THE CORRELATION BETWEEN

SPEAKING ANXIETY AND SPEAKING PROFICIENCY

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ABSTRACT

The goal of the study was to find out if there was a correlation between speaking anxiety and speaking proficiency. This type of research is quantitative, using research correlation design. How to capture data through 2 types: (1) speaking test through the latest covid-19 article and recorded in the Zoom application (2) questionnaire about anxiety test in the form of Google Form. This research is dealing with 30 respondents from the 5th and 7th semester students of Faculty of Teacher Training and Education, English Language Education at Universitas Muhammadiyah Jember. The data from speaking anxiety and speaking proficiency were analyzed through the Spearman Rho. Based on the results of the correlation between speaking anxiety and speaking proficiency, it shows a Spearman Rho correlation of -0.627 with significance value of 0,003 (2-tailed) <0,005. Therefore, it can be concluded that there is a significance correlation, especially strong negative correlation in between students' speaking proficiency and speaking anxiety.

Keywords: Correlation, Speaking Anxiety, Speaking Proficiency.

In this modern era, English speaking skills has becoming a very important part, especially for EFL students. Thornbury (2005, p. 1) stated that speaking is a part of daily life which we take it for granted. Generally, human produces tens of thousands of word a day. In addition, speaking seems to be the most important because people who know that language are referred to as "speakers" of that language. That is why speaking becomes something which is essential and natural in daily life.

Speaking anxiety is one of the many factors that affect EFL speakers' ability to communicate. Furthermore, speaking anxiety as the fear of using a language orally (Wilson, 2006). In contrast, how fluently the learner speaks; it will give the first impression of speaking proficiency. Speaking proficiency refers to the ability to use linguistic knowledge in real-life situations for the purpose of expressing ideas, feelings, thoughts, or needs (Hornby, 1995, p. 826; de Jong, et al, 2012).

Price's (1991) study showed that another study conducted by Gregersen and Horwitz found that perfectionist learners had a tendency to be anxious (2002). They discovered that highly anxious students are more perfectionist and critical of their own and others' proficiency. Furthermore, the language anxiety test was only a poor predictor of English speaking proficiency. In contrast, how fluently the learner speaks; it will give the first impression of speaking proficiency. It is the ability to perform the linguistics knowledge in actual communication. The ability functions of speaking proficiency are to express our ideas, feeling, thoughts, and need orally. In conclude, speaking proficiency has a function to measure their English language

skills.

In this research, the researcher focused on correlate between speaking anxiety and speaking proficiency for EFL students. The researcher observed and discovered that the 5th and 7th semester students Faculty of Teacher Training and Education, English Language Education Program at Universitas Muhammadiyah Jember had speaking issues, specifically speaking anxiety. These issues will have an indirect impact on their ability to speak when they take the speaking test or converse with people with whom they are unfamiliar. Furthermore, many courses require them to speak English due to their field of English. As a result, the researcher believes that it is critical to improve the dare speaking proficiency of the 5th and 7th semester students of Faculty of Teacher Training and Education, English Language Education Program at Universitas Muhammadiyah Jember. The problem of the research is: Is there any correlation between Speaking Anxiety and Speaking Proficiency? The objective is to describe a significant correlation between speaking anxiety and speaking proficiency. The significances are the result of the research can be used as an input in English teaching learning process especially in teaching speaking and as the reference for those who want to conduct a research in English teaching-learning process. In addition, the result of this research will be helpful both for the students and the teacher to correlate the speaking proficiency and speaking anxiety so that they can use this method to teach their students.

