A STUDY BETWEEN STRESSFUL AND NON – STRESSFUL
LEARNING TESTS (CONSIDERING ANXIETY'S INFLUENCE)
TOWARDS STUDENTS' SPEAKING PERFORMANCE
AT THE ELEVENTH GRADE OF SMA AL-KAUTSAR
BANDAR LAMPUNG

(A Script)

By

AGHNIA AMALIA N

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018

ABSTRACT

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In learning English, the way teachers design the speaking test would probably impact students' success in understanding and well performing the target language. Therefore, this research was intended to find out whether i) there was a significant difference of the students' speaking performance between stressful and non – stressful learning tests and ii) there was a significant impact of anxiety towards students' speaking performance. This research was conducted at SMA AL-KAUTSAR Bandar Lampung to 35 students in class XI MIA 6 and 34 students in class XI MIA 7 as the sample. To collect the data, the researcher administered two objective tests, speaking performance test and anxiety test; FLCAS questionnaire. Then, the data were analyzed through Independent Sample Test, ANOVA, and Post – Hoc Sheffe Test.

The results of speaking performance through stressful and non – stressful learning tests indicate that there is a significant difference of the students' speaking performance between stressful and non – stressful learning tests. That could be seen from the difference of students' mean score between those classes. The mean score in stressful learning test class (67.2) is lower than the mean score in non – stressful learning test class (78.85). The t-test revealed that those results are significant which are determined by $p < 0.05$, p= .000. Furthermore, the results of ANOVA test, It showed that the result of variant analysis showed $F_{value} = 108.076$, while $F_{table} = 3.14$, thus ($F_{value} > F_{table}$). Post-Hoc Scheffe test showed that among high, moderate, and low anxiety level are significant at the 0.05 level. The coefficient significant is 0.000 ($p = 0.000$, $p < 0.05$). Thus, there is a significant impact of anxiety towards students' speaking performance. Based on this research, teacher should consider students' anxiety in designing material, so the students may be able to speak English better.

Keywords: anxiety, speaking performance, stressful test, non-stressful test.

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By

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A Script

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in

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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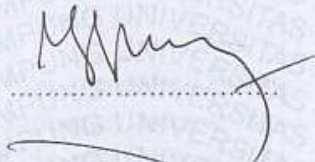NIP 19600719 198511 1 001   NIP 19740607 200003 2 001

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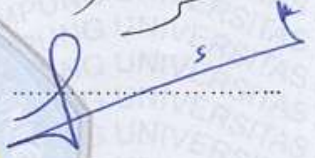
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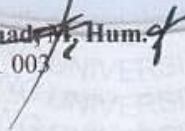   Examiner : **Dr. Tuntun Sinaga, M. Hum.**

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CURRICULUM VITAE

The writer's name is Aghnia Amalia Ningtiyas. She was born in Katibung, South Lampung, on May 9th, 1996. She is the second child of five siblings from a harmonious and wonderful couple Sugiono and Salamah.

She started her study at TK Islam Yapenbaya South Lampung in 2000. Then, she entered SDN 2 Tanjung Ratu and graduated in 2008. In the same year, she continued studying at SMPN 1 Katibung South Lampung and completed the three-years study program in 2011. She then decided to continue her study at SMA Al – Kautsar Bandar Lampung and finished three years later.

In 2014, she was admitted as S-1 student of English Education Study Program at Teacher Training and Education Faculty of Lampung University through SBMPTN. Later from July 12th, 2017 to September 2nd, 2017, she carried out Teaching Practice Program (PPL) in SMPN 02 Pakuan Ratu, Waykanan. Afterwards, she conducted her research in SMA Al - Kautsar Bandar Lampung from January 25th, 2018 to February 1st, 2018.

DEDICATION

This script is sincerely dedicated to:

My beloved parents, Sugiono and Salamah

(For their endless love, pray, and support)

My beloved siblings

My beloved twin from another mother

My beloved best friends

My beloved friends of English Department 2014

My almamater, Lampung University

MOTTO

"Be kind, for everyone you meet is fighting a battle you know nothing about."

(Wendy Mass)

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It is important to be known that this script would never have come into existence without any supports, encouragements, and assistance by several gorgeous people. Here are the writer would like to address her gratitude and respect to:

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Hopefully, this script would give a positive contribution for educational development and for those who want to carry out further research.

Bandar Lampung, 5 Juni 2018
The writer

Aghnia Amalia N

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I.   INTRODUCTION

This chapter describes the background of the problem, formulation of the problem, objectives of the research, uses of the research, and scope of the research. In order to avoid misunderstanding, the definition of terms is provided in the last part of this chapter.

1.1.   Background

As a foreign language in Indonesia, English is an important subject. English is taught as a compulsory subject from Elementary School to Senior High School. By having good English skill, the students are guided to be able to access knowledge by using English (Depdiknas, 2006). However, the ability to communicate in English is the primary goal of learning English as a foreign language that speaking is put ahead on the other skill (Ningrum, 2015).

Speaking seems easy to do when someone speaks using his/her first language. But it will be difficult when someone speaks using a foreign language, moreover if he/she has to do a speaking performance in English as a foreign language. In addition, the students consider English as a hard subject, thus they cannot understand instantly the sounds and pronunciation, recall the vocabulary well, and produce sentences. However, every student has his/her own difficulties in learning speaking English.

Aside from mastering the structures that construct words in speech, speaking also is influenced by the psychological state within a person. Klein (2015) states that the psychological state is the current emotional state or mental disposition that an agent is in. The psychological state represents the idea that each individual experiences the environment by his/hers uniqueness. Moreover, Rabia (2004) states that learning an additional language is both cognitively and emotionally demanding. Therefore, it can be concluded that the psychological state is related to the feeling that affects human's success in learning a foreign language.

One of the most well-documented psychological state in learning is anxiety. Anxiety is a negative way to present human feelings. When someone is anxious, he/she feels nervous, worried, and fearful. He/She struggles, trembles, perspires, and heartbeats quickly (Ansari, 2015). In addition, anxiety, as stated by Horwitz, Horwitz, and Cope (1986, p.125) is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

Foreign language learners, who feel anxious, face symptoms such as sweating, palpitations, worry, forgetfulness, and difficulties in language learning. Anxious foreign language students identify speaking in the target language as the most frightening language skill. It is often reported that they feel stressed and even start to "freeze" when they have deliver a speech. The anxiety of communication in a foreign language especially English can have a debilitating effect and influence students' adaptation to the target environment and ultimately their educational goals. There is also a well-assorted agreement that anxiety is related to performance, and

that anxiety has been shown to have a counter-productive negative effect on learning and achievement. Moreover, Krashen (1981) states that low anxiety relates to success in second language acquisition. It means that more anxious people are difficult in mastering English than less anxious people. To sum up, anxiety plays a big role in speaking performance that can influence the success of English language learning.

