THE CORRELATION BETWEEN STUDENTS' ANXIETY LEVEL AND THEIR SPEAKING ABILITY AT THE SECOND YEAR OF SENIOR HIGH SCHOOL 1 ENOK INDRAGIRI HILIR REGENCY

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PEKANBARU

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Thesis

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ABSTRACT

Mulyani (2011)   **: The Correlation between Students' Anxiety Level and Their Speaking Ability at the Second Year of Senior High School 1 Enok Indragiri Hilir Regency.**

It is a correlation research. The writer prepared a questionnaire to measure the students' anxiety level variable symbolized as X variable and speaking test to know the students' speaking ability at the second year of SMAN 1 Enok symbolized as Y variable.

This research was conducted at SMAN 1 Enok. The subject of this research is the second year students of SMAN 1 Enok and the object of this research is the students' anxiety level and their speaking ability at the second year of SMAN 1 Enok.

The objectives of this research are:

1. To find out the students' anxiety level at the second year of SMAN 1 Enok.
2. To find out the students' ability in speaking English at the second year of SMAN 1 Enok.
3. To verify whether or not there is correlation between students' anxiety level and their speaking ability at the second year of SMAN 1 Enok.

The population of this research is 100 persons. The writer took 47% of the number of population. It means that the writer took 47 persons of them as the sample. In order to collect the data of this research, the writer used questionnaire and speaking test. The questionnaire is to find out the students' anxiety level at the second year of SMAN 1 Enok and the speaking test is to find out the students' speaking ability at the second year of SMAN 1 Enok. The writer used SPSS 15.0 to analyze the data.

Based on the analysis of the data, the percentage obtained for the students' anxiety level is 62.84%. It means their anxiety level is at middle category. While, the percentage score obtained of their speaking ability is 68.17%. It means that their speaking ability is at middle category. Moreover, the score of the significant correlation between students' anxiety level and their speaking ability is 0.503. This is compared to the result of "r" product moment, where at 5% of significance level is 0.288 and 1% of significance level is 0.372. The score obtained is higher than "r" table either 5% or 1%. It can be formulated as 0.288<0.503>0.372. It means the correlation between the students' anxiety level and their speaking ability at the second year of SMAN 1 Enok is high.

ABSTRAK

Mulyani (2011)   : Hubungan antara Tingkat Kecemasan Siswa dan Kemampuan Berbicaranya dalam bahasa Inggris pada Siswa Kelas 2 SMAN 1 Enok.

Ini adalah penelitian untuk mengetahui suatu hubungan. Penulis menyiapkan angket untuk mengukur tingkat kecemasan siswa yang disimbolkan sebagai variabel X dan tes speaking untuk mengetahui kemampuan berbicaranya dalam bahasa inggris yang disimbolkan dengan variabel Y.

Penelitian ini dilaksanakan di SMAN 1 Enok. Subject dari penelitian ini adalah kelas 2 SMAN 1 Enok dan object dari penelitian ini adalah kemampuan berbicara siswa dalam bahasa inggris kelas 2 SMAN 1 Enok.

Tujuan dari penelitian ini adalah:

1. Untuk mengetahui tingkat kecemasan siswa di kelas 2 SMAN 1 Enok.
2. Untuk mengetahui kemampuan berbicara siswa di kelas 2 SMAN 1 Enok.
3. Untuk menguji ada atau tidak adanya korelasi antara tingkat kecemasan siswa dan kemampuan berbicara siswa kelas 2 SMAN 1 Enok.

Populasi dari penelitian ini adalah 100 siswa. Penulis mengambil 47% dari seluruh jumlah siswa kelas 2. Masksudnya, penulis membutuhkan 47 siswa dari seluruh jumlah siswa kelas 2 sebagai sampel. Untuk memperoleh data dari penelitian ini, penulis menggunakan angket dan tes. Angket digunakan untuk mengetahui tingkat kecemasan siswa kelas 2 SMAN 1 Enok dan tes berbicara digunakan untuk mengambil data tentang kemampuan berbicara siswa dalam bahasa inggris kelas 2 SMAN 1 Enok. Untuk menganalisa data penulis menggunakan SPSS 15.0.

Berdasarkan analisa data, tingkat kecemasan siswa adalah 62.84%. Maksudnya tingkat kecemasan siswa dikategorikan sedang. Sementara nilai dari kemampuan berbicara mereka dalam bahasa inggris adalah 68.17%. Maksudnya kemampuan berbicara dalam bahasa inggris siswa di kategorikan sedang. Kemudian nilai dari hubungan antara tingkat kecemasan siswa dan kemampuan berbicara bahasa Inggris adalah 0.503. Ini telah dibandingkan denagn nilai "r" product moment, dimana "r" 5% adalah 0.288 dan 1% adalah 0.372. Dapat dirumuskan 0.288<0.503>0.372. Maksudnya hubungan antara tingkat kecemasan dan kemampuan berbicara bahasa inggris adalah tinggi.

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CHAPTER I

INTRODUCTION

A. The Background of Problems

Speaking is one of the important skills in English that should be mastered by us especially for students. It is a way for students to express their knowledge, to share their feelings and to show their performance. When students express their knowledge and share their feelings to other people, they should speak clearly, fluently and accurately, so that people can understand what they mean. It means that students need ability or skill to become a good in speaking. If a student has capability in speaking English, automatically he or she is able to compete with other people to find a good job. Then, he or she should access his or her knowledge and skills.

Many factors influence students' ability in speaking. One of them is anxiety. According to Santrock, anxiety is feelings of apprehension.[1] Scovel (1978:134) in Brown states that anxiety is feelings of uneasiness, frustration, self-doubt, apprehension or worry.[2] It means that anxiety is a factor of hindrance in speaking that should be avoided or decreased by students. In this research, anxiety has some levels; they are high, middle and low. A student has high anxiety; automatically he or she has low ability in speaking and vice versa. The level of anxiety is very crucial. It is not easy to identify. It occurs when students feel anxious, nervous and afraid of expressing their feelings.

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[1] John W. Santrock.2004. *Psikologi Pendidikan.* 2nd Ed. Jakarta: Mc Graw-Hill Company. p. 529
[2] H. Douglas Brown. 2000. *Principles of Language Learning and Teaching*. 4th Ed. San Fransisco: Addison Wesley Longman, Inc. p. 151

In order to accomplish students' anxiety level in speaking, school based curriculum (KTSP) provides speaking as one of the skills that must be taught and learned at senior high school. The teaching of English especially in speaking at SMAN 1 Enok, speaking has been taught since first of English teaching period. Some strategies or techniques have been used in teaching of English such as role play and small group discussion. According to syllabus, the standard of competence in speaking refers to the ability of students to express the meaning of in formal transactional and interpersonal conversation and sustained to their daily life.[3] Transactional conversation, carried out for the purpose of conveying or exchanging specific information. Interpersonal conversation carried out more for the purpose of maintaining social relationship than for the transmissions of facts and information.[4]

Because English skills especially speaking has been taught since the students at the first year of senior high school, ideally students are able to use English in communicating with their teacher and friends. Students direct to perform orally the function of the language by giving varieties of conversation. But in fact, most of students do not speak English with their teacher and friends especially in English subject. Teacher asks students to make dialogue and practice it. Some of the students are able to make it, but they are not able to practice it.

