

**THE STUDY BETWEEN STUDENTS' ANXIETY AND SPEAKING
ABILITY AT THE FIRST GRADE STUDENTS OF SMA NEGERI 1
KABUPATEN TANGERANG**

(A Script)

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BANDAR LAMPUNG
2017**

ABSTRACT

THE STUDY BETWEEN STUDENTS' ANXIETY AND SPEAKING ABILITY AT THE FIRST GRADE STUDENTS OF SMAN1 KABUPATEN TANGERANG

Ghita Calvina Izumi

Speaking is considered as one of difficult language skills to be mastered. This stands to reason for it consists of fluency, pronunciation, grammar, vocabulary and comprehension. Thus, consequently, anxiety arises when the students find difficulty in expressing the ideas. It is the reason why the researcher is interested to know how far anxiety has a correlation toward students' speaking ability.

The aims of this research were (1) to find out the correlation between students' anxiety and speaking ability, (2) to investigate the aspect of anxiety affects students' anxiety toward speaking ability, and (3) to see the aspect of speaking correlates the most to the students' anxiety. Quantitative research was the method of this research which utilized *ex post facto design*. The sample was X MIA 1 at SMAN 1 Kabupaten Tangerang consisting of 26 students taken by simple random sampling technique. The instruments in collecting the data were questionnaire and speaking test. In analyzing the data, the researcher correlated the result of questionnaire and the result of speaking test by using Pearson Product Moment Correlation.

The result of this research showed that (1) there was a statistically significant negative correlation between students' anxiety and speaking ability ($r_{xy} = -0.730 > r_t = 0,396$), (2) fear of negative evaluation was the aspect of anxiety correlating the most to the speaking ability (-0.662) and (3) the aspect of speaking influencing the most was comprehension (-0.638). In short, H_1 was accepted and H_0 was rejected. Therefore, the hypothesis proposed in this research was accepted. Overall, it can be concluded that there was a correlation between students' anxiety and their speaking ability. Furthermore, anxiety makes the students difficult to acquire English as their second language acquisition.

Keywords: correlation, anxiety, speaking.

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**By:
Ghita Calvina Izumi**

A Script

**Submitted in a Partial Fulfillment of
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**In
The Language and Arts Education Department of
The Faculty of Teacher and Education**



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UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

Research Title : **THE STUDY BETWEEN STUDENTS' ANXIETY AND SPEAKING ABILITY AT THE FIRST GRADE STUDENTS OF SMAN 1 KABUPATEN TANGERANG**

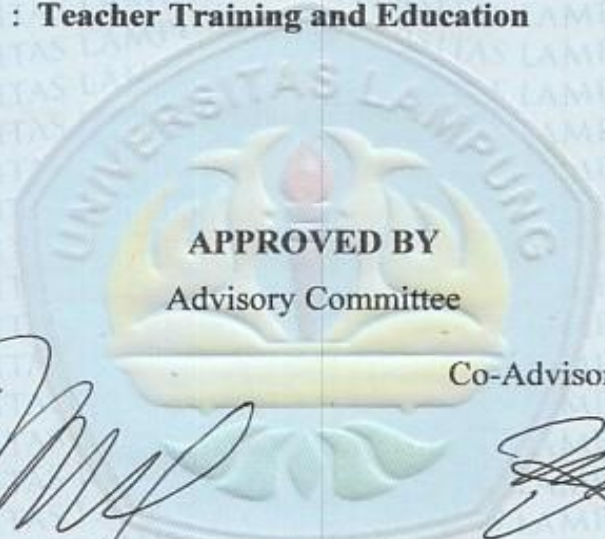
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CURRICULUM VITAE

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DEDICATIONS

This script is proudly dedicated to:

My beloved family

My friends in English Education 2013 of Lampung University

My Almamater, University of Lampung

MOTTO

“Learn to love process. Learn to accept that processes, no matter how painful and long, is what build us. Success is not gained overnight.”

(Diana Rikasari, 2017)

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Gratitude and honor are addressed to all people who have helped and supported the writer for completing this script. Here the writer would like to address her gratitude and honor to:

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Finally, the writer believes that her writing is still far from perfection. Thus, comments, critiques, and suggestions are always opened for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to accomplish further research.

Bandar Lampung, Agustus 2017

The Writer,

Ghita Calvina Izumi

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I. INTRODUCTION

This chapter deals with the background of the problem, formulation of problem, objectives, uses, scope, and definition of terms.

1.1. Background of the Problem

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 (1974:75), (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 or

utters 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 interest to express their ideas even in a simple form of conversation.

According to Mackey (1965: 266) stated that 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.

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 teacher

while 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.

In generally claimed, most of senior high school students still have difficulties to use English for communicating in their routines. From the researchers' pre-observation at SMAN 1 Kabupaten Tangerang, it was found that the most of

students did not have courage to speak up. Students' anxiety in speaking English was one of the factors that cause their problem in speaking English. They became passive in the class when the teaching and learning process were ongoing. They were too worried to speak what they were purposed to say in English. They felt that they would always make mistakes when they were saying something with English.

In line with the explanation above, this research is interested in carrying out students' anxiety in learning English by finding out the correlation between students' anxiety and their speaking ability. The researcher also intends to investigate the aspects of anxiety influencing the most to the students in speaking English and also to see the aspects of speaking influencing the most to the students' anxiety and speaking English at SMAN 1 Kabupaten Tangerang. In addition, there is research done by Satriawati Eka Wahyuni (2015). This research was focusing on the students' anxiety in the speaking class and its consequences toward their speaking achievement (a case study of the eighth grade students of Bilingual Program at SMP Islam Al Azhar 21 Solo Baru). She found that the students felt anxious when they had speaking test. It was caused by the learners' characteristics and the classroom procedure. In the relation of speaking achievement, it was reported that speaking anxiety has a significant impact to students' anxiety.