Anxiety in learning speaking English is caused by many factors. Young (1991:426) states that language learning testing is one of the six possible sources of anxiety in language classroom. There are two kinds of language learning testing; stressful and non – stressful. Stressful learning test is the test that considered difficult for students, while non-stressful learning test is the test that considered easy for students. Very easy tests – things that learners can do almost without thinking are typically facilitated by low levels of anxiety. But more difficult tests – those that require considerable thought and mental effort – are performed with high level of anxiety. In learning English, the way teachers design the speaking test will probably impact students' success in understanding and well performing the target language.

Moreover, students in Indonesia are obligated to learn English for twelve years, start from Elementary School to Senior High School without considering the psychological state within the students. As the highest level of basic education in Indonesia, the students are in their adolescent period when they study in Senior High School. They are expected to be able to communicate fluently in English. In fact, anxiety is a serious problem for adolescents. Mathyssek (2014) finds that anxiety disorders are the most frequent mental health problem in adolescents. To sum up, the

students as adolescents in Senior High School are facing difficulties in mastering English related to their anxiety.

Based on the explanation above, the researcher considers that it is important to find out whether there is a significant difference of students' speaking performance between stressful and non – stressful learning tests, and also whether there is a significant impact of anxiety towards students' speaking performance.

1.2. Research Questions

Based on the background, the researcher formulates the research questions as follows:

1. Is there any significant difference of students' speaking performance between stressful and non – stressful learning tests?
2. Is there any significant impact of anxiety towards students' speaking performance?

1.3. Objectives

This research is conducted in aid to achieve several objectives:

1. To find out the significant difference of students' speaking performance between stressful learning test class and non – stressful learning tests.
2. To find out the significant impact of anxiety toward students' speaking performance.

1.4.   Uses

These research results are expected to give several contributions both theoretically and practically.

1. Theoretically

This research can be used to give the contribution in teaching learning process, especially in speaking skill. This research also can be used as a basis for further research which is related to anxiety and speaking performance.

2. Practically

The finding of this research can be used as an input for English teachers' to make an improvement to the students' ability in speaking by knowing the indicator of the test that makes student stress, and also to decrease students' anxiety. So the process in teaching and learning English can be more effective.

1.5.   Scope

This is a quantitative research which focuses on examining the performance of students' speaking performances through stressful and non – stressful learning tests and also focuses on the results of anxiety test. The researcher will conduct this research to the eleventh grade of SMA AL-KAUTSAR Bandar Lampung.

1.6. Definition of Terms

The researcher provides some definitions of terms that can guide the reader in understanding the research. Some definitions are provided as follows:

1. Speaking Performance

Speaking Performance is the activity of producing meaningful words and sentences orally in a context in front of other people (Brown, Gillian and George Yule, 1983).

2. Psychological State

Psychological state is the current emotional state or mental disposition inside a human (Klein, 2015).

3. Anxiety

Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz, Horwitz and Cope, 1986).

4. Adolescence

Adolescence is a time of moving from the immaturity of childhood into the maturity of adulthood (Hashmi, 2013).

5. Stressful Learning Test

Stressful learning test is a difficult learning test for students that need more thought and mental effort (Young, 1991).

6. Non - Stressful Learning Test

Non – Stressful learning test is an easy learning test for students that they can do almost without much effort (Young, 1991).

This chapter presents background, research questions, objectives, uses, scope and definition of terms.

II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of Previous Research, Concept of Stressful and Non – stressful Learning Test, Concept of Anxiety, Concept of Foreign Language Anxiety, Concept of Speaking, Concept of Speaking Performance, Anxiety and Speaking Performance, Concept of Adolescence, Anxiety and Adolescence, Theoretical Assumption, and Hypothesis.

2.1. Previous Research

Studies on foreign language anxiety have an obvious focus on the speaking skill. It is because, in speaking, anxiety could be seen clearly at the time the learner performing their speaking. Therefore, there are several studies which deal with anxiety and speaking.

First, Tsai (2014) investigated the differences between genders as well as the proficiency differences of students who experienced English speaking anxiety at the University of Technology in Taiwan. The participants were 679 randomly selected students at the University. An English speaking anxiety questionnaire was adopted from FLCAS by Horwitz et al (1986) for data collection. The results shows that students attribute the cause of anxiety to lack of practice, lack of confidence, a fear or making mistakes, and lower English speaking proficiency. The results show that there

is no significant difference between male and female students in terms of their English speaking anxieties in this study, and lower level speaking proficiency group students have higher English speaking anxiety than higher level speaking proficiency group students.

Second, Öztürk and Gürbüz (2014) investigated the major causes, determining factors of foreign language speaking anxiety and students' perceptions of it in a Turkish EFL context. There were 383 pre-intermediate students of an English preparatory program at a state university participated in the study. The data regarding the level of EFL speaking anxiety were collected through FLCAS questionnaire, and then, randomly selected 19 participants were interviewed to get in-depth data on speaking anxiety. The results reveal that the most of the students perceive speaking skill as an anxiety provoking factor. It was also found that pronunciation, immediate questions, fears of making mistakes and negative evaluation are the major causes of EFL speaking anxiety.

Third, in their qualitative study, Tsiplakides and Keramida (2009) analyzed fifteen third-grade Greek students who ranged in age between from 13 to 14. They used FLCAS questionnaire from Horwitz, et al (1986) consisting of 33 items with three dimensions of anxiety, to collect the data. They find that six students experience English language speaking anxiety due to the fear of negative evaluation from their peers and perception of low ability compared to their peers.

Fourth, in their large-scale research study that is carried out on 547 Chinese EFL students, Liu and Jackson (2008) reveal that (a) Most of the students were willing to participate in interpersonal conversations, but many of them did not like to risk using/speaking English in class; (b) more than one third of the students felt anxious in their English language classrooms, and they feared being negatively evaluated and were apprehensive about public speaking and tests; (c) their unwillingness to communicate and their foreign language anxiety correlated significantly with each other and with their self-rated English proficiency and access to English. To sum up, their study concludes that students experience anxiety in speaking, and foreign language anxiety is a powerful predictor for unwillingness to communicate in foreign language classes.

Due to previous researches related to speaking and anxiety, by using the same questionnaire shows that anxiety affect speaking performance in negative way. But, there is no explanation of the significant test which causes students' anxieties. Thus, the researcher thinks it is important to find out whether different difficulties of learning test result in different anxiety level of the students. Moreover, stressful learning test to test English speaking ability is one of factors effects anxiety. Eventhough there is lack of studies dealing with stressful and non – stressful learning test for speaking English as a foreign language (EFL), Matthews (2006) is one of the researchers who has a strong interest in the effects of inherent test characteristics on learners' language production. He argues that when tests are stressful and difficult, students will get negative effect to their cognition, worry, and lack of control.

2.2. The concept of Stressful Learning Test and Non – stressful Learning Test

Stress has become an important topic in the academic circle as well as in the society. Every student lives with stress, the tension someone feels when confronted with a new or threatening situation and leads to the anxiety. Students experience the stresses and strains of living in today's world. They are constantly facing new situations where the outcome is often uncertain. They have to struggle and support themselves facing many subjects and supposed to be good at everything. Their sense of self-esteem and well-being is challenged by problems in academic circle. However, the stress is caused by the intrinsic and extrinsic factor. The intrinsic factor comes from within of the students, like their psychological state, while the extrinsic factor comes from the outside of the students, for instance is the stressful learning test which creates academic stress.

