THE CORRELATION BETWEEN STUDENTS' LANGUAGE ANXIETY AND THEIR ENGLISH SPEAKING PERFORMANCE AT MAN 3 AGAM

A Thesis

Submitted As partial of the research to obtain strata one (S1) degree in the English education study program

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This approval is guaranteed and used appropriately.

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ABSTRACT

Alia Ardilla 2322032 The Correlation Between Students' Language Anxiety And Their English Speaking Performance at MAN 3 Agam. Thesis , English Language Education Study Program. UIN Sjech M. Djamil Djambek Bukittinggi. 2026.

This study was motivated by the fact that some students still experience anxiety when speaking English during English language classes at MAN 3 Agam. This anxiety can hinder students' ability to express their ideas, communicate orally, and demonstrate their speaking skills. Some students express fear of making mistakes, lack of self-confidence, and hesitation when they have to speak English. Therefore, this study aims to determine the correlation between English language anxiety and students' speaking skills at MAN 3 Agam.

This study employed a quantitative method with a correlational research design. The population of this study consisted of all 10th-grade students at MAN 3 Agam for the 2025/2026 academic year, with a sample of 32 students selected using the proportionate stratified random sampling technique. Data on English language anxiety were collected through a questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS), while data on English speaking performance were obtained through a speaking test using an assessment rubric. The research data were analyzed using normality tests, linearity tests, and Pearson Product-Moment correlation tests with the aid of SPSS.

The results of this study indicate that there is a significant correlation between students' language anxiety and their English speaking performance. The results of the Pearson product-moment correlation test showed a correlation coefficient of $r = -0.557$ with a significance level of 0.001 ($p < 0.05$). These results indicate that the higher students' levels of English language anxiety, the lower their English speaking performance. Thus, it can be concluded that there is a significant correlation between English language anxiety and students' English speaking performance at MAN 3 Agam.

Keywords: *Students' Language Anxiety, English Speaking Performance, Correlation.*

ABSTRAK

Alia Ardilla 2322032 Hubungan Antara Kecemasan Bahasa Siswa dan Kinerja Berbicara Bahasa Inggris Mereka di MAN 3 Agam. Skripsi, Program Studi Pendidikan Bahasa Inggris. FTIK UIN Sjech M. Djamil Djambek Bukittinggi. 2026.

Penelitian ini dilatarbelakangi oleh masih adanya siswa yang mengalami kecemasan ketika berbicara dalam bahasa Inggris pada pembelajaran bahasa Inggris di MAN 3 Agam. Kecemasan tersebut dapat menjadi hambatan bagi siswa dalam menyampaikan ide, berkomunikasi secara lisan, dan menunjukkan kemampuan berbicara mereka. Beberapa siswa menunjukkan rasa takut melakukan kesalahan, kurang percaya diri, dan keraguan ketika harus menggunakan bahasa Inggris secara lisan. Oleh karena itu, penelitian ini bertujuan untuk mengetahui hubungan antara kecemasan berbahasa Inggris dan kemampuan berbicara siswa di MAN 3 Agam.

Penelitian ini menggunakan metode kuantitatif dengan desain penelitian korelasional. Populasi dalam penelitian ini adalah seluruh siswa kelas X MAN 3 Agam Tahun Ajaran 2025/2026, dengan sampel sebanyak 32 siswa yang dipilih menggunakan teknik proportionate stratified random sampling. Data kecemasan berbahasa Inggris dikumpulkan melalui kuesioner yang diadaptasi dari *Foreign Language Classroom Anxiety Scale* (FLCAS), sedangkan data kemampuan berbicara bahasa Inggris diperoleh melalui tes berbicara menggunakan rubrik penilaian. Data penelitian dianalisis menggunakan uji normalitas, uji linearitas, dan uji korelasi Pearson Product Moment dengan bantuan SPSS.

Hasil penelitian ini menunjukkan bahwa terdapat hubungan yang signifikan antara kecemasan berbahasa Inggris dan kemampuan berbicara bahasa Inggris siswa. Hasil uji korelasi Pearson Product Moment menunjukkan nilai koefisien korelasi sebesar $r = -0{,}557$ dengan nilai signifikansi 0,001 ($p < 0{,}05$). Hasil tersebut menunjukkan bahwa semakin tinggi tingkat kecemasan berbahasa Inggris siswa, maka semakin rendah kemampuan berbicara bahasa Inggris mereka. Dengan demikian, dapat disimpulkan bahwa terdapat hubungan yang signifikan antara kecemasan berbahasa Inggris dan kemampuan berbicara bahasa Inggris siswa di MAN 3 Agam.

Kata kunci: *Kecemasan Berbahasa Inggris, Kemampuan Berbicara Bahasa Inggris, Korelasi.*

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Bukittinggi, July 2026
The researcher,

Alia Ardilla

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is considered the most important skill in the process of learning English because through speaking, students can speak to convey ideas, opinions, feelings, and information. Harmer (2007) states that speaking is the primary skill in learning English because through speaking, students can use language to communicate directly and demonstrate their language abilities. Therefore, speaking skills are very important for learning English because they enable students to use the language directly and reflect their overall language proficiency.

Despite its importance, speaking is often considered the most difficult skill for students learning English as a foreign language (EFL). This difficulty arises because speaking requires students to use language directly and spontaneously. Students must simultaneously consider what to say, how to say it, and how to respond appropriately to their conversation partners. Students also often experience psychological pressure because they have to perform speaking tasks in front of their teachers and classmates. According to Hanifa (2018), students' language anxiety arises when they are required to speak in public because they are afraid of making mistakes and receiving negative evaluations from others. As a result, many students feel afraid and anxious when participating in English speaking activities.

Students often experience anxiety when learning a foreign language,

especially when speaking. Horwitz et al. (1986) state that language anxiety can have a negative impact on students' speaking ability. Students with high anxiety often experience difficulties in speaking due to psychological barriers such as fear, nervousness, and lack of confidence. This condition prevents them from demonstrating their best speaking ability, even though they actually have sufficient knowledge of the language. Therefore, a correlation exists between students' language anxiety and their speaking performance, in which higher levels of anxiety are associated with lower speaking performance.

Anxiety in learning to speak English is a major problem because it can directly affect students' speaking abilities. Students who experience language anxiety tend to avoid speaking opportunities, hesitate to answer questions, and are less active in class discussions. Anxiety can interfere with cognitive processes when learning a second language. MacIntyre and Gardner, (1994) stated that when students are anxious, their ability to remember vocabulary, organize ideas, and produce fluent speech is reduced. As a result, students appear to lack good speaking skills, even though they actually have a good command of English.

In the context of learning English as a foreign language (EFL) in Indonesia, language anxiety is still commonly found among students, particularly when they are asked by teachers to speak in front of the class. Many students feel stressed because they are afraid of being ridiculed, mispronouncing words, or receiving negative evaluation from teachers and

classmates. Young (1991) asserts that fear of negative evaluation is one of the main causes of students' anxiety in speaking a foreign language. As a result, students tend to become less active in classroom speaking activities, which limits their opportunities.

Based on the preliminary research by conducting observation sheet at MAN 3 Agam on January 8th, 16th, and 17th 2026, at class X.E1, X.E2 , and X E3, it was found that students' language anxiety; students felt very anxious and afraid of making mistakes when speaking English in front of the class, which reduced their willingness to speak. It was indicated by their physical symptoms, such as a trembling voice, sweating, and avoiding eye contact when speaking. They often paused for long periods, forgot vocabulary, and had difficulty continuing to speak, and they tended to be passive during speaking lessons and only a few students are willing to speak voluntarily (see Appendix 1 page 89).

Based on the Speaking test scores at MAN 3 Agam, the speaking performance of the students varied. A number of students still experienced difficulties in speaking, as indicated by their speaking scores (see Appendix 2 page 90). As these issues show, students face difficulties in performing English speaking performance. This study, titled "The Correlation between Students' Language Anxiety and their English Speaking Performance at MAN 3 Agam," is based on issues identified during observation. In this study, students' speaking performance will be assessed through an extensive speaking test in the form of an oral presentation. In this study, students'

speaking performance was assessed through an interpersonal speaking task in the form of a dialogue. The students performed a dialogue on the topic of asking and giving opinions with their partners. Through this activity, the students were required to express their opinions and respond to others' opinions appropriately in spoken English.

B. Identification of the Problem

Based on the background of the problem, it can be concluded that there were several main problems found in this research, which are related to students' language anxiety and their English speaking performance:

1. Students showed physical symptoms of anxiety, such as a trembling voice, sweating, and avoiding eye contact when speaking.
2. Students often paused for long periods, forgot vocabulary, and had difficulty continuing to speak.
3. Students tended to be passive during speaking lessons and only a few students are willing to speak voluntarily.
4. Students felt very anxious and afraid of making mistakes when speaking English in front of the class, which reduces their willingness to speak

C. The Limitation of the Problem

Based on the identification of the problem, this research is intended to find the correlation between students' language anxiety and their English speaking performance. The study is limited to the students of MAN 3 Agam at 10^{th} grade in classroom speaking activities.

D. The Formulation of the Problem

Based on the elaboration of the problems stated in the identification of the problem, the problem of this research is formulated as follows:

1. Is there a significant correlation between students' language anxiety and their English speaking performance at MAN 3 Agam?
2. What is the correlation direction between students' language anxiety and their English speaking performance at MAN 3 Agam?
3. What is the correlation magnitude between students' language anxiety and their English speaking performance at MAN 3 Agam?

E. The Purposes of the Study

According to the formulation of the problem, the purpose of this research is

1. To find out whether there is a significant correlation between students' language anxiety and their English speaking performance at MAN 3 Agam.
2. To find out the correlation direction between students' language anxiety and their English speaking performance at MAN 3 Agam
3. To find out the correlation magnitude between students' language anxiety and their English speaking performance at MAN 3 Agam

F. The Significance of the Research

1. Theoretically

   The results and findings of this research are expected to contribute to the field of English language education, particularly

in understanding the correlation between language anxiety and speaking performance. This study may also serve as a reference for future researchers who conduct similar studies in the same area.

2. Practically

The findings of this research are expected to be useful for teachers and researcher in the teaching and learning process of English.

a) The Teacher

The results of this research can be used by teachers as a reference to understand students' language anxiety and its impact on speaking performance. Teachers may use the findings to develop appropriate teaching strategies and create a supportive classroom environment to reduce students' anxiety and improve their speaking abilities.

b) The Researcher

The findings of this research are expected to be useful for researcher, especially those who are interested in affective factors in English learning. This study can be used as a reference for future researchers who want to conduct similar studies on language anxiety and speaking performance. In addition, the results of this research may help researcher develop further studies related to the correlation between Language Anxiety and students' English speaking performance.

G. Definition of the Key Terms

To clarify the concepts used in this study, the definitions of key terms are presented as follows:

1. Language Anxiety

    Language anxiety is considered the most influential affective factors in second or foreign language learning. It refers to feelings of tension, nervousness, worry, and fear that arise when students are required to use a foreign language,

2. English Speaking Performance

    English speaking performance is students' ability to express ideas, opinions, and information orally in English, which can be measured through aspects such as fluency, pronunciation, vocabulary, and comprehensibility.

3. Correlation

    Correlation is a statistical relationship between two variables, indicating the degree to which learning anxiety is related to students' English speaking performance.

CHAPTER II

REVIEW OF LITERATURE

A. Literature Review

1. Language Anxiety

a. Definition of Language Anxiety

Language anxiety is considered the most influential affective factor in second or foreign language learning. It refers to feelings of tension, nervousness, worry, and fear that arise when students are required to use a foreign language, especially in speaking situations. In the learning process, such emotional conditions may interfere with students' cognitive performance, reduce their self-confidence, and negatively affect their language achievement. According to Horwitz and Cope (1986), foreign language anxiety is a unique and complex construct consisting of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning. They argue that language anxiety arises from the distinctive nature of the language learning process, which requires learners to communicate using a linguistic system that they have not yet fully mastered. This situation often leads to fear of making mistakes and concern about negative evaluation from teachers or peers.

Furthermore, Maclntyre and Gardner, (1994) explain that language anxiety refers to the feeling of nervousness and fear experienced during second language activities especially in

speaking, listening, and learning. They further that language anxiety affects not only the emotional aspect of learners but also their cognitive processing. Specifically, anxiety can interfere with three important stages of language learning: input (receiving information), processing (understanding and organizing information), and output (producing language). As a result, students with high levels of anxiety tend to experience difficulties in comprehending material, organizing ideas, and expressing their thoughts orally.

Young (1991) state that language anxiety is a complex psychological phenomenon influenced by various factors, such as students' self-esteem, teacher–student interaction, classroom procedures, and testing situations. Speaking in front of the class is often identified as a major source of anxiety because students are afraid of making mistakes and being negatively evaluated by others. From a psychological perspective, anxiety is generally understood as a state of uneasiness or excessive worry. Spielberger (1983) explains that anxiety is a psychological condition characterized by feelings of tension, worry, nervousness, and apprehension associated with the body's autonomic nervous system responses. Similarly, Sillamy (1996) describes anxiety as an affective state characterized by feelings of insecurity and diffuse discomfort. These general definitions support the understanding that language anxiety is a psychological response to situations

perceived as threatening or demanding.

Based on the theoretical and empirical perspectives above, it can be concluded that language anxiety is a specific psychological condition that emerges in second or foreign language learning contexts. It is characterized by feelings of tension, fear, and concern about negative evaluation. Language anxiety influences not only students' emotional states but also their cognitive processes and language performance, particularly in speaking skills. Therefore, language anxiety is considered a crucial psychological factor that may determine students' success or failure in learning a foreign language.

b. Types of Language Anxiety

Language anxiety can be categorized into various types based on its characteristics and the situations in which it arises. This classification helps explain how anxiety influences students during the learning process, particularly in foreign language contexts. Generally, anxiety is divided into two main types: trait anxiety and state anxiety (Spielberger, 1983).