Another research was done by Mulyani (2011). She had a research focused on the the correlation between students' anxiety level and their speaking ability at the second year of senior high school 1 Enok. She found that there was a significant

negative correlation between students' anxiety level and their speaking ability at the second year students of SMAN 1 Enok. The conclusion points out that the higher students' anxiety level, the lower students' ability of speaking English and the lower students' anxiety level, the higher students' ability of speaking English. The researcher conclude that Satriawati Eka Wahyuni focuses on language learner at the eighth grade students of junior high school and Mulyani observes his research focusing on language learner at the second year of senior high school. Therefore, the researcher interests to find the aspects of anxiety that affect students' anxiety toward their speaking ability in the first grade students of senior high school. This study entitled "The Study between Students' Anxiety and Speaking Ability at The First Grade Students of SMAN 1 Kabupaten Tangerang", aimed at investigating the correlation between students' anxiety and speaking ability, knowing the aspects of anxiety correlating the most to the students' anxiety in speaking English and also seeing the aspects of speaking correlating the most to the students' anxiety in speaking English .

1.2. Formulations of the Problem

In line with the background above, the researcher would like to formulate the problems as follow:

1. Is there any correlation between students' anxiety and speaking ability at the first grade students of SMAN 1 Kabupaten Tangerang?

2. What aspect of anxiety influences the most to the students' anxiety in speaking English at the first grade students of SMAN 1 Kabupaten Tangerang?
3. What aspect of speaking influences the most to the students' anxiety in speaking English at the first grade students of SMAN 1 Kabupaten Tangerang?

1.3. Objectives

The objectives of the research are:

1. To find out the correlation between students' anxiety and speaking ability at the first grade students of SMAN 1 Kabupaten Tangerang.
2. To investigate the aspects of anxiety influencing to most to the students' anxiety toward speaking English at the first grade students of SMAN 1 Kabupaten Tangerang.
3. To see the aspects of speaking influencing the most to the students' anxiety in speaking English at the first grade students of SMAN 1 Kabupaten Tangerang

1.4. Uses

It was hoped that the result of this research can be used as:

1. Theoretically, the result of this research was expected to give information and reference to the readers about the study between students' anxiety and speaking ability at the first grade students of SMAN 1 Kabupaten

Tangerang and also to complete the lack of previous research relates to the students' anxiety on acquiring English as foreign language.

2. Practically, this research can be used as information and reference for the English teacher to analyze the aspects of anxiety affect students' anxiety when they learn English especially when they are speaking English. Furthermore, the English teacher can arrange some strategies to reduce or disappear students' anxiety and increase their ability in speaking.

1.5. Scope

This quantitative research was conducted at the first grade students of SMAN 1 Kabupaten Tangerang. In this case the researcher chose one class as subject that was class X MIA 1 consisted of 26 students. The researcher utilized the first grade students as the subject because this grade has already studied all components of speaking; such as pronunciation, grammar, vocabulary, fluency, and comprehension and also the topic that given by the researcher based on the curriculum 2013. Thus, the researcher believed that the students can do the task well. Besides that, the researcher intended to build up students' emotion by knowing the factor that made them anxiety in speaking English. In hope that the teacher will know how to face the students to be active in the class especially in speaking English. Hence, the students will be more enthusiastic in learning English in the next grade. Moreover, this research focused on the correlation between students' anxiety and their speaking ability. In gaining the data of speaking ability and students' anxiety, the researcher gave some test to the students. It applies two types of data collection, namely questionnaire and

speaking test. The researcher gave a speaking test to know whether they are good in speaking English or not. In speaking test, the researcher observed students' problems in speaking ability into five components of speaking; comprehension, fluency, grammar, vocabulary and pronunciation. Then, the researcher observed students' anxiety through questionnaire in order to measure the aspects of anxiety correlates the most to the speaking ability and also to know the aspects of speaking influences the most to the students' anxiety.

1.6. Definition of Terms

There were some definition of terms that can come across often during the research. The term below guided the reader in reading and understanding the research. Some definition were provided as following:

1. 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.
2. Johnson and Morrow (1981: 70) say 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 which involve the following aspects:
 - 2.1. Fluency refers to the ability how to speak fluently and accurately. Smoothness or flow the sounds, syllabus, words and phrases can be indicated the quality of her or his fluency is smooth or not.

- 2.2. Pronunciation is the way of a person produces or utters the sound of the words meaningfully and accurately to be understood by others in communication.
- 2.3. Vocabulary can be defined as the words use in language covering content word and function word.
 - 2.3.1. Content words relate to the classes of the word, such as, noun, verb, adjective and adverb.
 - 2.3.1. Function words refer to the function of the word in the sentence, whether it is subjective pronoun or objective pronoun.
- 2.4. Grammar denotes to the sentence structure and tenses.
- 2.5. Comprehension refers to the speakers' understanding about what are they saying to the listeners in order to avoid misunderstanding information.

This chapter has discussed about background of the problem, formulations of the problem, objectives, uses, scope, and definition of terms.

II. LITERATURE REVIEW

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

2.1. 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. Johnson and Morrow (1981: 70) say 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.

There are several definitions of speaking. According to 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.