Stressful learning test is the test where it is needed hard thinking and mental pressure to make it done. Stressful learning test is the academic activity that makes students stress. Olejnik and Holschuh (2007) describe academic stress is the response that arises because of too many demands and tests that must be done by the students. Academic stress is the stress that arises because of the pressures to show achievement and excellence in conditions of increasing academic competition so that they are increasingly burdened by various pressures and demands (Alvin, 2007). According to Gusniarti (2002), academic stress experienced by students is the result of subjective perceptions of the mismatch between the demands of the environment with the actual resources that students have. Scholars (Ornelas and Kleiner, 2003; Jaramillo et al.,

2004; Verment and Steesma, 2005; Ongori, 2007; Topper, 2007; Ongori and Agolla, 2008; Agolla, 2009) for instance identified the causes of stress in class environments as sitting for a long period of time, poor learning performance, poor inter-personal relationship, inadequate or lack of resources, inadequate time to perform particular assignments, poor learning conditions, noisy class, excessive assignments, and many others.

Based on the various definitions above, it can be concluded that stressful learning test is the test that needed hard thinking and mental pressure to make it done and there is a mismatch between the demands of the environment with the actual resources owned by students so they are burdened by various pressures and demands and at the end create academic stress.

In contrast, non – stressful learning test is the contrary test of a stressful test. Non – stressful learning test is the test where there is no need hard thinking and mental pressure, so it does not make students stress.

2.3.   Concept of Anxiety

Anxiety is a negative way to present human feelings. When someone is anxious, he/she feels nervous, worries, and fearful. He/she struggles, trembles, perspires, and his/her heart beats quickly (Ansari, 2015). Also, Freud (2005; p. 28) says that anxiety is a function of the ego to warn people about the possibility of a hazard that can put an appropriate adaptive response. According to Seligman (2001), anxiety (also called worry) is a psychological and physiological state by somatic, emotional,

cognitive, and behavioral components. It is the displeasing feeling of fear and concern states. The meaning of the word 'anxiety' is to vex or trouble; in either presence or absence of psychological stress, anxiety can create the feeling of fear, worry, uneasiness, and dread. However, anxiety should not be confused with fear, it is more of a dreaded feeling about something which appears intimidating and can overcome an individual.

Figure 2.1 Components of Anxiety
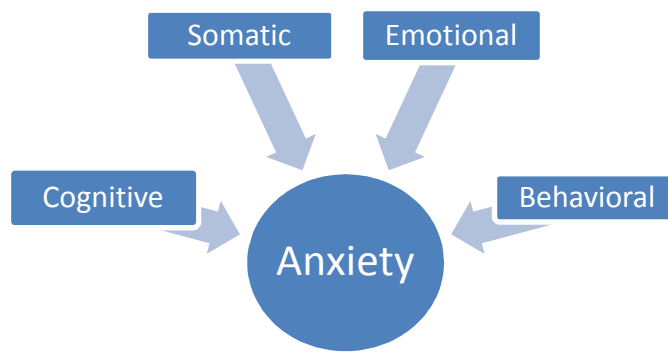
Source: Abnormal Psychology by Seligman, 2001

Seligman, Walker & Rosenhan (2001) also describe anxiety having cognitive, somatic, emotional, and behavioral components. The cognitive component entails the expectation of a diffuse and uncertain danger. Whether we realize it or not, it is often quite common to have thoughts running through our mind when we feel anxious. Even when we do not feel anxious, we have millions of thoughts every day and the thoughts that people experience when anxious are commonly referred as worry, even though the content of the thoughts may vary depending on the person and situation.

Somatically, the body prepares the organism to deal with the threat (known as an emergency reaction); blood pressure and heart rate increases, sweating is

increased, blood flow to the major muscle group increases and immune and digestive system functions are inhibited. Externally, somatic signs of anxiety showed by pale skin, sweating, trembling, and papillary dilation.

Emotionally, anxiety causes a sense of dread or panic and physically causes nausea and chills. Common words used to describe this feeling are apprehension, distress, and dread, nervousness, feeling overwhelmed, uneasiness, panic, worry, fear, jumpiness or edginess. Some human beings, especially children, may not even be able to describe their feeling, and at times simply answer "I do not know what I feel." Interestingly, many people find the emotional component of anxiety most distressing. However, the other symptoms of anxiety, such as behaviors, thoughts, and physical responses cause the biggest disturbance in terms of their daily functioning.

Behaviorally, both voluntary and involuntary behaviors may arise directed at escaping or avoiding the source of anxiety. The behavioral symptoms of anxiety refer to what people do or do not do when they are anxious. Behavioral responses reflect attempts to cope with the unpleasant aspects of anxiety.The behavioral responses to anxiety may include: engaging in unhealthy, risky, orself-destructive behaviors (such as excessive drinking or drug use to deal with the anxiety); escaping from an anxiety-producing situation (like a crowded lecture hall); avoiding behaviors such as avoiding social situation or places (e.g., using the stairs instead of elevator); feeling compelled to limit the amount and scope of one's daily activities to reduce the overall level of anxiety (e.g., remaining in a safety home); becoming overly attached to a safety object or person (e.g., refusing to go out, to go school, or to work in order to avoid separation).

Based on the theories about anxiety above, the researcher concludes anxiety as a feeling of unease when a person feels that something might go wrong and then he creates his own awareness of it. It makes human being acts differently, tend to be abnormal. Moreover, people who feel anxiety can experience cognitive, somatic, emotional, and behavioral symptoms. It will give negative impacts for any individual in many cases.

2.4. The concept of Foreign Language Anxiety

Foreign language anxiety is the important factor that influences one's level of achievement in foreign language learning (Dordi Nejad and Ahmad Abad, 2014). According to MacIntyre and Gardner (1994), foreign language anxiety is the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning, and is different from a general feeling of anxiety, and therefore, keeps learners from reaching their goals (Horwitz, 2001), and prevents foreign language learners from successful performance in the target language (Hashemi and Abbasi,2013). Horwitz et al.(1986) define foreign language anxiety as "a distinct complex of self- perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". From his perspective, they claim that language anxiety is unique due to the way it involves learners' self-concepts to communicate competently and to present themselves genuinely.

Foreign language anxiety can occur if students are exposed to several negative experiences in a foreign language context (Chen and Chang,2004; Sparks, et

al.,2000; Hewitt and Stephenson, 2012; Horwitz et al.,1986; Horwitz et al., 2010; MacIntyre and Gardner,1991; MacIntyre,1999; Saadi,2009; Sparks and Ganschow,2007). Moreover, it can "make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well" (Na,2007). Given that learners with high anxiety often perform at lower levels than those with lower anxiety (Cui,2011).

