THE CORRELATION BETWEEN THE SECOND YEAR STUDENTS’ ANXIETY AND THEIR FLUENCY TO SPEAK ENGLISH IN SPEAKING CLASS AT THE ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract

The research was aimed to find out the correlation between the second year students’ anxiety and their fluency to speak English in speaking class at the English Department of Bung Hatta University. The type of this research was correlational study. The researcher used total sampling technique. The number of sample was 45 students. In this research, the researcher used two instruments to collect the data. First was questionnaire to collect data on students’ anxiety (x). Based on the result of data analysis, the highest score for students’ anxiety was 135 and the lowest score was 56. The second instrument was speaking test to collect data on students’ fluency (y). The researcher only measured the fluency of students and used the scoring criteria of fluency to gave students’ score. Based on the result, it was found the highest score for students’ fluency was 25 and the lowest score was 7. Based on the result of data analysis, the \( r^{counted} \) of this research was -.05. It can be concluded that there was negative correlation between two variables. Based on the testing hypothesis, for the value of \( r^{table} \) the researcher used degree of freedom 43 (df = n-2) and the level of significance was .05 (\( \alpha=5\% \)) and the value of \( r^{table} \) was .301. So, the null hypothesis was accepted in this research that said that there was no significant correlation between two variables because \( r^{counted} \) was lower than \( r^{table} \) (-.05<.301). It means that if the students’ have high anxiety it will be followed by the low score of their fluency. Based on the result, the researcher gives suggestions to the lecturers to create the conducive condition in order that students do not feel anxious in speaking class. The students are suggested to make themselves stable and prepare well in order to minimize their anxiety and improve their fluency.

Key words: Speaking, Speaking Anxiety, Speaking Class, Fluency

Introduction

English is an important language in the world because English is an International language. English has become the most dominant global language which should be mastered by all students in Indonesia, including the college students. There are four English skills that should be learnt when studying English. They are listening, speaking, reading and writing. One of the big challenges when learning English is speaking.
In this study, we focus on speaking. El-Basel (2008:74) argues that speaking skills have been found a fundamental skill necessary for a person’s success in life. In speaking skill, there are several components that should be considered. Syakur in Ahbab (2011:25) states that they are pronunciation, grammar, vocabulary, fluency and comprehension. Most of students have problem in speaking the foreign language especially in the English class. It can be more stressful when they are expected to speak in the foreign language before the fluency is achieved. Speaking fluently in public is not the same as when speaking in English classroom.

Some of students are afraid when they say anything in English until it can be said correctly. That is why the students prefer to keep quiet during English lesson because they are reluctant to speak English. It is caused by various factors. One of them is anxiety.

For the people who learn about a foreign language, anxiety may impact their acquisition of the language. Speaking anxiety is a worry feeling to speak and perform the language that the learner got in foreign language class. Young (1990) also discuss speaking anxiety and how it can affect language learning. Young argues that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable.

Anxious learners tend to think about negative evaluations from other people and the situation becomes worse if they cannot control their anxiety. If they are anxious, they can not speak fluently to others when communicating.

According to Schmidt (1992), fluency in a language means speaking easily, reasonably quickly and without having to stop or pause a lot. Fluency is not only planning and delivering the speech but also the comprehension of the speech. In simple terms, fluency is the ability to speak freely without too much stopping or hesitating.

There are several factors that make students can not speak fluently such knowledge, bad experience, low-preparation, and anxiety.

Based on the background of the problem above, this research was formulated in the following question: “Is there a significant correlation between the second year students’ anxiety and their fluency to speak English in speaking class at the English Department of Bung Hatta University?”

From some related reference about anxiety and speaking fluency, it is formulated the hypothesis that:
1. Null hypothesis (Ho): There is no significant correlation between the second year students’ anxiety and their fluency to speak English in speaking class at the English Department of Bung Hatta University.

2. Alternative hypothesis (Ha): There is significant correlation between the second year students’ anxiety and their fluency to speak English in speaking class at the English Department of Bung Hatta University.

The purpose of this research was to find out the correlation between the second year students’ anxiety and their fluency to speak English in speaking class at the English Department of Bung Hatta University. In the other words, this research was directed to test the hypothesis.

Research Method

The type of this research was correlational study. According to Gay (1987:230), correlational research involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. In this research, we concern on two variables, they were students’ score of anxiety and about their score of fluency to speak English.

The population of this research was the second year students at the English Department of Bung Hatta University. The number of population members of this study were 45 and they were distributed into two classes as shown in table 3.1 below:

<table>
<thead>
<tr>
<th>No</th>
<th>Classes</th>
<th>Number of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

Table 3.1: The Distribution of Population Members

Arikunto (2010: 134) states that sample is part of population which representative it. Arikunto (2010: 134) also states that if the subject is less than 100, it is better to take all population members. In this study, the researcher used total sampling technique. All of students can be the participants of the research because the population is less than 100 subjects. So, the number of sample was 45 students.