Based on preliminary study at the second year students of SMAN 1 Enok, the writer found that some of the second year students still have problems in speaking. The phenomena can be seen as follows:

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[3] Syllabus of SMAN 1 Enok 2009/2010. 2009. Unpublished: p.13
[4] H. Douglas Brown. 1994. *Teaching by Principles: An interactive Approach to Language Pedagogy.* New Jersey: Parentice Hall. p. 267

a. Some of the students are not able to express their ideas orally even though the teacher has been taught asking and giving opinion material.

b. Some of the students are not able to ask and answer question.

c. Some of the student are not able to express the meaning of conversation in formal transaction and interpersonal conversation and sustained in daily life (asking and giving opinion, satisfied and dissatisfied expression, relief, pain, pleasure expression)

d. Some of the students do not speak English fluently and accurately.

e. Some of the students got low score, under grade of KKM (62)

f. Some of the students always look up dictionary when they want to speak English. It means that some of the students have lack of vocabulary.

Based on the phenomena above, the writer is interested in conducting a research entitled: "THE CORRELATION BETWEEN STUDENTS' ANXIETY LEVEL AND THEIR SPEAKING ABILITY AT THE SECOND YEAR OF SENIOR HIGH SCHOOL 1 ENOK INDRAGIRI HILIR REGENCY".

B. The Problem

Based on the background of problems above, it is very clear that some of the students at SMAN 1 Enok still encounter many problems in speaking English. To make clear the problems, they can be identified, limited, and formulated as in the following:

1. The Identification of Problems

a. Why do some of the students feel anxious in speaking English?

b. Why are some of the students afraid of expressing their idea?

c. Why are some of the students shy to express their opinions?

d. Why do not some of the students speak fluently and accurately?

e. Why do not some of the students comprehend and use appropriate grammar contextually?

f. Why do some of the students always look up dictionary when they want to speak English?

2. The Limitation of Problems

Based on identification of the problems stated above, the problems of this research are limited to students' anxiety level in speaking English at the second year of SMAN 1 Enok, students' ability in speaking English at the second year of SMAN 1 Enok, and the correlation between students' anxiety level and their speaking ability at the second year of SMAN 1 Enok.

3. The Formulation of Research

The problems of this research will be formulated in the following questions:

1. How is students' anxiety level at the second year of SMAN 1 Enok?

2. How is students' ability in speaking at the second year of SMAN 1 Enok?

3. Is there any significant negative correlation between students' anxiety level and their speaking ability at the second year of SMAN 1 Enok?

C. The Reasons of Choosing Title

The reasons why the writer is interested in carrying out a research on the topic above are based on several considerations:

1. The problems of this research are very interesting and challenging to be investigated, since it relates to the problems that are being faced by students and need the solution, so that they can improve their ability in speaking English.

2. The topic is relevant to the students in teaching and learning process of English.

3. As far as the writer is concerned, this research title has never been investigated by other researcher.

D. The Objectives and Significance of Research

1. The Objectives of Research

Generally, the objectives of this research are to find out the answer of the problems and state purposes clearly. There are objectives to be researched in this research as follows:

1. To find out the students' anxiety level at the second year of SMAN 1 Enok.

2. To find out the students' ability in speaking English at the second year of SMAN 1 Enok.

3. To find out the negative correlation between students' anxiety level and their speaking ability at the second year of SMAN 1 Enok.

2. The Significance of Research

Theoretically, these research findings are expected to support the existence of the theories regarding with the second or foreign language learning, teaching,

and acquisition. Practically, these research findings are expected to give the positive contributions and information to the researcher in conducting and increasing her knowledge, especially in the field of educational research is that on English language teaching and learning research. Besides, these research findings are also expected to provide the students and the teachers of English of SMAN 1 Enok. Finally, these research findings are also expected to provide the readers or those who are concerned to the process of English language teaching and learning with the information of both the theories and practices.

E. The Definition of Terms

In other to avoid misinterpretation and misunderstanding in this paper, the definition of the terms used in this research is given as follows:

1. Correlation

Correlation is the relationship between two or more variables, or mutual relationship between two or more things. In addition, correlation is a measure of the strength of the relationship between two sets of data.[5] Meaning that, a connection consists of two or some variables. So in this research, correlation is the relationship between students' anxiety level and students' speaking ability at SMAN 1 Enok. Students' anxiety level is as variable X and students' speaking ability at SMAN 1 Enok is as variable Y. Variable X is dependent variable and Y is independent Variable.

2. Anxiety Level

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[5]Jack C. Richards, John Platt, and Heidi Platt. 1992. *Longman Dictionary of Language Teaching and Applied Linguistics.*2nd Ed. England: Longman. p.89

Anxiety is feelings of uneasiness, frustration, self-doubt, apprehension or worry.[6] In this research, anxiety is one of the factors that influence students' ability in speaking of English. Students are afraid of making mistakes and shy to speak English can be caused by anxiety. In this research, anxiety level means that the level of anxiety that influence speaking ability. The levels of anxiety are categorized high, middle and low.

3. Speaking ability

Speaking is using word in general. Speaking is to utter words or articulate sound with the ordinary (talking) voice or act, utterances or discourse of one who speak.[7] And ability means capacity or power to do something physical or mental.[8] So, speaking ability means that the capacity or power to utter words or articulate sound with the ordinary (talking) voice. In this research, speaking ability means that the capability of students to speak and communicate with their teacher and friends by using English. So, speaking ability is the ability of a student to exchange his or her ideas, share different information or something in his or her minds to other by using spoken language.

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[6] H. Douglas Brown. 2000. *Principle of Learning and Teaching*. 4th Ed. San Francisco: Addison Wesley Longman, Inc. p.150.

[7] Farlex. *Thesaurus Legend; Synonyms Related Words Antonyms.* http://www.thefreedictionary.com/Speakings

[8] *Oxford Learner's Pocket Dictionnary*. 2000. 3th Ed. New York: Oxford University Press. p. 1

CHAPTER II

REVIEW RELATED LITERATURE

A. The Theoretical Framework

1. The Concept of Anxiety

Anxiety is one of the affective factors that influence speaking ability. One of the major obstacle students have to overcome in learning to speak is anxiety. Anxiety is feelings of uneasiness, frustration, self-doubt, apprehension or worry.[1]

Anxiety is a feeling of tension. It is associated with a sense of threat of danger when the source of the danger is not known.[2] Similar theory of anxiety is stated by Santrock, anxiety is feelings of apprehension.[3]

A similar definition of anxiety is sated by thesaurus dictionary; anxiety is a relatively permanent state of worry and nervousness occurring in a variety of mental disorders, usually accompanied by compulsive behavior or attacks of panic.[4]

Based on some definitions above, it concludes that anxiety is one of the factors that influence students' ability in speaking English. Students are afraid of making mistakes and shy to speak English that can be caused by anxiety. Brown states that there are three components of language anxiety that have been identified in order to break down the construct into researchable issues:

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[1] H. Douglas Brown. 2000. *Ibid*. p.150
[2] John L. Miller, MD. *http://www.athealth.com/Consumer/Disorders/Anxiety.html*. Online.
[3] John W. Santrock. 2004. *Psikologi Pendidikan.*2nd Ed. Jakarta: McGraw-Hill Company. p. 529
[4] Thesaurus. 2005. *Synonyms Related Words Antonyms.* America: Houghton Mifflin Company. Online

1. Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas;

2. Fear of negative social evaluation, arising from a learner's need to make a positive social impression on others; and

3. Test anxiety or apprehension over academic evaluation.[5]

According to Terry Conley in Ahda, there are some phenomena of anxiety, namely:

1. Mood troubles. It will make people easy to be angry, sad, and sensitive.

2. Difficult to sleeping.

3. Tiredness. People will be easily tired.

4. Lost motivation and interest.

5. They cannot concentrate.

6. They do not have self confidence.[6]

a. The Kinds of Anxiety

Spielberger (1966 in Slameto), anxiety divides into two parts, they are:

1. Trait Anxiety

It is emotional response toward external dangerous. This anxiety is almost same as fear and it can make ability of people to overcome the resources is lost.