In addition, Horwitz et al (1986) classify foreign language anxiety into three components as 1) Communication apprehension, which arises from learners' inability to adequately express mature thoughts and ideas; 2) Fear of negative evaluation, which arises from a learner's need to make a positive social impression on others; 3) Test anxiety, an apprehension about academic evaluation.

In communication apprehension, foreign language learners have difficulty not only in speaking but also comprehending messages from others (Horwitz et al.,1986). In other words, learners have difficulty in understanding others or in being understood. Fear of negative evaluation is closely related to communication apprehension (MacIntyre and Gardner,1991). Additionally, especially "students whose personalities tend to fear negative evaluation seem to be strong candidates for experiencing anxiety in foreign language classrooms" (Kitano, 2001). Huang (2005) reported that the causes of provoking test anxiety might be derived from the educational system. MacIntyre and Gardner (1991) find that communication apprehension and fear of negative evaluation are the main factors in foreign language anxiety, while test anxiety is just a general problem, and it is independent ofm the foreign language anxiety.

Language learning anxiety may be experienced due to linguistic difficulties foreign language learners face in learning and using the target language (Hashemi and Abbasi, 2013). However, Horwitz (2001) claims that foreign language anxiety is independent of first language learning disabilities and should be viewed as an important factor that hinders language learning in and of itself. Zhang and Zhong (2012) have categorized causes of foreign language learning anxiety as being "learner- induced, classroom-related, skill-specific, and some society-imposed depending on different contexts".

Learners may also have erroneous beliefs and expectations about language standards. Since foreign language learners are exposed to the expert language of native speakers from tapes, videos, and instructors (Kitano, 2001), they "set their standards as high as the level of natives speakers", which causes anxiety because of failing to achieve the high standards (Zhang and Zhong, 2012). In addition, high expectations that learners are required to communicate and speak in public cause anxiety. The fear of falling short of these expectations can hinder the learning process (Rajanthran et al.,2013). Anxious learners think that their language skills, especially speaking skills, are weaker than their peers' (Young, 1991) because of perceiving speaking ability as the most important. Additionally, Kitano (2001) states that "speaking skill is usually the first thing that learners compare with that of peers, teachers and native speakers."

2.5.   Concept of Speaking

Speaking is not simply about talking what people want to say. Rather, speaking is about understanding how to deliver the information so that the listener can give a good response (Ningrum, 2015). Therefore, speaking is not an active activity only by talking the information, but a passive activity also with the understanding of giving a response based on their interpretation.

According to Brown (2000; p.263), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing Information. Based on his idea, there are three important points that have to be occurred to the participant of communication (speaker and listener) to construct the meaning during the interaction among them.

Speaking is an important skill as it is considered the bridge that connects people talking the same language. It helps people express their thoughts, ideas, feelings, and emotions to others. It is one of the productive skills. EI-Basel (2008, p.74) argues that speaking skills have been found a fundamental skill necessary for a person's success in life. Speaking skill covers a wide range, from engaging in simple conversation to formal public speaking.

Speaking skill plays a vital role in a communication process. It is the most important type from the types of linguistic activities. Developing speaking skill helps in creating an effective connection among the individuals' society. It is an active part of their daily life and a tool for learning (Dorgham, 2011, p. 1).

Speaking is one of the four basic competencies in Competence Based Curriculum that the students should gain well. It has an important role in communication. In carrying out speaking activities, students face some difficulties; one of them is about the language itself.In fact, most of the students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

In line with the statement above, Brown (2001; p.270) says a spoken language is easy to perform, but in some cases it is difficult. In order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses; Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieving a test objective; Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

Speaking is the main skill in communication. In speaking, there are five aspects that have to be dealt with in speaking (Harris, D. 1974). They are fluency, grammar, vocabulary, pronunciation, and comprehension. Here are the explanations of speaking aspects based on several experts: first is Fluency. Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency includes a reasonably fast speed of speaking and only a small number of pauses. Fluency is the smoothness

or flow with which sounds, syllables, words, and phrases are joined together when someone speaks. Second is Grammar. Brown (2001, p.362) states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. The third is Vocabulary. Vocabulary is the appropriate diction which is used in communication, in which the speaker needs sufficient vocabulary to communicate with others. Fourth is Pronunciation. Harmer (2001, p.28-33) states that pronunciation is related to pitch, intonation, individual sounds, sounds and spelling, and stress. And the last is Comprehension. Comprehension for oral communication means the ability to understand and to respond to speech as well as to initiate it.

Speaking is the oral mode productive skill. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. There are three kinds of speaking situations in which we find ourselves. The first is interactive, the second is partially interactive, and the third is non-interactive. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

In line with all quotations above, it is understood that speaking is an ability to produce sounds or words to express human feeling, ideas, and opinion. The goal of speaking is to communicate to get the need. In speaking process, there will be a two-way process and two roles; they are as the speaker and the listener involving productive skill and receptive skill of understanding to make communication runs well.

There are six types of speaking to give understanding related to concepts. According to Brown (2001), much of our language is devoted to instruction in mastering English conversation. He classifies six types of classroom speaking performance which are explained as follows:

The first is Imitative. A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

The second is Intensive. Intensive speaking goes to one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

The third is responsive. A good dealt of student speech in the classroom is responsive short applies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

The fourth is Transactional (dialogue). It is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.Conversation, for example, may have more of a negotiate nature to them than does a responsive speech.

The fifth is Interpersonal dialogue. It is carried out more for maintaining a social relationship than for the transmission of facts and information. The conversation is pretty trickier for learners because they can involve some or all of the following factors: a casual register; colloquial language; emotionally charge language; slang; ellipsis; sarcasm; a covert "agenda".

The last is Extensive (monologue). Students who are at an intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or probably short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

2.6.   Concept of Speaking Performance

Brown, Gillian and George Yule (1983) states that speaking performance is the activity of producing meaningful words and sentences orally in a context in front of other people. Speaking performance refers to public speaking that is speaking

which transmits information before an audience, such as speeches, public announcements, and debate. Speaking performance tends to be in the form of monologue rather than dialogue. It is also often follow a recognizable formal language and is closer to written language than conversational language.

Speaking performance is the students' performance in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) states that speaking performance is more complex and difficult than what people assume. However, speaking performance has several main features, they are: 1) there is a focus on both message and audience, 2) it reflects organization and sequence, 3) form and accuracy is important, and 4) language is more like written language. Some of the skills involved in speaking performance are: 1) using an appropriate formal language, 2) presenting information and appropriate sequence, 3) using correct pronunciation and grammar, 4) creating an effect on the audience, and 4) using appropriate opening and closing.

2.7. Anxiety and Speaking Performance

In the past two decades, there have been great deals for researchers about second or foreign language anxiety. Those researchers indicate that anxiety has a debilitating effect on the language learning process.There is evidence that language learning anxiety differs from other forms of anxiety. Early research into language learning anxiety used measures of test anxiety from educational research. However, these studies produced inconsistent results. Further, another research indicates that

language learning anxiety is too specific to be captured by general anxiety measures. A distinction is made in this study between learning English as the first language and learning English as a foreign language. It is argued that living in an environment where the target language is not the language of everyday communication may influence anxiety.

