

RELATIONSHIP BETWEEN LANGUAGE ANXIETY AND STUDENTS ENGLISH SPEAKING PERFORMANCE DURING CLASSROOM PRESENTATION AT THE SECOND SEMESTER IN ENGLISH DEPARTMENT OF UNIQHBA

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Abstrak

The objective of this study is to examine the correlation between language anxiety and English language proficiency in the context of classroom presentation by second-semester students in the Department of English at UNIQHBA. This study employed a quantitative approach with a correlational method to identify and elucidate the relationship and the level of correlation between student's language anxiety and their speaking performance. The Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et al., was employed to quantify student's anxiety when speaking in English. Furthermore, students speaking performance was evaluated through a Speaking Assessment by Bown & Abeywickrama. The result of the analysis indicated a correlation (0.188) between language anxiety and students speaking performance. However, the correlation was not statistically significant, with a sig-(0,408) exceeding 0,05. Consequently, it can be concluded that the relationship between language anxiety and students English speaking performance among second-semester students in the department of English at UNIQHBA is very weak and insignificant.

Key Word: Language Anxiety, Speaking, Performance.

1. Introduction

English has become a universal language that serves as an international platform for communication in everyday life and the virtual world. In this era of globalization, proficiency in English is crucial for students in both oral and written forms. To communicate effectively like native speakers, students must master four Basic English skills, Reading, Writing, Listening and Speaking. Where speaking skill is the most important to be acquired in enhance of English language. The ability to comprehend and express ideas in English, as well as to comprehend and respond to spoken language, is essential for effective communication. This is particularly crucial for students, especially those majoring in English department, when speaking English in classroom.

However, Students has experience anxiety when speaking in English. This can negatively impact their speaking performance. Public speaking is common fear among students, characterized by worry, discomfort, and nervousness. Students with anxiety disorders

may struggle to recall even well-mastered material during presentations. Additionally, those who lack experience get blank during such activities. The relationship between language anxiety and students English speaking ability is indeed very close. Research conducted by Woodrow, (2006) found a significant negative relationship between foreign language anxiety and oral performance. Young (1986) in Aghajani & Amanzadeh, (2017) suggests that anxiety can affect communication performance.

Anxiety is a condition characterized by excessive worry caused by various factors, which can lead to fear and discomfort. Speaking on the other hand, is a form of communication that involves conveying information orally to an audience or individual using sounds produced by mouth. The aspiration to speak English fluently in public is universal, yet many individuals experience frustration when attempting to do so. Consequently, attaining fluency in English is not a straightforward process. The challenges encountered are often a lack of confidence and anxiety. These individuals may experience feelings that negatively impact their language

abilities, such as a lack of confidence, shyness, anxiety, nervousness and worry. Speaking in English can be a challenging task for students, particularly for those who are new to the academic environment. This is especially true for those who lack experience in speaking English in classroom. However, in the English education program, students are required to speak English, which often leads to "Culture Shock"- a feeling of surprise due to differences in culture, language, etc. During presentations students may experience communication difficulties and discomfort when using English. This phenomenon is common among new students majoring in English department. The above phenomenon serves as a reference for researchers investigating the relationship between anxiety and English speaking performance among second-semester freshmen, because freshmen generally have more anxiety than students in the IV, V, VIII semesters. Previous studies have explored this topic with varying subject and research focuses. Therefore, Researcher aim to investigate the relationship between anxiety and speaking performance of students using English, with a focus on presentation activities in front of the class. A study title "The Relationship between Language Anxiety and Students English Speaking Performance during Classroom Presentation at the Second Semester of English Department UNIQHBA.

2. Research Method

a. Research Design

This research is experimental research which used preexperimental design with quantitative approach. According to Craswell (2008: 6) states that quantitative research is a type of educational research in which the researcher decided what to study, asks specific, narrow question, collects quantifiable data from participants, analyze these number using statistics, and conducts the inquiry in an unbiased, objective manner.

b. Variables of the research

Variable is characteristics or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied (Creswell, 2008: 123). There are two variables in this research those are:

(i) In this study there are two variables, named variable "X" and variable "Y" (a) "X" variable refers to language anxiety; (b) "Y" variable refers to students English speaking performance.

c. Instrument of the Research

There are two instruments that will be used in this study. The first instrument is used to measure the anxiety of students in speaking English during presentations using a questionnaire. The questionnaire used was Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. which consist of 33 items, but before the questionnaire is distributed, the questionnaire has first been tested for validity and reliability using SPSS program. After passing the test, out of 33 items, 22 items were valid. For the reason, these items written in foreign language speaking anxiety questionnaire was used to investigated whether students experienced speaking anxiety and the degree of it. This questionnaire use scale 1-5 (strongly agree: 5; agree: 4; moderately: 3; disagree: 2; strongly disagree: 1). In order to make it easier for object to understand the contents of the questionnaire were translated into Indonesian Language.