1) Trait Anxiety

Trait anxiety refers to a relatively enduring predisposition to experience anxiety across a wide range of situations. According to Spielberger (1983), individuals with high trait anxiety tend to perceive many circumstances as potentially threatening, even

when the objective level of danger is minimal. In this sense, trait anxiety is considered a stable aspect of personality rather than a temporary emotional reaction. In educational contexts, students with elevated trait anxiety frequently experience persistent worry, self-doubt, and psychological tension. Their anxiety is not limited to specific classroom tasks but may emerge in various academic activities. Such learners often anticipate failure, underestimate their own abilities, and demonstrate heightened sensitivity to criticism or evaluation. As a consequence, they may avoid classroom participation, hesitate to volunteer responses, or remain silent during discussions.

Because trait anxiety is rooted in personality structure, it tends to remain relatively stable over time. Although instructional strategies and supportive classroom environments may help reduce its observable effects, the underlying predisposition may persist. Therefore, trait anxiety represents a general psychological vulnerability that influences how students interpret and respond to learning challenges. While trait anxiety reflects a stable and personality-based tendency, anxiety may also arise as a temporary emotional response to specific situations. This more immediate and fluctuating form is known as state anxiety.

2) State Anxiety

State anxiety refers to a transient emotional condition that emerges in response to a particular situation perceived as stressful or threatening. Unlike trait anxiety, it is not a permanent characteristic of an individual's personality; rather, it is a momentary reaction that varies in intensity over time. Spielberger (1983) explains that state anxiety involves immediate feelings of tension, nervousness, apprehension, and heightened autonomic nervous system activity. In learning environments, state anxiety commonly occurs during high-pressure moments such as examinations, oral questioning, classroom presentations, or unexpected evaluations. Once the stressful situation ends, the level of anxiety generally decreases. From a cognitive perspective, state anxiety can interfere with concentration, reduce working memory capacity, and disrupt information retrieval processes. Students may forget previously learned material, struggle to organize their thoughts, or experience mental blocks during performance. Behaviorally, symptoms may include trembling, sweating, avoidance of eye contact, reduced verbal output, or visible signs of nervousness. Thus, state anxiety reflects the situational and temporary dimension of anxiety in the learning process. However, beyond these general and momentary reactions, anxiety may also

consistently occur in particular contexts without necessarily generalizing to all situations. This pattern is referred to as situation-specific anxiety.

In conclusion, based on Spielberger's theory (1983), language anxiety can be classified into two main types namely trait anxiety and state anxiety. Trait anxiety is a permanent personality characteristic where individuals consistently perceive situations as threatening, leading to persistent worry and self-doubt that affects their classroom participation. State anxiety is a temporary emotional response to specific stressful situations like exams or presentations, which interferes with concentration and memory but usually subsides after the situation ends.

Furthermore, Horwitz et al. (1986) mentioned that the types of language anxiety are :

1) Communication apprehension

Communication apprehension refers to fear or anxiety when communicating with other people. Horwitz et al. (1986) define it as a type of shyness characterized by fear of or anxiety about communicating with people. This means that some students feel shy or nervous when they have to speak, answer questions, or express their ideas in front of others. In foreign language classrooms, this anxiety becomes stronger because students must

communicate in a language they have not fully mastered. Students may worry about their pronunciation, grammar, vocabulary, or sentence structure. They may feel afraid of making mistakes or not being able to express their thoughts clearly. As a result, they may avoid volunteering answers, refuse to present in front of the class, or speak only when they are forced to do so.

Communication apprehension can also happen during group discussions or even while listening to others speak. Some students feel anxious not only when speaking but also when trying to understand spoken messages in the foreign language. Because speaking requires immediate responses, students do not have much time to think. This situation increases their nervousness and affects their fluency and confidence. Therefore, communication apprehension has a direct impact on students' speaking performance. The more anxious students feel about communicating, the less likely they are to participate actively in class.

2) Test Anxiety

Test anxiety is anxiety that appears in evaluative situations, such as tests, quizzes, or oral examinations. It is related to fear of failure and worry about getting low scores. Horwitz et al. (1986) explain that students with test anxiety often set very high

standards for themselves and consider anything less than perfect as failure. In foreign language learning, evaluation happens frequently. Students may take written tests, vocabulary quizzes, grammar exercises, and oral tests. Oral examinations are especially stressful because students must speak in front of the teacher and sometimes in front of their classmates. In this case, students may experience both test anxiety and communication apprehension at the same time. When students feel test anxiety, they may have difficulty concentrating. They might forget vocabulary that they already know or feel confused while answering questions. Even well-prepared students may perform poorly because their anxiety interferes with their thinking process. As a result, test anxiety can reduce students' actual performance. Their scores may not reflect their real ability, especially in speaking tasks where they must respond quickly and confidently.

3) Fear of Negative Evaluation

Fear of negative evaluation refers to worry about being judged negatively by others. Horwitz et al. (1986) define it as: apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively. This type of anxiety is not limited to formal tests. It can happen in any classroom situation where students feel they

are being judged. For example, when answering questions, giving opinions, or participating in discussions, students may worry about what the teacher or their classmates think about them.

In foreign language classes, this fear is often stronger because students know that they may make mistakes. They may feel embarrassed if they mispronounce words or use incorrect grammar. Some students are afraid that their classmates will laugh at them. Others worry that the teacher will think they are not smart. Because of this fear, students may choose to remain silent rather than take the risk of speaking. They may avoid eye contact or pretend they do not know the answer. Over time, this behavior can limit their opportunity to practice speaking and improve their language skills.

In conclusion, Horwitz et al. (1986) define three types of foreign language anxiety in language learning namely communication apprehension, test anxiety, and fear of negative evaluation. These types explain how anxiety arises specifically in foreign language classrooms and affects students' participation and speaking ability. This classification provides a comprehensive understanding of anxiety, from its general psychological forms to its specific occurrence in the language learning context. Therefore, This study uses the three aspects of

foreign language anxiety identified by Horwitz et al. (1986) to measure students' overall level of language anxiety and to analyze the correlation between language anxiety and students' speaking performance. These three factors were selected by the researcher because foreign laguage anxiety is a multidimensional construct consisting of communication apprehension , test anxiety and fear of negative evaluation. Each factor represents a distinct source of anxiety experienced by students in foreign language learning. Therefore, the inclusion of all three factors enables a more comprehensive measurements of students' language anxiety and a better understanding of the correlation between students' language anxiety and their speaking performance.

c. Measurement of Language Anxiety

Language anxiety is categorized as a psychological construct that cannot be directly observed. As an internal emotional state, it must be measured through standardized and validated instruments to ensure objective and reliable data. Therefore, the measurement of language anxiety plays a crucial role in research examining its relationship with students' speaking performance. Based on this concept, Horwitz et al., (1986) developed the *Foreign Language Classroom Anxiety Scale (FLCAS)* as a specialized instrument to measure anxiety in foreign language classrooms. The FLCAS

consists of 33 items designed to assess students' feelings, beliefs, self-perceptions, and behavioral tendencies related to language learning (see the Appendix 5 page 98). The instrument uses a five point Likert scale ranging from strongly disagree to strongly agree. The total score reflects the level of anxiety experienced by learners, with higher scores indicating higher levels of foreign language anxiety.

Another instrument used to measure students' anxiety when speaking English is the Scale of Second Language Speaking Anxiety (SLSAS), developed by Lindy Woodrow. According to Woodrow (2006), this instrument was specifically designed to measure anxiety related to speaking English in various situations. The SLSAS consists of 12 Likert-scale items that measure students' anxiety in various speaking situations, such as discussions, presentations, answering questions from the teacher, and communicating with native speakers. Woodrow (2006) also states that the SLSAS measures anxiety in two dimensions: in the classroom and outside the classroom. This instrument is considered valid and reliable for measuring language anxiety in English language learning.

In addition to the FLCAS and SLSAS, there is another instrument for measuring language anxiety based on specific skills, namely the English Language Anxiety Scale (ELAS), developed by Mustafa Ali Khalaf Ali. According to Ali (2017), the ELAS was

specifically developed to measure anxiety in the four English language skills: speaking, writing, reading, and listening. This instrument consists of 32 items on a five point Likert scale and is divided into four subscales corresponding to these language skills. Therefore, the ELAS can serve as an alternative instrument for measuring language anxiety based on specific English language skills.

These findings indicate that the FLCAS continues to be used as a standardized measurement tool in various research contexts to assess foreign language anxiety. Therefore, the FLCAS is considered appropriate for this study, as it provides a valid, accurate, and systematic measurement of students' foreign language anxiety. This enables researchers to scientifically analyze the correlation between language anxiety and speaking performance. For this reason, the FLCAS is considered one of the most established and widely used instruments in research investigating the relationship between language anxiety and speaking performance. Therefore, in theoretical terms, the measurement of language anxiety through standardized instruments such as the FLCAS provides a systematic basis for examining how emotional factors influence students' ability to perform in speaking tasks. By operationalizing anxiety into measurable indicators, researchers are able to analyze its correlation with speaking performance in a valid and scientifically grounded

manner.

2. Speaking Performance

a. Definition of Speaking Performance

Speaking performance is the ability of students to demonstrate their speaking skills in specific communication situations in English. In this case, speaking performance emphasizes how students speak directly when communicating. Luoma (2004) states that speaking performance refers to the observable and assessable results of students' speaking, such as when students give presentations, participate in discussions, or take speaking tests. In other words, students' speaking results can be determined from what they say and how they convey their messages verbally. In addition, Harmer (2001) explains that speaking performance involves several aspects of language, such as pronunciation, vocabulary, grammar, and fluency. All of these aspects are used simultaneously when students speak in real communication situations.

In conclusion, speaking performance refers to students' observable ability to use English orally in real communication situations. It reflects not only what students say but also how effectively they deliver their messages through appropriate pronunciation, vocabulary, grammar, and fluency, as stated by Harmer (2001) and Luoma (2004). Speaking performance demonstrates students' capacity to organize ideas, respond

spontaneously, and convey meaning clearly in activities such as presentations, discussions, and speaking tests. Therefore, speaking performance can be understood as a measurable indicator of students' communicative competence, integrating linguistic accuracy and communicative effectiveness in actual language use.

b. Components of Speaking Performance

Speaking performance consists of several interconnected components that determine the effectiveness of oral communication. These components are often used as the basis for assessing students' ability to speak English. According to Brown (2004), speaking performance can be evaluated through five main aspects namely pronunciation, fluency, vocabulary, grammar, and comprehension. Each component plays a different role, but they complement one another to form effective speaking performance.

1) Pronunciation

Pronunciation refers to a student's ability to produce English sounds accurately so that spoken messages can be understood by listeners. Good pronunciation does not necessarily have to mimic native speakers but should be clear enough to avoid misunderstandings. Brown (2004) explains that frequent or serious pronunciation errors can disrupt listener comprehension, even if vocabulary and grammar are correct. Therefore, pronunciation is an essential component of speaking

performance because it directly affects the clarity of the message.

2) Fluency

Fluency refers to a student's ability to speak smoothly and continuously, without excessive pauses, repetitions, or hesitation. Harmer (2001) states that fluency reflects the ability to express ideas spontaneously and naturally. Students with good fluency can maintain the flow of conversation, even if they make minor errors in pronunciation or grammar. Thus, fluency emphasizes the smoothness of communication rather than perfect language accuracy.

3) Vocabulary

Vocabulary is a student's ability to use the right and varied words to express ideas and feelings when speaking. Adequate vocabulary allows learners to convey their thoughts more clearly and effectively. Thornbury (2002) points out that vocabulary is a key element in oral communication because without enough words, students may struggle to deliver messages even if they understand grammar and sentence structure. Therefore, vocabulary is a fundamental component of speaking performance.

4) Grammar

Grammar relates to a student's ability to construct sentences

correctly according to English rules. Proper grammar helps listeners understand the intended meaning more easily. Brown (2004) states that minor grammatical errors are generally acceptable in oral communication as long as they do not hinder comprehension. However, using correct grammar remains important to demonstrate structured and meaningful language use. Thus, grammar supports clarity and accuracy in communication.

5) Comprehension

Comprehension refers to a student's ability to understand the speaker's speech and respond appropriately. This component shows that speaking is not only about producing language but also about understanding messages from others. Brown (2004) emphasizes that good comprehension enables effective two-way interaction. If a student cannot understand a question or statement, communication will break down, even if the student can speak fluently.

In conclusion, the five components of speaking performance proposed by Brown (2004) include pronunciation, fluency, vocabulary, grammar, and comprehension. Pronunciation confirm clarity of sounds, fluency maintains the natural flow of speech, vocabulary provides the necessary lexical resources, grammar supports structural accuracy, and comprehension enables

meaningful interaction. Although each component has a distinct function, effective speaking performance emerges from the balanced integration of all five aspects. Therefore, assessing speaking ability requires a comprehensive consideration of these components to obtain an accurate picture of students' communicative competence.

c. Types of Speaking Performance

Brown (2001) states that there are six types of speaking performance that can be applied in speaking classes :

1) Imitative

Imitative speaking represents a highly controlled form of speaking in which learners repeat words, phrases, or sentences after a teacher or an audio model. The primary objective is to focus on specific linguistic elements, including intonation contours, vowel distinctions, stress patterns, and pronunciation accuracy. Despite its limited communicative value, imitative speaking plays an important role in language instruction. It enables learners to develop accurate phonological habits and strengthen the psychomotor control required for oral production. In classroom practice, this type of speaking is often realized through drilling activities. Nevertheless, drills should be brief, focused on a single linguistic feature, and clearly linked to broader communicative objectives. Excessive reliance on drills may reduce their effectiveness; therefore, teachers must ensure

that students understand the pedagogical purpose of such activities.

2) Intensive

Intensive speaking represents a level of oral production that extends beyond simple repetition. It involves speech activities specifically designed to practice particular grammatical or phonological features of the target language. In this type of performance, learners are required to produce short stretches of speech, either individually or through structured pair-work activities, with a clear focus on specific language forms. The primary emphasis in intensive speaking remains on linguistic accuracy rather than fluency. Students may practice grammatical structures, sentence patterns, or pronunciation features within controlled contexts that allow them to concentrate on form. Unlike imitative speaking, which mainly involves repetition of a model, intensive speaking requires learners to generate language more independently while still operating within limited parameters. Although the interaction in intensive speaking activities may not yet be fully communicative, this type of performance plays a crucial pedagogical role. It functions as a transitional stage between strictly form-focused practice and more spontaneous communicative use of language. By strengthening learners' control over linguistic structures,

intensive speaking prepares them for more meaningful and extended oral interaction.