In her study, Dalkılıç (2001) investigated the correlation between students' foreign language anxiety levels and their achievement in speaking courses. She conducted her study on 126 Turkish freshman EFL learners and benefited from both qualitative and quantitative data. The findings of the study show that there is a significant relationship between the students' anxiety levels and their success in speaking classes. In addition, Ay (2010) finds that students reported anxiety in an advanced level in productive skills. The participants of the study are reported that their anxiety occurs most when they are required to speak without being prepared in advance. Moreover, in his study which focuses on the relationship between proficiency level and degree of foreign language speaking anxiety in a Turkish EFL context, Balemir (2009) reveals that Turkish EFL university students experience a moderate level of speaking anxiety in their language classes. Furthermore, Saltan (2003) investigated the EFL speaking anxiety in terms of both students' and teachers' perspectives. The findings of her study indicates that students experience a certain degree of EFL speaking anxiety, but the intensity of it is not disturbingly high.

By understanding the relationship between anxiety and speaking performance, then, it can corroborate the fact that speaking a foreign language

cannot be separated from anxiety.

2.8. Concept of Adolescence

Adolescence may be viewed as a transition stage in human development from childhood to adulthood. During this period, an individual goes through many changes including the formation of one's values, attitudes and behavior to adapt and adjust childhood behaviors to culturally acceptable adult forms (Ogena, 2014). In addition, Steinberg (2014) states that "Adolescence" is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence. The most commonly used chronologic definition of adolescence includes the ages of 10-18 but may incorporate a span of 9 to 26 years depending on the source (APA, 2002).

Moreover, The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range falls within WHO's definition of *young people*, which refers to individuals between ages 10 and 24. In many societies, however, adolescence is narrowly equated with puberty and the cycle of physical changes culminating in reproductive maturity. In other societies, adolescence is understood in broader terms that encompass psychological, social, and moral terrain as well as the strictly physical aspects of maturation. In these societies, the term *adolescence* typically refers to the period between ages 12 and 20 and is roughly equivalent to the word *teens*.

Hashmi (2013), states that adolescence is a time of moving from the immaturity of childhood into the maturity of adulthood. Though there is no single event or boundary line that denotes the end of childhood or the beginning of adolescence yet experts think of the passage from childhood into and through adolescence as composed of a set of transitions. These transitions are biological, cognitive, social and emotional which can be a turbulent time for them. This age sometimes referred to as teenage years, youth or puberty, occurring roughly between the ages of 10 and 20 can be broadly categorized into three stages: 1) Early adolescents (12 to 14 years) a phase when the kid is not yet matursing but he is no longer a kid. At this stage physical changes are a constant source of irritation; 2) Middle adolescents (14 to 17 years) this phase is marked by emotional,. Cognitive mental maturity develops in early age in girls than in the male.; 3) Late adolescents (17 to 19 years) finally come close to adulthood to have a firm identity and more stable interests. Adolescents are more wary about security, safety, and independence. However, Age is a convenient way to define adolescence. But it is only one characteristic that delineates this period of development. Age is often more appropriate for assessing and comparing biological changes (e.g. puberty), which are fairly universal, than the social transitions, which vary more with the socio-cultural environment.

2.9. Anxiety and Adolescence

Anxiety disorders are the most important health issues facing adolescents (Siegel and Dickstein, 2012). Adolescence is a time of substantial change both

physiologically and psychologically. It also is a period of time when individuals are particularly vulnerable to developing symptoms of anxiety disorders (Costello & Angold, 1995 in Grant, 2014). This increased risk for the development of anxiety is likely due in part to the numerous transitions during this period. As a result, adolescence is a particularly important time regarding the development of psychopathology. This period often sets the stage for future beliefs about the self and others, developmental concerns, and interpersonal relationships, which all are factors that are important to the development of anxiety.

Moreover, Merikangas et al (2010) find that brain changes in adolescence increase a teen's vulnerability to depression and anxiety. Anxiety disorders are the most common mental health disorders of childhood and adolescence. Different kinds of anxiety affect young people at different times in development. Also, their finding shows that adolescent girls are more than twice more likely to experience depression than boys, 15.9% vs 7.7%. There could be a brain reason for this: the brain regions thought to be affected by depression have high concentrations of sex hormone receptors, which could explain why there is a gender disparity in depression. In addition, Twenge (2015) says that high school students today have more anxiety symptoms and are twice as likely to see a mental health professional as teens in the 1980s.

Adolescence represents a period of significant change in several domains that result in the individual increasing their independence from their parents and building their sense of self and way of relating to others. These changes, however, can

result in high levels of stress for the adolescent, which in turn can set the stage for psychopathology. The changes relate to the development of anxiety among adolescents are biological factors, interpersonal stress, and cognitive factors.

The biological factors mean that there are extensive biological changes that occur during puberty, mostly involving increased hormone levels via the hypothalamus and the pituitary gland. These hormones result in increased height and weight, changes in the body's composition of fat and muscle, and maturation of the reproductive organs. Some studies indicate that the timing of puberty can increase the risk of developing anxiety disorders. Moreover, the physical changes associated with puberty also may increase the risk for anxiety.

The interpersonal stress may be caused by the relationship functioning of parents and children. Specifically, several studies suggest that the children of anxious parents are at a greater risk for developing an anxiety disorder compared to those whose parents do not meet criteria for an anxiety diagnosis (Beidel & Turner, 1997; Kearney, Sims, Pursell, & Tillotson, 2003). Parenting behaviors that are risk factors for anxiety disorders include overprotection, control, rejection, and lack of warmth (McLeod et al., 2007). Thus, parenting behavior that interferes with adolescents' attempts to develop into relatively independent young adults increases the risk for the development of anxiety (Davila, La Greca, Starr, & Landoll, 2010). Moreover, during adolescence, peer relationships become more important to an individual's functioning than parental relationships (Larson, 1983). Difficulties in the development of close relationships can lead to chronic stress, which leaves the individual vulnerable to the development of psychopathology. How adolescents

function within these relationships can not only affect their future relationship development but also can impact the development of their anxious symptoms (Davila et al., 2010). Thus, positive peer relationships can protect adolescents against the development of anxiety disorders, whereas problematic relationships can increase the risk for the development of anxiety (La Greca & Harrison, 2005).

The cognitive factor that has been found to be important to the development of anxiety disorders is anxiety sensitivity. Anxiety sensitivity represents a fear of consequences of experiencing anxiety, such as fear of panic symptoms, mental incapacitation, and others noticing one's anxiety (Reiss, 1991). Studies have suggested that high levels of anxiety sensitivity predict the development of panic attacks and anxiety symptoms prospectively, even when controlling for baseline anxiety symptoms (Hayward, Killen, Kraemer, & Taylor, 2000; Schmidt et al., 2010). Studies also have found evidence of anxiety sensitivity representing a risk factor for anxiety disorders among adolescents (e.g., Anderson & Hope, 2009).