2.2. Components of Speaking Skills

Speaking is not only means of how we speak fluently and correctly to be understood by others but it also has components that explain the way we produce the utterances or sentences meaningfully and accurately to be understood by others. According to Haris (1974: 75), there are five components to measure students’ speaking ability as follows:

1. Fluency

Fluency refers to the ability how to speak fluently and accurately. Smoothness or flow the sounds, syllabus, words and phrases can be indicated the quality of her or his fluency whether it is logically smooth or not. It also can be seen with the way they speak, If someone can speak English without any pauses, such as; “ums” or “emm”. It indicates that the quality of their fluency is smooth. When someone can give respond another persons’ question without any difficulty in the conversation; it also means that his or her speech is effortless and smooth. For example, if A asks B this sentence : “*What are you doing?*” B can answer correctly: “*I am watching a movie.*”

2. Pronunciation

Pronunciation is the way of a person produces or utters the sound of the words meaningfully and accurately to be understood by others in communication such as *different phonemes*, rising and falling in *intonation* and *stress* (Harmer 2001:28-33). Here is the example of *different phonemes*.

“*Potato chips made by the chef is so crunchy*”

/pə'teɪtəʊ/ /**tʃ**ɪps/ /meɪd/ /baɪ/ /ð ə/ /**ʃ**ef/ /ɪz/ /səʊ/ krʌntʃ/

The letter “**ch**” in the words “*chips*” and “*chef*” has two different pronunciations, which are represented by two different phonemes: /tʃ/ and

/ʃ/. Which is /ʃ/ is strong friction sound and belongs to voiceless alveopalatal fricative; and /tʃ/ is stop affricate weak sound and belongs to voiceless alveopalatal affricate.

Besides that, the students should be able to use stress clearly. Thus, the listener can understand what the clues or the important information that speaker said. In English, stressed syllables are louder than non-stress syllables. For example the stressed syllables are represented by bold typed:

“In my opinion, her dress is **incredible**.”

“She was born on **April**.”

In the word “incredible”, the second syllable (in’credible) is stressed, and in the word “april”, the first syllable (‘april) is stressed.

Moreover, the students should be able to recognize the differences between risings and falling in intonation. It can be observed when looking at commands and questions. For example the intonation of these questions can be illustrated as follows:

a. Tag question (when we the speaker is sure that the answer will be “yes”)

“You /EAT my cake, /DON’T you?”

It means that the speaker is sure and expects the answer “yes”

b. The last part of alternative questions (after “or”)

“Do you want /MILK or /TEA ?”

3. Vocabulary

Vocabulary can be defined as the words use in language, phrase, clauses, and sentences. If someone has many words to utters what they interest to say, they will be smooth to give some information or receive the information. In vocabulary, the students should know about content word and function word in English vocabulary. Content word refers to classes of word (noun, verb, adjective and adverb) and function word refers to the function of the word in the sentence whether it is as a subjective pronoun or objective pronoun. For example:

A : “I heard you graduated with honor, Congratulations! Finally, you did it!”

B : “Yes, I did it. Thank you very much.”

A : “What are you going to do next? Are you going to get a job?”

B : “No, I am not. Actually, I am going to the states next month to get my Master degree.”

A : “That is great! Go for it! I wish you good luck!”

B : “Thank you very much. I appreciate it.”

In that short conversation, the word ‘*heard*’, ‘*did*’ and ‘*get*’ are irregular verb; the word ‘*graduated*’ and ‘*appreciate*’ are regular verb. The word

'next' and 'great' are adjective. Noun in that dialog are the word 'congratulations', 'honor', 'thank', 'job', 'states', 'month', 'much', 'degree' and 'master' while the word 'finally', 'actually' and 'very' are adverb because it explains adjective.

Subjective pronoun on that conversations are 'I' (the first, second, fourth, fifth and sixth sentence), 'you' (the first sentence) while objective pronoun are 'you' (the first and fifth sentence), 'it' (the first, fifth and sixth sentence).

4. Grammar

Basically, grammar refers to the sentence structure and tenses. Heaton (1991:5) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Besides that, grammar will help the students to speak fluently. Here is the example of grammar component:

A : "Could you please tell me where were you born?"
 B : "I **was** born in Bandar Lampung on March 22nd 1994."

When we are talking about someone life, we are going to be talk about story that happened in the past. Thus, we have to use verb II. In the conversation, the speaker should use past tense, as seen below:

S + **Verb II** refers to **past tense**.

5. Comprehension

Comprehensibility denotes the ability of understanding the speakers' intention (understand what the speaker said) and general meaning (get the point what the speaker said) (Heaton: 1991:35). Cohen (2005:51) argues that to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. From those two experts, it can be said that comprehension refers to the speakers' understanding about what are they saying to the listeners in order to avoid misunderstanding information. If someone can answer other question or statement correctly, it indicates that he or she understands and comprehends well. For example, the teacher gives a question to the students, such as "*What do you think about the cinderella story?*", then the students can answer the question correctly, such as "*In my opinion, cinderella story is very interesting story and has a good moral value.*" B answers it well, quickly, and correctly. Thus, they comprehend what teacher said appropriately. In other words, they can speak correctly and the audience can understand what they said.

In brief, these components above are important for the students to acquire English communication because it can be use to express ideas, feelings, and emotions to other people. In this research, the researcher will focus on all components of speaking. They are fluency, pronunciation, grammar, vocabulary, and comprehension because the purpose is to convey or extended the information or story that will be told by the students. Hence, the researcher should know their

pronunciation, fluency, and comprehension about what they intend to tell to the others.