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[5] H. Douglas Brown. 2000. *Op Cit.* p. 151
[6] Fajril Anwar Ahda. 2009. "The Students Efforts in Controlling Their Anxiety in Learning Speaking English at the Second Year of MAN 2 Model Pekanbaru". Unpublished Paper. p. 14

2. State Anxiety

State anxiety is experienced in relation to some particular event or act. It is an emotional anxiety toward unawareness dangerous.[7]

According to Rod Ellis (1994) in Dorrit Sasson, anxiety divides into three parts, they are:

1. Trait Anxiety

It is permanent disposition to be anxious. Once again, it appears to be related to upbringing, and indeed may be closely linked to self-image.

2. State Anxiety

Here the anxiety is linked to a specific moment in time, within a specific situation. It may be relational, being linked to specific persons a particular teacher.

3. Situational Anxiety

This is aroused by specific type of situation or event-examinations, public speaking, or classroom participation.[8]

In this research, the writer chooses the kinds of anxiety is based on Spielberger (1966 in Slameto), those are trait anxiety and state anxiety.

b. The Factors of Anxiety

Darajad in Kurnia Juita says that some factors that cause anxiety are those:

1. Anxiety is found because people look and know that there is danger to them.

2. Anxiety is like illness and it is looked in some form and no relation to afraid that influence themselves.

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[7] Slameto. 2010. *Belajar dan Faktor-faktor yang Mempengaruhinya.* Jakarta: Rineka Cipta. p. 185
[8] Dorit Sason. http://EzineArticles.com/?expert=Dorit_Sasson

3. Anxiety because fell making mistake in doing something that is apposed with themselves.[9]

Ellis in Sasson relates to anxiety as result due to the following factors:

1. Learners' competitive natures.

2. Teachers' questions are threatening.

3. Lack of a relaxed second language environment.[10]

c. The Sources of Anxiety

According to Lindgren in Mohammad Agus Salim El Bahri, sources of anxiety are divided into:

1. From external sources

They are the sources that come from outside of the individual such as: parent's treatment, classmates, teacher, certain subject matter, test, environment, etc.

2. From internal sources

These factors come from individual itself, such as: lack of self-confidence, unworthy, guilty, etc.[11]

d. The Treatment of Anxiety

Based on the definition of anxiety above, anxiety is feeling apprehension, anxious, worry or panic. If students feel anxious when they speak English with other people, automatically their speaking ability is low. So, to avoid or to decrease this condition, teacher can use the natural approach when they teach students. The natural approach is an attempt to provide a theoretical description of

[9] Kurnia Juita. 2008. *Anxiety in Learning English at SMPN 23 Pekanbaru.* Unpublished. p.11
[10] Dorit Sason. http://EzineArticles.com/?expert=Dorit_Sasson
[11] Mohammad Agus Salim El Bahri, http://maselbahri.blogspot.com/

the process involved in second-language acquisition than it is a body of specific innovative technique for teaching.

Natural approach defines itself as a method for developing basic personal communication skills, oral and written. Goals of the method include the ability to engage in simple conversational exchanges, to understand announcements in public places, to read newspaper, write personal letters.[12]

Many factors that influence speaking ability, such as personal learning factors like motivation, self-confident and anxiety are given consideration in natural approach.[13]

The writer concludes that teachers are good to use natural approach in teaching and learning. Because it can avoids students' anxiety in speaking.

2. The Nature of Speaking

Speaking is very important for us in learning a language, because the purpose of learning a language is to be able to communicate by using the language. Speaking is one of the capabilities to use a language. Brown (2003: 140 in Noravni Batavia) states that is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness or a test-taker's listening skill, which necessarily compromises reliability and validity of an oral production test. In addition, Harris (1969:81 in Noravni Batavia) says that speaking is complex factor that is requiring the simultaneous of number of different abilities which often develop at different rate.

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[12] Danny D Steinberg. 1993. *An Introduction to Psycholinguistics.* New York: Longman. p. 233
[13] Danny D Steinberg. *Ibid.* p. 233

Either four or five components are generally recognized in the analysis of pronunciation, grammar, and fluency.[14] Speaking is a way to express knowledge, share feelings and show performance. Furthermore, learning to speak is not different from learning other skills such as listening, reading, and writing. Students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and in consistencies. We can also say that learning to speak is more difficult than learning to understand to spoken language, because more concern for arrangement of speaking efforts is acquired in the part of the teacher. The entire process needs a greater period of time to develop that it does in listening comprehension.

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form.

a. The Purpose of Speaking

It is beneficial to understand that purpose of the speaking itself. According to Chastain (1975 in Batavia)[15] the purposes are stated as follows:

1. To expect students to have a language function skill ability to make them understand.

2. To enable students to convey meaning.

3. To make students able to express themselves orally.

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[14] Noravni Batavia. 2009. "The Activities Done by Students in Increasing Their Self-Confidence in Speaking English of the Second Year of English Department State Islamic University Sultan Syarif Kasim Riau". Pekanbaru: Unpublished Paper. p. 14
[15] Noravni Batavia. 2009. *Ibid.* p. 17

4. To motivate students in order to be able to communicate orally with a native speaker.

5. To motivate students in order to use English properly.

b. The Components of Speaking Ability

Speaking is very important skill in mastering English for students who learn English required mastering the ability to speak and communicate with each other. There are five aspects that have great influence toward speaking ability:

1. Vocabulary

Students need to learn the component of language. They need to learn what the words mean and how they are used. Meaning that, the students need to have plenty of vocabularies. Vocabulary comprises the right and appropriate use of word. One of the extreme aspects that supports speaking in English is vocabulary. Hornby states that vocabulary is the total number of words that language.[16] It seems that vocabulary plays an important role in speaking. Without an extensive vocabulary we will be unable to have learned.

2. Grammar

Grammar means the ability to use sentence in general and structural use. Grammar is important aspect in speaking. If we do not know the appropriate grammar in sentence, the listener will be doubt for what we have said. Grammar is one of the language components. Brown states that grammar is a system of rules governing the conventional arrangement and relationship of words in sentences by using the correct grammar the listener will know when

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[16] Hornby. 1984. *Oxford Advanced Learner Dictionary of Current English.* Oxford University Press. p. 956

the action happens, where the action takes place, who is the audience, who is speaker etc, although for the beginners, they are not forced to speak with the correct grammar. Using the correct grammar makes someone know the real meaning of the sentences.

3. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. According to Hornby, fluency is able to speak or write a language or performs an action smoothly or expressed in a smooth and fluently in order to makes someone easy to understand what he or she said.[17]

4. Pronunciation

All words are made up of sound and speakers of language need to know these sound. Therefore, as an English teacher, you not only teach well at pronunciation, but you also make it possible for the students to acquire good pronunciation by imitating you. According to Marianne Celce-Murcia, pronunciation is a characteristic of the huge potential that only a small subset of sounds is systematically used in speaking any one language.[18] To make our communication accepted by our listeners. It is better for us to pronoun the words clearly, especially with the that has most similar pronunciation such as head (hed), and hate (heit), and the word that has similar formation such as "read" in the regular (pronounced ri:d) and in the regular (pronounce red).

5. Comprehension

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[17] Hornby. 1984. *Ibid.* p. 427
[18] Marianne Celce and Murcia Lois McIntosh. 1987. *Teaching English as a Second or Foreign Language.* Los Angeles: University of California. p. 84

Comprehension means understanding. It indicates that in comprehension the speaker and the listener have to understand what the intended meaning of the speaker when he or she says something.

c. The Types of Classroom Speaking Performance

1. Imitate

   Imitation is this kind carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

   Intensive speaking goes on steps 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 ever form part of some pair work activity, where learners are "going over" certain forms of language.

3. Responsive

   A good deal of students 'speech in the classroom is responsive: short replies 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:

   T : How are you today?