2.10. Theoretical Assumption

Along with all previous explanations, the researcher assumes that the eleventh grade of senior high school students in their adolescence is the suitable stage to analyze someone's anxiety. Different learning test (whether the test is stressful or non-stressful) in learning English as a foreign language results in different anxiety level, especially in speaking performance. Therefore, based on the idea above, the researcher think it is important to find out whether there is a significant difference in

students' speaking performance between stressful and non – stressful learning tests, and also whether there is a significant impact of anxiety towards students' speaking performance.

2.11.   Hypotheses

The following hypotheses are proposed in order to answer the mentioned research questions.

For the **first research question**, the hypothesis is:

There is a significant difference of students' speaking performance between stressful and non – stressful learning tests.

The **second research question**, the hypothesis is:

There is a significant impact of anxiety towards students' speaking performance.

That is the literature review of this research. Then, the next chapter will discuss the methods of this research.

III. METHODS

This chapter describes the methods that will be used in conducting the data of this research, such as research design, variables, population and sample, data collection technique, research instruments, validity and reliability of the instruments, scoring system, research procedure, data treatment and hypothesis testing.

3.1. Research Design

This research was an analytical study where the researcher analyzed two classes to find out the significant difference of students' speaking performance between stressful and non – stressful learning tests according to anxiety's influeunce. Further, the researcher investigated the significant impact of anxiety towards students' speaking performance at the eleventh grade of SMA Al-Kautsar Bandar Lampung. The design used in this research was *ex-post facto* design. Hatch and Farhady (1982:26) states that ex-post facto design focuses on the product (the result of the test) not the process of teaching-learning. Thus, the results of the research have no relationship with students' previous condition. The researcher used two classes as the sample. Class 1 tested by using stressful learning test and class 2 tested by using non – stressful learning test.

The illustrations were presented as follows:

$$X1 \longrightarrow Y$$

$$X2 \longrightarrow Y$$
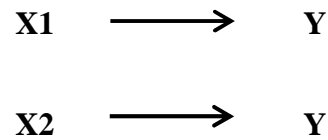
As can be noted that:

X1: Stressful Learning Test

X2: Non – Stressful Learning Test

Y : Speaking performance

3.1.1. Research Procedure

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

1. Determining research objectives

   The objectives of this research were to investigate whether there was a significant difference in students' speaking performances between stressful learning test class and non – stressful learning test class and to find out whether there was a significant impact of anxiety towards students' speaking performance.

2. Deciding the research sample

   The sample of this research was the eleventh grade of SMA Al-Kautsar Bandar Lampung. The researcher used two classes as the sample, and the

classes had chosen by using random sampling due to it represented the general.

3. Preparing data collection instruments

Data collection instruments were speaking test through stressful and non – stressful learning tests, anxiety test (FLCAS by Horwitz, et al), and voice recorder.

4. Conducting the stressful/non-stressful learning test

In conducting stressful learning test, the researcher had chosen the difficult topics about giving an opinion. The direction and example were given at the beginning of the meeting. Every one topic was only for two students. One student was the pro and another student was the con. The side of pro/con was decided randomly. Cheating and asking were prohibited. The student should deliver his/her opinion individually in front of the class by doing a monologue for minimum 3 minutes through reasonable statements. The pro came first and then the con (for each topic). So, the situation was more like a debate.

In conducting non – stressful learning test, the researcher had chosen the easy, familiar and fun topics about Songs. Literally, this material was also about giving an opinion, but the topic is a song. The direction and example were given at the beginning of the meeting. Every one song was for two students, and they worked in a group. Asking and sharing were allowed here. They should deliver their opinion about the song and the song's meaning to the real life. Monologue and dialogue were allowed here, up to them, based on their creativity in delivering their opinions. A group consisted of two students came

in front of the class together (based on who was ready). There was no minimum time to reach and no specific information should be delivered. All based on their creativity.

5. Conducting the test of speaking performance

   While conducting the test of speaking performance, the researcher used English teacher as the inter-rater, so the score result would be reliable. The researcher also recorded students' speaking performances for transcribing process.

6. Administering the anxiety test (FLCAS questionnaire by Horwitz, et al 1986)

   The FLCAS questionnaires consisted of 33 items of three anxiety aspects; communication apprehension, fear of negative evaluation, and test anxiety. The questionnaires were administered to the students' right after they had done their speaking performances.

7. Analyzing the data

   The data were analyzed by using T-Test for the first research problem and then ANOVA and Post Hoc Scheffe test for the second research problem.

8. Making the report as the result of observation and analysis

   The report was made after all of the observation done and all of the data had fulfilled the analysis requirements.

3.2. Variables

In this research, the researcher used three variables: they were dependent, independent, and intervening variable. The dependent variable is the main variable in which the researcher observes and measures to determine the effect of the independent variable. Independent variable is the variable whose function is to influence the dependent variable. An intervening variable is a variable that impacts the relationship between an independent and dependent variable. The researcher determines the variables as follow:

1. Stressful Learning Test as Independent variable (X1)
2. Non – Stressful Learning Test as Independent variable (X2)
3. Speaking performance as a dependent variable (Y)
4. Anxiety as an Intervening variable (Z)

3.3. Population and Sample

The research was conducted at SMA Al-Kautsar Bandar Lampung, at second semester of the eleventh grade 2017/2018. The population was the eleventh-grade students of SMA Al-Kautsar. The researcher took two classes for the sample. The selection of the sample was through probability sampling, by using random sampling, where every class has a probability to be chosen as sample. The procedures were: all classes in eleventh grade written in the rolled paper were put into a glass, then the glass was shaken and two classes that came out were selected as sample.

3.4. Data Collection Technique

In collecting the data, the researcher used two techniques as follows:

1) *Speaking Test*

   The researcher used speaking test as the first technique for collecting the data. Speaking test supposed to be able to measure learning outcome which distinguish the every single student's speaking ability between students already mastered and not yet the learning material. This notion is supported by Brown (2004:3) states that a speaking test is a method of measuring a students' speaking ability or knowledge in a given domain. The purpose of this test is able to give the valid information on the students' speaking abilities and knowledge. Hence, the researcher can distinguish students' speaking ability based on the test results.

2) *Questionnaire*

   The researcher used questionnaire as the second technique for collecting the data for students' anxiety. Questionnaire is data collecting technique by giving a set of questions or written statements to the respondents to be answered (Sugiyono, 2009:199). While according to Johnson & Christensen (2000: 127), questionnaire is a self-report data-collection instrument that each research participant fills out as part of research study. The questions are regarding the facts and/or opinions of respondents. Hence, the questionnaire is a suitable technique to find out someone's anxiety.