3) Responsive

Responsive speaking consists of brief replies to teacher- or student-initiated questions and comments. These responses are generally short and do not develop into extended dialogue. However, despite their limited length, they may still be meaningful and authentic within classroom interaction.

For Example :

T : *How are you today?*

S : *Pretty good, thanks, and you?*

T : *What is the main idea in this essay?*

S : *The united Nations should have more authority*

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

S2 : *Well, I wasn't sure, so i left it blank*

Through such exchanges, students demonstrate their comprehension of questions and their ability to provide relevant and appropriate answers, even though the interaction remains limited in scope and duration.

4) Extensive

Extensive speaking refers to extended oral production, typically delivered in the form of monologues such as oral reports, presentations, storytelling, or speeches. This type of

speaking tends to be more formal and structurally organized than other classroom speaking activities, and it may be either carefully planned or produced spontaneously. At the intermediate and advanced levels, learners are expected to organize their ideas coherently, employ appropriate vocabulary and grammatical structures, and maintain fluency throughout a longer stretch of discourse. Unlike dialogue-based speaking, which involves reciprocal interaction, extensive speaking generally allows only limited participation from listeners and places greater responsibility on the speaker to sustain the discourse independently.

5) Transactional

Transactional speaking refers to dialogue conducted for the purpose of conveying or exchanging specific information. Compared to responsive speech, transactional dialogue is more extended and may involve negotiation of meaning. The focus is clarity, accuracy, and successful information transfer rather than social bonding.

An example of transactional dialogue is as follows:

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 its nuclear weapons.*

T :*You don't think the UN has that power now?*

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

6) Interpersonal

Interpersonal speaking involves dialogue whose primary purpose is to maintain social relationships rather than to exchange factual information. Compared to transactional interaction, this type of conversation is often more complex for learners because it may incorporate informal language, slang, emotionally charged expressions, sarcasm, ellipsis, and implied meanings. Interpersonal dialogue is typically characterized by the use of a casual register, colloquial expressions, indirect or implicit meanings, and various conversational strategies that reflect the relationship between speakers.

For example:

Amy : *Hi, Bob, how's it going?*

Bob *: Oh, so-so*

Amy : *Not a great weekend, huh?*

Bob : *Well, far be it from me to criticize, but I'm pretty miffed about last week*

Amy : *What are you talking about?*

Bob *: I think you know perfectly well what I'm talking about.*

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

Bob : *Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before.*

Amy : *Well, whose fault was it, huh?*

Bob *: Well, what more can I say?*

This exchange demonstrates how interpersonal communication may involve sarcasm, emotional tension, and implicit references that require a high level of sociolinguistic competence to interpret appropriately. In conclusion, the six types of speaking performance proposed by Brown (2001) illustrate a continuum of oral language production ranging from highly controlled practice to fully communicative interaction. Imitative and intensive speaking emphasize form and accuracy, serving as foundational stages in developing learners' phonological and grammatical control. Responsive and transactional speaking involve more meaningful exchanges, requiring learners to process and convey information effectively. Meanwhile, interpersonal and extensive speaking demand greater fluency, discourse competence, and sociolinguistic awareness, as learners must sustain interaction or deliver

extended monologues appropriately. Together, these categories provide a comprehensive framework for understanding how speaking skills develop progressively from controlled practice to authentic communication in language classrooms.

based on the six types of speaking performance identified by Brown (2001), this study focuses on interpersonal speaking, specifically through interactive conversation or role-play. This type was chosen because it allows students to interact spontaneously, maintain social relationships, and negotiate meaning directly. Through these conversational activities, students will be asked to demonstrate their speaking skills in various aspects, including fluency, pronunciation, vocabulary, grammatical accuracy, and pragmatic ability in responding to their conversation partners. Compared to oral presentations or speeches, interpersonal conversation more closely reflects authentic everyday communication because it requires students not only to speak but also to listen and provide appropriate feedback. Therefore, interactive conversation was selected as the most appropriate form of interpersonal speaking for a comprehensive assessment of students' speaking skills in this study.

d. Assessing English Speaking Performance

Assessing English speaking performance is a systematic

process designed to measure the extent to which students are able to use English orally in real-life communication situations. This type of assessment is essential because speaking skills cannot be accurately evaluated through written tests alone. Instead, they must be assessed based on students' actual performance when speaking, which provides a more authentic picture of their communicative ability.

Brown (2004) states that speaking is a productive language skill, and its assessment is based on oral performance that is, what students actually say during communication. Therefore, evaluating speaking performance requires providing students with opportunities to use English directly in meaningful contexts. By observing and measuring students' real-time language production, teachers can gain insight into their speaking ability in terms of pronunciation, fluency, grammar, vocabulary, and comprehension. Luoma (2004) emphasizes that the main purpose of assessing speaking performance is to evaluate real oral language production rather than just students' knowledge of grammatical rules or language structures. To achieve this goal, speaking assessments should be conducted using clear and consistent criteria. Such criteria ensure that the evaluation is objective, reliable, and reflective of the student's true abilities. In other words, effective assessment of speaking performance

focuses on students' communicative performance in real contexts, not merely their theoretical knowledge of the language.

In conclusion, assessing English speaking performance is a critical component of language learning because it provides both teachers and learners with meaningful feedback about oral proficiency. By focusing on actual language use, speaking assessments help identify strengths and areas for improvement, guide instructional decisions, and support students in developing their ability to communicate effectively in real-life situations.

1) How to Evaluate English Speaking Performance

In English language learning, speaking performance is generally assessed through oral tests or speaking performance. These assessments can take various forms, such as dialogues, role plays, question-and-answer sessions, discussions, or oral presentations. Through these activities, students are encouraged to use English actively and spontaneously in specific communication situations, which helps reveal their actual language abilities. According to Brown (2004), speaking assessments should be conducted in contexts that closely resemble real-life communication. This ensures that the students' performance accurately reflects their ability to use English in everyday situations. During the assessment, evaluators observe how students convey ideas, use vocabulary

and grammar, pronounce words clearly, speak fluently, and comprehend and respond to their conversation partners.

Luoma (2004) further emphasizes that assessing speaking performance should not focus solely on linguistic accuracy. it must also consider the effectiveness of communication. Therefore, speaking assessment should address several important and interconnected aspects, including clarity, fluency, comprehension, and the ability to convey meaning appropriately. By doing so, teachers can obtain a comprehensive understanding of students' oral language skills and provide meaningful feedback to support further development.

2) Rubrics and Criteria Speaking Performance Assessment

To assess speaking performance in an objective and fair manner, a speaking assessment rubric was used. This rubric served as a guideline for evaluators to assign scores based on specific aspects of speaking. According to Brown (2004), the performance criteria included pronunciation, grammar, vocabulary, fluency, and comprehension. The complete assessment rubric is presented In the table below :

Table 2. 1
Rubric of Scoring Speaking Performance

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronounciation
16-20	Errors in grammar are quite	Vocabulary is apparently	The students can understand	The students can participate in	Errors in pronunciation are quite

	rare.	as accurate and extensive as that of an educated native speaker	any conversation within the range of his experience.	any conversation within the range of this experience with a high degree of fluency.	rare
11-15	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation	Professional vocabulary broad and precise, general vocabulary adequate tocope with complex practical problems and varied social situation	Comprehension is quite complete at a normal rate of speech.	The students can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker
6-10	Can usually handle elementary constructios quite accurately but does not have thorough or confident control of the grammar.	Vocabulary limited to basic personal and survival areas (Food, time, place, transportation, familty, etc)	The students can get the gist of most conversations of non-tech subjects (i.e., topics that require no specialized knowledge).	The students can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accents are intelligible though often quite faulty.

1-5	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	The student has very limited vocabulary, and is unable to carry out even a simple conversation	The students can understand simple questions and statements if delivered with slowed speech. repetition, or paraphrase.	(No specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

3. The Correlation between Language Anxiety and English Speaking Performance

Language anxiety has long been considered an important affective variable in second and foreign language learning. Theoretically, anxiety may interfere with language production, particularly in speaking activities which require spontaneous performance and immediate interaction. Existing research on anxiety has consistently shown that anxiety may influence an individual's performance either positively or negatively, depending on various situational and personal factors. In second language learning, individual factors play a significant role in determining student success. One such factor is anxiety.

Horwitz and Young (1991) state that anxiety can affect task

performance in complex ways. Its impact depends on the learner's ability level. For instance, individuals with adequate ability may not experience significant performance interference due to anxiety. However, for individuals with lower ability levels, anxiety tends to interfere with learning and task performance under various conditions. This indicates that anxiety does not operate in isolation but interacts with cognitive capacity and task demands. Furthermore, research in speech communication has revealed that anxiety plays a significant role in oral performance.

McCroskey (1984) introduced the concept of communication apprehension, defined as an individual's fear or anxiety associated with real or anticipated oral communication. This type of anxiety may reduce the quality of communication and decrease willingness to communicate. In educational contexts, particularly in foreign language classrooms, such apprehension may directly influence students' speaking performance. When learners experience high levels of anxiety during speaking activities, their fluency, clarity, and overall oral proficiency may decline. In addition, studies on writing apprehension and other communication-related anxieties have shown that anxiety can have broader academic consequences, including reduced performance quality and long-term academic impacts. These findings suggest that anxiety is a multidimensional construct that significantly affects communicative performance. Therefore, in the context of foreign language learning, it

is reasonable to assume that language anxiety may correlate with students' speaking performance. Higher levels of language anxiety are likely to be associated with lower speaking achievement, as anxiety interferes with cognitive processing, confidence, and communicative effectiveness. Empirical findings generally indicate a negative correlation between language anxiety and speaking performance. For example, a recent study conducted by Manan et al. (2023 significant negative correlation between students' language anxiety and speaking performance. The findings indicated that students with higher anxiety levels tended to achieve lower speaking scores. Similarly, several recent EFL studies suggest that anxiety interferes with learners' concentration, fluency, and confidence during oral communication activities.

However, not all studies report a negative correlation. A study conducted by Pamungkas (2018) revealed a non-significant positive correlation between foreign language anxiety and students' performance. This finding suggests that anxiety, in certain contexts, may function as facilitating anxiety. The study argues that moderate levels of anxiety may increase students' motivation and encourage them to perform better in speaking tasks. In this sense, anxiety does not always debilitate performance; instead, it may stimulate learners to overcome fear and respond to task demands more seriously.

Based on these theoretical and empirical perspectives, it can be understood that the correlation between language anxiety and speaking

performance is not always uniform. While many studies indicate a negative correlation, some findings suggest that anxiety may also have a facilitating effect depending on its intensity and the learners' psychological responses. Therefore, investigating the correlation between students' language anxiety and their English speaking performance at MAN 3 Agam is important to determine the nature and direction of the correlation in this specific educational context.

B. Relevant Studies

This study is based on the findings of previous research. Therefore, several relevant studies are reviewed as follows.

The first previous study was entitled "*The Correlation Between English Learning Anxiety and Students' Speaking Performance*" conducted by Weni Ratnasari, Rizky Yolanda, and Zelly Putriani (2025), STKIP Insan Madani, Indonesia. This article discussed about The Correlation Between English learning anxiety and students' Speaking Performance. The participants consisted of 48 undergraduate students enrolled in an English language program at an Indonesian university. The students were divided into high- and low-anxiety groups based on their scores on the Foreign Language Classroom Anxiety Scale (FLCAS). The researchers employed a correlational research design. The results of the study show that the students with higher anxiety performed significantly worse in speaking tasks, whereas those with lower anxiety demonstrated stronger speaking skills. This reinforces the role of psychological factors, particularly anxiety, as a

crucial influence on students' oral language performance.

The Second previous study was entitled "*The Correlation Between Students' Speaking Anxiety and Their Speaking Performance in an EFL Context*" conducted by Rahma Faridila Amaliah (2019), Indonesia University of Education, Bandung. This article discussed about the correlation between speaking anxiety and speaking performance in EFL context. The participants consisted of 96 students (about 30% from the total of the population). Then, the sampling technique which was used in this research was systematic random sampling. The methodology to gather the data in this study by conducting mixed method. Then, correlational study also used in this research to find out the correlation between speaking anxiety and speaking performance in EFL context and investigating the major stressors of English speaking anxiety perceived by the students involved in this study. The results of the study show that there was no significant relationship between the variables, either positive or negative relationship. In this study, the reason why there was no correlation between the variables might be caused by the role of anxiety in students' learning process was facilitating anxiety. As stated earlier, facilitating anxiety is a type of anxiety that motivates the students to improve their learning and performance.

