

The Study of Lower Secondary School Students' Anxiety and their Speaking Skill

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Abstract

The primary goal of this research is to examine the relationship between students' anxiety levels and their proficiency in speaking in SMPIT Al-Kiyan to see if students' anxiety does affect students' speaking skill and is it a positive relation. The study was carried out at SMPIT Al-Kiyan, focusing on students during the academic year 2022/2023. Quantitative research with a correlation study design was employed as the data involved numerical or ordinal values. The population of this research is 150 students of SMPIT Al-Kiyan with the sample size of 40 students in total. Statistical analysis was utilized to analyze the data, and the correlation coefficient indicated a negative correlation between the two variables. Upon evaluating the data with Person coefficient show that the result of the hypothesis testing showed the coefficient is -0,440883681. Therefore, it was found that there is no positive correlation between students' anxiety and their speaking ability. In conclusion, there is no positive correlation between students' anxiety and their speaking. It means that student's anxiety does not have a good relation with their speaking skill.

Keywords: anxiety, speaking skill, lower secondary student.

1 INTRODUCTION

Human communicate using language as their main way to talk or speak to one and another. Teaching English at any level of school always necessitates four abilities (Botha, 2021). Speaking is one of the four fundamental abilities in foreign language acquisition, along with listening, reading, and writing. Because communication has power, act, and talk in a certain way. People utilize their speaking skills to communicate with others, to transmit an idea, opinion, message, or sentiment to others, to express their thoughts and wants, and to socialize oneself in order to communicate or engage. Learning English as a second or foreign language is very important for all humans in every aspect, because everyone uses language to communicate with other people. It indicates that language has a significant effect on people's activities, particularly in expressing feelings.

As people, we all come from different backgrounds and learn different languages. Indonesia primarily speaks their own language called Bahasa Indonesia but, in their school, they also teach other languages (Aziz & Aulia, 2021). Depends on the school, the language that is learnt can be different but primarily most if not, all Lower Secondary School teach English as part of its curriculum. This is not anything strange as English is one of if not the most used language in the world and is a universal language which means English is used everywhere not just in primarily English-speaking country but also countries that does not have English as their primary language (Ilyosovna, 2020). Most countries have English in their schools and Indonesia is no exception. Students are expected to learn and speak English during their time in Lower Secondary School. The aim of the research is to get empirical data, to know the correlation and the strength of the correlation as well as the effect anxiety has on students speaking skill. Anxiety is described as the subjective sensation of tension, apprehension, uneasiness, and worry

caused by an activation of the autonomic nervous system. As a result, anxiety can arise in a variety of settings throughout human existence (Dewaele & MacIntyre, 2019). Speaking skill is one of the language skills that students must develop when studying a foreign language. It is one of the most important skills to learn when learning a language as it is one of the main ways used to communicate by us humans. We speak with others to express our thoughts and to learn about the perspectives of others. Where there is speech, there is communication. We cannot communicate with one another without the use of speech. The value of speaking abilities, consequently is enormous for the learners of any language. A language is reduced to a script when it lacks speech. We can see that speaking is vital in learning English; capacity to speak English is one of the factors for success in learning English (Abdullaev, 2021)

Facilitating anxiety drives students to work more effectively and to go above and beyond to overcome their worry. Debilitating anxiety, on the other hand, is the polar opposite. Debilitating anxiety is defined as "extreme anxiety" that can lead to a poor reaction or even impede it. Learners with crippling anxiety will shun the learning process in attempt to reduce their discomfort (Sánchez, 2021).

Language anxiety, also known as self-perception anxiety, is a specific complex of self-perceptions, beliefs, attitudes, and behaviours associated to classroom language acquisition that arises from the distinctiveness of the language learning process. The development of an English learner's speaking performance in accordance with the efficacy of their English course constitutes success. The technique, strategy, medium, and teacher who provides the resources all contribute to the lesson's efficacy (Putri, 2020).

In a nutshell, speaking performance is the outcome of a speaking skill class and is used to determine whether or not the session was effective. During the formation and assessment of the speaking class, students continue to have negative opinions about the speaking skill lesson, emphasizing how difficult it is. This behavior may be caused by students' anxiety.

2 RESEARCH METHODS

In this research the researcher used Quantitative approach to collect data from students. Quantitative approaches emphasize objective measurements and statistical, mathematical, or numerical analysis of data gathered through polls, questionnaires, and surveys, as well as through modifying pre-existing statistical data using computational tools (Stockemer, 2019). A correlative study is a type of research design that looks at the relationships between two or more variables. Correlative studies are non-experimental, which means that the experimenter does not manipulate or control any of the variables (Flewellen, 2021). This research will be conducted in SMP IT Al Kiyah, Bogor. Jl. Lenteng Agung Raya for about three months starting in May 2023 to July 2023.

