The Correlation Between Students' Level of Speaking Anxiety and Their Speaking Achievement

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ABSTRACT

This study was conducted to examine whether there is a significant correlation between students' level of speaking anxiety and their speaking achievement in the English Department of Halu Oleo University students of year 2020 and to examine the influence of moderate anxiety levels on the students. There are 116 college students in the overall population of the year 2020 students that have participated in a basic speaking subject, while the sample that is taken is only 20% of them which is 22 of the students that have participated in the said subject. The data of this study is collected through a questionnaire regarding Foreign Language Classroom Anxiety Scale (FLCAS) from Hortwitz et al (1984) and the speaking test consisted of 6 basic speaking items from the TOEFL test. The researcher used the Pearson-product moment correlation coefficient to find the correlation between students' level of speaking anxiety and their speaking achievement based on 5 categories namely: Very High, High, Moderate, Low, and Very Low as the result of the correlation. And subsequently, used Whatsapp, Google Documents, Google Drive, and Youtube media were used to collect the data of both variables and analyze it using IBM SPSS statistics to provide the inferential data. The result of the data found that the coefficient correlation is -.290 which is considered a negative low correlation, this means that the more one variable increase, the more the other variable decrease or vice versa. In this case, the students' speaking achievement increased while their level of speaking anxiety decreased is more dominant than the other way, however, the significance result of the correlation was .190 which is higher than the sig. 0.05, this means that the correlation is insignificant or significantly negligible. Thus, the hypothesis cannot be accepted.

Keywords:
Speaking Anxiety Level, Speaking Achievement, Foreign Language Learning.

1. Introduction

Anxiety has been one of the important topics discussed throughout the years in several aspects of education subjects and situations (Chin et al., 2017), many different topics and concepts had been implemented in the study of anxiety from various angles such as cultural, situational, and facilities used. etc from different sources possible like students, teachers, or even with a group of people tied with specific characteristics. Many researchers that had employed themselves to participate in this study developed their theories on what anxiety is and how it affects people according to their situations that had produced a significant amount of literature available regarding the topic (Cunningham, 2002). These theories have been widespread worldwide to inspire people to study the matter mainly for the improvement of education nations.

In short, anxiety can be identified as the main cause of students' failure in the learning process due to its influence on students' performance in the learning process. Anxiety can bring about low self-confidence in the process which caused students to have low performance in the learning process. This is caused by cognitive interference that students experience due to them being distracted by their mixed feelings and thoughts which leads them to experience difficulties in their memory and understanding (Asysyifa et al., 2019). Although anxiety can mostly bring about negative influences on the students in their learning process, it is also able to grant motivation in students' learning process to have better achievement in the subject (Hanton, 2022). this is caused by them having apprehension towards the consequences of their result, thus them trying to improve their achievement.

Generally, the topics regarding anxiety are related to the personal state and level of anxiety one experiences during the process (Iqbal & Ajmal, 2019). The level of anxiety consists of 3 levels generally which are low, moderate, and high anxiety levels (Tercan G. & Dikilitas K., 2015). Each of these levels has a different influence on students regarding their expected performance. Students with low anxiety tend to focus more on the study while students with high anxiety tend to have low performance in the study (Sahlan et al., 2021), while on the other hand, the existence of moderate anxiety levels is still ambiguous regarding how it influences students' language learning outcome, the topic regarding this case still remains an open question to researchers today (Dewaele & MacIntyre, 2014). Considering the relativity of anxiety in various research which derives an abundant amount of theories and tests in the field, knowing this topic can be considered important.

Moreover, the study of anxiety relatively test anxiety has been very popular amongst researchers, many researchers had developed various viewpoints in the literature (Vitasari et al., 2010) such as gender differences, academic achievement, departments, subjects that are taken, different student associations, years of study, etc. in this regard, the researcher tends to adopt the variable of Students of English Education department in a foreign language learning class namely English learning class specifically in speaking covering their perception towards speaking by involving not just test anxiety but the whole anxiety components as the main measurement and their speaking ability based specifically on basic speaking.