The second instrument that will be used to measure students English speaking ability is speaking rubric. It was adapted from Brown and Abeywickrama (2010). To get a grade in students speaking performance the teacher will give 5 topics to be chosen by students to present in front of the class. Each students has to present one of the five topics that have been given by the teacher, with less than 3 minutes.

The 5 topics given are:

- a) Education in Indonesia
- b) Social Culture in Indonesia
- c) Economy in Indonesia
- d) Government system in Indonesia
- e) Religion in Indonesia

The students will be given 15-20 minutes to prepare the material to be presented according to the chosen topic, then the teacher will take a video to score their speaking performance using the speaking rubric provided. The criteria used to evaluate students' performance are based on those developed by Brown (2007). He suggests

there are at least are six criteria to asses speaking skill: pronunciation, fluency, grammar, vocabulary, discourse feature, and task accomplishment. The criteria of scoring the test is designed based on the criteria developed by Browns' evaluation performance principles in assessing speaking skill.

d. Technique Of Collecting Data

The steps taken by researcher to obtain primary data are:

- First, the researcher explains the purpose of the questionnaire that will be distributed and answered to the respondents.
- Furthermore, the researcher distributed questionnaire sheets to respondents.
- Then the researcher explained how to answer the questionnaire to the respondents.
- After that, the researcher gave the respondents about 20-30 minutes to answer the questionnaire. After all respondents answered the questionnaires that had been distributed; the researcher collected the questionnaire sheet again. After the data is collected, the next step is to process the data using a computer. The data processing process is carried out in the following stages:
- Editing: This stage aims to check the result of the questionnaires that have been collected to determine the suitability of the respondents answer without editing or changing the answers so that the data is consistent and accordance with the research objectives.
- Coding: At this stage the researcher provides codes to facilitate data processing.
- Entry: then the data has been selected is then entered on the computer for further processing using the SPSS program.
- Cleaning: at this stage the data that has been obtained is then collected to clean the data by checking the data, then only taking the correct data.

e. Technique of Analysis Data

- Scoring the data, (ii) Normality test, and (iii) Paired sample t-test

3. Result of Research

Data findings were collected using a questionnaire for student anxiety and speaking test as an instrument. Then the data was evaluated using SPSS Statistic. The questionnaire used had first been tested for validity and reliability before being distributed to respondents. The validity test result showed that out of 33 question items, 22 items were declared valid because the result of r count from r table were greater than 0.3338 with a significance level of 0.05. Furthermore, the data was tested for reliability with the result of the Cronbach

Alpha value of 0.835 which indicates a very high reliability category. Then the Normality test is caried out using Shapiro-Wilk with the provision of significance value of more than 0.05.

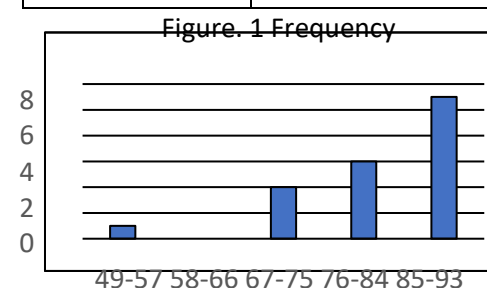
Based on the result of the norm ability test which shows that the data, it is not normally distributed. According to Sugiyono (2007) If the data is not normal than parametric statistic cannot be used. Instead, other statistical techniques are used that do not have to assume that the data is normally distributed. The statistical technique is Nonparametric Statistic.

a. Anxiety

Based on the result of frequency statistic used to process the result of the questionnaire those have been distributed to respondents. The questionnaire consists of 22 items with 22 respondents.

Table 4. 1 Statistic Value of Anxiety

Mean	81.36
Std. Deviation	10.608
Sum	1790

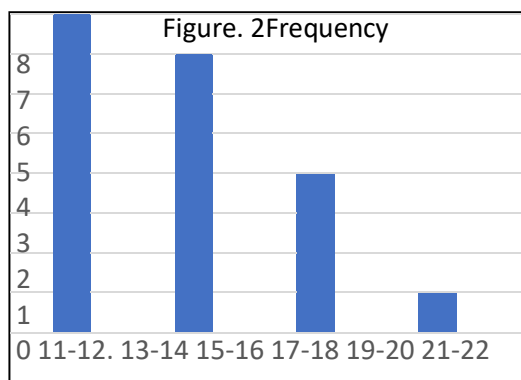


The result of frequency statistics show that the average value of students anxiety is 81.36 and the standard deviation value is 10.606 with the highest value as many as 50% (11 people) have

the highest value between 85-93, then 27,3% (6 people) with a total value between 76-84, 18,2% (4 people) with a value between 67-75, and as many 4,5% (1 person) with the lowest value.

b. Students English Speaking

Table 4. 2 Statistic Value of Speaking



From the results of the analysis that has been done the SPSS statistic show that the average total value is 58,28 with a standard deviation value of 2.810. A total of 36,5% (8 people) with values between 13-14, 18,2% (4 people) with values between 15-16, and as many as 13,5% (3 people) between 17-22.

c. Hypothesis Testing

Associative hypothesis is used to show allegations about the relationship between two or more variables. Non-Parametric statistic is used because the results of the normality test show that the data is not normally distributed. So the correlation that will be used the Spearman Rank Correlation.