2.3. 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 (2001: 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. For example:

A : *“Please read this short story!”*

B : *“My name is Vina Mufida. I am twenty years old now. I am studying in Lampung University. I am the second **child** of my parent’s children. I have two brothers. My older brother is Farhan Muhammad, and my **younger** brother is Ikhwannudin. They are very kind to me because I am the only one **lady** in this family.”*

A : *“Alright, thank you. Actually, there are phonological error when you utter “child”, it should be /tʃaɪld/ not /tʃɪld/. The other phonological error is “younger”, It should be /ˈjʌŋgə/ not /ˈjʌŋə/ and also the word “lady”, it should be /ˈleɪdi/ Not /ledi/.*

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. For example, someone gets some trouble to find a taxi in supermarket. Furthermore, she asks other people to find a taxi but unfortunately that people can not help because she or he busy. Here is the example:

A : *“Excuse me, could you help me to find a taxi?”*

B : *“I am sorry, I can not. I have to go now.”*

A : *“Alright, then.”*

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. For instance:

A : *“What do you usually do in your free time?”*

B : *“I like swimming.”*

A : *“How often do you usually do that?”*

B : *“I usually swim once a week.”*

A : *“Where do you usually do that?”*

B : *“I usually swim at the beach.”*

A : *“With whom do you usually do that?”*

B : *“I usually swim with my family, How about you? What is your hobby ?”*

A : *“I like reading a novel.”*

B : *“How many times do you usually do that?”*

A : *“I usually read a novel three times in a week.”*

6. Extensive (monologue)

Extensive monologue includes oral presentation, 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. For example, the students are asked to describe a story based on series of pictures that the teacher given.

Picture 1. picture-cued story telling



- A :*"Please describe the first and second picture in a good sentence!"*
- B :*"Holiday is over, I should go to school today. Well, it is good to start my activity with delicious breakfast."*

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.

2.4. 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 the 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 they

can 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.

2.5. 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 self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Moreover, (Horwitz, 2001:121) 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.

Pappamihel (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 (MacIntyre & Gardner, 1991a: p.87).

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.

2.6. Aspects of Language Anxiety

Language anxiety is caused by various causes during learning process. The primary sources of language anxiety, stated by Horwitz, Horwitz, and Cope (1986:127) are: communication apprehension (the fear of communicating with other people), test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance), and fear of negative evaluation (worry about how others view the speaker). Here are the explanation about three of them:

1. Communication Apprehension

Communication apprehension arises from someones' fear and shyness if they have to communicate with others. In communication apprehension, people usually afraid of oral communication that is about speaking and listening (Wu and Chan, 2004:292). They will get difficulty to understand what people are saying and to make someone understands what they

purpose to say. For example, when the students have to speak English with the teacher in the class, he or she may be anxious and afraid to speak in English or he may not understand what the teacher is saying. Moreover, the students will not feel confidence when they have to say something to the others because they are too afraid to talk with English.

2. Test Anxiety

Wu and Chan (2004: 293) argue that test anxiety can occur when students have poor performance in the previous test. The students develop a negative stereotype about tests and they have irrational perceptions in evaluative situation. It means that test anxiety is related to someone's fear of test-taking situation. The students tend to deal with test anxiety every time they got to face frequent test. Mayer (2008:77) states that every student understands that taking a test means she will be graded, judged, and compared to her classmates, and that performing will get negative consequence from her teacher and parents. He also mentions that children with test anxiety can experience any number of physical, mental, and emotional symptoms, which can vary. Physical symptoms includes shortness of breath, heart palpitations, chest tightening, or sore throat, stomachache, vomiting, or diarrhea, shaky limbs and trembling, headache and body aches. Those symptoms will lose students' concentration on the test material, then they are getting difficult to finish their test because accidentally they forget the material of the test that has been remembered before.

3. Fear of Negative Evaluation

Fear of negative evaluation is the apprehension about other evaluations which may include avoidance of evaluative situation and the expectations that other might evaluate them negatively (Lucas, Miraflores & Go, 2011: 102). Moreover, Young (cited in Dunn, 2012:52) argues that in his survey on students' perspective on anxiety and speaking in the foreign language, many students reported that they would be more willing to speak if they were not too afraid of making a mistake and being evaluated negatively in front of their teacher and their peer. It means that if the students are not sure of what they are saying, they will feel fear of negative evaluation from others and also feel anxious because they do not want to look stupid in front of others. For example, when the students perform their performance in front of the class, suddenly the student fall silent and get high anxiety. It happens because the other students who do not perform criticized their performance. Thus, it makes them stumble over the words. It happens because the other students who do not perform criticized their performance.

From the explanation above, it can be summed up that three components of foreign language anxiety give big impact for students' teaching learning process especially in speaking. In this case, communication apprehension, test anxiety and fear of negative evaluation was used to measure their anxiety through questionnaire. On those questionnaire, there are 7 items related to the communication apprehension covering 14 items related to the test anxiety and covering 12 items related to the fear of negative apprehension. Thus, total of questionnaire is 33 items.

2.7. Effects of Anxiety in Speaking

Anxiety in speaking have negative effect on students' academic, cognitive, social, and personal level.

Anxiety has big impact on students' academic achievement. Horwitz, 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.

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. Prive (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.

2.8. Review of Previous Research

The researcher found some studies related to the study between students' 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.

2.9. Theoretical 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 grade students of SMAN 1 Kabupaten Tangerang. The researcher believes that there is a relationship between students' anxiety and speaking ability. The researcher also believes that there is an aspect of anxiety affects the most to the students' anxiety and there is an aspect of speaking that correlates the most to the students' anxiety. Hence, it will give some impact to their English speaking ability as has been shown in some of previous research conducted before.

2.10. Hypothesis

In consonance with the theory and objectives of the study, it can be formulated hypothesis as follow:

- 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} .

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} .

- b) H_0 : The aspect of anxiety that correlates the most is fear of negative evaluation.

H_1 : The aspect of anxiety that correlates the most is not fear of negative evaluation.

- c) H_0 : The aspect of speaking that correlates the most is comprehension.