The third previous study was entitled "*The Correlation of EFL Students' Speaking Anxiety and Their Speaking Performance*" conducted by Thoriq Rizki Firis Manda and Lulus Irawati (2021), Universitas PGRI

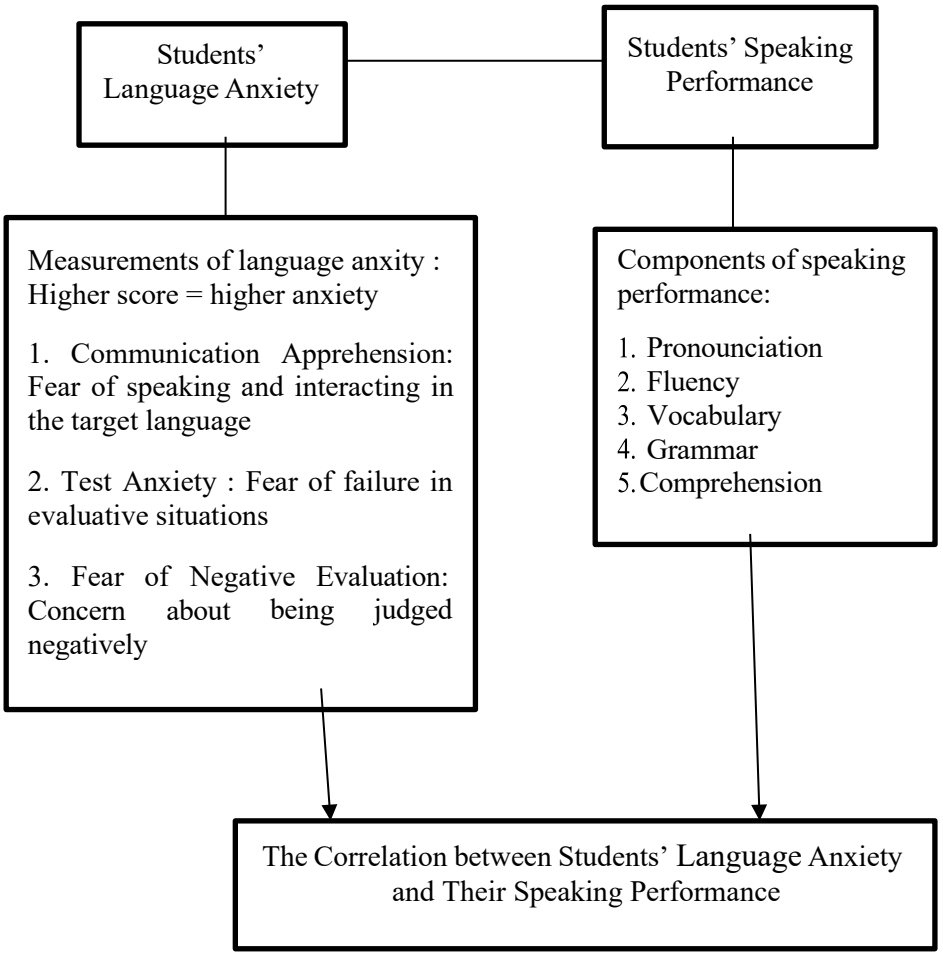
Madiun, Indonesia. This article discussed about significant correlation of the EFL students' speaking anxiety and their speaking performance. The participants consisted of 36 eleventh grade students of MAN 2 Madiun. The data were collected through speaking test and anxiety questionnaires. The researchers employed a quantitative method with a correlational research design. The findings showed a significant negative correlation between students' speaking anxiety and their speaking performance. This means that students with higher anxiety levels tended to achieve lower speaking scores.

The next previous study was entitled "*The Correlation between Vocational Students' Speaking Anxiety and Speaking Performances in Learning English*" conducted by Shiken Anzanni, and Dian Novita Dewi (2022), Pendidikan Bahasa Inggris, Universitas Brawijaya, Malang, Jawa Timur. This article discussed about the correlation between vocational students' speaking anxiety and speaking performances in learning English. The consisted of 70 vocational high school students of SMK PGRI 3 Malang in the 2022/2023 academic year. The instruments of this research were the questionnaire and students' speaking scores. The researchers employed a quantitative method with a correlational research design. The findings revealed a very weak negative correlation between students' speaking anxiety and speaking performance, with a correlation coefficient of -0.192. In addition, the students' anxiety level was categorized as moderate, and the dominant type of anxiety experienced by the students was communication apprehension.

The similarity between this study and previous research lies in their focus on the correlation between students' language anxiety and their English speaking performance. Both this study and previous studies examine how anxiety, as a psychological factor, affects students' speaking in an EFL context. The methods are also similar, namely quantitative, with student participants using instruments such as questionnaires and speaking tests. The differences are in the research context, subjects, and methodology. Previous studies were conducted at universities or high schools (SMA), while this study focuses on students at MAN 3 Agam, a high school in a madrasah environment. Findings of previous research varied: some reported a significant negative correlation, some a very weak correlation, and others found no significant correlation between language anxiety and speaking performance. Given the discrepancies in previous research findings, there remains a research gap regarding the correlation between language anxiety and students' speaking performance in the context of madrasah education, particularly at MAN 3 Agam. Therefore, this study will be conducted to investigate the correlation between English language anxiety and students' speaking performance. The study aims to provide a more specific understanding of how language anxiety influences students' speaking performance in the madrasah context.

C. Conceptual Framework

Figure 2. 1 Conceptual Framework



This conceptual framework explains the correlation between students' language anxiety and their English speaking performance at MAN 3 Agam. Language anxiety refers to feelings of tension, nervousness, worry, and fear that arise when students are required to use a foreign language during the learning process. In this study, language anxiety is measured using three main components. A higher score indicates a higher level of anxiety. The first type of anxiety is communication apprehension, which is defined as students' fear of speaking and interacting in the target language.

The second type is test anxiety, which relates to students' fear of failure in evaluative or testing situations. The third type is fear of negative evaluation, which refers to students' concern about being judged negatively by others.

Speaking performance is the ability of students to demonstrate their speaking skills in specific communication situations in English. It is assessed through five main components, namely pronunciation, fluency, vocabulary, grammar, and comprehension. Based on this framework, language anxiety is expected to have a negative correlation with students' speaking performance. In other words, the higher the level of language anxiety experienced by students, the lower their performance in speaking English.

D. Hypotheses

Based on the previous literature and the problem statement above, the hypothesis can be formulated as follows:

1. Ha : There is significant correlation between students' language anxiety and their English speaking performance at MAN 3 Agam

   H0 : There is no significant correlation between students' language anxiety and their English speaking performance at MAN 3 Agam

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

2. Ha : There is positive correlation direction between

students' language anxiety and their English speaking performance at MAN 3 Agam

H0 : There is no positive correlation direction between students' language anxiety and their English speaking performance at MAN 3 Agam

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

3. Ha : There is strong correlation magnitude between students' language anxiety and their English speaking performance at MAN 3 Agam

H0 : There is weak correlation magnitude between students' language anxiety and their English speaking performance at MAN 3 Agam

r^2= (r) (r)

CHAPTER III

RESEARCH METHOD

A. Type of Research

This study employed a quantitative research approach. Quantitative research is a method used to systematically investigate phenomena by collecting numerical data and analyzing it using statistical techniques. According to Creswell (2018), quantitative research is an approach for testing objective theories by examining correlation among variables, which can be measured and analyzed using statistical procedures. Furthermore, this study used a correlational research design. Which could be measured two or more variables and assessed the statistical correlatio between them without manipulating any variables.

B. Setting of Research

This research was conducted at MAN 3 Agam, which is located in Agam Regency, West Sumatra, Indonesia. This school is one of the Islamic senior high schools where English was implemented as a compulsory subject, with a particular emphasis on the mastery of language skills, especially speaking skills. The research was carried out in the second semester of the academic year 2025/2026.

The teaching and learning process of English at this school involved various speaking activities, such as expressing opinions, answering questions, and performing simple dialogues. However, based on preliminary observation, some students still experienced nervousness, lacked

confidence, and felt anxious when they are required to speak in English. The participants in this study were 10th-grade students at MAN 3 Agam because they had learned basic speaking skills, including interpersonal speaking. Therefore, they were regarded as appropriate subjects for examining the corelation between language anxiety and students' speaking performance.

C. Population and Sample

1. Population

In quantitative research, population is a fundamental element that must be clearly defined. According to Creswell (2018), a population is a group of individuals who share common characteristics that distinguish them from other groups and from which the researcher draws conclusions. The population consisted of all tenth-grade students at MAN 3 Agam. They were divided into three classes, namely E1, E2, and E3. These students were selected as the population because they were actively engaged in learning English, particularly speaking skills, which aligned with the main objective of this research.

Table 3. 1
total of students in MAN 3 Agam

No	Class	Number of Students
1	E1	32
2	E2	30
3	E3	30
	Total	92

From this table, the population from this research is 92 students that are total of the students in MAN 3 Agam

2. Sample

A sample is a subset of a population that is selected to represent the entire group in a research study. According to Creswell (2018), a sample is a subgroup of the target population that the researcher plans to study in order to make generalizations about the population. Sampling is generally conducted when the population is too large to be studied entirely due to limitations of time, cost, and manpower. The sampling technique was used in this study was proportionate stratified random sampling. This technique was used because the population was divided into several classes with different numbers of students, so each class needed to be represented proportionally. Therefore, the sample was selected randomly from each class based on the proportion of students in each class. Consequently, every students had an equal opportunity to be selected as a research sample.

The sample size used in this study was considered sufficient to analyze the correlation between language anxiety and students' English speaking performance. It was expected that the use of proportionate stratified random sampling would produce more representative and accurate data. Furthermore, the sample was normally distributed, it can be seen in the following table:

Table 3. 2
Table of normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	.190	32	.200	.640	32	.121

For a sample size of 32, the Shapiro-Wilk test was the more appropriate and powerful metric to report, as it is was specifically optimized for smaller datasets where the Kolmogorov-Smirnov test often lacked sufficient sensitivity. The results showed a Shapiro-Wilk significance value of .121, which comfortably exceeded the standard alpha threshold of 0.05. This indicated that the null hypothesis was not rejected, confirming that the distribution of VAR00001 did not significantly deviate from normality

D. Variables of Research

In this research, there are two types of variables, namely the independent variable and the dependent variable. According to Creswell (2018), the independent variable is the variable that influences or affects the dependent variable. On the other hand, the dependent variable is the outcome or response variable that is influenced by the independent variable, meaning that its value depends on changes in the independent variable. The independent variable (X) is students' language anxiety, while the dependent variable (Y) is students' English speaking performance. The study aims to

examine the correlation between these two variables, particularly how students' level of language anxiety is associated with their speaking performance in English.

E. Instrument and Technique of Data Collection

The instruments used in this study were a questionnaire and a speaking test. These instruments were designed to collect data on students' language anxiety and their English speaking performance.

1. Instruments

a. Questionnaire

A questionnaire is a systematic instrument used to collect data from respondents through a set of structured questions. In quantitative research, questionnaires are widely used to obtain measurable data efficiently. In this study, the questionnaire was used to measure students' levels of language anxiety in learning English, particularly in speaking skills. The questionnaire was employed in this research was a closed-ended questionnaire. According to Cohen et al. (2018), closed-ended questions provide respondents with a set of predetermined answer choices, and respondents are required to select the option that best represents their opinion or condition. This type of questionnaire facilitated data collection and allows for easier quantitative analysis, as the responses can be directly coded and statistically processed. Therefore, the use of a closed-ended questionnaire in this study was intended to obtain structured and

quantifiable data regarding students' language anxiety, which can be analyzed objectively to determine its correlation with their speaking performance.

Furthermore, the instrument used in this study was an adaptation of the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) (see appendix 5 page 89). The original FLCAS instrument consists of 33 items designed to measure students' anxiety levels in foreign language learning (see aappendix 4 page 88). In this study, the instrument was adapted by adjusting several items to make them relevant to the learning context and characteristics of the respondents, without changing the conceptual meaning of the original instrument. This adaptation focused on the appropriateness of language use in classroom situations. In this study, the questionnaire used a Likert scale consisting of five response options include strongly disagree, disagree, neutral, agree, and strongly agree. Each response option was assigned a specific numerical value to facilitate the researcher's quantitative data analysis. This scale was used to measure students' language anxiety levels, where a higher score indicated a higher level of anxiety.

b. Speaking test

The speaking test was used to measure students' English speaking performance. In this test, students were asked to perform

an interpersonal speaking activity in the form of dialogue on asking and giving opinions. The topic of the presentation focused on asking and giving opinions, which was considered appropriate for tenth-grade students based on the curriculum for the second semester. Students were paired and were asked to discuss a given topic by asking and giving opinions to each other. This activity was designed to encouraged interactive communication and meaningful exchange of ideas between students. According to Brown (2001), Their performance was assessed using a scoring rubric (See p 35-36) that included several aspects such as pronunciation, fluency, vocabulary, grammar, and comprehension.

2. Technique of Data Collection

a. Questionnaire

To collect data, the researcher distributed questionnaires to the students and gave them time to read and respond to each statement based on their personal experiences. After the students completed all the questionnaires, the researcher scored each response based on five point Likert scale. If the students choose strongly agree (SA), the score was 5, agree (A) = 4, Neutral (N) = 3, disagree (D) = 2, and strongly disagree (SD) = 1. Then, the total score was calculated to determine the level of student's language anxiety.

b. Speaking test

In this study, students took speaking test in the form of an interpersonal speaking activity. In this activity, students were asked to perform a dialogue on asking and giving opinion. Then, students' speaking performance was assessed using a rubric that covered several aspects, namely pronunciation, fluency, vocabulary, grammar, and comprehension. Each aspect had a specific weight with the following maximum scores such as pronunciation (20), fluency (20), vocabulary (20), grammar (20), and comprehension (20), resulting in a maximum total score of 100. After all student performances had been assessed, the researcher calculated the mean score for each student to obtain an overview of the students' speaking abilities. These scores was used for further analysis. In conclusion, this study will collect data from questionnaires as the independent variable (X) and students' speaking scores as the dependent variable (Y). These data was used to determine the correlation between students' language anxiety and their English speaking performance.

F. Validity and Reliability of Instruments

1. Validity of the Instrument

a. Questionnaire

Validity is an essential aspect of research instruments, as it indicates the extent to which an instrument measures what it is

intended to measure. According to Creswell (2018), validity refers to the degree to which evidence and theory support the interpretations of test scores for the intended purpose. There are several types of validity. An instrument is considered valid if it accurately reflects the construct being investigated.including content validity, construct validity, and criterion related validity (which includes concurrent and predictive validity). In this study, the researcher focused on content validity. Content validity refers to the extent to which an instrument adequately represents all aspects of the construct being measured.

To ensure content validity, the researcher conducted an expert review process involving three validators: two English language education lecturers and an English teacher. The validators were asked to assess the appropriateness and representativeness of each item in relation to the indicators being measured, as well as the clarity of each item's wording. The results of this expert review were used to determine whether the instrument meets the criteria for content validity.

b. Speaking Test

In this study, the speaking assessment criteria proposed by Brown (2004) were used as the basis for developing speaking tasks and assessment rubrics. These criteria included fluency, accuracy, vocabulary, pronunciation, and comprehension. The purpose of

these criteria was to provide a tool for comprehensively evaluating students' speaking abilities. To ensure content validity, the speaking test and scoring rubric were evaluated through expert judgment process. The validators, consisting of English language lecturers and English teachers, were asked to assess whether the speaking tasks align with the measured indicators and whether the instructions provided are clear.