   S : Pretty good, thanks.

   T : What is the main idea in this essay?

   S : The United Nations should have more authority.

   S1 : So, what did you write for question number one?

S2 : Well, I was not sure, so I left it blank.

4. Transactional (dialogue)

    Transactional language, 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 merely responsive speech:

    T   : What is the main idea in this essay?

    S   : The United Nations should have more authority.

    T   : More authority than what?

    S   : Than it does right now.

    T   : What do you mean?

    S   : Well, for example, The UN should have the power to force a country like Iraq to destroy. It is nuclear Weapons.

    T   : You do not think the UN has that power now?

    S   : Obviously not. Iraq is still manufacturing nuclear bombs.

5. Interpersonal (dialogue)

    Interpersonal is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

    For Example:

    Amy   : hi, Bob, how is it going?

    Bob   : oh, so-so.

    Amy   : not s great weekend, huh?

Bob   : well, far be it from me to criticize, but I am pretty miffed about last week.

Amy   : oh, that…. How come you get so bent out of shape over something like that?

Bob   : well, whose fault was it, huh?

Amy   : oh, wow, this is great wonderful. Back to square one. For crying out loud, Bob. I thought we would settle this before. Well, what more can I say?

6. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.[19]

3.   Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Language learners need to recognize that speaking involves three areas of knowledge:

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[19] H. Douglas Brown. 1994. *Teaching by Principles: an interactive Approach to Language Pedagogy.* New Jersey: Parentice Hall. pp. 266-268

1. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.

2. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

3. Social and culture rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.[20]

4. The Relationship between Anxiety Level and Speaking Ability

Speaking is a tool of communication to convey the ideas, messages and feelings to audience. Some students can use English; they learn English especially speaking at the first grade of senior high school. In fact, they cannot speak English well because some of the students have different level of anxiety in speaking. They are afraid of making mistakes in speaking, they seldom to speak because they have lack of vocabulary, they are not confident to covey the message and always wait for their friends to speak first that reason they have the same idea. In addition, Brown says communication apprehension arises from learners' inability to adequately express mature thoughts and ideas.[21]   It means that students who

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[20] NCLRC. *The Essentials of Language Teaching.* P.1. 04 Januari. 2011.
http://www.nclrc.org/essentials/speaking/stratspeak.html
[21] H. Douglas Brown. 2000. *Principle of Learning and Teaching.* 4th Ed. San Francisco: Addison Wesley Longman, Inc. p.150.

cannot express their idea are caused anxiety. In addition, Gardner and MacIntyre (1993 in Lawrence Jun Zhang Maintain:

> "Language learning anxiety is related to how an individual reacts in a nervous manner when speaking in the second language, and that the motivated individual is one who devotes considerable effort in activities to achieve his or her goal"[22]

It means anxiety can be decreased by how the students control their nervous manner when they speak English. When the learners or students have high anxiety level, any efforts to acquire second language as well will be distrurb and they might fail to acquire second language. Addition of Bailey (1983 in Lawrence Jun Zhang) states that:

> "A contributing factor to learners' success or failure to master second or foreign language is the manner that learners orchestrate their worries, apprehension, and even dread when faced with a certain language task"[23]

It means that this anxiety can be either a strong motivational variable which can stimulate learners or debilitating factor, which could hinder the learners from achieving the expected goals. Based on the explanation above, it can be said that theoretically, the students who have a high level of anxiety will have a low speaking ability. Students who have a low level of anxiety will have a high speaking ability. Conceptually, there is correlation between anxiety level and speaking ability.

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[22] Lawrence Jun Zhang. 2001. *ESL Students' Classroom Anxiety*. Singapore: Institute of Education (Singapore). p. 51
[23] Lawrence Jun Zhang. *Ibid*. p. 52

B. The Relevant Research

1. Kurnia Juita, (2008) in her project that is entitled "Anxiety in Learning English at SMPN 23 Pekanbaru". It is consisted of one variable. In her research, she found:

   a. The students' anxiety in learning English at SMPN 23 Pekanbaru is categorized as high (78.60) of students' anxiety in learning English are in higher category.

   b. There are three factors that influence the students' anxiety in learning English. They are:

      1. The students who do not feel enjoyable and interested in learning English is higher. It can be seen that the percentage of this items is 87.80%

      2. The students who do not understand the teacher's explanation is higher. It can be seen that the percentage of this items is 80.97%

      3. The students who do not ask the teacher when they get the difficulties in learning English is higher. It can be seen that the percentage of this items is 78.53%

2. Fajril Anwar Ahda (2009) in his project that is entitled "The Students Efforts in Controlling Their Anxiety in Learning Speaking English at the Second Year of MAN 2 Model Pekanbaru". It is descriptive research. There is only one variable of this research; it is the students' efforts in controlling their anxiety in learning speaking English at the second year of MAN 2 Model Pekanbaru. In his research, he found that the students have done averagely high efforts in

controlling their anxiety in learning speaking English. The effort that was done mostly by the students is to tell what they feel and make easy to do the speaking. On the other hand, the factor that has highest influence toward the students' anxiety in learning speaking is the competition with other friends are better than makes them anxious to perform their speaking.

C. The Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpretation in scientific research because a concept is a diagram to operate the abstract in this research plans to measure. This research consists of two variables, variable X is the students' anxiety level at the second year of SMAN 1 Enok, and variable Y is the students' speaking ability at the second year of SMAN 1 Enok. The indicators are operationally conceptualized as follows:

Variable X:

1. Students forget what they want to say when teacher asks them.

2. Students appear nervous to speak English with their friends and teacher.

3. Students start to panic when they speak English without preparation.

4. Students more choose silent than active in speaking.

5. Students are not brave to speak English.

Variable Y:

1. Students are able to speak English with good pronunciation.

2. Students are able to speak English with suitable vocabulary.

3. Students are able to speak English with appropriate grammar.

4. Students are able to speak English fluently.

5. Students are able to express their ideas to others by comprehending spoken language.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that:

a. The students have different level of anxiety

b. Students' speaking ability is various; some are low while others are high.

c. The higher students' anxiety level, the lower students' speaking ability and the lower students' anxiety level, the higher students' speaking ability.

2. The Hypothesis

Ho: There is no significant negative correlation between students' anxiety level and their speaking ability at the second year of SMAN 1 Enok.

Ha: There is a significant negative correlation between students' anxiety level and their speaking ability at the second year of SMAN 1 Enok.

CHAPTER III

RESEARCH METDHOLOGY

A. The Method of Research

The method of this research was correlation method because of the aim this research is to find out the relationship between two variables (anxiety level and speaking ability). The correlation research method is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.[1]

In conducting the research, the writer prepared a questionnaire to measure the anxiety level variable symbolized as X variable and speaking test to know the English speaking ability symbolized as Y variable.

B. The Time and Location of the Research

This research was conducted at Senior High School of Enok Tembilahan. And the time of this research was on April 26, 2011.

C. The Subject and Object of the Research

The subject of this research is the second year students of SMAN 1 Enok registered in 2010/2011 academic year. The objects of this research are the students' anxiety level and their speaking ability.

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[1] John W. Creswell. 2008. *Educational Research:* Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 3th Ed. New Jersey: Prentice Hall. p.356.

D. The Population and Sampling of Research

    a. The Population

Population of this research is the second year students of SMAN 1 Enok. The number of population is 100 persons.

    b. The Sample

The population of this research is the second year students of SMAN 1 Enok. The total population of second year students of SMAN 1 Enok is 100 students which consist of 2 group classes; natural science class and social class. According to Winarno Surakhmad, if population is less than 100 respondents, we can take 50%.[2] So, the writer takes 50% from the population being the sample, it is 47 students by using proportional random sampling.