Table. 4.1 Correlations

	Anxiety		Speaking
	Spearman's	1.000	188
	Coefficient	-	-
	Sig. (2-	-	.402
	N	22	22
	Speaking		1.000
	Coefficient	-	-
	Sig. (2-	.402	-
	N	22	22

In this study, the hypothesis proposed is:

- 1) H0: There is no significant relationship between language anxiety and students English speaking performance.
- 2) Ha: There is the significant relationship between language anxiety and students

Mean	15.9
Std. Deviation	2.810
Sum	350

English speaking performance. From the hypothesis test table above, a positive correlation value (0,402) is generated. There is an no significant relationship ($p > 0,05$). Thus H0 which states that there is no significant relationship between language anxiety and students English speaking performance is accepted, and Ha is rejected. This study found a positive correlation between variable X and variable Y showing a value of 0,188, but the relationship was not significant.

This study investigates the correlation between language anxiety and students English speaking performance. Based on existing rules, the criteria for significant correlation are "if the significance value (sig) $< 0,05$ than the H0 is accepted, and if the significance value (sig) $> 0,05$ then H0 is accepted while Ha is rejected. In this case, there is a positive correlation (0,188) which is not significant (0,408) between language anxiety and students English speaking performance. It said to be not significant because the p value is > 0.05 ($0.402 > 0.05$) with correlation coefficient level (0,188). This shows that the amount of effect of student anxiety on students speaking skill is 18,8% the residual 81,2% is due to the effect of other factors. Thus, the result of this study is there is a weak and non-significant correlation between language anxiety and students English speaking performance of second semester students of English Department UNIQUHBA.

The result of the relevant studies showed that many students have high anxiety and low speaking ability and vice versa. Previous researcher conducted research on the relationship between the two variables with

different result. Rofida, (2021) found Foreign Language Anxiety and students speaking performance are significantly correlated. The correlation is negative which means that the correlations between FLA and students speaking performance is opposite. Other research from Pratama et.al, (2021) showed a strong negative correlation between students anxiety and their speaking performance. Susanto et.al, (2017) found a significant correlation between students anxiety and speaking skill. This result is different from the most of the literature it can motivate more researchers to conduct studies on relevant topics.

Aghajani & Amanzadeh, 2017b) Found that there is a significance correlation between the speaking and students anxiety in classroom. (Syahbani & Apoko, 2023) found a significant correlation between students learning anxiety and their speaking skill. The results indicated that students with higher levels of anxiety tended to perform poorly in speaking skills. Rizki et al., (2021) the result show that there is a strong negative significant correlation between students speaking anxiety and speaking performance. Language anxiety is one of the causes of students low speaking performance, according to the findings.

Krashen (1982) affective filter hypothesis stated that high levels of anxiety can hinder students language acquisition, preventing them from properly processing language input and output. That fact that anxiety can hinder students ability in foreign language tasks is also supported by Horwitz, Horwitz, and Copes (1986) theory of foreign language anxiety. To maximize respondent attendance, the study was conducted over two meetings. Some respondents showed sign of anxiety during the presentation. Some students had difficulty maintaining eye contact with the audience, often looking down or sideways, this is the first sign of anxiety. Secondly, students spoke in a low and unstable tone of voice, which showed self-confidence, thirdly, the student speaking too fast, which indicates anxiety to finish the presentation immediately.

Last, students often stop mid-sentence, which indicates difficulty remembering the material or finding the right words. The result of the FLCAS questionnaire show that students have a high level of language anxiety. The physiological and physiological and psychological signs of anxiety observed are in line with these findings. Anxiety seems to contribute to students poor speaking performance, where they struggle to deliver material fluently and confidently. Furthermore, anxiety can affect both verbal and non-verbal interactions, impacting on how effective communication is overall. Result show that teaching methods that not only emphasize mastery of the material but also help students control anxiety and increase their confidence in speaking English. Methods such as speaking practice in small groups, providing positive feedback, and teaching relaxation techniques can help students reduce anxiety and improve their speaking ability.

4. Conclusion

Based on the result of data analysis, it can be concluded that :

- a. There was a positive relationship between language anxiety and students English speaking performance during classroom presentation in the second semester of English department of UNIQUHBA.
- b. The relationship between language anxiety and students English speaking performance is not significant because the significance value is greater than 0,05
- c. The level of relationship between language anxiety and students English speaking performance was "Very Low" based on the correlation table.
- d. Based on the results of the analysis of student speaking performance 18.8% is influenced by the presence of language anxiety, while 82,2% is influenced by other factors.



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