation	.529**
	Sig. (2-tailed)	.007
	N	25
VAR00020	**Pearson Correlation**	**.356**
	Sig. (2-tailed)	**.080**
	N	**25**
VAR00021	Pearson Correlation	.580**
	Sig. (2-tailed)	.002
	N	25
VAR00022	Pearson Correlation	.704**
	Sig. (2-tailed)	.000
	N	25
VAR00023	Pearson Correlation	.478*
	Sig. (2-tailed)	.016
	N	25
VAR00024	Pearson Correlation	.492*
	Sig. (2-tailed)	.013
	N	25
VAR00025	Pearson Correlation	.747**
	Sig. (2-tailed)	.000
	N	25
VAR00026	Pearson Correlation	.606**
	Sig. (2-tailed)	.001
	N	25
VAR00027	Pearson Correlation	.657**
	Sig. (2-tailed)	.000
	N	25
VAR00028	Pearson Correlation	.415*
	Sig. (2-tailed)	.039
	N	25
VAR00029	Pearson Correlation	.416*
	Sig. (2-tailed)	.039
	N	25
VAR00030	**Pearson Correlation**	**.230**
	Sig. (2-tailed)	**.269**
	N	**25**
VAR00031	**Pearson Correlation**	**-.197**
	Sig. (2-tailed)	**.344**
	N	**25**
VAR00032	Pearson Correlation	.435*
	Sig. (2-tailed)	.030
	N	25
VAR00033	**Pearson Correlation**	**-.051**
	Sig. (2-tailed)	**.807**
	N	**25**
Total	Pearson Correlation	1
	Sig. (2-tailed)	
	N	25

*. Correlation is significant at the 0.05 level (2-tailed).

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

Validity test is used to see the extent to which a measuring device can measure what you want measured. To see whether a data is valid or not, the column seen is the Pearson correlation column. Said to be valid if the value of Sig. (2-tailed) <0.05. To see the level of validity of all items of the questionnaire statement that the author collated, can be seen in the tables above.Based on the table above, it showed that eight questions out of thirty-three questions are not valid. Based on the r-table, the result of *Pearson Correlation* is, (n=50, r=0,279), twenty-five questions was considered valid since the r-result was higher than r-table

Table 3.3

Reliability Statistics of FLCAS Questionnaire

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.922	.929	25

The data above shows that the Cronbach Alpha values listed in the Reability Statistics Table results calculations using SPSS for each variable are greater than 0.6 (0.9 > 0.6) so that it can be said that all of the research instruments are reliable and can be used for the next test.

2. Speaking Test

Test is a sequence of questions or exercise, which is used to measure skill, knowledge, intelligence and ability of individual or group (Arikunto, 2006: 139).This speaking test was given to get the score of students in foreign language class, especially, English. For the speaking test the writer can not conducting the test by herself. Because, the writer need to get the score by on-going assessment. So, to take students' result in speaking test, the researcher makes an cooperation with the teacher in speaking class.

In the speaking test, researchers use the prompt as an alternative solution if students experience confusion to start a conversation . Prompt is a stimulus or instruction given before or during a behavior appears. prompt is a cause or event that can strengthen certain behaviors in certain situations. There are two types of prompts, namely response prompts and stimulus prompts. In this study, researchers used a verbal response prompt or commonly called verbal prompt. Verbal prompts include instructions, keywords, reminders, questions in a verbal form that can help someone to show the right action or behavior.

Example:

Teacher: "How do you think about your mother?"

Students will think for a moment to describe how their mother is, then arrange it into sentences and finally say it spontaneously.

From some data that gotten, the writer start to sum and make them in numeric data to process more, search the correlation between two variable, students' speaking anxiety and their speaking test score.

D. Data Collection

In this research the writer used quantitative approach to collect data from students. In this method, there were two steps to collect the data, questionnaire and speaking test.

Questionnaire is some of written questions use to get information from respond or something that has been known. According to Arikunto (2006), there are two kinds of questionnaire based on the way in answering. There are opened questionnaire and closed questionnaire. Opened questionnaire give opportunities to the respondents to answer the questions using their own words, but closed questionnaire serves the answer, that the respondents just need to choose one of the available options.