2. Reliability of the Instrument

   a. Questionnaire

      Reliability refers to the degree of consistency of an instrument in measuring a variable. An instrument is considered reliable if it produces consistent and stable results when administered under similar conditions. According to Creswell (2018), reliability indicates the extent to which scores from an instrument are consistent and dependable over time. In this study, a reliability was conducted to determine whether the questionnaire used to measure students' language anxiety had a good level of internal consistency. Reliability is an essential requirement because it ensures that the data collected are trustworthy and suitable for further analysis.

      In this study, a questionnaire reliability test was conducted to determine the internal consistency of the items in measuring students' language anxiety. The reliability test was assessed using

Cronbach's Alpha with the assistance of SPSS version 20, which was used to measure the correlation between items within an instrument that measures the same construct.

$$r_{11} = (\frac{k}{k-1})\,(1 - \frac{\sum s_i}{s_t})$$

Where:

r11 = Instrument reliability

k = Number of items

ΣSi = Sum of the variances of the individual items

St = Test variance

According to Hair jr et al. (2019), an instrument is considered reliable if it has a Cronbach's Alpha value of ≥ 0.70. The criteria for interpreting the reliability coefficient are as follows (Hair Jr. et al., 2019):

Table 3. 3
Interpretation table of Reliability Coefficient

Alpha Coefficient	Interpretation
0.90 – 1.00	Very High
0.70 – 0.90	High
0.60 – 0.70	Moderate
0.50 – 0.60	Low
< 0.50	Very Low

Adapted from Joseph F. Hair Jr. *et al. (2019).*

b. Speaking test

In this study, the reliability of the speaking test was measured through inter rater reliability, in which two English teachers from the school and the researcher served as the raters The raters assigned

scores to students for their speaking skills based on an assessment rubric that referenced the criteria established by Brown (2004), which included fluency, accuracy, vocabulary, pronunciation, and comprehension.

G. Technique of Data Analysis

1. Prerequisite of data analysis

   a. Normality test

      According to Brown (1988), the normality test is a fundamental prerequisite for parametric correlation analysis because it determines whether the data are normally distributed. his is important since Pearson's correlation assumes normal distribution of variables. If the data deviate from normality, the correlation results and p-values may become inaccurate. Therefore, tests such as Kolmogorov-Smirnov or Shapiro-Wilk are used to ensure data normality before further analysis.

   b. Linearity test

      Brown (1988) states that linearity is required in correlation analysis because Pearson's correlation measures the strength of a linear relationship between variables. The linearity test ensures that the relationship between variables is straight-line rather than curved. If the relationship is non-linear, the correlation results may be misleading. Linearity is commonly checked using scatterplots or ANOVA for linearity.

2. Hypotheses Testing

   a. Correlation significance

      The significance of a correlation determines whether the observed relationship between variables likely exists in the population or occurred by chance. This is typically assessed using the t-test for the significance of the correlation coefficient, where the null hypothesis (H0) posits that the population correlation is zero. If the calculated p-value is less than the alpha level (e.g., $p < 0.05$), the correlation is deemed statistically significant

      The formula for the t-test of a correlation coefficient is:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

      Where:

      t = t-test value

      r= Pearson correlation coefficient

      n= number of samples

   b. Correlation direction

      The direction of a correlation indicates the relationship between two variables is positive or negative. A positive correlation implies that as one variable increases, the other also increases, whereas a negative correlation signifies an inverse relationship where one variable increases as the other decreases. This direction is identified by the sign (+ or -) of the Pearson r value.

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

Where:

$\sum$ = Pearson correlation coefficient

n= number of participants

x= score of variable X

y= score of variable Y

$\sum xy$= sum of the multiplication of X and Y scores

$\sum x^2$= sum of squared X scores

$\sum y^2$= sum of squared Y scores

c. Correlation magnitude

The magnitude or strength of a correlation refers to how strong the correlation between two variables. According to Gay, Mills, and Airasian (2012), coefficients range from -1.00 to +1.00, where values closer to these extremes indicate a very strong relationship, and values near 0.00 indicate little to no relationship. To better interpret the practical significance of the magnitude, researchers often calculate the Coefficient of Determination, which represents the proportion of variance shared between the two variables.

r^2= (r) (r)

Where:

- r^2= coefficient of determination
- r= correlation coefficient

Table 3. 4
Interpretation of Correlation Coefficient

Correlation Coefficient	Interpretation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

Adapted from sugiyono (2019).

Based on the correlation coefficient interpretation table above, it shows that the strength of the relationship between two variables . A correlation coefficient value in the range of 0.00–0.199 indicates a very weak correlation, the range of 0.20–0.399 indicates a weak correlation, values in the range of 0.40–0.599 indicate a moderate correlation, values in the range of 0.60–0.799 indicate a strong correlation, and values in the range of 0.80–1.000 indicate a very strong correlation. These guidelines were used to determine the strength of the correlation between language anxiety and students' speaking performance in this study.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Data Description

a. Students' Language Anxiety

Based on data on students' language anxiety, the study sample consisted of 32 students. The students' anxiety scores ranged from 46 (the lowest score) to 116 (the highest score), resulting in a score range of 70. To facilitate data grouping and presentation, the number of classes was determined using Sturges' formula (K = 1 + 3.3 log N). With a sample size of 32 students, the result was approximately 6 classes. Next, the score range was divided by the number of classes, resulting in an interval width of 12 points for each category. The results of this data grouping can be seen in the following table.

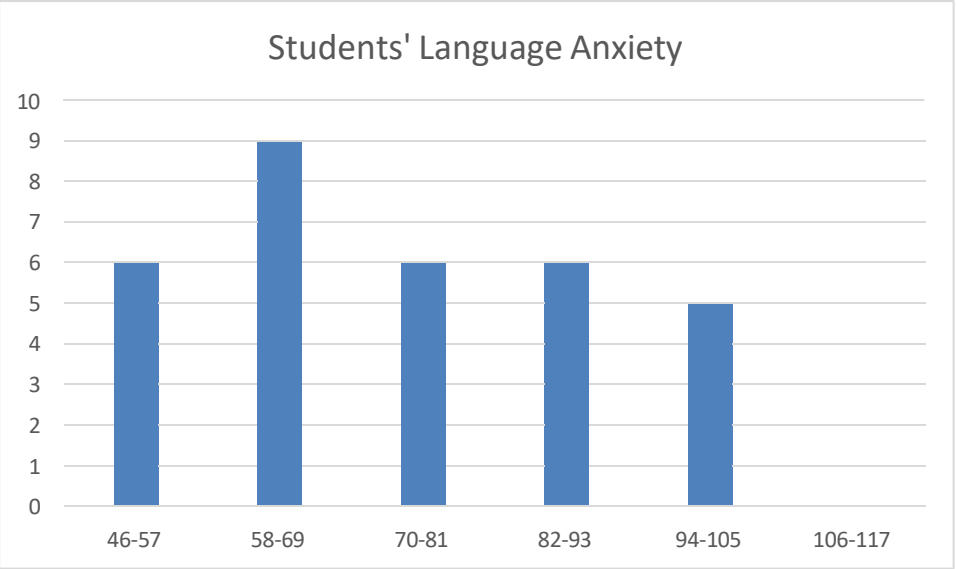
Table 4. 1
Students Language Anxiety

Score Range	Students
46-57	6
58-69	9
70-81	6
82-93	6
94-105	5
106-117	0
Total	32

Based on the table above, 6 students fall into the lowest anxiety bracket of 46-57, followed by a peak of 9 students in the 58-69 range. The frequencies then level out, with 6 students in the 70-81

interval and another 6 students in the 82-93 interval. Moving to the higher end of the scale, 5 students report anxiety scores between 94 and 105, Meanwhile, no students were categorized in the highest anxiety level (106–117). This indicates that none of the students experienced extremely high language anxiety. The distribution of students' anxiety levels can also be seen in the figure below:

Figure 4. 1 Students Language Anxiety



1) Communication Apprehension

Communication apprehension is a core component of foreign language anxiety, often manifesting as a student's shyness or fear of speaking and interacting with others in the target language. To measure how strong this problem among the participants, their scores were divided into six groups. The distribution of students in each communication apprehension (CA) score ranges is shown in the table below.

Table 4. 2
Students' Communication Apprehension

Score Range	Students
19-24	1
25-30	7
31-36	7
37-43	7
44-50	7
51-56	3
Total	32

Based on the table above, the data indicate that the majority of participants experience lower to moderate levels of communication anxiety. The highest number of students (7 students) was found the score ranges of (25–30, 31–36, 37-43 and 37–42), representing the largest proportion of the total sample. In contrast, only one student feel into the lowest score range (19-24), while three students were classified in the highest score range (51–56). Overall, the distribution shows that most students had anxiety scores within the middle ranges, whereas only a small number of students experienced either very low or relatively high levels of communication anxiety. This finding suggests that moderate communication anxiety was the most common level among the participants..

2) Test Anxiety

Test anxiety refers to the feelings of nervousness, anxiety, and fear that students experience when taking exams. This type of anxiety can affect students' ability to demonstrate their true

language proficiency during exams. To determine the level of test anxiety experienced by the study participants, each student's score was grouped into six score ranges. The distribution of students based on their test anxiety (TA) score ranges is presented in the following table.

Table 4. 3
Students test Anxiety

Score Range	Students
8--10	5
11--13	9
14--16	10
17--19	3
20--22	4
23--25	1
Total	32

Based on the distribution of test anxiety scores in the table above, it appears that the majority of respondents have a moderate level of test anxiety. The highest frequency was found in the 14–16 score range, which consisted of 10 students, followed by the 11–13 score range with 9 students. Furthermore, 5 students were in the 8–10 score range, 3 students were in the 17–19 score range, 4 students were in the 20–22 score range, and only 1 student was in the 23–25 score range. These findings indicate that most students experienced test anxiety at a moderate level, while relatively few students obtained higher anxiety scores. Overall, the distribution suggests that although

English test situations may cause nervousness and worry, the majority of respondents did not experience extremely high levels of test anxiety.

3) Fear of Negative Evaluation.

Fear of Negative Evaluation is a feeling of anxiety experienced by students when they feel that their English language skills will be evaluated or criticized by others, whether by teachers or classmates. Students with a high level of fear of negative evaluation tend to be afraid of making mistakes, receiving criticism, or being perceived as incompetent when using English. This feeling can reduce their self confidence and make them more likely to avoid participating in English speaking activities. To determine the level of fear of negative evaluation experienced by the study respondents, each student's score was divided into several score ranges. The distribution of students based on their Fear of Negative Evaluation scores is presented in the following table:

Table 4. 4
Students' Fear of negative evaluation

Score Range	Students
11--14	3
15--18	5
19--22	11
23--26	7
27--30	6
31--35	0
Total	32

Based on the distribution of Fear of Negative Evaluation (FNE) scores in the table above, the majority of respondents exhibited a moderate level of fear of negative evaluation. This is indicated by the largest number of students falling in the 19–22 score range, totaling 11 students. In addition, 7 students scored in the 23-26, while 6 students fell within the 27–30 range. Meanwhile, 5 students obtained scores in the 15-18, and 3 students were in the 11–14 range. No students scored in the 31–35 range. Based on this distribution, it can be concluded that students' fear of negative evaluation generally falls into the moderate category, as reflected by the concentration of scores in the 19–22 range. This finding suggests that many students are concerned about how they may be judged or evaluated by others, although these concerns are not excessively high.

b. Speaking Performance

The speaking performance data in this study were obtained through speaking test administered to 32 students as the research sample. During the test, students were asked to engage in paired dialogues on the topic of asking for and giving opinions. The students' performance during the dialogue activity was then assessed based on a predetermined rubric. Subsequently, the students' scores were analyzed descriptively to determine the distribution of their speaking abilities.To facilitate data interpretation, student scores were grouped into several score ranges so that the distribution patterns of speaking ability could be observed more

clearly. The distribution of student scores for each aspect of speaking performance is presented in the following table:

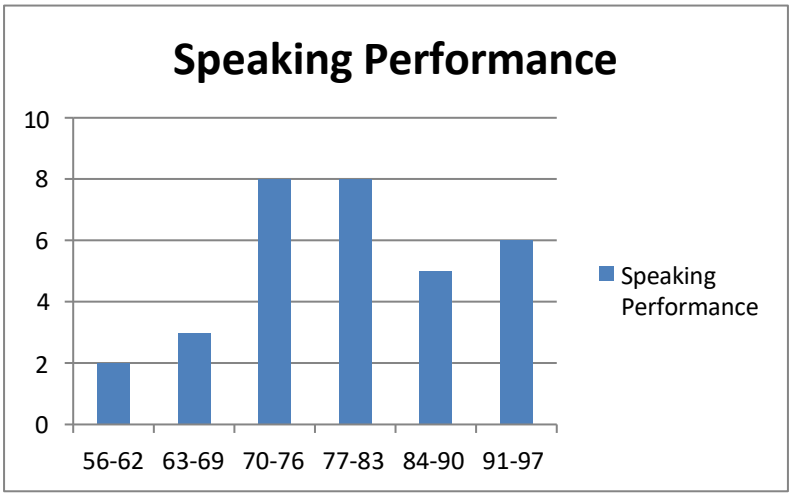
Table 4. 5
Students' speaking performance

Score range	Speaking performance
56-62	2
63-69	3
70-76	8
77-83	8
84-90	5
91-97	6
Total	32

Based on the distribution of speaking scores in the table above, it can be seen that the majority of students scored in the 70–76 and 77–83 ranges, with 8 students in each range. Furthermore, 6 students scored in the 91–97 range and 5 students in the 84–90 range. Meanwhile, 3 students scored in the 63–69 range, and 2 students scored in the 56–62 range. Based on this distribution, it can be concluded that the students' speaking performance tends to fall into the moderate to good category, as indicated by the predominance of students in the 70–83 score range. These findings suggest that most students have been able to demonstrate fairly good speaking performance in terms of pronunciation, vocabulary, grammar, fluency, and

comprehension, although there are still some students who need to improve their English speaking skills.