Previously, there were many researchers conducted a correlation study between students' anxiety and their speaking ability. However, the researcher wanted to review specifically their speaking anxiety due to majority of the studies focused more on their anxiety in general. Moreover, the researcher also wanted to focus on the influence of a moderate level of speaking anxiety on students' speaking achievement. The researcher found that the correlation study regarding anxiety tend to focus more on the influence of low and high level of anxiety on students' achievement whereas the study of moderate level of anxiety is still relatively scarce in the literature. In addition, the researcher also wanted to prove the relevance of Stephen Krashen's affective filter hypothesis. From those cases, the researcher is interested to examine the correlation between students' level of speaking anxiety and their speaking achievement. Knowing this, the researcher tended to find a correlation between students' level of speaking anxiety and their speaking achievement, thus, the research

question of this study is: "Is there any correlation between students' level of speaking anxiety and their speaking achievement?"

2. Literature Review

Speaking is considered a tool used to convey clear and understandable information to start a communication activity (Royani, 2022). Speaking is like an impulsive action when speakers develop ideas on what they are visualizing and hearing, the speaking activities continue unplanned as speakers shares their ideas as both recipient and speaker. Speaking is considered one of the fundamental aspects of language learning as it shows a significant amount of contribution to language learning. Speaking is considered a skill that students must possess eventually in the process of mastering the language, it is a competence for the students to possess due to it having a significant influence on the successfulness of language learning (Ndowali et al., 2022; Rao, 2019)The basic element needed for speaking are vocabularies and structure, the students should be able to memorize the words in specifically English to perform the speech with the support of grammar as rules and structures.

Anxiety is outlined as a behavior trait that affects the psychological state of someone which is identified as something that will lead to the development of negative emotions (Tridianti, 2018). Anxiety develops a reasonable amount of affective state or condition, which leads to several symptoms such as fear, worry, nervousness, and other negative traits that developed within psychological barriers (G. Maira et al., 2016; Permatasari & Mobit, 2021). In many kinds of literature, the anxiety that occurs around language learning is proven mostly deals with speaking subjects mainly because of the sociability of the students (Asysyifa et al., 2019). Fear and nervousness are mainly considered the main influence brought by anxiety in any case of interaction processes as it provokes students' negative thoughts towards their uncertain results or consequences which result in cognitive interference.

Anxiety has 2 influences on the students which are facilitative and debilitative (Dewaele & MacIntyre, 2014), facilitative anxiety helps the students to improve themselves in the learning process, and it motivates the students in terms of their academic performance, students with this phenomenon tend to develop motivation which stimulates their interest in working harder to improve their academical achievement. While in contrast, debilitative anxiety is a negative influence that leads to the failure of students in their learning process, debilitative anxiety stimulates students' negative emotions which caused them to have cognitive interference during the process, this interference will result in their low academic achievement (Hanton, 2022). Most researchers found that facilitative anxiety happens in both low and high levels of anxiety students while debilitative anxiety is mostly found in high anxiety levels of anxiety, this is mostly related to their traits and it does not always rely on the expected performance.

Much research regarding anxiety had been mainly focused generally on test anxieties or the general topic of anxiety, where the researcher observes and tries to gain students' situation and their perceptions of that particular situation. The previous studies of this research mainly focus on test anxieties and refer more to general topics like anxiety level in general or topic of anxiety in general, moreover, the samples were

also the students of EFL preferably ESP classes. This study, however, tends to examine a more specific topic which is levels of speaking anxiety and speaking achievement, with the specific sample which is students from the English Department itself, preferably those who have participated in the basic speaking subject. Moreover, this study tends to examine the influence of moderate anxiety levels as well as the relevance of Stephen Krashen's (1985) affective filter hypothesis.