H_1 : The aspect of speaking that correlates the most is not comprehension.

III. RESEARCH METHODS

This chapter describes the methodology of the study. The description includes: research design, population and sample, data collecting techniques, validity and reliability of instrument, research procedure, data analysis, and hypotheses testing.

3.1. Research Design

The design in this research was quantitative design. Ex post facto was the specific design since this research was correlation study. There was no treatment in this research. Hatch and Farhady (1982:26) state that ex post facto design is usually used when the researcher does not have control over the selection and manipulation of the independent variable.

The research focused on the study between students' anxiety and their speaking ability. In this case, quantitative research was used because this research interested to find out the correlation between students' anxiety and their speaking ability through questionnaire and speaking test by correlating the result of questionnaire and the result of speaking test. Besides that, this research desired to investigate the aspects of anxiety affecting students' anxiety toward their speaking ability and also to know the aspects of speaking influencing students' anxiety by analyzing the result of questionnaire and their speaking test. It could

be said that the researcher should be analyzed which aspect of anxiety and aspect of speaking were the most dominant correlated to the students' anxiety in speaking English.

The data of this research were students' anxiety and English speaking ability. Anxiety was one of the language attitudes symbolized as 'X' variable, it was scored by using questionnaire. Thus, the result was anxiety data. While, English speaking ability was one of skills in language which were tested by monologue speaking test and the result was students' English speaking proficiency scores symbolized as 'Y'. The design could be illustrated as follows:



The formula could be further illustrated as follows:

X refers to the test of anxiety.

Y refers to the test of speaking ability.

(Hatch and Farhady, 1982:27)

This study implemented Pearson Product Moment Correlation technique to process the data in order to find out the correlation between students' anxiety and their speaking ability. Furthermore, Pearson Product Moment Correlation was also used to investigate the aspects of anxiety affecting students anxiety in their speaking ability and also to see the aspects of speaking influencing the most to the students' speaking ability.

3.2. Population and Sample

The sample of this research was conducted at the first grade students of SMAN 1 Kabupaten Tangerang. There were several classes and the researcher only took one class to gain the data as the sample for this research. The researcher used probability sampling by using simple random sampling to choose one class to be observed, where every individual had probability to be chosen as the sample. The researcher selected the sample randomly by using lottery. X MIA 1 was chosen as the sample in this research which consisted of 26 students.

3.3. Data Collecting Technique

The researcher used English speaking test and questionnaire as the instruments in collecting the data. In speaking test, the students were asked to make an interpersonal dialogue which was used asking and giving opinion for the topic. Then, the students had to perform the dialog with their partner about asking and giving opinion expression. After that, the researcher distributed anxiety questionnaire to the students in order to categorize whether they had low anxiety or high anxiety and to investigate the aspect of anxiety correlated the most to the students' anxiety in speaking English.

1. Speaking Test

Speaking test was used to assess students' English speaking ability. It was distributed to the students who had been selected before as a sample. In this technique, the students were asked to make an interpersonal dialogue by

using ‘*asking and giving opinion*’ for the topic. They had to perform it in front of the class and it will be recorded by using cellphone. The researcher gave 30 minutes to prepare the test. Meanwhile, the test held for about 5 until 10 minutes. The result of this test was considered as the data of students’ English ability.

The researcher used oral proficiency scoring categories from Brown (2004: 172-173) as a guidance in measuring students’ speaking ability, it was the standard for scoring the students’ speaking ability. The scoring consisted of five items: Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. Score were reported in the range from 1-5. It was shown as follows:

Table 3.1. The Criterion of Scoring Speaking

Grammar:

Score	Criteria
5	Grammar is clear and correct.
4	A few unclear or error grammar but still can understood easily.
3	Some grammar is error but still can be understood.
2	Grammar frequently unintelligible.
1	Errors in grammar are frequent.

Vocabulary:

Score	Criteria
5	Used varied vocabularies which are appropriate with the context.
4	A few vocabularies used are inappropriate with the context.
3	Able to speak language with sufficient vocabulary.
2	Has speaking vocabulary sufficient to express himself simply.
1	Speaking vocabulary inadequate.

Comprehension:

Score	Criteria
5	Can describe the situation without any mistakes.
4	Can describe the situation but still little mistakes.
3	Can describe the situation but sill there are some mistakes.
2	Can describe the situation but there are many mistakes.
1	Can't describe the situation.

Fluency:

Score	Criteria
5	Speak fluently with only slight hesitations that do not interfere with communication.
4	Speak fluently with occasional hesitation.
3	Speak hesitantly because of recalling and searching for words.
2	Speak in single words utterance, very slow and short pattern.
1	No specific fluency description.

Pronunciation:

Score	Criteria
5	Pronunciation is clear and correct.
4	A few unclear or error pronunciation but still can be understood easily.
3	Some Pronunciation is unclear or error but still can be understood.
2	Pronunciation frequently unintelligible.
1	Errors in pronunciation are frequent.

The raters of scoring the test were the researcher, and the English teacher in the school. In assessing students' test, the researcher and the English teacher focused on five aspects namely fluency, pronunciation, vocabulary, grammar, and comprehension. In brief, the students should speak clearly and loudly since their voices recorded during the test.

Inter-rater reliability was used to ensure the reliability of scores and to avoid the subjectivity of the research in speaking test. It used when scores of the test are independently estimated by two or more raters. It could be said that, there was another person who gave score to the students besides the researcher. Moreover, speaking scoring rubric was matched with the average of students' ability according to English teacher at the SMAN 1 Kabupaten Tangerang.