The writer gets some data or information by closed questionnaire sheet. The questionnaires taken from Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et.al (1986).

The participants were asked to respond to the 33 FLCAS items referring to their feelings of anxiety experienced during the classes and lectures conducted in English at the college. The responses were given on a 5-point Likert scale, where 1 indicated strong disagreement, and 5 – strong agreement with a statement. 1=strongly disagree, 2=disagree, 3=neither agree nor

disagree, 4=agree and 5=strongly agree which indicated the degree frequency of respondents.

The FLCAS questionnaires will be distributed to all students in first and second grade and asked them to fill or give check for the statements. After the students finished the work to answer the questionnaire about foreign language anxiety, the writer collected the questionnaires sheet from them.

About the speaking test, the researcher distributed speaking test by giving and guiding to make a dialog with their partner. The topic was taken from syllabus of the first and second grade of MTs Jabal Nuur based on the curriculum 2013. The students were asked to perform their conversation in front of the class with their friend. Then, the researcher was called them to perform their performance and it was recorded by using cellphone.

Based on David P Harris about how to make the sample of the oral English rating, the researcher knows that two scorers used five components below to measure the oral test of students: they are pronunciation, grammar, vocabulary, fluency and comprehension.

Table 3.4
David P. Harris' Scale Rating Score

Components	Assessment	Score
Pronunciation	Have few traces of foreign accent	5
	Always intelligible, thought one is conscious of a definite accent	4
	Pronunciation problems necessitate concentrate listening and occasionally lead to misunderstanding	3

	Very hard to understand because of pronunciation problems. Most frequently be asked to repeat	2
	Pronunciation problems so serve as to make speech virtually un-intelligible	1
Grammar	Makes few noticeable errors of grammar or word order	5
	Occasionally makes grammatical and word order error that to do not, however, obscure meaning	4
	Makes frequent error of grammar and word order occasionally obscure meaning	3
	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict to basic pattern errors in grammar	2
	Rephrase sentence and or restrict to basic pattern errors in grammar	1
Fluency	Speech as fluent and effortless as that as native speaker	5
	Speed of speech seems to be slightly affected by language problem	4
	Speed and fluency are rather strongly affected by language problem	3
	Usually hesitant often forced in to silence by language limitations	2
	Speech is as halting and fragmentary as to make conversation virtually impossible	1
	Appear to understand everything without difficult	5
	Understand nearly everything at normal	4

	speed, although occasional repetition may be necessary	
Comprehension	Understand most of what is said at slower – than – normal speed with repetition	3
	Has great difficult following what is said can comprehend only "social conversation" spoken slowly and with frequent repetition	2
	Can't be said to understand even simple conversational English	1
Vocabulary	Use of vocabulary and idioms is virtually that of native speaker	5
	Sometimes uses inappropriate terms or must replace ideas because of lexical inadequacies	4
	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary	3
	Misuse of words and every limited vocabulary make comprehension quit difficult	2
	Vocabulary limitations so extreme as to make conversation virtually impossible	1

The rating score of the students' speaking ability is assigned to the good speaker. It means that the students who have good pronunciation, grammar and fluency, have much vocabularies and have power understanding, so they will get good score. But, if they have bad or wrong pronunciation and grammar, have little vocabularies, have lower understanding and cannot speak fluency, so they will get bad score too.

Finally, the data can be used to describe and analyze about two variables. Those are the students' anxiety (X) and the students' speaking ability (Y).

E. Data Analysis

The data students' anxiety level collected by the researcher then the researcher analyzed by using FLCAS. FLCAS consists of 33 question statements, it uses answers response range options from Strongly Agree, Agree, Neither Agree or Nor Disagree, Disagree, and Strongly Disagree. The FLCAS divided into two kinds of statement that is negative and positive statement. The scoring of positive statement range from 1-5, while the negative statement will be ranging from 5-1. The negative statements in numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 28, and 33. The positive statements in numbers: 17, 25, 26, 27, 29, 30, 31, and 32. The Likert's scoring scale table to measure student's anxiety using FLCAS is shown below:

Statement	Scoring				
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

The next step is the data were calculated with the range of score started from 33-165, then the data have been gained, it was categorized into some levels of anxiety adapted from Tesalonika Mayangta categorization of anxiety

level, the levels started from very anxious, midly anxious, relaxed, and very relaxed.