3. Methods

The design used for this study was a correlational design where the data was of quantitative form. This study aimed to examine the relationship between two variables namely students' level of speaking anxiety (X) and their speaking achievement (Y) and analyzed the influence of moderate level anxiety towards students' achievement. Both of the variables are independent variables where the hypothesis of this study declared that there should be a correlation between them while moderate anxiety level could result in either facilitative or debilitative anxiety. There were 3 possible results regarding the correlation, either it resulted in a positive correlation (+), negative correlation (-), or no correlation (null) at all (Ary et al., 2018). If the correlation result was positive, the more students' level of speaking (X) anxiety increase, the more the Students' achievement (Y) increase and vice versa. Otherwise, if the correlation result was negative, the more students' level of speaking anxiety (X) increases, the more students' speaking achievement (Y) decreases and vice versa.

The population of this study was the students of the English Education department that have participated in the basic speaking subject. Overall, the population, the researcher had chosen 2020th-year students of the English Education Department with a total population of 116 college students and they were distributed into 2 parallel classes which were A and B classes. with each class consisting of 60 and 56 students respectively. The researcher used the random sampling method in choosing the research sample which is a sampling method where samples chosen are a group of individuals among a large amount of sample that has an equal opportunity of being chosen (Ary et. al, 2018). The samples were groups of English education department students of Halu Oleo University from all year that has participated in basic speaking class, the researcher had chosen 22 students from the year 2020 B class to represent the population which consisted of roughly 20% of the population.

In the technique of data collection, the researcher employed questionnaire items through google documents, and the speaking test used a video recorder, Whatsapp, google drive, and youtube as media. While in the technique of data analysis the researcher will give the students the individual scores of their respective variables and then analyze the data to provide descriptive and inferential statistics using IBM SPSS Statistics. The descriptive data provided was of a percentage ranging from each item, individual scores, to overall estimation. In finding the correlation between the two variables, the researcher employed Pearson-product moment correlation coefficient by using IBM SPSS Statistics.

4. Result

In the result, the mean score of students' levels of speaking anxiety is 62.35 (Table 1) with a minimum score of 42.22 and the maximum score of 76.30. While the mean score of Students' speaking achievements is 70.65 with a minimum score of 50.30 and the maximum score of 82.00. The correlation test shows the negative result of the 2 variables with -0.290 as the correlation magnitude, which means a low negative correlation evidently, the result descriptive statistics shows that each student had an increase and decrease at the same time in their anxiety and speaking achievement score. However, the significance of the correlation shows that the result is higher than 0.05 ($P > 0.05$), which means that the correlation is insignificant or significantly negligible, therefore the result of such correlation cannot be concluded.

There are 5 categories of both Students' levels of speaking anxiety and their speaking achievements. Students' levels of speaking anxiety categories are Very Anxious, Anxious, Moderate, Relaxed, and Very Relaxed. While Students' speaking achievements categories are Very Good, Good, Moderate, Bad, and Very Bad. In Students' levels of speaking anxiety, the researcher found that there are 4.5% of the students are classified as Very Anxious, 13% of them are Anxious, 32% of them are Moderate while the other 4.5% of them are Relaxed with 0% classified as Very relaxed (Table 1). While in their speaking achievements, the researcher found that there are 18% of the students are classified as Very Good, 68% of them are Good, while the other 14% of them are moderate with 0% of them classified as Bad or Very Bad (Table 2).

The result of the anxiety components' indicator shows that in communication apprehension, there are 9% of the students are classified as Very anxious, 64% of them are anxious, 9% of them are moderate and 18% of them are relaxed with 0% classified as very relaxed, the indicator score is 0.618 which means high. In test anxiety, there are 32% of the students are classified as very anxious, 36% of them are anxious 27.5% of them are moderate, and 4.5% of them are relaxed with 0% classified as very relaxed, the indicator score is 0.678 which means high. In fear of negative evaluation, there are 14% of the students are classified as very anxious, 41% of them are anxious, 27% of them are moderate, and 18% of them are relaxed with 0% classified as very relaxed, the indicator score is 0.614 which means high.