Table I

Population and Sampling of the Second Year Students of SMAN 1 Enok

No.	Class	Population			Sample 47%
		Male	Female	Total Score	
1	XI Science	7	18	25	11
2	XI.1 Social	15	10	25	12
3	XI.2 Social	15	10	25	12
4	XI.3 Social	10	15	25	12
Total		47	53	100	47

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[2] Winarno Surakhmad. 1985. *Pengantar Penelitian Ilmiah: Dasar Metoda Teknik*. Bandung: Tarsito. p. 100.

E. The Technique of Data Collection

To collect data from sample on this research, the writer used two techniques as follows:

1. Questionnaire

In order to get data of the students' anxiety level, the writer used a set of questionnaire. Questionnaire was used to know the students' anxiety level.

2. Speaking test

To collect the data of the students' ability in speaking, the writer used oral test to know the students' ability in speaking English.

F. The Technique of Data Analysis

In this research, there are two variables; they are independent and dependent variable. The data were analyzed by using the statistical analysis. In this research, the correlation was computed as the correlation of the relationship between the students' anxiety level (X) and their speaking ability (Y) because of the consideration that this research consists of ordinal and interval variables. To find the correlation coefficient, writer used SPSS 15.

Then to interpret the level of the students' anxiety level toward speaking ability, the scores were evaluated based on the following categories:

High is 76-100

Middle is 60-75

Low is 0-59

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

A. The Data Presentation

This research is conducted to know the relationship between two variables, namely, the students' anxiety level as the independent variable (X) and students' speaking ability as the dependent variable (Y).

In order to get the data in this research, the writer used the questionnaire and test. The first score of the independent variable (X) was obtained from the students' answer to the questionnaire given. In order to get some data about the students' anxiety level, the writer used the questionnaire. Then, test was used to know the students' ability in speaking.

1. The Students' Anxiety Level

Table II

The Score of Questionnaire

Positive Statement	Score	Negative Statement	Score
Always	1	Always	4
Often	2	Often	3
Seldom	3	Seldom	2
Never	4	Never	1

Table II.1

I am not self-confident if I speak English in front of class. Because I cannot pronounce English words well

No	The option of answer	Frequency	Percent
1	Always	6	12.76%
2	Often	15	31.92%
3	Seldom	18	38.30%
4	Never	8	17.02%
		47	**100%**

The table above shows that 12.76% of the students answered 'Always', 31.92% of students answered 'Often', 38.30% of students answered 'seldom' and 17.02% of students answered 'Never'. Then the highest percentage of answer is "seldom" (38.30%). It can be concluded that the second year students of SMAN 1 Enok have self-confident when they speak English in front of the class.

Table II.2

I feel worry if my teacher commands me to make conversation with my friends

No	The option of answer	Frequency	Percent
1	Always	12	25.53%
2	Often	3	6.38%
3	Seldom	19	40.43%
4	Never	13	27.66%
		47	**100%**

The table above shows that 25.53% of the students answered 'always', 6.38% of students answered 'often', 40.43% of the students answered 'seldom' and 27.66% of the students answered 'never'. Then the highest percentage of answer is "seldom" (40.43%). It can be concluded that the second year students of SMAN 1 Enok do not feel worry when their teacher command to make conversation with their friend.

Table II.3

I do not feel comfortable if my teacher calls my name, and she/he assigns me to speak English about my experience

No	The option of answer	Frequency	Percent
1	Always	16	34.04%
2	Often	16	34.04%
3	Seldom	11	23.41%
4	Never	4	8.51%
		47	**100%**

The table above shows that 34.04% of the students answered 'always', 34.04% of the students answered 'often', 23.41% of the students answered

'seldom', and 8.51% of the students answered 'never'. Then the highest percentage of answer is "always" (34.04%) and "often" (34.04%). It can be concluded that the second year students of SMAN 1 Enok do not feel comfortable when their teacher calls their names and asks them to speak English.

Table II.4

In teaching and learning process, I feel nervous if my teacher asks me question even though I know the answer

No	The option of answer	Frequency	Percent
1	Always	3	6.38%
2	Often	10	21.28%
3	Seldom	18	38.30%
4	Never	16	34.04%
		47	**100%**

The table above shows that 6.38% of the students answered 'always', 21.28% of the students answered 'often', 38.30% of the students answered 'seldom' and 34.04% of the students answered 'never'. Then the highest percentage of answer is "seldom" (38.30%). It can be concluded that the second year students of SMAN 1 Enok do not feel nervous when their teacher asks question even though they know the answer.

Table II.5

I feel reluctant in expressing my ideas to the teacher in speaking English

No	The option of answer	Frequency	Percent
1	Always	18	38.30%
2	Often	13	27.66%
3	Seldom	11	23.41%
4	Never	5	10.63%
		47	**100%**

The table above shows that 38.30% of the students answered 'always', 27.66% of the students answered 'often', 23.41% of the students answered 'seldom', and 10.63% of the students answered 'never'. Then the highest percentage of answer is "always" (38.30%). It can be concluded that the second year students of SMAN 1 Enok feel reluctant when they express their ideas to the teacher by using English language.

Table II.6

Before speaking English, I think about grammatical structure. This condition makes me not self-confident

No	The option of answer	Frequency	Percentage
1	Always	16	34.04%
2	Often	18	38.30%
3	Seldom	9	19.15%
4	Never	4	8.51%
		47	**100%**

The table above shows that 34.04% of the students answered 'always', 38.30% of the students answered 'often', 19.15% of the students answered 'seldom' and 8.51% of the students answered 'never'. Then the highest percentage of answer is "often" (38.30%). It can be concluded that the second year students of SMAN 1 Enok lost their self confidence before speaking English because they often think about grammatical structure.

Table II.7

I and my friends try to make conversation and some of my friends laugh at us, I do not feel self-confident about it

No	The option of answer	Frequency	Percentage
1	Always	14	29.78%
2	Often	11	23.41%
3	Seldom	12	25.53%
4	Never	10	21.28%
		47	**100%**

The table above shows that 29.78% of the students answered 'always', 23.41% of the students answered 'often', 25.53% of the students answered 'seldom', and 21.28% of the students answered 'never'. Then the highest percentage of answer is "always" (29.78%). It can be concluded that most of the second year students of SMAN 1 Enok do not feel self-confident to practice conversation with their friends.

Table II.8

After my teacher explained the material, I do not have bravery to ask question even though I do not understand about the subject

No	The option of answer	Frequency	Percentage
1	Always	16	34.04%
2	Often	13	27.66%
3	Seldom	9	19.15%
4	Never	9	19.15%
		47	**100%**

The table above shows that 34.04% of the students answered 'always', 27.66% of the students answered 'often', 19.15% of the students answered 'seldom', and 19.15% of the students answered 'never'. Then the highest

percentage of answer is "always" (34.04%). It can be concluded that the second year students of SMAN 1 Enok do not have bravery to ask question to the teacher.

Table II.9

When my teacher gives examination, I feel nervous to answer the questions and I always think that my grade is lower than my friends

No	The option of answer	Frequency	Percentage
1	Always	10	21.28%
2	Often	8	17.01%
3	Seldom	19	40.43%
4	Never	10	21.28%
		47	**100%**

The table above shows that 21.28% of the students answered 'always', 17.01% of the students answered 'often', 40.43% of the students answered 'seldom', and 21.28% of the students answered 'never'. Then the highest percentage of answer is "seldom" (40.43%). It can be concluded that most of the second year students of SMAN 1 Enok do not feel to answer the question from the teacher when the examination and they do not think that their grade is lower than others.