Method

In this research the writer uses quantitative as kind of research to know whether there is correlation between speaking anxiety and speaking proficiency. According to Sugiyono (2012), quantitative research methods are defined as research methods based on the philosophy of positivism, which are used to examine certain populations or samples. In this study, there are 2 steps in data collection. First, the writer will carry out a speaking test through news that is stored in video form. This test is conducted to measure proficiency EFL in speaking. Second, is a questionnaire, which contains about whether they experience anxiety or not during the speaking test? Arikunto (2014, p. 194) states that definitions of questionnaire is a number of questions that are used to obtain information from respondents in the sense of reports about themselves, or things that are known. The type of questionnaire used is a closed questionnaire, namely participants or EFL only choose the answers provided. The instrument is a tool used to uncover aspects that want to be investigated in a study. In this study, the researcher used the instrument such as: (1) speaking test through an article and (2) Questionnaire. According to Erwin Widiasworo (2019, p. 99) analyzing data is defined as an effort to process finally to answer the formulation of the problem in research. To calculate the magnitude of the correlation used statistics. This statistical technique can be used to calculate between two or more variables. Spearman Rho is used to determine the relationship between two interval phenomena. It is also to describe the strength of relationship between two variables.

Result and Discussion

The purpose of the data description in this research is to measure the significant correlation between speaking anxiety and speaking Proficiency. The description of research finding data provided as follows by using descriptive statistic technique. The researcher got the data from 5th and 7th semester students of Faculty of Teacher Training and Education English Language Education Program at Universitas Muhammadiyah Jember which consists of 15 students each semester so that the total of respondents are 30 EFL students, and used speaking test and also used questionnaire. EFL students were given a speaking test in a form of article in Zoom application and

questionnaire in the form of Google Form application.

The first is collecting data of speaking anxiety. The researcher got score the speaking anxiety of EFL students from questionnaire in the form of Google Form application. The result of the 30 respondents, described as follows: Question number 1:" My heart is breathed fast when lecture suddenly, asks me to come forward to tell something in English." there are 22 EFL students who give respond agree and 8 are disagreeing. Question number 3: "I am afraid that the other students will laugh at me when I speak the foreign language." 2 students answered strongly agreed, 7 answered in agreement, 19 students answered disagreed, and 2 answered strongly disagreed. Question number 5: "I am afraid of making mistake when I speak the foreign language even it is not crowded." there are 3 students who respond strongly agree, 10 students answer as much, 16 students answer disagree, and 1 respond strongly disagree. Question number 7: "I feel scared or anxious when I am asked to retell the material in English language." there is 1 student answered strongly agreed, 13 answered agreed, 15 answered are disagreed, and 1 answered strongly disagreed. Question number 9: "I am afraid that that my grammar lectures is ready to correct every mistake I make." there are 8 EFL students answered strongly agreed, 8 agreed, and 14 answered disagreed. Question number 11: "I get tense and nervous when talking in public." there are 4 students answered strongly agreed, 5 answered agreed, 19 students answered disagreed, and 2 answered strongly disagreed. The table shows how many students scored from the highest score of 4 to the lowest score of 1. Nearly half of the students scored low, which is a score of 4 in some questions, for example for question number 11 there are 19 students answered disagreed.

Based on the result of the previous chapter, nearly half of the students scored low, which is have score of 4 in some questions, for example for question number 11 there are 19 students answered disagreed. This is due to high self-confidence. Confidence as something that must be able to everything that is known and everything that is done. In this study, self-confidence might come as a result of one's capacity to achieve or accomplish anything. Emotions, self-esteem, disgust, attitude, courage, and motivation are all psychological characteristics that contribute to self-confidence in this scenario. (Liu, 2006). This factors affect student's at their speaking include their speaking test. Anxiety reactions may overshadow actual treat, that is the intensity of the emotional reaction is disproportionately greater than magnitude of the objective danger (Wilson, 2006). A few students that had low score in speaking test and less confident could be affect by those factors.