2. Questionnaire

Questionnaire was a technique of collecting data by giving several items of question in written form consisted of open and closed questions. It was gave to the first grade students of SMAN 1 Kabupaten Tangerang in order to gain the data about students' anxiety in learning speaking English. The researcher used Foreign Language Classroom Anxiety Scale (FLCAS). In this research, closed-type questionnaire was the type of Foreign Language Classroom Anxiety Scale (FLCAS).

FLCAS questionnaire was used to categorize the students into two types. The first type was the students who had high anxiety and the second was the students who had low anxiety. It was also used to know the aspects of anxiety correlating the most to the students' anxiety in speaking English. It was a questionnaire which was provided the answer of the question and the researcher gave 30 minutes to finish the questionnaire. In short, the students as the sample only had to choose the suitable answer according to them in the answer sheet. The researcher uses FLCAS questionnaire in the form of

Likert scale adapted from Horwitz with five degrees option; strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The scale ranged in this questionnaire from 1 to 5. The researcher gave score 5 for those who chose strongly Agree. If the students chose agree, it gave score 4. While score 3 for those who chose neither agree nor disagree. Score 2 gave if students chose disagree and score 1 gave for the students who chose strongly disagree. The data was calculated manually with the range of score from 33 to 165. The last score taken from the total answers of questionnaire given by the researcher. Hence, the high and low score showed the anxiety range. If the students obtained score 33 to 98, they were low anxiety. Whereas, if the students achieved score 99 to 165, they were high anxiety.

Moreover, the researcher made some specification for FLAC into three aspects. Here were the specification table as follows:

Table 3.2. Specification for Foreign Language Classroom Anxiety Scales

No	Aspects	Number of Items	Percentage
1	Communication Apprehension	1,4,6,14,15,27,29	21%
2	Test Anxiety	5,8,10,11,12,16,17,21,22,25,26,28,30,33	42%
3	Fear of Negative Evaluation	2,3,7,9,13,18,19,20,23,24,31,32	37%
	Total	33 items	100%

By seeing the table of aspect in anxiety, the researcher analyzed the aspects of anxiety correlating to the students in speaking English. The questionnaire was translated into Indonesian language in order to make the

students as the subjects easier in filling out the questionnaire and to avoid any misunderstandings.

3.4. Validity And Reliability Of Instrument

1. Validity of the Speaking Test

Validity is related closely to the purpose of the test. A test is considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). This speaking test had two basic types of validity; content and construct validity.

In content validity, the test was good reflection of what had been taught and the knowledge which the teacher wanted his or her students to know. It meant that, the researcher gave speaking test based on the curriculum at the first grade students of SMAN 1 Kabupaten Tangerang. Whereas, Construct validity concerns on whether the test is actually in line with the theory of what it means to the language (Shohamy, 1985:74). In this research, the researcher focused on speaking ability in form of interpersonal dialogue and the topic was about asking and giving opinion.

Considering the performance test type was used in this research in collecting the data. The students were asked to make a dialog related to the asking and giving opinion orally in front of the class. The test was measured certain components based on the indicator. The researcher used five aspects in speaking ability because the aspects were based on the indicators in

curriculum. Those were; fluency, pronunciation, vocabulary, grammar, and comprehensibility. The instrument and the scoring rubric of speaking could be seen in appendices. Each components of speaking gave 20% to the percentage of components in scoring students' speaking.

2. Validity of the Questionnaire

Validity was a matter of relevance, it meant that the test measured what it was designed to measure. The researcher analyzed it from content and construct validity to measure whether the test was a good validity or not. Content validity was concerned with whether the content of the test was sufficiently representative and comprehensive for the test or not. While, Construct validity focused on the kind of the test that used to measure the ability. Since the purpose of this test was to know students' anxiety, this research applied Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaire had standardized for each item from Foreign Language Classroom Anxiety Scale (FLCAS). Furthermore, it had been used to measure anxiety and created by the expert of language learning psychology, Horwitz, Horwitz, and Cope (1986). It could be said that the questionnaire was valid. FLCAS had three aspects of anxiety: communication apprehension, fear of negative evaluation, and test anxiety.

1. Reliability of the Speaking Test

The form of the test was subjective test because there was no certain answer. The researcher used inter-rater to assess students' performance. The

researcher and English teacher in that school were the raters of this test. The raters gave the score by seeing and listening their conversation about asking and giving opinion directly and orally during the performance. The students were performed their performance with their partner in front of the class and it was recorded by the researcher because it helps the raters to evaluate more objectively.

The score from the researcher and the English teacher was combined and divided by two to get the final score. The researcher used Rank Order Correlation in determining the reliability with the formulas as follow:

$$r = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

The formula were illustrated as follows :

r refers to coefficient rank of correlation

D refers to different of rank correlation

1 and 6 refers to constant number

N refers to number of students

2. Reliability of the Questionnaire

Reliability was a measure of consistency, dependability, and accuracy of the test score. Shohamy (1985 p.70) stated that the reliability refers to extent to which the test is consistent in its score, and it gives an indication of how accurate the test score. It could be said that the test score was dependable, accurate and consistent when the test was given to different situation or

different people. If the researcher used the measurement many times with the same sample and the test was reliable. Then, the researcher obtained approximately the same score for each time. Thus, reliability was a consistency of certain measurement to achieve the result. The reliability of the questionnaire in the form was based on the Likert Scale with five degrees option, those were; strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. In order to find whether the question was reliable or not, the researcher used Cronbach Alpha. The alpha ranged between 0 and 1. The higher Alpha, the more reliable the questionnaire adapted on (Setiyadi, 2006).