3.5. Research Instruments

In this research, the researcher used some instruments for conducting her research. The instruments of this research are explained as follow:

1) **Speaking Test**

    In speaking test, the researcher created two different classrooms conditions for two different classes. Class 1 was for the speaking performance through stressful Learning Test, and class 2 was for the speaking performance in non-stressful Learning Test. The speaking test used in stressful learning test class was different from speaking test in a non-stressful learning test class. In stressful learning test class, the researcher had chosen the difficult material to make students stress in performing their speaking, like the difficult topic to discuss, minimum time to speak, minimum score to reach, full English classroom environment, no asking and cheating, much pressure, etc. While in a non-stressful learning test, the researcher had chosen the easy and enjoyable material that makes students enjoy in performing their speaking, like making fun activities, easy topic to discuss, no minimum time, no minimum score to reach, less pressure, etc.

2) **Questionnaire of Anxiety**

    The researcher administered the questionnaire of anxiety right after the students finished their speaking performances. It aimed to find out their anxiety score, and which aspect of anxiety affect the most in learning through stressful and non-stressful learning tests. The questionnaire was adopted from

FLCAS (Foreign Language Classroom Anxiety Scale) by Horwitz, *et al* (1986). It is consisted of three dimensions of anxiety named: 1) Communication Apprehension, 2) Fear of Negative Evaluation, and 3) Test anxiety. FLCAS used a five-point Likert scale, which ranged from "Strongly Agree" to "Strongly disagree." The questionnaire will be translated into Bahasa Indonesia in order to minimize the misinterpretation by the students. The table below shows the specification of anxiety aspects.

Table 3.1. Specification of FLCAS by Horwitz et. al, 1986

Types of FLCAS	Item
Communication Apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32
Fear of Negative Evaluation	2, 7, 13, 19, 23, 31, 33
Test Anxiety	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28

3) Recording

The researcher recorded students' speaking performance during speaking test by using handphone for the voice recorder. Both of researcher and the inter-rater focused on five aspects of speaking; fluency, grammar, vocabulary, pronunciation, and comprehension during the speaking performance.

3.6. Validity and Reliability of the Instruments

There were two important kinds of validity used to measure the validity of speaking performance test used in this research, those are: content validity and

construct validity. In content validity, the materials given should be suitable for the components of speaking performance. Content validity is the extent to which reflects how well a test is measuring a quality or skill that is related to a certain performance. In other words, is the test's content effectively and comprehensively measuring the abilities required to successfully perform speaking. While construct validity focuses to determine how well a test measures what it is supposed to measure. In other words, the test is constructed in a way that it successfully tests what it claims to test.

Reliability of the test is consistency which a test yields the same result in measuring whatever it does measure. So, a test cannot measure anything well unless it measures consistently. Reliability of the speaking test is examined by using statistical measurement proposed by Shohamy (1988; 213) in Pratama (2015; 41).

The statistical formula is:

$$R = 1 - \frac{6. \; d^2}{N \, (N^2 - 1)}$$

Notes :

R: Reliability

N: Number of the students

D: The difference of rank correlation

6: Constant number

The researcher considers it is reliable for the test if the test has reached range 0.60 to 0.79. The standard of reliability:

a. a very low reliability ranges from 0.00 to 0.19

b. a low reliability ranges from 0.20 to 0.39

c. an average reliability ranges from 0.40 to 0.59

d. a high reliability ranges from 0.60 to 0.79

e. a very high reliability ranges from 0.80 to 0.100

The researcher considers that both raters would achieve the reliability if the inter-rater reliability has reached at least range 0.60 to 0.79 (high reliability).

Reliability of Questionnaire

In order to find out whether the questionnaire is reliable or not, the researcher tried out the questionnaire first, then the researcher uses *Cronbach Alpha*. Each item in the questionnaire was analyzed to make sure that the items have good quality (Setiyadi, 2006). The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire is. For knowing the classification of reliability, the following scale is used:

a) Between 0.800 to 1.00 = very high reliability

b) Between 0.600 to 0.800 = high reliability

c) Between 0.400 to 0.600 = moderate reliability

d) Between 0.200 to 0.400 = low reliability

e) Between 0.000 to 0.200 = very low reliability

From the calculation of reliability analysis (using *SPSS 16*), it was found that alpha is 0.780. It meant that the questionnaire had high reliability. Therefore, according to the result of validity and reliability of the questionnaire, the researcher reported that the questionnaire is valid and reliable.

3.7. Scoring System

3.7.1. Anxiety Test Scoring System

The score of students' anxiety in speaking English would be taken after the students answered the questionnaire. The researcher used FLCAS that is adapted from Horwitz, *et al (1986).* FLCAS measures speaking anxiety related to foreign language speaking, using a five-point Likert scale, which ranges from "Strongly Agree" to "Strongly disagree." The FLCAS's construct comprises three types/dimensions of anxiety: (1) fear of negative evaluation; (2) communication apprehension; and (3) test anxiety. Each type of anxiety has its own high and low score. The questionnaire would be translated into Bahasa Indonesia in order to minimize the misinterpretation by the students.

For instance:

➢ I never feel quite sure of myself when I am speaking in my foreign language class

   a. Strongly agree (5)
   b. Agree (4)
   c. Neither agree nor disagree (3)
   d. Disagree (2)
   e. Strongly disagree (1)

➢ Saya tidak pernah yakin terhadap diri saya sendiri saat saya berbicara di dalam kelas bahasa inggris.

a. Sangat setuju (5)
b. Setuju (4)
c. Netral (3)
d. Tidak setuju (2)
e. Sangat tidak setuju (1)

The levels of anxiety based on this scale were categorized into three levels: high, middle, and low anxiety. There were 33 questions in the FLCAS. So, for the total score of it, the researcher summed up the score from number 1 until number 33. The score ranged from 33 to 165. These scores then were classified according to the three levels of anxiety shown in table 3.2. below.

Table 3.2. Foreign Language Anxiety Levels

Level	Scores	Level of FLA
1	109 – 165	High anxiety
2	90 – 108	Moderate anxiety
3	33 – 89	Low anxiety

(Alshahrani, 2016)

3.7.2. Speaking Performance Scoring System

In evaluating students' speaking score, the researcher listened to students' record and used the oral English rating sheet based on five aspects; fluency, grammar, vocabulary, pronunciation, and comprehension.

The score of speaking skill based on the five elements has the percentage as follows:

a. Fluency…………………………...20%

b. Grammar.………………….……..20%

c. Vocabulary……………………..20%

d. Pronunciation…………………..20%

e. Comprehension…………………20%

Total percentage……………..…100%

Table 3.3. Scoring Rubric for Speaking Performance

A) **Indicator**

No.	Criteria	Rating Score	Description
1	Fluency	16-20 12-16 8-12 4-8 0-4	Very well Smooth Fairly smoothly Less current Not smooth
2	Grammar	16-20 12-16 8-12 4-8 0-4	Almost perfect grammar in each sentence Good grammar but there are few mistakes grammar Poor grammar in some sentences There are many errors grammar Errors in grammar and words order to severe as to make speech virtually unintelligible
3	Vocabulary	16-20 12-16 8-12 4-8 0-4	Nearly perfect No errors but does not interfere with meaning No errors and interfere with meaning Many errors and interfere with meaning Too many mistakes so it is difficult to understand
4	Pronunciation	16-20 12-16 8-12 4-8 0-4	Nearly perfect No errors but does not interfere with meaning There are some errors and disturbing meanings A lot of mistakes so it is difficult to understand Too many mistakes so it is difficult to understand
5	Comprehension	16-20 12-16 8-12 4-8 0-4	Very understanding Understand Quite understand Less understanding Do not understand

B) Scoring Rubric

No.	Student's Name	Fluency (0 – 20)	Grammar (0 – 20)	Vocabulary (0 – 20)	Pronunciation (0 – 20)	Comprehension (0 – 20)	Total (0 – 100)
1							
2							
3							
4							
5							

Total score = 20 x 5 = 100 (the maximum score)

(Harris, D. 1974)

The levels of speaking based on this scale were categorized into four levels: bad, fair, good, and excellent. These scores then were classified according to the four levels of speaking shown in table 3.4. below.