Instrumentation

The instruments of this research were questionnaire and speaking test. To know the score of students’ anxiety in
speak English, the researcher did not make an instrument by herself, but it was adopted from Horwitz et.al (1986) as a standardized questionnaire. This is about a sheet of questionnaires which contains of 33 item questions. From the questionnaire, we knew the score of students’ anxiety. The questionnaire was constructed based three indicators, they were:

- Communication Apprehension (items1, 4, 9, 14, 15, 18, 22, 24, 27, 29, 30, 32)
- Test Anxiety (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 25, 26, 28)
- Fear / negative evaluation (items 2, 7, 13, 19, 23, 31, 33)

In addition, the questionnaire was constructed in the form of Likert Scale. It consists on five options. They are strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Scale is presented in the form of favorable and unfavorable statements. For the unfavorable statement there were 8 items (2, 5, 8, 11, 14, 18, 22, 32). To make clear, it can be seen in Table 3.2 below:

<table>
<thead>
<tr>
<th>Options</th>
<th>Score for Favorable Statements</th>
<th>Score for Unfavorable Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Gay (1987: 127-128) also states that validity is the most important quality of any test. Content validity in this research was achieved by making professional judgements about the relevance and sampling of the contents of the test to a particular domain. The professional judgment was provided by the advisor of this research.

Another characteristic of good instrument was reliability. To find out the reliability index of the questionnaire, the researcher used the formula below:

The Alpha Cronbach:

\[
\sigma^2 = \frac{\sum x^2 - (\bar{x})^2}{n}
\]

Where:
- \( \sigma^2 \) = Variant
- \( \sum x^2 \) = Total square score for each question
- \( \bar{x} \) = Total score for each item
- \( n \) = Number of sample

The researcher used Alpha formula suggested by Arikunto (2012:122). The formula is as follow:

\[
r_{ii} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum iz}{\Sigma otz} \right)
\]

Where :
- \( r_{ii} \) = Reliability of instrument
The second instrument in this research was speaking test. This test was used to get the score of students’ fluency in speaking class. The students were required to speak in front of the class and they chose one of the topics provided by the lecturer. Then, the researcher gave time to the students to perform 1-3 minutes. The researcher used a cell phone as a media to record the students.

To make this test valid, the researcher used content validity. It means that the test was valid if it fixes with the materials that had been given to the students and it was based on the curriculum, syllabus and teaching material of speaking.

To find out the reliability of the test, the researcher used inter-rater technique by using two scorers. The first scorer was the researcher and the second scorer was Rika Maharani. To find out the coefficient correlation score that given by two scorers, the researcher used Pearson Product Moment formula as suggested by Arikunto (2013:87) as follows:

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

Where:

- \( r_{xy} \) = the coefficient correlation between variable x and variable y
- \( x \) = the score from the first scorer
- \( y \) = the score from the second scorer
- \( n \) = the total number of the students who follow the test
- \( \sum xy \) = the total scores of cross product xy

The researcher classified the degree of coefficient correlation of the test based on Arikunto’s idea (Arikunto, 2013: 89) as follows:

- .81 – 1.00 = very high correlation
- .61 – .80 = high correlation
- .41 – .60 = moderate correlation
- .21 – .40 = low correlation
- .00 – .20 = very low correlation

Gay (1987:139) states that if the coefficient correlation is very high, it means the test is reliable.

After analyzing data, the researcher found the index reliability of two scorers was .64 (high correlation).

To collect the data of this research the researcher used the following steps:
1. The researcher asked the students to perform with the topic they choose before and the researcher gave 1-3 minutes to speak in front of the class.
2. The researcher listened and recorded the students’ speaking test by used cell phone.
3. The researcher wrote the transcriptions then gave the recording and transcriptions to the second scorer.
4. The researcher and second scorer gave score based on the following criteria:

Table 3.3 The Scoring Criteria of Fluency

<table>
<thead>
<tr>
<th>Category</th>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Speech is effortless and smooth with speed, without hesitating.</td>
<td>25</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speech is mostly smooth but with some hesitation, repetition words and unevenness caused primarily by rephrasing and groping for words.</td>
<td>19</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.</td>
<td>13</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand.</td>
<td>7</td>
</tr>
</tbody>
</table>

1. The researcher counted the total scores from questionnaire.
2. The researcher counted the average of students scores in fluency using the following formula:

\[ \text{Student’s score} = \frac{\text{score from scorer 1} + \text{score from scorer 2}}{2} \]

3. After that, the researcher counted the correlation index by using the Pearson’s Product Moment formula to know correlation between students’ anxiety (X) and their fluency (Y) in speaking.