The second collecting data of Speaking Proficiency is speaking test. To collect the data, the researcher using the speaking tests in a form of article in Zoom. The result of the 30 respondents, described as follows: Scores for accuracy, 17 students get 4 score, 10 students get 3, 2 EFL students get a score of 2 and 1 EFL student gets a score of 1. Scores for Fluency, 14 students get 4, 8 get 3 score, 4 EFL students get 2, and 4 EFL students get 1. Scores for purpose, 9 EFL students get a score of 4, 13 get a score of 3, 6 EFL students get a score of 2 and 2 EFL students' get 1. For clarity scores, 11 EFL students get 4, 12 get 3, 5 students get 2 and 2 get a score of 1. For tone scores, 15 students get 4, 7 EFL students get a score of 3, 6 get a score of 2 and 2 EFL students get a score of 1. For volume scores, 13 get a score of 4, 9 EFL students get a score of 3, 6 get 2 and 2 EFL students get a score of 1. Scores for complete thoughts, 10 students get a score of 4, 11 EFL students get a score of 3, 5 EFL students get a score of 2 and 4 EFL student's get 1. Scores for formal, 20 EFL students get 3 score, 3 students get 2 score and 7 students get score of 1. Scores for eye contact, 12 EFL students get a score of 4, 10 get 3, 5 students get a score of 2 and 3 get 1 score. Scores for gestures, 12 get 4 score, 9

EFL students get a score of 3, 5 EFL students get a score of 2 and 4 get 1 score. Scores for timing, 14 students get a score of 4, 8 get 3, 5 EFL students get a score of 2 and 3 EFL students get a score of 1. The table shows how many students scored from the highest score of 4 to the lowest score of 1. Almost half of the students scored high, which is a score of 4 in several aspects, for example for accuracy aspects there are 17 students.

Based on the result of the previous chapter, almost half of the students scored high, which is a score of 4 in several aspects, for example for accuracy aspects there are 17 students. The greater the speaking proficiency score, the more fluent you are. Furthermore, the fluency with which the student communicates will convey the first impression of speaking ability (De Jong, 2012). It is the ability to perform the linguistics knowledge in actual communication. The ability functions of speaking proficiency are to express our ideas, feeling, thoughts, and need orally. There are some factors that aid some students to get high score. Across global proficiency ratings, the relative importance of the subskill factors vocabulary, grammar, pronunciation, fluency, and sociolinguistic ability did indeed vary, with vocabulary being the most important factor at lower levels of proficiency, and with all factors being equally important at the highest level of proficiency (Tavakuli et al, 2020). In conclude, speaking proficiency has a function to measure their English language skills.

The research question of this study investigates whether there is a correlation between students' speaking proficiency levels and students' anxiety levels. In order to answer the research question, first preliminary data screening was conducted to confirm normality of multivariate variance by using a series of Shapiro-Wilk tests of normality. Data is said to be normally distributed if the Sig. obtained from the calculation is greater than 0.05. Table 4.3 shows that the two dependent variables were found to be not normally distributed (Shapiro-Wilk <0.05). The table shows speaking anxiety with a significant level of 0.022 and speaking proficiency with a level of 0.013. When the data is not normally distributed, it is necessary to conduct a non-parametric test, Spearman Rho correlation. Based on the results of the correlation between speaking anxiety and speaking proficiency, it shows a Spearman Rho correlation of -0.627 with significance value of 0,003 (2-tailed) <0,005. Therefore, it can be concluded that there is a significance correlation, especially strong negative correlation in between students' speaking proficiency and speaking anxiety. The students who had a high assessment of their abilities tended to lower their anxiety levels (Onwuegbuzie, Bailey and Daley,1999) (Utami & Nurjati, 2017). The higher the level of speaking proficiency EFL students, the lower the speaking anxiety in EFL students.

Conclusion

Based on the results of research that has been obtained and discussed in the previous chapter, it showed a Spearman Rho correlation of -0.627 with a significance value of 0.003 (2-tail) <0.005. Therefore, it can be concluded that there is a significant correlation, especially a strong negative correlation between students' speaking proficiency and speaking anxiety.

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