Table II.10

I feel that I have mistakes in speaking English because I have lack of vocabularies

No	The option of answer	Frequency	Percentage
1	Always	18	38.30%
2	Often	10	21.28%
3	Seldom	19	40.43%
4	Never	0	0%
		47	**100%**

The table above shows that 38.30% of the students answered 'always', 21.28% of the students answered 'often', 40.43% of the students answered 'seldom', and 0% of the students answered 'never'. Then the highest percentage of answer is "seldom" (40.43%). It can be concluded that the second year students of SMAN 1 Enok do not think that they made many mistakes in speaking English because of having lack of vocabulary.

Table II.11

I just become silent if the teacher asks me to make the question about his/her subject

No	The option of answer	Frequency	Percentage
1	Always	10	21.28%
2	Often	8	17.01%
3	Seldom	18	38.30%
4	Never	11	23.41%
		47	**100%**

The table above shows that 21.28% of the students answered 'always', 17.01% of the students answered 'often', 38.30% of the students answered 'seldom', and 23.41% of the students answered 'never'. Then the highest percentage of answer is "seldom" (38.30%). It can be concluded that the second year students of SMAN 1 Enok seldom answer the question that is given by the teacher.

Table II.12

I feel confident to socialize myself to others who have a higher level of

knowledge, performance and capability in speaking English

No	The option of answer	Frequency	Percentage
1	Always	18	38.30%
2	Often	11	23.41%
3	Seldom	18	38.30%
4	Never	0	0%
		47	**100%**

The table above shows that 38.30% of the students answered 'always', 23.41% of the students answered 'often', 38.30% of the students answered 'seldom, and 0% of the students answered 'never'. Then the highest percentage of answer is 38.30%. However, there are two points that have highest percentage they are "always" and "seldom". It can be concluded that some of the second year students of SMAN 1 Enok have less confident to interact with someone who has the higher level of knowledge, performance and capability in speaking English.

Table II.13

In studying English, if my teacher asks me question and I will ask assistance from my friends to answer it

No	The option of answer	Frequency	Percentage
1	Always	11	23.41%
2	Often	11	23.41%
3	Seldom	16	34.03%
4	Never	9	19.15%
		47	**100%**

The table above shows that 23.41% of the students answered 'always', 23.41% of the students answered 'often', 34.03% of the students answered 'seldom', and 19.15% of the students answered 'never'. Then the highest percentage of answer is "seldom" (34.03%). It can be concluded that the second year students of SMAN 1 Enok answer the question of their teacher directly and they do not ask their friends.

Table II.14

If my questions are wrong and all my friends look at and laugh at me, I feel nervous about it

No	The option of answer	Frequency	Percentage
1	Always	13	27.66%
2	Often	12	25.53%
3	Seldom	13	27.66%
4	Never	9	19.15%
		47	**100%**

The table above shows that 27.66% of the students answered 'always', 25.53% of the students answered 'often', 27.66% of the students answered 'seldom', and 19.15% of the students answered 'never'. Then the highest percentage of answer is 27.66%. However, there are two points that have highest percentage they are "always" and "seldom". It can be concluded that some of the second year students of SMAN 1 Enok feel nervous even though their questions are wrong.

Table II.15

I feel more tense and nervous in my English class than in the other classes

No	The option of answer	Frequency	Percentage
1	Always	5	10.63%
2	Often	7	14.89%
3	Seldom	15	31.92%
4	Never	20	42.56%
		47	**100%**

The table above shows that 10.63% of the students answered 'always', 14.89% of the students answered 'often', 31.92% of the students answered 'seldom', and 42.56% of the students answered 'never'. Then the highest percentage of answer is "never" (42.56%). It can be concluded that the second year students of SMAN 1 Enok do not feel tense and nervous in entering English class.

Table II.16

I feel that the other students speak better English than I do

No	The option of answer	Frequency	Percentage
1	Always	18	38.30%
2	Often	13	27.66%
3	Seldom	13	27.66%
4	Never	3	6.38%
		47	**100%**

The table above shows that 38.30% of the students answered 'always', 27.66% of the students answered 'often', 27.66% of the students answered 'seldom', and 6.38% of the students answered 'never'. Then the highest percentage of answer is "always" (38.30%). It can be concluded that the second year students of SMAN 1 Enok do not believe in their capability.

Table II.17

I choose the seat of the back row if I arrive late at school

No	The option of answer	Frequency	Percentage
1	Always	5	10.63%
2	Often	5	10.63%
3	Seldom	9	19.15%
4	Never	28	59.59%
		47	**100%**

The table above shows that 10.63% of the students answered 'always', 10.63% of the students answered 'often', 19.15% of the students answered

'seldom', and 59.59% of the students answered 'never". Then the highest percentage of answer is "never" (59.59%). It can be concluded that the second year students of SMAN 1 Enok do not choose the seat of back row if they arrive late at school.

Table II.18

I feel worried if I speak English among people whom I have just known and met them for the first time

no	The option of answer	Frequency	Percentage
1	Always	15	31.92%
2	Often	15	31.92%
3	Seldom	12	25.53%
4	Never	5	10.63%
		47	100%

The table above shows that 31.92% of students answered 'always', 31.92% of the students answered 'often', 25.53% of the students answered 'seldom', and 10.63% of the students answered 'never'. Then the highest percentage of answer is 31.92%. However, there are two points that have highest percentage they are "always" and "often". It can be concluded that the second year students of SMAN 1 Enok fell worried when they speak among people whom they have just known and met for the first time.

Table II.19

I am brave to criticize the teacher if she/he has mistakes about the content of teaching

No	The option of answer	Frequency	Percentage
1	Always	6	12.76%
2	Often	3	6.38%
3	Seldom	27	57.45%
4	Never	11	23.41%
		47	**100%**

The table above shows that 12.76% of the students answered 'always', 6.38% of the students answered 'often', 57.45% of the students answered 'seldom' and 23.41% of the students answered 'never'. Then the highest percentage of answer is "seldom" (57.45%). It can be concluded that the second year stdents of SMAN 1 Enok do not have bravery to criticize the teacher when the teacher has mistakes when explaining the content of teaching.

Table II.20

When discussing with friends, I always control myself in order to not be emotional during the discussion

No	The option of answer	Frequency	Percentage
1	Always	3	6.38%
2	Often	10	21.28%
3	Seldom	14	29.78%
4	Never	20	42.56%
		47	**100%**

The table above shows that 6.38% of the students answered 'always', 21.28% of the students answered 'often', 29.78% of the students answered 'seldom', and 42.56% of the students answered 'never'. Then the highest percentage of answer is "never" (42.56%). It can be concluded that the second year students of SMAN 1 Enok do not control their emotion during discussion.

Table III

Students' Anxiety Level

No	Items	N	A	O	S	NR
1	I am not self-confident if I speak English in front of class. Because I cannot pronounce English words well	47	6	15	18	8
2	I feel worry if my teacher commands me to make conversation with my friend	47	12	3	19	13
3	I do not feel comfortable if my teacher calls my name, and she/he assigns me to speak English about my experience	47	16	16	11	4
4	In teaching and learning process, I feel nervous if my teacher asks me question even though I know the answer	47	3	10	18	16
5	I feel reluctant in expressing my ideas to the teacher in speaking English	47	18	13	11	5
6	Before speaking English, I think about	47	16	18	9	4

	grammatical structure. This condition makes me not self-confident				
7	I and my friends try to make conversation and some of my friends laugh at us, I do not feel self-confident about it	47	14	11	12	10
8	After my teacher explained the material, I do not have bravery to ask question even though I do not understand about the subject	47	16	13	9	9
9	When my teacher gives examination, I feel nervous to answer the questions and I always think that my grade is lower than my friends	47	10	8	19	10
10	I feel that I have mistakes in speaking English because I have lack of vocabularies	47	18	10	19	0
11	I just become silent if	47	10	8	18	11

	the teacher asks me to make the question about his/her subject					
12	I feel confident to socialize myself to other who have a higher level of knowledge, performance and capability in speaking English	47	18	11	18	0
13	In studying English, if my teacher asks me question and I will ask assistance from my friends to answer it	47	11	11	16	9
14	If my questions are wrong and all my friends look at and laugh at me, I feel nervous about it	47	13	12	13	9
15	I feel more tense and nervous in my English class than in the other classes	47	5	7	15	20

16	I feel that the other students speak better English than I do	47	18	13	13	3
17	I choose the seat of the back row if I arrive late at school	47	5	5	9	28
18	I feel worried if I speak English among people whom I have just known and met them for the first time	47	15	15	12	5
19	I am brave to criticize the teacher if she/he has mistakes about the content of teaching	47	6	3	27	11
20	When discussing with friends, I always control myself in order to not be emotional during the discussion	47	3	10	14	20
	TOTAL	940	233	212	300	195
	PERCENTAGE	100%	24.79%	22.55%	31.92%	20.74%

Note:

A   : Always

O   : Often

S   : Seldom

NR   : Never

The table indicates that most of the students answered "always" (24.79%) and the others answered "often" (22.55%), "seldom" (31.92%), and "never" (20.74%).