Pearson Product Moment formula suggested by Arikunto (2013:87) as follows:

\[ r_{xy} = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(n\Sigma x^2 - (\Sigma x)^2)(n\Sigma y^2 - (\Sigma y)^2)}} \]

Where:

\( r_{xy} \) = the coefficient correlation between variable x and y
\( x \) = the score from the first variable (students’ anxiety)
\( y \) = the score from the second variable (fluency score)
\( \Sigma xy \) = Sum of multiplication of X and Y
\( x^2 \) = Square score of variable x (students’ anxiety)
\( y^2 \) = Square score of variable y (fluency score)

In analyzing the data, the researcher used the following steps:
\[ \sum x^2 = \text{Sum of } x \text{ square} \]
\[ \sum y^2 = \text{Sum of } y \text{ square} \]
\[ n = \text{the total number of the students} \]

Testing Hypothesis

As stated previously, there are two hypothesis of this research:
1. Null hypothesis (Ho): There is no significant correlation between the second year students’ anxiety and their fluency in speaking class at the English Department of Bung Hatta University. It will be accepted if the value of \( r_{\text{counted}} \) is lower than \( r_{\text{table}} \) with \( df = n-2 \) and level of significance .05 (\( \alpha = 5% \)).
2. Alternative hypothesis (Ha): There is significant correlation between the second year students’ anxiety and their fluency in speaking class at the English Department of Bung Hatta University. It will be accepted if the value of \( r_{\text{counted}} \) is bigger than \( r_{\text{table}} \) with \( df = n-2 \) and level of significance .05 (\( \alpha = 5% \)).

Findings and Discussions

Based on the result of data analysis, it was found the highest score for students’ anxiety was 135 and the lowest score was 56. And for the score of fluency, it was found the highest score for students’ speaking fluency was 25 and the lowest score was 7.

The researcher used Pearson Product Moment formula to find out the correlation between the second year students’ anxiety and their fluency in speaking class at the English Department of Bung Hatta University. Based on the result of data analysis, it was found that value of \( r_{\text{counted}} = -0.05 \) is lower than value of \( r_{\text{table}} = 0.301 \).

The result showed the correlation coefficient equaled \( r = -0.05 \) indicated that there was negative correlation between two variables.

And to test whether the hypothesis was accepted or rejected, the researcher compared \( r_{\text{counted}} \) with \( r_{\text{table}} \). The \( r_{\text{counted}} \) of this research was -0.05. For the value of \( r_{\text{table}} \), the researcher used degree of freedom 43 (\( df = n-2 \)) and the level of significance was .05 (\( \alpha = 5\% \)) and the value of \( r_{\text{table}} \) was 0.301. So, the null hypothesis was accepted in this research that said that there was no significant correlation between the second year students’ anxiety and their fluency in speaking class at the English Department of Bung Hatta University if \( r_{\text{counted}} \) was lower than \( r_{\text{table}} (-0.05 < 0.301) \).

Discussions

In this research, Ho was accepted and Ha was rejected. In the questionnaire, when the researcher analyzed it, there were three indicators such as communication
apprehension, test anxiety and fear/negative evaluation. Refering to the result of the data, one of indicator that influence more in speaking was tanxiety. The students showed that they have problem such as they feel more tense and nervous in speaking class, and they worry about the consequences of failing in speaking class.

For the students’ fluency, based on the transcription, some of the them cannot speak without obstacle such as repetition words and too much pauses. For example:

Okay, I have *aa* I have idea *aa* about op open opini. Social media is important thing_ in the world to get *aa* information, news, and social media — have a good and bad effect. Good effect like *aa* you can famous in social media if you __ you _ have *aa* you handsome, you can be a model, right. And you can get *aa* information in social media. You can you can get you can connected with the another the another people and get more friend. And that bad effect __or *umm* _ you can *aaa* bad effect __ bad effect *aa* __ *aaa* there is a link in social media and_ pornography. That’s all about *aa* my idea. Thank you.

**Conclusions**

The purpose of this research was to find out the correlation between the second year students’ anxiety and their fluency to speak English in speaking class at the English Department of Bung Hatta University. In the other words, this research was directed to test the hypothesis.

Based on the findings of the research, it could be concluded that there was negative correlation between students’ anxiety and their fluency to speak English in speaking class at the English Department of Bung Hatta University. It means that if the students have high anxiety it will be followed by the low score of their fluency.

**Suggestions**

Based on the conclusions, the researcher wants to give some suggestions to the lecturers, future researchers and students:

1. **Lecturers**

For the lecturers, the researcher suggested to create the conducive condition in speaking class in order that the students do not feel anxious in speaking class. The lecturer should be more creative to teach their students and make them relax or not anxious to perform their speaking skill. The lecturer can adopt the natural way, asking short questions and use of short dialogues in the classroom to develop students’ fluency or use the interesting media for students.
2. Future researchers

For the future researchers, they can learn this study and get motivation to do research in similar topic to know about contribution of speaking anxiety toward students’ fluency in speaking.

3. Students

For students in speaking class, the students should make themselves stable in speaking class, prepare well to speak English in order to minimize their anxiety and improve their fluency.

Bibliography