Figure 4. 2 speaking performance



1) Pronounciation

Pronunciation is one of the aspects used to measure students' speaking ability in this study. The assessment of this aspect aims to determine the extent to which students are able to speak English clearly, accurately, and in a way that is easily understood by listeners. Good pronunciation skills greatly support successful communication because they help convey messages accurately. Based on the results of the speaking tests that were conducted, pronunciation scores were obtained for each student. Subsequently, these scores were grouped into several ranges to determine the distribution of students' pronunciation abilities. The frequency distribution of pronunciation scores can be seen in the following table:

Table 4. 6
Students Pronounciation

Score Range	Pronunciation
1--5	0
6--10	2
11--15	15
16--20	15
Total	32

Based on the table above, there is no students scored in the 1–5, 2 students scored in the 6-10 range, 15 students scored in the 11–15 range, and 15 students scored in the 16–20 range. These data indicate that the students were equally distributed between the 11–15 and 16–20 score ranges, with 15 students in each category. Based on this distribution, the students' pronunciation skills can generally be categorized as good, as a substantial number of students achieved scores within the higher score range, while the remaining students also demonstrated satisfactory pronunciation performance.

2) Fluency

Fluency is one of the components evaluated in students' speaking ability in this study. The purpose of this evaluation is to determine how fluently students can convey ideas, opinions, and information without excessive pauses, repetitions, or hesitations while speaking. Students' speaking fluency was measured through a speaking test. Next, the scores obtained by the students were grouped into several score ranges to facilitate

the analysis of the distribution of their fluency abilities. The frequency distribution of the students' fluency scores is shown in the following table.

Table 4. 7
students fluency

Score Range	Fluency
1--5	0
6--10	2
11--15	13
16--20	17
Total	32

Based on the table above, it shows that no students scored in the 1–5 range, 2 students scored in the 6–10 range, 13 students scored in the 11–15 range, and 17 students scored in the 16–20 range. The data show that the majority of students scored in the 16–20 range, followed by 13 students who scored in the 11–15 range. These results indicate that students generally have good adaptive abilities. In other words, most students are able to speak fairly fluently, convey ideas consistently, and demonstrate some difficulty when speaking in English.

3) Grammar

Grammar is one of the components evaluated in students' speaking skills in this study. The purpose of this evaluation is to determine students' ability to correctly use English grammatical structures and rules when expressing ideas or opinions orally. A good command of grammar is very important in communication

because it helps students convey messages more clearly and makes it easier for listeners to understand them. In this study, students' grammar skills were measured through a speaking test. The scores obtained were then grouped into several score ranges to facilitate the analysis of the distribution of students' grammatical proficiency. The frequency distribution of students' grammar scores is shown in the following table:

Table 4. 8
Students Grammar

Score Range	Grammar
1--5	0
6--10	3
11--15	17
16--20	12
Total	32

Based on the table above, it is shown that no students scored in the 1–5 range. A total of 3 students scored in the 6–10 range, 17 students scored in the 11–15 range, and 12 students scored in the 16–20 range. The data indicates that the majority of students scored in the 11–15 range, while a number of other students scored in the 16–20 range. These results suggest that students' grammar proficiency generally falls into the fair to good category. Thus, the majority of students have been able to use English grammar fairly accurately in speaking activities, although some grammatical errors still occur during the process of conveying messages orally.

4) Vocabulary

Vocabulary is one of the key aspects assessed in students' speaking skills in this study. The objective of this study in this aspect is to determine students' ability to select and use appropriate English vocabulary to express opinions, ideas, and information orally. Mastery of vocabulary enables students to convey messages more clearly and communicate more effectively. In this study, students' vocabulary skills were measured through a speaking test that was administered. The scores obtained were then grouped into several score ranges to facilitate the analysis of the distribution of students' vocabulary proficiency. The frequency distribution of students' vocabulary scores is shown in the following table.

Table 4. 9
students Vocabulary

Score Range	Vocabulary
1--5	0
6--10	0
11--15	17
16--20	15
Total	32

Based on the table above, it can be seen that no students scored in the 1–5 or 6–10 ranges. A total of 17 students scored in the 11–15 range, while 15 students scored in the 16–20 range. The data show that all students obtained scores above 10, with

the majority falling within 11-15 range. Therefore, it can be concluded that the students' vocabulary skills are generally in the good category, indicating that they have sufficient vocabulary knowledge to support communication in English..

5) Comprehension

Comprehension is one of the components assessed in students' speaking skills in this study. The purpose of assessing this aspect is to determine students' ability to understand instructions, questions, and conversation topics, as well as their ability to provide appropriate responses in oral communication. Good comprehension skills are crucial in the communication process because they enable students to grasp the meaning of the message being conveyed and respond appropriately. In this study, students' comprehension skills were measured through a speaking test. The scores obtained were then grouped into several score ranges to facilitate the analysis of the distribution of students' comprehension skills. The frequency distribution of students' comprehension scores is shown in the following table.

Table 4. 10
students comprehension

Score Range	Comprehension
1--5	0
6--10	1
11--15	18
16--20	13

Total	32

Based on the table above, it is shown that no students scored in the 1–5 and 6-10 range. 18 students scored in the 11–15 range, and 14 students scored in the 16–20 range. The data show that the majority of students scored in the 11–15 range, followed by 14 students who scored in the 16–20 range. These results indicate that students' comprehension skills are generally in the "good" category. Thus, the majority of students were able to understand the topics of discussion, questions, and instructions given, as well as provide appropriate responses during speaking activities in English.

2. Data Analysis

a. Instrument Testing

1) Validity Test

Validity testing was conducted to determine whether each item in the questionnaire was able to accurately measure the construct under study. In this study, validity testing was performed on the 24 items of the English-language anxiety questionnaire using Pearson's product-moment correlation with the aid of SPSS. An item was deemed valid if the calculated r value was greater than the table r value (0.355) and the significance level (Sig.) was less than 0.05. The results of the instrument validity test are presented in Table 4.11

Table 4. 11
Validity Test

Item	R count	R table	Sig	Interpretation
P1	0.548	0.355	0.001	Valid
p2	0.802	0.355	0	Valid
P3	0.801	0.355	0	Valid
P4	0.588	0.355	0.001	Valid
P5	0.763	0.355	0	Valid
P6	0.6	0.355	0	Valid
P7	0.587	0.355	0.001	Valid
P8	0.746	0.355	0	Valid
P9	0.441	0.355	0.013	Valid
P10	0.614	0.355	0	Valid
P11	0.713	0.355	0	Valid
P12	0.617	0.355	0	Valid
P13	0.746	0.355	0	Valid
P14	0.792	0.355	0	Valid
P15	0.674	0.355	0	Valid
P16	0.643	0.355	0	Valid
P17	0.813	0.355	0	Valid
P18	0.76	0.355	0	Valid
P19	0.678	0.355	0	Valid
P20	0.814	0.355	0	Valid
P21	0.742	0.355	0	Valid
P22	0.673	0.355	0	Valid
P23	0.753	0.355	0	Valid
P24	0.832	0.355	0	Valid

Based on Table 4.11, all items of the English language anxiety questionnaire have calculated r-values that are higher than the r-table value of 0.355. The calculated r-values range from 0.441 to 0.832, while all significance values are below 0.05, ranging from 0.000 to 0.013. These results indicate that all 24 questionnaire items (P1–P24) meet the validity criteria. Therefore, all items are considered valid and can be used as the research instrument to collect data on students' English language anxiety in this study.

2) Reliability Test

After all items were deemed valid, the next step was to conduct a reliability test of the instrument. The reliability test aims to determine the instrument's consistency in measuring the variable under study. In this study, the reliability test was conducted using Cronbach's alpha coefficient with the aid of SPSS. The results of the instrument's reliability test are presented in Table 4.12

Table 4. 12
Reliability Test.

Cronbach's Alpha	N of Items
.954	24

Based on Table 4.12, the reliability test results show that Cronbach's Alpha is 0.954, with a total of 24 items. This value is higher than the minimum criterion of 0.70, so the English-language anxiety questionnaire is deemed to have a very high level of reliability. Thus, this research instrument has good internal consistency and is suitable for use as a data collection tool in research.

b. Pre-requisite of Data Analysis

1) Normality Test

Before testing the hypotheses, prerequisite tests for data

analysis were first conducted. One of the prerequisite tests that must be met is the normality test. The normality test aims to determine whether the research data are normally distributed or not. In this study, the normality test was conducted on students' language anxiety and speaking performance data using SPSS version 26. The decision criterion for the normality test is that if the significance value (Sig.) is greater than 0.05, the data is considered to be normally distributed. The results of the normality test are shown in the following table:

Table 4. 13
Table of normality test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Anxiety	.104	32	.200*	.989	32	.984
Speaking	.118	32	.200*	.959	32	.260

Based on the results of the Shapiro-Wilk normality test presented in Table 6, which is appropriate for a sample size of fewer than 50 participants, the significance value for the Anxiety variable is 0.984, while the significance value for the Speaking variable is 0.260. Since both significance values are greater than the 0.05 level of significance, it can be concluded that the data are normally distributed. Therefore, the assumption

of normality is met, and the data are suitable for subsequent parametric statistical analyses.

2) Linearity Test

In addition to the normality test and homogeinity test, this study also conducted a linearity test as one of the prerequisites for Pearson's product-moment correlation analysis. The linearity test aimed to determine whether there was a linear correlation between the variables of language anxiety any speaking performance. This test was conducted using SPSS version 26. In the linearity test, the correlation between two variables is considered linear if the significance value (Sig.) for "Deviation from Linearity" is greater than 0.05. The results of the linearity test between the variables of language anxiety and speaking performance are shown in the following table:

Table 4. 14
Table of Linearity test

ANOVA Table

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Anxiety * Speaking	Between Groups	(Combined)	8905.208	25	356.208	1.560	.303
		Linearity	3193.156	1	3193.156	13.988	.010
		Deviation from Linearity	5712.053	24	238.002	1.043	.527
	Within Groups		1369.667	6	228.278		
	Total		10274.875	31			

Based on the table above, the results of the linearity test show that the significance value for Linearity is 0.010, which is

less than 0.05, indicating a significant linear correlation between the two variables. Meanwhile, the significance value for Deviation from Linearity is 0.527, which is greater than 0.05; therefore, it can be concluded that there is no deviation from linearity. Thus, the correlation between the Anxiety and Speaking variables can be stated as linear, thereby satisfying the assumption of linearity subsequent parametric statistical analysis.

c. Hypotheses Testing

After conducting the prerequisite tests for the analysis and confirming that the data met the necessary assumptions, hypothesis testing could be carried out. Hypothesis testing in this study was conducted to determine the correlation between language anxiety as the independent variable (X) and speaking performance as the dependent variable (Y). Data analysis was performed using Pearson's product-moment correlation with the assistance of SPSS version 26. The results of the correlation analysis were used to answer the research questions, which included the significance of correlation, the direction of correlation, and the magnitude of correlation between students' language anxiety and speaking performance. The results of the hypothesis testing are presented in the following table:

Table 4. 15
Correlation

Correlations

		Anxiety	Speaking
Anxiety	Pearson Correlation	1	-.557**
	Sig. (2-tailed)		.001
	N	32	32
Speaking	Pearson Correlation	-.557**	1
	Sig. (2-tailed)	.001	
	N	32	32

1) Correlation Significance

Based on the results of the Pearson correlation test, there is a significant correlation between language anxiety and speaking performance. The correlation coefficient is r = -0.557, with a significance level of p = 0.001 (p < 0.01). This means there is a significant negative correlation between the two variables, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Thus, it can be concluded that there is a significant correlation between students' language anxiety and their English speaking performance, such that the higher the students' language anxiety level, the lower their speaking performance.

2) Correlation Direction

Based on the results of the Pearson Product-Moment correlation test, the correlation coefficient between language anxiety and speaking performance was found to be r = -0.557, with a significance level of p = 0.001 (p < 0.01). A negative coefficient value indicates a negative correlation between the two variables. This means that anxiety and speaking performance have an inverse correlation. In other words, the

higher a student's anxiety level, the lower their speaking performance tends to be. Conversely, the lower a student's anxiety level, the better their speaking performance tends to be.

3) Correlation Magnitude

A correlation coefficient of -0.557 indicates that the strength of the correlation between anxiety and speaking ability falls into the category of moderate correlation. This suggests that the relationship between the two variables is neither weak nor strong. Thus, anxiety has a fairly significant correlation with students' speaking ability, but there are other factors besides anxiety that can also influence speaking ability.

B. Discussion

The results of this study showed that there is a significant negative correlation between language anxiety and students' speaking performance ($r = -0.557$; $p = 0.001$). These results indicate that the higher the level of language anxiety experienced by students, the lower their speaking performance. Conversely, the lower the level of language anxiety, the better their speaking performance. Furthermore, the correlation coefficient of -0.557 indicates that the correlation between the two variables falls into the moderate category.

These findings are in line with Horwitz, Horwitz et al,, (1986), who introduced the concept of Foreign Language Anxiety (FLA) as a situation-specific anxiety in language learning. They explain that foreign language

anxiety is associated with communication apprehension, test anxiety, and fear of negative evaluation, which may hinder students' performance in learning a foreign language. In particular, this type of anxiety can interfere with learners' ability to communicate effectively in the target language. Therefore, the negative correlation found in this study supports the view that language anxiety plays an important role in affecting students' performance in speaking activities.

Similarly, The findings of this study aligned with research conducted by Weni Ratnasari, Rizky Yolanda, and Zelly Putriani (2025), who found that students with high levels of anxiety about learning English tend to achieve lower scores on speaking tasks, whereas students with low anxiety levels demonstrate better speaking skills. The similarity in the results of these two studies suggests that language anxiety is one of the psychological factors that can influence students' speaking performance. High levels of anxiety can cause students to feel nervous, afraid of making mistakes, and lack self-confidence when speaking English.

The results of this study also supported the findings of a study conducted by Thoriq Rizki Firis Manda and Lulus Irawati (2021). That study showed that there is a significant negative correlation between speaking anxiety and the speaking performance of EFL students. Similar to this study, students with higher levels of anxiety tended to achieve lower speaking scores. These consistent results reinforce the notion that speaking anxiety is one of the factors that can hinder students' ability to demonstrate

optimal speaking performance.