Table IV

The Summary of the Students' Anxiety Level

No	Positive (seldom + never)	Negative (always + often)
Percentage	52.66%	47.34%

From this table above, the writer divided the score of questionnaire into two categories; they are positive and negative. It can be noticed that 52.66% of the students recognized that the level anxiety of the second year students of SMAN 1 Enok is categorized Middle (52.66%).

Table V

Recapitulation of the Students' Anxiety Level

The score of students	Frequency	Category
76-80	3	High
71-75	0	Middle
66-70	3	Middle
61-65	4	Middle
56-60	3	Low
51-55	8	Low
46-50	8	Low
41-45	7	Low
36-40	6	Low
31-35	4	Low
26-30	1	Low
Total	47	

The table above shows that there are 3 students have high level of anxiety, 7 students have middle level of anxiety, and 37 students have low level of anxiety.

2. The Students' Speaking Ability

The writer only focused on students' speaking ability in term of the accent, grammar, vocabulary, fluency and comprehension. They have typical scale where each component has a set of qualities (level) to be rated as a series of possible rating.

1. Accent

Table VI.1

ACCENT

Score	Requirement
1	Pronunciation frequently unintelligible.
2	Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
3	"Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of "foreign accent".

2. Grammar

Table VI.2

GRAMMAR

Score	Requirement
1	Grammar almost entirely inaccurate except in stock phrases.
2	Constant errors showing control of very few major patterns and frequently preventing communication.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than errors during the interview.

3. Vocabulary

Table VI.3

VOCABULARY

Score	Requirement
1	Vocabulary in adequate for even the simplest conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4. Fluency

Table VI.4

FLUENCY

Score	Requirement
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping of words.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.

5. Comprehension

Table VI.5

COMPREHENSION

Score	Requirement
1	Understand too little for the simplest type of conversation.
2	Understand only slow, very simple speech on common social and touristic topics; requires constants repetition and rephrasing.
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Table VII

Score and Category of Speaking

Score	Category

86-100	High
71-85	Middle
56-70	Low
10-55	Poor

Table VIII

The Score of Students' Speaking Ability

The score of students	Frequency	Category
91-95	1	High
86-90	8	High
81-85	9	Middle
76-80	9	Middle
71-75	12	Middle
66-70	7	Low
61-65	1	Low
Total	47	

The table above shows that 9 students have high speaking ability, 30 students have middle speaking ability, and 8 students have low speaking ability.

Table IX

Recapitulation of the Students' Anxiety Level and their Speaking Ability

The score of variable X and Y	Frequency
91-95	1
86-90	8
81-85	9
76-80	12
71-75	12
66-70	10
61-65	5
56-60	3
51-55	8
46-50	8
41-45	7
36-40	6
31-35	4
26-30	1
Total	94

B. The Data Analysis

This research is conducted to know the relationship between two variables, namely, the students' anxiety level as the independent variable (X) and the students' speaking ability as the dependent variable (Y).

The alternative options of the intended data of the students' anxiety level were scored as follows:

a. Alternative option "always" is scored = 4

b. Alternative option " often" is scored = 3

c. Alternative option "seldom" is scored = 2

d. Alternative option "never" = 1

The writer will analyze the data found previous it to know the correlation between students' anxiety level and students' speaking ability. To analyze the data, the writer used SPSS 15.0.

1. The Analysis of Validity and Reliability

Before coming up to the analysis, the writer analyzed the validity and reliability of the questionnaire first. Validity and reliability is necessary characteristic of any good instrument. The validity of students' anxiety level and their speaking ability can be seen as follows:

Table X

The Validity of Students' Anxiety Level (X)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26,00	1	2,1	2,1	2,1
	33,00	2	4,3	4,3	6,4

	Frequency	Percent	Valid Percent	Cumulative Percent
34,00	2	4,3	4,3	10,6
38,00	1	2,1	2,1	12,8
39,00	4	8,5	8,5	21,3
40,00	1	2,1	2,1	23,4
41,00	2	4,3	4,3	27,7
42,00	1	2,1	2,1	29,8
43,00	3	6,4	6,4	36,2
45,00	1	2,1	2,1	38,3
46,00	1	2,1	2,1	40,4
47,00	2	4,3	4,3	44,7
48,00	3	6,4	6,4	51,1
49,00	1	2,1	2,1	53,2
50,00	1	2,1	2,1	55,3
51,00	3	6,4	6,4	61,7
54,00	3	6,4	6,4	68,1
55,00	2	4,3	4,3	72,3
56,00	2	4,3	4,3	76,6
60,00	1	2,1	2,1	78,7
62,00	3	6,4	6,4	85,1
63,00	1	2,1	2,1	87,2
66,00	1	2,1	2,1	89,4
70,00	2	4,3	4,3	93,6
76,00	1	2,1	2,1	95,7
80,00	2	4,3	4,3	100,0
Total	47	100,0	100,0	

Table XI

The Validity of Students' Speaking Ability (Y)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65,00	1	2,1	2,1	2,1

67,00	3	6,4	6,4	8,5
70,00	4	8,5	8,5	17,0
72,00	3	6,4	6,4	23,4
73,00	6	12,8	12,8	36,2
75,00	3	6,4	6,4	42,6
77,00	1	2,1	2,1	44,7
78,00	1	2,1	2,1	46,8
80,00	7	14,9	14,9	61,7
82,00	1	2,1	2,1	63,8
83,00	5	10,6	10,6	74,5
85,00	3	6,4	6,4	80,9
87,00	1	2,1	2,1	83,0
88,00	5	10,6	10,6	93,6
90,00	2	4,3	4,3	97,9
93,00	1	2,1	2,1	100,0
Total	47	100,0	100,0	

To know the reliability of questionnaire and speaking test, the writer use SPSS 15.0. The result can be seen as follows:

Table XII

Reliability of Questionnaire and Speaking Test (X and Y)

Case Processing Summary

		N	%
Cases	Valid	47	100,0
	Excluded(a)	0	,0
	Total	47	100,0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha(a)	Cronbach's Alpha Based on Standardized Items(a)	N of Items
-1,559	-2,024	2

2. The Analysis of Variables

a. finding out how the students' anxiety level is

Based on the calculation of the questionnaire result above, the average percentage of each questionnaire item can be presented as follows:

1. Always = 233x4

$$\frac{A}{N} x100$$

$$= \frac{932}{940} x100$$

$$= 99.15\%$$

2. Often = 212x3

$$\frac{O}{N} x100$$

$$= \frac{636}{940} x100$$

$$= 67.66\%$$

3. Seldom = 300x2

$$\frac{S}{N} x100$$

$$= \frac{600}{940} x100$$

$$= 63.83\%$$

4. Never = 195x1

$$\frac{N}{N} x100$$

$$= \frac{195}{940} x100$$

$$= 20.74\%$$

The total score of the four categories above is:

A+O+S+N

233+212+300+195 = 940

(233x4) + (212x3) + (300x2) + (195x1) = 2363

Where in:

N= 940

F= 2363

As a result, the average percentage of the category calculated above is:

$$P = \frac{F}{N} x100 : 4$$

$$P = \frac{2363}{940} x100 : 4$$

$$P = 62.84\%$$

Note:

P= Percentage

F= Frequency

b. Finding Out How the Students' Speaking Ability is

As stated before, the students' speaking ability is marked by the score of speaking test. The writer will present the score of each student's speaking ability that is categorized into high, middle, and low as follows:

a. High

90, 87.5, 87.5, 87.5, 87.5, 90, 87.5, 92.5 = 710

b. Middle

85, 82.5, 80, 75, 72.5, 85, 72.5 85, 72.5, 72.5, 72.5, 72.5, 80, 72.5, 82.5, 75, 80, 82.5, 80, 77.5, 72.5, 80, 82.5, 80, 75, 82.5, 77.5, 72.5, 80, 82.5 = 2342.5

c. Low

70, 67.5, 67.5, 67.5, 65, 70, 70, 70 = 547.5

Table XIII

The percentage of the students' speaking ability

No	Category	Frequency	Percentage
1	High	710	19.72%
2	Middle	2342.5	65.07%
3	Low	547.5	15.21%
	Total	**N= 3600**	**100%**

Then, the total result of the three categories is:

1+2+3= N

N=3600

F=7362.5

As a result, the average percentage of the category calculated above is:

$$P = \frac{F}{N}\,x100 : 3$$
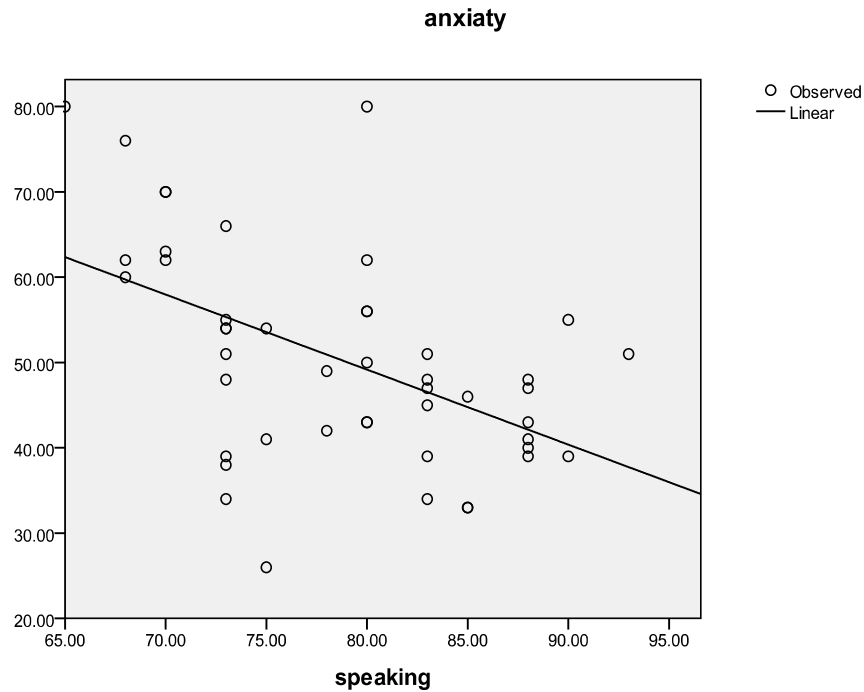
$$P = \frac{7362.5}{3600}\,x100 : 3$$
$$P = 68.17\%$$

The average percentage after calculating the overall score is 68.17%. As it was mentioned before, the data collected to measure the students' speaking ability were classified into three ranges, the percentage obtained for the students' speaking ability at the second year students SMAN 1 Enok is 68.17%. It means that their speaking ability is "Middle".

c. **Finding Out the Correlation Between the Students' Anxiety Level and Their Speaking Ability**

The research is a correlation between students' anxiety and their speaking ability at the Second Year of Senior High School 1 Enok Indragiri Regency. The writer used the serial correlation because the variables are ordinal and interval. The following diagram is the linier regression:

anxiaty

moreover, to get data of mean and standard deviation of variable X "anxiety level" and variable Y "speaking ability". The writer used SPSS 15.0 for windows to measure, calculate and analyse the data gained from those variables. The result of the test from the two variables can be seen in the following table:

Table XIV

The statistics of variable X and Y

Variable	Mean	Std. Deviation	N
X	50,2766	12,54679	47
Y	78,5532	7,32716	47

From the table above, the writer found that for variable X, the lowest score is 26 and the highest score is 80. Then, its mean is 50.2766 and standard deviation is 12.54679. And then, for variable Y, the lowest score is 65 and the highest score is 93. Then, its mean is 78.5532 and standard deviation is 7.32716. The   writer

used SPSS 15.0 to find out whether or not there is correlation between students'
anxiety level and their speaking ability. The result of the data can be seen in the
following table:

Table XV

Correlations

		X	Y
X	Pearson Correlation	1	-,503(**)
	Sig. (2-tailed)		,000
	Sum of Squares and Cross-products	7241,404	-2127,191
	Covariance	157,422	-46,243
	N	47	47
Y	Pearson Correlation	-,503(**)	1
	Sig. (2-tailed)	,000	
	Sum of Squares and Cross-products	-2127,191	2469,617
	Covariance	-46,243	53,687
	N	47	47

** Correlation is significant at the 0.01 level (2-tailed).

The correlation table above describes the correlation between students'
anxiety level (X) and their speaking ability (Y). Significant value (sign. 2-tailed),
the sample total (N) and calculating technique is calculated by using Pearson
correlation. The total correlation of those values can be seen, as follows:

1. Comparison between value r (table) with r (calculation)

   If r (calculation) > r (table) so, Ha is accepted and Ho is rejected

   If r (calculation) < r (table) so, Ha is rejected and Ho is accepted

   R = N-2

   R = 47-2

   R = 45 = (0.05 = 0.288 and 0.01 = 0.372)

Based on the explanation above, the total of coefficient correlation of two values is -0.503. it is bigger than 0.372 in significant level of 1% and 0.288 in significant 5% where df = 45. It means that Ha is accepted and Ho is rejected.

2. The symbol ** (star)

Based on the table above shows that symbol (** correlation is significant level of 0.01 level (2-tailed). It is clear that there is a negative correlation between students' anxiety level and their speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

In learning English, especially speaking students should be active. If the students are only keeping silent, they will get nothing.

In this study, the writer took sample from the second year students of SMAN 1 Enok. The population is 100 students. Based on the analysis of the data, the percentage obtained for the students' anxiety level is 62.84%. It means that the anxiety level of second year students of SMAN 1 Enok is categorized "Middle". While, the percentage score obtained for students' speaking ability is 68.17%. It means that the speaking ability of second year students of SMAN 1 Enok is categorized "Middle". Therefore, there is 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 is 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.

B. The Suggestions

Based on the conclusion above, the writer proposes some suggestions as follows:

To Students

1. The students prepare themselves before speaking English.

2. The students are suggested to memorize vocabulary.

3. The students should be active in the class and always ask their teacher when the materials given are not understood.

To Teacher

1. The teacher should have many ways to make students feel confident when speaking English.

2. The teacher gives students many practices so that students are able and brave to speak English in the class or outside.

3. The teacher is suggested to use natural approach in teaching English especially speaking because it can be decreased the level of anxiety.

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