Correlation between Students' Levels of Speaking Anxiety and Their Speaking Achievements

Pearson product-moment correlation coefficient was used to identify the correlation between the two variables namely Students' levels of speaking anxiety (Variable X) and their speaking Achievement (Variable Y). The researcher finds that the coefficient correlation between students' levels of speaking anxiety and their speaking achievement is -.290 at the significance level of .190. Students' levels of speaking anxiety have a low correlation to their speaking achievement and since the p = .190 is higher than 0.05, this means that students' level of speaking anxiety has a significantly negligible correlation with their speaking achievement.

Table 1. Descriptive Statistics

Variable	Mean	SD	Category	Frequency	Percentage
X	62.35	8.91424	Very Anxious	1	4.5%
			Anxious	13	59%

			Moderate	7	32%
			Relaxed	1	4.5%
			Very Relaxed	0	0%
Y	70.65	7.95625	Very Good	4	18%
			Good	15	68%
			Moderate	3	14%
			Low	0	0%
			Very Low	0	0%

Table 2. Correlations

Variable		X	Y
X	Pearson Correlation	1	-.290
	Sig. (2-tailed)		.190
	N	22	22
Y	Pearson Correlation	-.290	1
	Sig. (2-tailed)	.190	
	N	22	22

5. Discussion

The researcher employs the test to correlate two variables namely Students' level of speaking anxiety (Variable X) and their Speaking achievement (Variable Y). In collecting the data of both variables, the researcher uses instruments such as questionnaires and tests. The researcher also tends to test the influence of moderate anxiety level as well as the relevance of the affective filter hypothesis of Stephen Krashen (1982) which only included students' level of speaking anxiety as the anxiety factor and their speaking achievement as the language acquisition.

The indicator of students' level of speaking anxiety also shows that the overall indicator is considered as high in the three components of anxiety. The result of the overall indicator of communication apprehension shows 61.89% or 0.618 which is considered as high. The result of the overall indicator of test anxiety shows 67.87% or 0.678 which is considered as high. And the result of the overall indicator of fear of negative evaluation shows 61.43% or 0.614 which is also considered as high with the descriptive (M = 62.3569, R = 34.07). The result of the speaking achievement of the students shows that there are 4 students with very good speaking achievement which covers 18% of the students, 15 of the students have a good speaking achievement which covers 68% of them, the last 3 of them is within the moderate category which covers 14% of them, while there are no students with bad or very bad speaking achievement. The overall average score of students' speaking achievement is 70.65 which is considered as high. Thus, the students speaking achievement is in high category (M = 70.6550, R = 30.50).

In calculating the correlation between the two variables, the researcher found that the correlation is negative with -0.290 as the correlation score, which means that the more one variable increased, there are 15 (68%) of them have higher speaking achievement than their speaking anxiety level while the other 7 (32%) are the opposite. However, the significance shows that it is higher than 0.05, which means that the correlation is negligible. Evidently can be seen in the descriptive statistics that the gap

between variable X and variable Y are low, and thus, despite the correlation is negative, where one variable increase while the other decrease, the result cannot be concluded as the correlation is insignificant or significantly negligible.

Stephen Krashen's theory regarding the affective filter hypothesis (1982) stated that students with high self-confidence, high motivation, and low anxiety will have a better result than those who have the opposite trait which means that people with low anxiety will have a high achievement subsequently people with high anxiety will have low achievement. In this study, the result of the correlation is negative (-0.290). This means that the more one variable increase the more the other decreases vice versa. The Students' speaking achievements of the students are dominantly higher than their level of speaking anxiety. 68% represents low anxiety and high language acquisition while the other 32% represents high anxiety and low language acquisition. Therefore, the affective filter hypothesis is relevant in this study and thus, the hypothesis is accepted.

6. Conclusion

The result of the correlations in all components as well as the overall correlation between the two variables shows negative correlations, which means that the more one variable increase, the more the other decrease, in this case variable Y is more dominant than variable X. However, all the significance are higher than 0.05, this means the correlation is significantly negligible and thus cannot be concluded.

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