In this study the researcher took the second-year students in SMPIT AL-Kiyah second semester in academic year 2022/2023 as sample. 40 students in the second year of the school were surveyed and tested using the instruments.

3 RESULT AND DISCUSSION

In this study, the researcher uses FLCAS questionnaire developed by Horwitz that measures students' anxiety level in class. The researcher also uses a speaking test to measure students speaking score so we can find a correlation between students' anxiety and speaking skill.

3.1 Result of the Speaking Test

The researcher used the questionnaire to assist student's anxiety level while the students' speaking test is used to measure students' speaking performance in the classroom. The result of the students speaking test that was conducted can be seen in the histogram and polygon below:

Table 1. Speaking Test Score Frequency Distribution

Score	Frequency	X_i	X_i^2	$F_i X_i$	$F_i X_i^2$
7-12	8	9	81	72	5184
13-18	30	16	256	480	230400
19-25	2	21.5	462.25	43	1849

From the table above we can see that most students are at the 13-18 score range and the least are at the 19-25 range. In total there are 8 students at 7-12 score, there are 30 students at the 13-18 range, and finally there are 2 students at the 19-25 range. Only 2 students out of the 40 that was sampled score at a level that is considered high while most students score mostly near the middle.

3.1.1 Speaking Test Rubric

To collect the data, the researcher used the questionnaire to assist student's anxiety level while the students' speaking test is used to measure students' speaking performance in the classroom. The speaking test are scored based on 5 rubric which are pronunciation, grammar, vocabulary, fluency, and comprehension. The result of the students speaking test that was conducted can be seen in the table below.

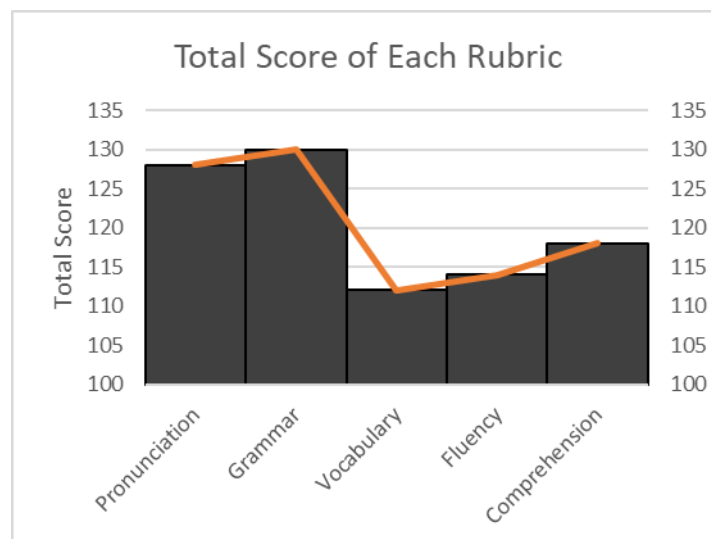


Figure 1. Histogram and Polygon of the Rubric of the Speaking Test

From the chart above we can see what category of the rubric that students excel at. The category with the highest score was grammar and the category with the lowest score was vocabulary. Pronunciation sits as the second highest score while fluency is the second lowest. Comprehension is right in the middle overall. From what we can get from this is that from the 40 students that was tested here, they were able to get their pronunciation and grammar at an overall higher level. Meanwhile, they struggle when it comes to their vocabulary and fluency and middling comprehension.

3.2 Result of the Anxiety Questionnaire

Below is the result of the anxiety questionnaire that was given to the students for the purpose of this study. There are 33 items in the questionnaire and with every question is scored between 1 to 5 depending on the result.

Table 2. Anxiety Questionnaire Frequency Distribution

Anxiety Score	Frequency	Xi	xi ²	fi xi	fi xi ²
62-76	4	68.5	4692.25	274	75076
77-91	8	83.5	6972.25	668	446224
92-106	16	98.5	9702.25	1576	2483776
107-121	8	113.5	12882.25	908	824464
122-136	0	28	784	0	0
137-151	4	143.5	20592.25	574	329476

As we can see from the histogram and polygon above, we can see that most students are at the 92-106 score range while the score range with the least number of students are tied between the 62-76 range and the 122-165 range with 2 students each. By comparison score range of 77-91 and 107-121 also tied and has the same number of students with 8 students each. From the histogram and polygon above there were 4 students who are very relaxed, 8 students who were relaxed, 16 students who were mildly anxious, 8 who were anxious and 4 who were very anxious. The anxiety level with the most students is in the mildly anxious category.