Furthermore, the results of this study also aligned with research conducted by Shiken Anzanni and Dian Novita Dewi (2022). That study found a negative relationship between speaking anxiety and students' speaking performance, although the correlation strength was classified as very weak (r = -0.192). Meanwhile, this study shows a negative correlation of moderate strength (r = -0.530). The difference in the strength of these relationships may be due to differences in the characteristics of the study participants, sample size, educational level, and learning environment. Nevertheless, both studies indicate that an increase in anxiety levels tends to be followed by a decline in students' speaking performance.

However, the results of this study differ from those of a study conducted by Rahma Faridila Amaliah (2019). That study found that there was no significant relationship between students' speaking anxiety and their speaking performance. According to her findings, the absence of a significant relationship may be attributed to the presence of facilitating anxiety a type of anxiety that can actually motivate students to learn and improve their performance. Meanwhile, the results of this study indicate that the anxiety experienced by students tends to be debilitating anxiety that is, anxiety that hinders the learning process and students' speaking performance. These differing results may also be influenced by variations in respondent characteristics, sample size, research context, and the learning conditions experienced by each study participant.

Overall, the results of this study indicated that language anxiety plays a significant role in influencing students' speaking performance. High levels of anxiety can cause students to have difficulty expressing ideas, maintaining fluency, and demonstrating their true speaking ability. Therefore, teachers need to create a comfortable and supportive learning environment to minimize students' anxiety levels. With reduced anxiety, students are expected to become more confident and able to improve their English speaking skills

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The purpose of this study was to determine the correlation between students' language anxiety and speaking performance at MAN 3 Agam, including its direction and strength. The findings show that there is a significant correlation between the two variables. This is indicated by the significance value of 0.001, which is lower than 0.05. Therefore, H_1 is accepted and H_0 is rejected. The Pearson Product-Moment correlation analysis reveals a coefficient of r = -0.557. This indicates a negative correlation between language anxiety and speaking performance. It means that higher anxiety is associated with lower speaking performance, while lower anxiety leads to better performance. Based on the interpretation, this correlation falls into the moderate category.

B. Implication

Based on research findings that indicate a significant, moderate negative correlation between language anxiety and students' speaking performance at MAN 3 Agam, this study suggests that affective factors particularly language anxiety play a significant role in English speaking instruction. These findings indicate that students' success in speaking is determined not only by their mastery of linguistic aspects but also by their psychological state. Therefore, teachers need to create a comfortable and supportive learning environment so that students feel more confident in using English.

For researcher, this study provides a deeper understanding of the correlation between language anxiety and students' speaking performance and broadens insights into the importance of considering affective factors in the English language learning process.

C. Suggestion

Based on the above conclusions, the researcher offers the following recommendations:

1. For English Teachers

   Based on the research findings, English teachers are advised to create a comfortable and supportive learning environment so that students do not feel anxious when speaking English. Teachers are also advised to provide students with more opportunities to practice speaking so that their speaking skills can improve.

2. For Future Researchers

   Future researchers interested in investigating the relationship between language anxiety and speaking performance are advised to use a larger sample size or examine other variables that may influence students' speaking ability in order to obtain broader and more in-depth research results.

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APPENDICES

APPENDIX 1

Observation Sheet

Place: MAN 3 Agam

Date: January, 8th , 16th , and 17th 2026

Class : Grade X

Topic : Introducing Myself.

Notes:

1. Some students admitted to feeling anxious before stepping up to the front of the class due to a lack of preparation and fear of making mistakes.
2. Some students showed signs of anxiety when speaking English in front of the class, such as a trembling voice, sweating, and appearing nervous during speaking activities.
3. Some students expressed fear of making mistakes, particularly in pronunciation and grammar
4. Some students avoided eye contact when speaking in front of the class.
5. Some students often paused for a long time while speaking.
6. Some students expressed concern about their peers' reactions, such as fear of being laughed at or corrected directly.
7. Some students showed a lack of self-confidence due to their perceived limitations in English proficiency.
8. Some students felt relieved after finishing their performance because the pressure had subsided.
9. Some students tended to be passive during speaking lessons and only a few students were willing to speak voluntarily in front of the class..

English Teacher **Researcher**

Sri Wahyuni S.Pd.I
NIP:198610162019032009

Alia Ardilla
NIM: 2322032

APPENDIX 2

Students's speaking scores in the Preliminary Observation

Topic : Introduce myself

Class : E1

NO	NAME	SCORES
1	AH	80
2	AZM	80
3	AA	85
4	AS	80
5	ANA	80
6	AL	90
7	AV	80
8	ASPZ	80
9	DPJ	75
10	FAZ	80
11	FA	80
12	GA	81
13	IJS	72
14	JS	86
15	LA	93
16	MH	77
17	MHW	78
18	MFR	85
19	MFI	81
20	MIA	91
21	MR	84
22	MZRSB	84
23	NS	83
24	NP	88
25	NHF	25
26	RZ	72
27	SAA	80
28	SSA	89
29	SNF	78
30	TK	88
31	YS	86
32	ZDD	80
	MEAN	80

English Teacher

Sri Wahyuni, S.Pd.I

NIP: 198610162019032009

Topic : Introduce myself

Class : E1

NO	NAME	SCORES
1	AH	80
2	AZM	80
3	AA	85
4	AS	80
5	ANA	80
6	AL	90
7	AV	80
8	ASPZ	80
9	DPJ	75
10	FAZ	80
11	FA	80
12	GA	81
13	IJS	72
14	JS	86
15	LA	93
16	MH	77
17	MHW	78
18	MFR	85
19	MFI	81
20	MIA	91
21	MR	84
22	MZRSB	84
23	NS	83
24	NP	88
25	NHF	25
26	RZ	72
27	SAA	80
28	SSA	89
29	SNF	78
30	TK	88
31	YS	86
32	ZDD	80
	MEAN	80

English Teacher

Sri Wahyuni, S.Pd.I

NIP: 198610162019032009

Topic : Introduce Myself

Class : E2

NO	NAME	SCORES
1	AA	78
2	AL	75
3	AAA	80
4	ANH	81
5	AO	20
6	AS	80
7	ADA	25
8	DFAZ	20
9	FND	30
10	H	85
11	HRP	87
12	JSA	50
13	KQI	87
14	LR	82
15	MDA	84
16	MFA	84
17	MAA	79
18	MFA	78
19	MF	78
20	MR1	84
21	MR2	78
22	NRZ	86
23	N	86
24	NNK	85
25	PJ	86
26	RB	30
27	RA	85
28	STP	86
29	VLJ	85
30	ZVF	85
	MEAN	71.96666667

English Teacher

Sri Wahyuni, S.Pd.I

NIP: 198610162019032009

Topic : Introduce myself

Class : E3

NO	NAME	SCORES
1	ARZ	82
2	ATR	60
3	AFI	86
4	AS	80
5	AP	60
6	AS	86
7	CH	40
8	DAI	85
9	EF	80
10	FR	20
11	HH	60
12	IH	80
13	KG	80
14	LI	80
15	MHA	80
16	MPAR	88
17	MAR	80
18	MFR	84
19	MIH	83
20	MTA	80
21	NN	84
22	NA	83
23	NAF	89
24	RJ	85
25	RFY	80
26	SNA	89
27	TA	85
28	VA	80
29	ZIA	25
30	ZK	80
	MEAN	75.13333333

English Teacher

Sri Wahyuni, S.Pd.I

NIP: 198610162019032009

APPENDIX 3

Documentation of the Preliminary Observation











APPENDIX 4

Supervisor's Approval for Instrument Validation

PERSETUJUAN PEMBIMBING

Skripsi dengan judul **"THE CORRELATION BETWEEN STUDENTS' LANGUAGE ANXIETY AND THEIR ENGLISH SPEAKING PERFORMANCE AT MAN 3 AGAM"** yang disusun oleh **Alia Ardilla (2322032)** yang telah memenuhi persyaratan ilmiah dan disetujui untuk **Melakukan Uji Validasi** pada Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan.

Bukittnggi, 21 Mei 2026

Pembimbing,

Eliza, SS, M.Pd
NIP: 197311292003122003

APPENDIX 5

Letter of Permission for Instrument Validation

PERMOHONAN VALIDASI

Kepada Yth,

Bapak/Ibu Validator

Di Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh.

Saya yang bertanda tangan dibawah ini:

Nama : ALIA ARDILLA

NIM : 2322032

Fakultas/ Prodi : FTIK/ PBI

Judul Skripsi : THE CORRELATION BETWEEN STUDENTS' LANGUAGE ANXIETY AND THEIR ENGLISH SPEAKING PERFORMANCE AT MAN 3 AGAM

Pembimbing : Eliza, SS, M.Pd

Dengan ini mengajukan permohonan kepada Bapak/Ibu, sekiranya Bapak/Ibu berkenan untuk memberikan judgement, saran, serta masukan mengenai instrument penelitian saya.

Demikianlah permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya, atas pertimbangan Bapak/Ibu, saya mengucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakaatuh.

Mengetahui,

Ketua Prodi

Dr. Widya Safitri, M.Pd
NIP: 198007262015032002

Bukittinggi, 21 Mei 2026

Pemohon,

Alia Ardilla
NIM. 2322032

APPENDIX 6

Instrument Validation Sheet

1. Muthia Rahman , M.Pd (Validator 1)

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Muthia rahman, M.Pd

Jabatan : Dosen Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama Alia Ardilla (2322032) dengan judul " The Correlation Between Students' Language Anxiety and their English Speaking Performance at MAN 3 Agam"benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam penyusunan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 22 Mei 2026

Validator



Muthia Rahman, M.Pd

NIDN: 210458502

LEMBAR VALIDASI INSTRUMEN

Nama : Alia Ardilla

Judul Skripsi : THE CORRELATION BETWEEN STUDENTS' LANGUAGE ANXIETY AND THEIR ENGLISH SPEAKING PERFORMANCE AT MAN 3 AGAM

Fakultas : Tarbiyah dan Ilmu Keguruan

Melalui lembar ini, Ananda mohon kesediaan Bapak/Ibu untuk memeberikan **validasi konten (content validaty)** terhadap instrument penelitian yang telah disusun sebagai bagian dari penelitian Ananda. Penulis mengharapkan masukan, saran, dan penelitian Bapak/Ibuk guna menyempurnakan instrument agar layak digunakan dalam penelitian ini. Atas penelitian dan kerja sama Bapak/Ibu, penulis mengucapkan terimakasih.

Petunjuk:

1. Untuk memberikan penilaian terhadap instrumen "THE CORRELATION BETWEEN STUDENTS' LANGUAGE ANXIETY AND THEIR ENGLISH SPEAKING PERFORMANCE AT MAN 3 AGAM" Bapak/Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. Tidak dapat digunakan
   2. Dapat digunakan dengan banyak revisi
   3. Dapat digunakan dengan revisi sedang
   4. Dapat digunakan dengan sedikit revisi
   5. Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

1. Kuesioner

No	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1	Pernyataan 1					√	
2	Pernyataan 2	√					

Dipindai dengan CamScanner

3	Pernyataan 3					✓	
4	Pernyataan 4					✓	
5	Pernyataan 5					✓	
6	Pernyataan 6					✓	
7	Pernyataan 7				✓		
8	Pernyataan 8					✓	
9	Pernyataan 9					✓	
10	Pernyataan 10					✓	
11	Pernyataan 11					✓	
12	Pernyataan 12					✓	
13	Pernyataan 13				✓		
14	Pernyataan 14					✓	
15	Pernyataan 15					✓	
16	Pernyataan 16				✓	✓	
17	Pernyataan 17				✓		
18	Pernyataan 18				✓		
19	Pernyataan 19				✓		
20	Pernyataan 20					✓	
21	Pernyataan 21					✓	
22	Pernyataan 22					✓	
23	Pernyataan 23					✓	
24	Pernyataan 24					✓	

Dipindai dengan CamScanner

2. Rubric speaking test

	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1	Fluency					✓	
2	Pronounciation					✓	
3	Grammar					✓	
4	Vocabulary					✓	
5	Comprehension					✓	

B. KOMENTAR DAN SARAN

1. Untuk kuisioner: perlu perbaikan beberapa item yang belum sesuai dengan research guideline.
2. Untuk speaking test : perlu perubahan pada "instruction of the test" terkait organization & purpose of descriptive text.

C. KESIMPULAN

Berdasarkan penilaian tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi
2. Valid untuk dicoba dengan revisi sesuai saran
3. Tidak/belum valid untuk dicobakan

Bukittinggi, 23 Mei 2026

Validator

Muthia Rahman, M.Pd

NIDN. 2004088802

Dipindai dengan CamScanner

2	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk menjawab pertanyaan di kelas bahasa inggris					
3	Saya merasa takut ketika tidak mengerti apa yang dikatakan guru dalam bahasa inggris					
4	Selama kelas bahasa inggris, saya sering kali memikirkan hal-hal yang tidak ada hubungannya dengan pembelajaran bahasa inggris.					
5	Saya terus berpikir bahwa siswa lain lebih pintar dalam berbahasa inggris daripada saya.					
6	Saya mulai panik ketika harus berbicara tanpa persiapan di kelas bahasa iggris.					
7	Saya khawatir tentang konsekuensi jika gagal dalam kelas bahasa inggris.					
8	Di kelas bahasa inggris, saya bisa begitu gugup sehingga lupa hal-hal yang seharusnya saya ketahui.					
9	Saya malu untuk mengangkat tangan dan menjawab pertanyaan di kelas bahasa inggris.					
10	Saya kesal ketika tidak mengerti apa yang dikoreksi oleh guru.					
11	Meskipun saya sudah mempersiapkan diri dengan baik untuk kelas bahasa, saya tetap merasa cemas dikelas bahasa inggris.					
12	Saya sering merasa tidak ingin hadir di kelas bahasa inggris.					
13	Saya takut guru mengoreksi setiap kesalahan yang saya buat.					
14	Jantung saya berdebar kencang setiap kali saya akan dipanggil di kelas bahasa inggris.					
15	Semakin saya belajar untuk ujian bahasa inggris, saya semakin bingung.					
16	Saya selalu merasa bahwa siswa lain lebih fasih berbicara bahasa inggris daripada saya.					
17	Saya merasa sangat malu saat berbicara bahasa inggris di depan siswa lain.					
18	Kelas bahasa berjalan begitu cepat sehingga saya khawatir tertinggal.					
19	Saya merasa lebih tegang dan gugup di kelas bahasa inggris daripada di kelas lain					
20	Saya merasa gugup dan bingung saat berbicara di kelas bahasa inggris.					
21	Saya merasa gugup ketika saya tidak memahami setiap kata yang diucapkan oleh guru bahasa inggris.					
22	Saya merasa kewalahan dengan banyaknya aturan yang harus dipelajari untuk bisa berbicara dalam bahasa inggris.					
23	Saya takut teman-teman akan menertawakan saya saat saya berbicara dalam bahasa inggris.					