To determine the correlation between one variable and another, there are standards of coefficient correlation (CC). Coefficient correlation is index that is used to measure (strength, weak or there is no correlation between one variable to others). The coefficient correlation is presented with r and is expressed as a number between -1 and +1. When r is -1, the variables have perfect negative correlation, when r is +1, the variables have perfect positive correlation, and when r is 0 so the variables have no correlation.

The researcher collected the data is calculated using SPSS ver. 16. The researcher uses Pearson Product Moment Correlation to know whether or not there is a correlation between two variables if the data distribution is normal. But, if the data distribution is abnormal, so the data processing method is used Kendall's tau_b Correlation. According to (Sugiono: 2010),to determine the correlation between two variables, there is a standard coefficient correlation, these are:

Table 3.5

The Interpretation Table of Significant Level

No.	Coefficient Correlation (CC)	Category
1	0,00 – 0,199	Very Low Correlation
2	0,20 – 0,399	Low Correlation
3	0,40 – 0,599	Average Moderate Correlation
4	0,60 – 0,799	High Correlation

5	0,80 – 1000	Very High Correlation

Diagram above is to know the correlation between one variable to another.

To answer the second research problem, researcher using t-test in SPSS 21.0.

CHAPTER V

CONCLUSION AND SUGGESTION

This was the final chapter of this research dealing with the conclusion and the suggestion that might be able to be taken as the concern to the future study.

A. Conclusion

There were obviously some main points related to the finding covered if student can control their anxiety, it can be bed effect in their achievements. the summary of calculation which obtained from the conducted research can be seen below:

1. For the anxiety questionnaire score, the calculation of the result showed that the mean score or the average score was 90.05. This mean score was in the level up to 85-100. So, it can be concluded that the students' level of anxiety was extreme categorization. This calculation was simply obtained by dividing the total score (4953) with the number of the involved samples (N=55).

2. Speaking test resulted 11.43 as its average score. It was in the level 6-15. So, it can be concluded that the students' speaking test score was medium categorization.

3. In the case of the coefficient correlation or the "r" *Kendall's tau_b*, in column sig. (2-tailed) showed 0.012 that was lower than level of significant (α) 5% 0.05 > 0.012, then H_o was rejected, and H_a was accepted. Besides, the researcher found that the correlation value was -0.244. Therefore, based on the interpretation table given by Arikunto

(2006: 319), the correlation between students' level of anxiety and their speaking achievements lies in low correlation.

4. In the case of the difference, there is difference spare between 7b and 8b. Looked at the output of *t-test* value from SPSS 21.0, show the numbers 0.000 (0.000 < 0.05). So, can be concluded that H_0 is rejected. If compared with the value of t table (df = 80 , t = 1.990), can be concluded that H_0 is rejected, H_1 is accepted (12.847 > 2.0915). So it can be stated that there is difference in anxiety levels in class 7b and 8b (t $_{table}$< t $_{count}$) of MTs. Jabal Nuur.

According to the explanation above, it can be concluded that students' correlation between level of anxiety and speaking ability of MTs Jabal Nuur Wates Kediri got high score in speaking ability if they have low level of anxiety. Otherwise, students who had lower score in speaking ability, they have high level of anxiety. Finally, the correlation between two variables of both students' correlation between level of anxiety and speaking ability of MTs Jabal Nuur Wates Kediri was negative low correlation.

B. Suggestion

Seeing all the explanation and the conclusion above, the researcher intended to give some suggestions related to English teaching learning as well as the future studies. Firstly, for the teachers should give more attention and motivate the students to purpose to decrease students' anxiety. The teachers also should considere appropriate strategies in order to make students comfortable during learning English. Secondly, the researcher advised the

students that they should motivate them selves to learn more English in hope to reduce their anxiety. The last suggestion was the further researchers. They are expected to conduct a research that similar types should be done with greater population in order to gain a wider generalization.

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