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{1 - \sum \sigma_i^2}{\sigma_i^2} \right)$$

The explanation of the formulas can be further illustrated as follows:

r_{11} refers to the reliability

n refers to the the number of items

$\sum \sigma_i^2$ refers to the total variance of all items

σ_i^2 refers to the total of variance

To find out the variance, the researcher used the formulas as follow:

$$\sigma^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

The explanation of formulas are described as follows:

σ^2 refers to the variants

$\sum x^2$ refers to the number of data of data quadrate

$(\sum x)^2$ refers to the number of data being quadrate

N refers to the number of data

According to Arikunto (1998:260), the standard of reliability of the instrument are described as follows :

- a. Value the reliability between 0.80 - 1.0 refers to very high reliability
- b. Value the reliability between 0.60 - 0.79 refers to high reliability
- c. Value the reliability between 0.40 - 0.59 refers to moderate reliability
- d. Value the reliability between 0.20 - 0.39 refers to low reliability
- e. Value the reliability between 0.0 - 0.19 refers to very low reliability

From the calculation of reliability analysis of questionnaire, the alpha was 0.974.

It could be said that the questionnaire had very high reliability. It could be interpreted that the questionnaire was proper to be used for a research.

3.5. Research Procedure

In conducting this research, the researcher used the steps as follows:

1. Determining the problem of the research problems

The problem of the research intended to find out whether there was any correlation between students' anxiety and their speaking ability. Besides that, the researcher interested to investigate the aspects of anxiety

affecting students' anxiety in English speaking ability and to see the aspects of speaking correlating the most to the students' anxiety.

2. Determining the population and sample

The population of this research was the students at the first grade students of SMAN 1 Kabupaten Tangerang. The researcher used probability sampling to choose the sample. The sample of this research was X MIA 1 consisted of 26 students which was selected by lottery.

3. Determining the research instrument

The instruments of this research were questionnaire and speaking test. A set of questionnaire consisted of 33 items of closed-question that was used to measure students' anxiety toward speaking ability. It was adapted and modified from Horwitz's (1986). In speaking test, the researcher conducted speaking test to get the score of students' speaking ability. The interpersonal dialogue was distributed for their study. The students were asked to ask for and give opinions based on the topic given by the researcher. They performed their dialog with their partner concerning on five aspects of speaking test; fluency, pronunciation, vocabulary, grammar and comprehension. Here is the example.

Student 1 as the speaker

Student 2 as the listener

Here are the steps:

- a) First, the student should choose one of the situations that she or he likes;
- b) Then, they have to make a dialogue based on the situation;
- c) After that, they should perform their dialogue in front of the class;
- d) Next, Student 1 asks an opinion to the students 2 ;

- e) Then, student 2 gives her or his opinion about the situation;
- f) The raters will assess their performance based on five components of speaking, such as fluency, pronunciation, vocabulary, grammar and comprehension.

In examining the students' performance, inter-rater reliability was used to achieve the reliability of the speaking test. This research had two raters for speaking test, the first rater was the researcher and the second rater was the English teacher of that class.

4. Administering 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 grade of SMAN 1 Kabupaten Tangerang based on the curriculum 2013. The topic told about asking and giving opinion. 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.

5. Administering the questionnaire

The questionnaire was given to the students at the first grade of SMAN 1 Kabupaten Tangerang. The number of questionnaire were 33 items. Each item had 5 alternatives answer, those were; strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. It also had some

aspects of anxiety, namely; communication apprehension, test anxiety, and fear of negative evaluation.

6. Analyzing the result of the test

Pearson Product Moment Correlation was used to find out the correlation between students' anxiety and their speaking ability and to investigate the aspects of anxiety influencing the most to the students' anxiety in speaking English. Besides, Pearson product moment was also used to know the aspects of speaking correlating the most to the students' anxiety in speaking English. First of all, the students' performance were recorded when they performed their conversation. The data was analyzed by directing to the rating scale, namely oral proficiency scoring categories from Brown (2004: 172-173). Then, the researcher correlated the score of students' speaking test and score of questionnaire. The data was analyzed by using SPSS 23 and the hypothesis was analyzed at the significant level of students' speaking ability. After that, the researcher correlated the score of each aspect of anxiety and the score of students' speaking test. The last, the researcher also correlated the score of each aspect of speaking and the score of students' anxiety. It was analyzed by using SPSS and the hypothesis was analyzed at the significant level of students' speaking ability.

3.6. Data Analysis

This research was quantitative design, the researcher divided these variables into two variables. They were dependent variable and independent variable. The researcher used speaking test and questionnaire in collecting the data to find out the correlation between students' anxiety and their speaking ability. The researcher classified the anxiety of students as independent variable because based on the theory, students' anxiety was influenced to the language proficiency. For the speaking performance test, the researcher classified as dependent variable because speaking ability was influencing students' anxiety.

The researcher correlated the result of students' anxiety with the result of students' English speaking ability in order to determine whether there was any correlation between students' anxiety and their speaking ability or not by using Person Product Moment Correlation. The researcher used Pearson Product Moment to find out which aspects of anxiety that gave significant impact to the students' anxiety in speaking English and also to know which aspects of speaking influencing the most to the students' anxiety. The data was analyzed both by using SPSS and manual as follow:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

(Hatch & Farhady, 1982: 198)

The formula were illustrated as follows:

r refers to the coefficient correlation

x refers to motivational behavior score

y refers to speaking ability score

$\sum x$ refers to the the sum of scores in X-distribution

$\sum y$ refers to the sum of scores in Y-distribution

$\sum xy$ refers to the sum of products of paired X and Y distribution

$\sum x^2$ refers to the sum of the squared scores in X distribution

$\sum y^2$ refers to the sum of the squared scores in X distribution

N refers to the number of paired X and Y scores

3.7. Hypotheses

The researcher was conducted three hypotheses, the first hypothesis was to determine whether there was any correlation between students' anxiety and their speaking ability or not. The second was to determine whether fear of negative evaluation was the aspect of anxiety affecting students' anxiety toward their speaking ability or not. The third was to determine whether comprehension was the aspect of speaking influencing the most to the students' anxiety or not. The hypothesis of this research were:

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} .