3.2.1 Anxiety Questionnaire Factor

Next, we will discuss the histogram and polygon of each total score in each question in the anxiety questionnaire divided into 3 different factors which is communication apprehension, test anxiety, and fear of negative evaluation.

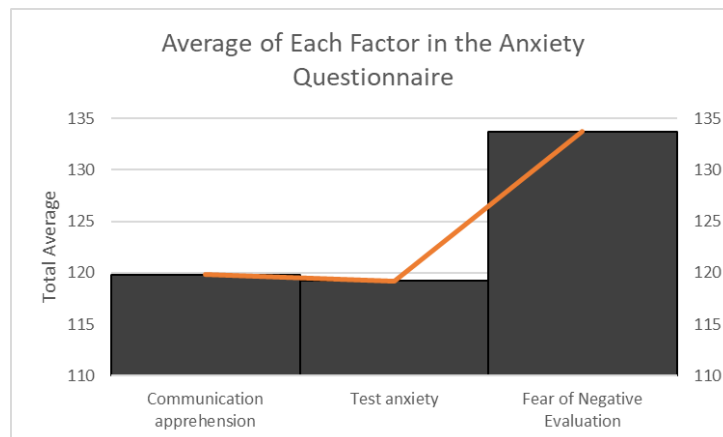


Figure 2. Histogram and Polygon of the Total Average of Each Factor in the Anxiety Questionnaire

As shown above is the total average of each factor in the anxiety questionnaire that was mentioned before. We can see that the total average for the fear of negative evaluation is the highest between the three factors. This can be due to the fact that the fear of negative evaluation factor has least number of question and that it also has the question with the highest total score compared to every other question. The second highest scoring question being part of the fear of negative evaluation factor may also contribute with the higher total average. Meanwhile, the communication apprehension

factor total average is around 120 and the test anxiety factor total average is 119 total score average.

3.3 Hypothesis Test

Now that we've got the results of the questionnaire and the speaking test, we can begin to do the hypothesis test:

Tabel 3. Hypothesis Test Result

N	DF	P Value (Sig. (2 tailed.))	Coefficient (r)	T Statistic	r ² (D)
40	38	0.0044	-0.440883	3.027960995	19%

The table above shows the result of the Correlation test, the T-Test, and the Coefficient of Determination Test. The coefficient shows that the two variables have a negative correlation with -0.4408 indicate that it doesn't have a positive relation. To reject the null hypothesis the condition is $R > T_{table}$ which in this case since the r is a negative, we can assume that the null hypothesis isn't rejected and there isn't a positive relation between speaking skill and anxiety. The reason for the r being a negative is due to the fact that speaking skill just doesn't have a good relation with anxiety as if one of the variables score goes up the other goes down and vice versa thus means that high anxiety score does not mean high speaking score. This doesn't mean that the two variables don't have a correlation but we're asking if the two variable has a positive correlation which in this case it doesn't.

Continue to the T Statistic, the T statistic value needs to be greater than the T table to prove that there is relation. The T table in this case the T table is 2.021 and the T statistic is 3.0279 which means that the T Statistic $> T_{table}$ which means that there is a relation between the two variables. The P value of 0.044 means that If the P-value is smaller than the significance level ($\alpha = 0.05$), we can assume that there is a linear between the two variables in the sample at the α level which means that the correlation is statistically significant.

The coefficient of determination or the R^2 value is 0.194378, how we interpret this is by turning it into a percentage means that it's actually 19%. What this means is that it means that 19% of the speaking test as dependent variable is explained by independent variable.

4 CONCLUSION

In conclusion, while there is significant correlation between students' anxiety and speaking skill it is not a positive correlation. Due to this if one variable score increases the other score decrease and vice versa causing a negative correlation. we can assume that anxiety can significantly impede an individual's ability to communicate effectively, causing difficulties in expressing thoughts and ideas, maintaining composure, and engaging with others. However, through therapeutic interventions and targeted practice, individuals can learn to manage their anxiety and develop strong speaking skills, ultimately improving their overall communication abilities. By actively working on managing anxiety and enhancing speaking skills, individuals can experience a positive shift in their ability to communicate effectively.

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