Table 3.4. Level of Speaking Scores

Scores	Level of Speaking
85 – 100	Excellent
65 – 84	Good
55 – 64	Fair
0 – 54	Bad

(Zechner, 2014)

3.8. Data Treatment

In maintaining the research problems, the researcher used two variables; dependent and independent. In collecting the data, the researcher used speaking performance test and anxiety test for those variables. The researcher classified the anxiety as an independent variable because theoretically, anxiety had influenced the speaking performance. The data from speaking performance test was classified as the dependent variable because speaking performance is influenced by anxiety.

In this data treatment, the researcher used three SPSS programs in analyzing two research problems. The first research problem was analyzed through Independent Sample T-Test and second research problem through ANOVA and Post-Hoc Scheffe test. In running one way ANOVA, there are five data assumptions that should not violate in order to support the result of ANOVA calculation (Setiyadi, 2006). They are:

1. There are only one dependent variable and one independent variable with three or more levels.
2. The dependent variable should be measured at the interval/ratio level.
3. It is a between-group comparison.
4. The dependent variable should be approximately normally distributed for each category of the independent variable.

Therefore before testing the hypothesis using T-test and ANOVA, it was necessary to find out whether the data in the samples are normally distributed and homogenous or not. This study applied these following procedures:

1. Normality Test

    The purpose of computing the normality test is to find out whether the data is distributed normally or not. In this research, the significant level of 0.05 is used to determine the normality of the data. The hypothesis of the normal distribution can be described as follows:

    H_0: the distribution of data is normal

    H_1: the distribution of data is not normal

    The hypothesis is accepted if the result of the normality test is higher than 0.05 (sign >). In this case, the level of significance of 0.05 is used.

2. Homogeneity Test

    The test is used to determine whether the data fulfill the criteria of the quality of variances or not. The hypothesis for the homogeneity test of two variables is as follows:

    H_0: there is no significant difference in the level of ability (equal)

    H_1: there is a significant difference in the level of ability (not equal)

    The criterion for the hypothesis is: H_0 is accepted if the result of homogeneity test of pre-test is higher than 0.05 (sign >).

3.9. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not. The hypothesis was tested by T-test for the first research problem and ANOVA for the second research problem. The data were analyzed by using SPSS.

The hypothesis 1 was statistically analyzed using T-test that draws the conclusion if there is a significantly different, the significant level $P < 0.05$, H_1 accepted and H_{01} rejected, and vice versa. And for the hypothesis 2, it was statistically analyzed by One Way ANOVA that draws the conclusion $\mathbf{F_{value} > F_{table}}$, in significant level $P < 0.05$, H_2 accepted and H_{02} rejected, and vice versa.

Hypothesis 1

H_{01}: There was no significant difference of students' speaking performance between stressful and non – stressful learning tests.

H_1: There was a significant difference of students' speaking performance between stressful and non – stressful learning tests.

Hypothesis 2

H_{02}: There was no significant impact of anxiety towards students' speaking performance.

H_2: There was a significant impact of anxiety towards students' speaking performance.

This is the end of the discussion in this chapter. The research method of this research which is starting from research design until hypothesis testing has been discussed. Then, the next chapter will discuss the results of the data analysis and the discussion.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results of the research and also several suggestions which are elaborated in the following sections.

5.1. Conclusions

In line with the results of the data analysis and discussion which have elaborated the answers to two research questions presented in the first chapter, the researcher draws the conclusions in three major parts as follows.

Firstly, based on the results and discussions of the speaking test both in stressful learning test and non – stressful learning test, the researcher draws the following conclusions:

1. There is a significant difference of students' speaking performance between stressful and non – stressful learning tests. This could be seen from the difference of students' mean score between those classes. The mean score in stressful learning test class (67.2) is lower than the mean score in non – stressful learning test class (78.85).

2. There is a significant difference of students' speaking performance between stressful and non – stressful learning tests. This could be seen from the from Independent T-test analysis. It was found that $p = .000$. Thus, p is lower than 0.05 ($0.000 < 0.05$). As can be noted that the criterion for hypothesis 1 is accepted

if the result of the sig. (2-tailed) value is lower than 0.05 (sig. < 0.05). In other words, H_{01} is rejected and H_1 is accepted. Therefore, it could be stated that there is a significant difference of students' speaking performance between stressful and non – stressful learning tests.

Secondly, in accordance with the results and discussions of whether there is a significant negative impact between anxiety and students' speaking performance, the researcher draws the following conclusions:

1. There is a significant impact of anxiety towards students' speaking performance. In accordance with ANOVA test, It shows that the result of the variant analysis shows $F_{value} = 108.076$, while $F_{table} = 3.14$, thus **($F_{value} > F_{table}$)**. As can be noted that the criterion for the hypothesis is accepted if the result of F value is higher than F table ($F_{value} > F_{table}$). Then the analysis also shows that each group has different mean and each mean has also different standard deviation. It can be seen that there is a different anxiety between speaking performance through stressful learning test, and speaking performance through non – stressful learning test with the coefficient significance 0.000 ($p = 0.000$, $p < 0.05$).

2. The researcher analyzed to follow up One – Way ANOVA by using Post-Hoc Scheffe test, due to it had an approximately similar sample and different treatment.The mean results shows that among high, moderate, and low anxiety level are significant at the 0.05 level. Moreover, the coefficient significant is 0.000 ($p = 0.000$, $p < 0.05$). Therefore, it is clear that there is a difference in anxiety between speaking performance through stressful learning test and

speaking performance through non – stressful learning test. In other words, it can be said that there is a significant impact of anxiety towards students' speaking performances. Thus, H_{02} is rejected and H_2 is accepted.

2.2. Suggestions

Derived from the conclusions above, the writer proposed two major suggestions as follow:

1. For the Teacher

    The teacher should consider students' anxiety in designing learning material. The teacher also should motivate students in learning English, especially in speaking, in order to be able to perform speaking without feeling anxious in front of the audience.

2. For the Future Researcher

    The future researchers are suggested to conduct the study about stressful and non-stressful learning test (considering anxiety's influence) in other English skills, like reading, writing, and listening. Thus, the later results will be helpful for teacher in teaching English for all skills.

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