H_1 : There is any correlation between students' anxiety and speaking ability.

The hypothesis can be accepted if r_{value} is higher than r_{table} .

b) H_0 : The aspect that correlates the most is not fear of negative evaluation.

H_1 : The aspect that correlates the most is fear of negative evaluation.

- c) H_0 : The aspect of speaking that correlates the most is comprehension.
 H_1 : The aspect of speaking that correlates the most is not comprehension.

To test the hypotheses whether they are acceptable or not, the researcher was applied a critical value tabs :

$$H_0 = r_{\text{value}} < r_{\text{table}}$$

$$H_1 = r_{\text{value}} > r_{\text{table}}$$

Those criteria mean that we can accept H_0 if r_{table} is higher than r_{value} , while H_1 will be accepted if r_{value} is higher than r_{table} . The researcher uses the level of significance 0.05 which means the alternative hypotheses (H_1) will be acceptable if the probability of error is below 5% ($p < 0.05$).

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research findings and suggestions for English teacher, the students and the future researcher .

A. Conclusion

Based on the data analysis and discussion, the researcher gets some conclusions:

1. There is a correlation between students' anxiety and their English speaking ability. That was shown by the result of r observation and table ($-0.730 > 0.396$). In line with the result, it can be concluded that the null hypothesis (H_0) is rejected and research hypothesis (H_1) is accepted. It means that there is a relationship between students' anxiety and their English speaking ability. Hence, the increase of students' anxiety is followed by the decrease of speaking skill. Whereas, the decrease of students' anxiety is followed by the increase of speaking skill.
2. The aspects of anxiety are communication apprehension, test anxiety, and fear of negative evaluation. Each aspects give different portion of impact to the students ability in speaking English. The description of portion on each aspects of anxiety are; communication apprehension is -0.327 at significant level 0.103 . Whereas, test anxiety gives -0.528 at significant level 0.006 . The last is fear of negative evaluation which gives -0.662 at significant level 0.01 . It can be said that the aspect of anxiety which correlates the most to the students' English speaking

ability is fear of negative evaluation. It is because the students are afraid and anxious whenever they are in evaluation situation. They are afraid performing in the class because they think people will value them negatively whenever they perform in English class.

3. There are different effect of the students' anxiety in students speaking skills toward their achievement:

3.1. In the comprehension aspect, the coefficient correlation was -0.668 at significant level 0.01. It can be concluded that the coefficient correlation of the comprehension aspect was significant. In this sense, most of students were able to understand the dialog without difficulty because the students can ask and answer very smooth.

3.2. In the aspect of pronunciation, the coefficient correlation was -0.638 at significant level 0.01. It can be concluded that the coefficient correlation of the pronunciation aspect was also significant. This is because the students had a problem to pronounce the word. Sometimes, they pronounced the phoneme wrongly. Moreover, the way they uttered stress and intonation were not clear.

3.3. Next, in the aspect of vocabulary, the coefficient correlation was 0.627 at significant level 0.001. It can be concluded that the coefficient correlation of the pronunciation aspect was also significant. Sometimes the students were use inappropriate content and function word.

3.4. In the aspect of grammar, the coefficient correlation was -0.611 at significant level 0.001. It can be said that the coefficient correlation of the pronunciation

aspect was also significant. Grammar was the aspect that correlates the most in number 4 because the students were not able to make a correct pattern of grammar. Furthermore, it gave an impact to the meaning of the sentence.

3.5. The last is in the aspect of fluency, the coefficient correlation was -0.538 at significant level 0.005 and the the coefficient correlation in fluency was medium. It is because the students make frequent errors of grammar which obscure meaning. They were not fluent when they speak in English.

B. Suggestions

In accordance with the conclusion above, the researcher proposes some suggestion concerning the researcher findings as follow:

1. For the teachers,

The teacher should be more creative to teach the students by giving an interesting material and also they should use some method that can make the students practice a lot in speaking English. Meanwhile, it is important to motivate the students in learning English without feeling anxious to speak English in front of other people. The teacher also must be aware to the students' psychological factor that influence their anxious in learning English. Because, the students who are still in the first grade of senior high school have changeable attitude toward English subject. If the teacher can utilize the students' curiosity and direct the feeling to the positive attitude, their anxiety will be disappeared and they will enjoy in learning English. In terms of speaking skill, the teacher needs to help students' fluency because the students speak hesitantly. They usually try to recall and search the word. They also

speak in single word utterance, very slow and short pattern. Thus, the teacher should make activities which push the students to practice speaking English more. Besides that, the teacher should pay attention on the students' grammar because they often commit mistakes in grammar. Hence, the teacher should teach the students' grammar seriously by using game in order to make the students interests in learning language.

2. For the students,

The students should be more motivated and have confident in learning English. If they have confident, they will be brave to speak English without feeling shy, anxious, or afraid in making mistakes. Furthermore, they should join in some organization where it can give them more opportunities to practice their speaking in English. It is very useful to improve their speaking ability.

3. For the future researchers,

Since the fluency and grammar are the lowest aspects of speaking which correlating to the students' anxiety. Thus, the future researcher should find another material that improves fluency and grammar aspect such as role-play or game. The appropriate topic or theme for the students should be based on the curriculum in the school. In this research, the researcher uses asking and giving opinion as the topic of speaking test. Further researcher are recommended to use other topics of speaking test to know the anxiety of students.

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