Dipindai dengan CamScanner

2. Dr. Afdaleni,M.Pd.,M.Pd.

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr Afdaleni, M.Pd.,M.Pd

Jabatan : Dosen PBI / UIN Bukittinggi

Dengan ini menyatakan bahwa mahasiswa yang bernama Alia Ardilla (2322032) dengan judul " The Correlation Between Students' Language Anxiety and their English Speaking Performance at MAN 3 Agam"benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam penyusunan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 21 Mei 2026

Validator



Dr Afdaleni, M.Pd.,M.Pd

NIP: 196404091989032001

LEMBAR VALIDASI INSTRUMEN

Nama : Alia Ardilla

Judul Skripsi : THE CORRELATION BETWEEN STUDENTS' LANGUAGE ANXIETY AND THEIR ENGLISH SPEAKING PERFORMANCE AT MAN 3 AGAM

Fakultas : Tarbiyah dan Ilmu Keguruan

Melalui lembar ini, Ananda mohon kesediaan Bapak/Ibu untuk memeberikan **validasi konten (content validaty)** terhadap instrument penelitian yang telah disusun sebagai bagian dari penelitian Ananda. Penulis mengharapkan masukan, saran, dan penelitian Bapak/Ibuk guna menyempurnakan instrument agar layak digunakan dalam penelitian ini. Atas penelitian dan kerja sama Bapak/Ibu, penulis mengucapkan terimakasih.

Petunjuk:

1. Untuk memberikan penilaian terhadap instrumen "THE CORRELATION BETWEEN STUDENTS' LANGUAGE ANXIETY AND THEIR ENGLISH SPEAKING PERFORMANCE AT MAN 3 AGAM" Bapak/Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. Tidak dapat digunakan
   2. Dapat digunakan dengan banyak revisi
   3. Dapat digunakan dengan revisi sedang
   4. Dapat digunakan dengan sedikit revisi
   5. Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

1. Kuesioner

No	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1	Pernyataan 1				√		
2	Pernyataan 2				√		

3	Pernyataan 3					✓	
4	Pernyataan 4					✓	
5	Pernyataan 5					✓	
6	Pernyataan 6					✓	
7	Pernyataan 7				✓		
8	Pernyataan 8				✓		
9	Pernyataan 9					✓	
10	Pernyataan 10				✓		
11	Pernyataan 11					✓	
12	Pernyataan 12					✓	
13	Pernyataan 13					✓	
14	Pernyataan 14					✓	
15	Pernyataan 15				✓		
16	Pernyataan 16					✓	
17	Pernyataan 17					✓	
18	Pernyataan 18					✓	
19	Pernyataan 19				✓		
20	Pernyataan 20					✓	
21	Pernyataan 21					✓	
22	Pernyataan 22					✓	
23	Pernyataan 23				✓		
24	Pernyataan 24				✓		

INSTRUMENTS OF SPEAKING TEST

2. Rubric speaking test

	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1	Fluency				✓		
2	Pronounciation				✓		
3	Grammar					✓	
4	Vocabulary					✓	
5	Comprehension				✓		

B. KOMENTAR DAN SARAN

Angket dapat digunakan dengan revisi sesuai dg catatan yg diberikan

C. KESIMPULAN

Berdasarkan penilaian tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi
2. Valid untuk dicoba dengan revisi sesuai saran
3. Tidak/belum valid untuk dicobakan

Bukittinggi, Mei 2026

Validator

Dr. A[illegible], M.Pd, M.Pd.I

NIP. 196404091989032001

SCORING RUBRIC:

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronounciation
16-20	Errors in grammar are quite rare	Vocabulary is apparently as accurate and extensive as that of an educated native speaker	~~Can~~ understand any . . conversation within the range of his experience.	~~Can~~ participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare
11-15	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation	Professional vocabulary broad and precise, general vocabulary adequate tocope with complex practical problems and varied social situation	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign

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	ns on practical, social, and professional topics.				
6-5	Can usually handle elementary constructio ns quite accurately but does not have through or confident control of the grammar.	Vocabulary limited to basic personal and survival areas (Food, time, place, transportatio n, familty, etc)	Can get the gist of most conversations of non-tech subjects (i.e., topics that requ no specialized knowledge).	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographi cal information.	Accents are intelligible though often quite faulty.
1-4	Errors in grammar are frequent, but speaker can be understood by a native speakers used to dealing with foreigners attempting to speak his language.	The student has very limited vocabulary, and is unable to carry out even a simple conversatio n	Can understand simple questions and statements if delivered with slowed speech. repetition, or paraphrase.	(No specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciatio n are frequent but can be understood by a native speakers used to dealing with foreigners attempting to speak his language.

Dipindai dengan CamScanner

3. Dilnar Surya Fransisca, S.Pd

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dilnar Surya Fransisca, S.Pd

Jabatan : Guru Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama Alia Ardilla (2322032) dengan judul " The Correlation Between Students' Language Anxiety and their English Speaking Performance at MAN 3 Agam"benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam penyusunan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 22 Mei 2026

Validator



Dilnar Surya Fransisca, S.Pd
NIP: 198911142019032015

LEMBAR VALIDASI INSTRUMEN

Nama : Alia Ardilla

Judul Skripsi : THE CORRELATION BETWEEN STUDENTS' LANGUAGE ANXIETY AND THEIR ENGLISH SPEAKING PERFORMANCE AT MAN 3 AGAM

Fakultas : Tarbiyah dan Ilmu Keguruan

Melalui lembar ini, Ananda mohon kesediaan Bapak/Ibu untuk memeberikan **validasi konten (content validaty)** terhadap instrument penelitian yang telah disusun sebagai bagian dari penelitian Ananda. Penulis mengharapkan masukan, saran, dan penelitian Bapak/Ibuk guna menyempurnakan instrument agar layak digunakan dalam penelitian ini. Atas penelitian dan kerja sama Bapak/Ibu, penulis mengucapkan terimakasih.

Petunjuk:

1. Untuk memberikan penilaian terhadap instrumen "THE CORRELATION BETWEEN STUDENTS' LANGUAGE ANXIETY AND THEIR ENGLISH SPEAKING PERFORMANCE AT MAN 3 AGAM" Bapak/Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. Tidak dapat digunakan
   2. Dapat digunakan dengan banyak revisi
   3. Dapat digunakan dengan revisi sedang
   4. Dapat digunakan dengan sedikit revisi
   5. Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

1. Kuesioner

No	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1	Pernyataan 1				✓		
2	Pernyataan 2			✓			

3	Pernyataan 3				✓		
4	Pernyataan 4				✓		
5	Pernyataan 5				✓		
6	Pernyataan 6					✓	
7	Pernyataan 7				✓		
8	Pernyataan 8					✓	
9	Pernyataan 9				✓		
10	Pernyataan 10					✓	
11	Pernyataan 11				✓		
12	Pernyataan 12					✓	
13	Pernyataan 13				✓		
14	Pernyataan 14				✓		
15	Pernyataan 15				✓		
16	Pernyataan 16				✓		
17	Pernyataan 17				✓		
18	Pernyataan 18				✓		
19	Pernyataan 19				✓	✓	
20	Pernyataan 20					✓	
21	Pernyataan 21					✓	
22	Pernyataan 22					✓	
23	Pernyataan 23					✓	
24	Pernyataan 24				✓		

2. Rubric speaking test

	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1	Fluency				✓		
2	Pronounciation					✓	
3	Grammar				✓	✓	
4	Vocabulary				✓		
5	Comprehension					✓	

B. KOMENTAR DAN SARAN

materi
~~Topik~~nya ubah jadi Asking and Giving opinion

C. KESIMPULAN

Berdasarkan peniliaan tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi
2. Valid untuk dicoba dengan revisi sesuai saran
3. Tidak/belum valid untuk dicobakan

Bukittinggi, 21 Mei 2026

Validator

Dinar Surga Fransisca S.Pd.

NIP. 198911142019032012

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INSTRUMENTS OF SPEAKING TEST

Instrument Name ; Speaking Test Instrument

Purpose : The instrument will be used to assess students' English speaking performance.

Form of the Test: Individual speaking test in the form of descriptive monologue.

Instructions for Students

1. Choose one topic provided by the researcher.
2. Prepare your ideas for one minute.
3. Describe the topic orally in English for about 1–2 minutes.
4. Speak clearly and confidently using your own words.

Topics

Students choose one of the following topics:

1. My Best Friend
2. My Favorite Teacher
3. My Hobby
4. My Daily Activities
5. My Favorite Place

Test Procedure

1. The researcher explains the speaking test instructions to the students.
2. Students choose one topic.
3. Students are given one minute to prepare their ideas.
4. Students perform the speaking test individually for 1–2 minutes.
5. The researcher assesses students' speaking performance using a speaking scoring rubric.

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APPENDIX 7

Research Guideline

X (Language Anxiety	Questionnaire	1. Communication apprehension	Fear of anxiety when communicating with other people	1, 2, 3, 6, 9, 14, 18, 19, 20, 21, 22, 24
		2. Test Anxiety	Appears in evaluative situations, such as tests, quizzes, or oral examinations	4, 7, 11,12,15
		3. Fear of negative evaluation	Worry about breing judged negatively by others	5, 8, 10,13, 16, 17, 23
Y (Speaking Performance)	Speaking test	1. Pronounciation	Correctness of pronounciation	1 -20
		2. Vocabulary	Appropriateness and range of vocabulary	1 -20
		3. Grammar	Accuracy of grammatical structure	1 -20
		4. Fluency	Smoothnes and flow of speaking	1 -20
		5. Comprehension	Ability to understand and respond	1 -20

APPENDIX 8

Research Instrument

A. Questionnaire

No	Statements	1	2	3	4	5
1	Saya tidak pernah merasa benar-benar yakin pada diri saya sendiri ketika berbicara di kelas bahasa inggris**.**					
2	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk menjawab pertanyaan di kelas bahasa inggris					
3	Saya merasa takut ketika tidak mengerti apa yang dikatakan guru dalam bahasa inggris					
4	Saya sulit berkonsentrasi ketika mempersiapkan tes bahasa Inggris di kelas.					
5	Saya merasa tidak percaya diri karena siswa lain tampak lebih pintar dalam bahasa Inggris daripada saya.					
6	Saya mulai panik ketika harus berbicara tanpa persiapan di kelas bahasa inggris.					
7	Saya khawatir tentang konsekuensi jika gagal dalam tes bahasa inggris.					
8	Di kelas bahasa inggris, saya begitu gugup Karena takut teman teman akan menertawakan saya.					
9	Saya malu untuk mengangkat tangan dan menjawab pertanyaan di kelas bahasa inggris.					
10	Saya takut jika kesalahan saya dalam bahasa Inggris diperhatikan oleh guru atau teman.					
11	Meskipun saya sudah mempersiapkan diri dengan baik, saya tetap merasa cemas saat menghadapi tes bahasa Inggris.					
12	Saya merasa ingin menghindari kelas bahasa Inggris ketika akan ada tes atau ujian.					

13	Saya takut guru mengoreksi setiap kesalahan yang saya buat.					
14	Saya merasa takut dan jantung saya berdebar kencang saat dipanggil untuk berbicara menggunakan bahasa Inggris di kelas.					
15	Semakin saya belajar untuk ujian bahasa inggris, saya semakin bingung.					
16	Saya merasa takut jika kemampuan berbicara bahasa Inggris saya dinilai lebih rendah daripada siswa lain.					
17	Saya merasa sangat malu saat berbicara bahasa inggris di depan siswa lain karena takut diejek					
18	Kelas bahasa berjalan begitu cepat sehingga saya khawatir tertinggal.					
19	Saya merasa lebih tegang dan gugup di kelas bahasa inggris daripada di kelas lain.					
20	Saya merasa gugup dan bingung saat berbicara di kelas bahasa inggris.					
21	Saya merasa gugup ketika saya tidak memahami setiap kata yang diucapkan oleh guru bahasa inggris.					
22	Saya merasa kewalahan dengan banyaknya aturan yang harus dipelajari untuk bisa berbicara dalam bahasa inggris.					
23	Saya takut teman-teman akan menertawakan saya saat saya berbicara dalam bahasa inggris					
24	Saya merasa gugup ketika guru bahasa inggris memberikan pertanyaan yang belum saya persiapkan sebelumnya.					

Adapted from Horwitz et al (1983)

B. Speaking Test

INSTRUMENTS OF SPEAKING TEST

Instrument Name : Speaking Test Instrument

Purpose : The instrument will be used to assess students' English speaking performance.

Form of the Test: Pair speaking test in the form of descriptive dialogue.

Instructions for Students

1. Choose one topic provided by the researcher.
2. Prepare your ideas for five minute.
3. Perform a dialogue with your partner by asking for and giving opinions about the assigned topic for approximately 1–2 minutes.
4. Speak clearly and confidently using your own words.

Topics

Students choose one of the following topics:

1. School Canteen
2. School Uniforms
3. Online Shop
4. Sports
5. Social Media
6. Etc.

Test Procedure

1. The researcher explains the speaking test instructions to the students.
2. Students choose one topic.
3. Students are given five minute to prepare their ideas.
4. Students perform the speaking test with their partners for approximately 1–2 minutes..
5. The researcher assesses students' speaking performance using a speaking scoring rubric.

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronounciation
16-20	Errors in grammar are quite rare.	Vocabulary is apparently as accurate and extensive as that of an educated native speaker	The students understand any conversations within the range of his experience.	The students participate in any conversations within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare
11-15	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation	Professional vocabulary broad and precise, general vocabulary adequate tocope with complex practical problems and varied social situation	Comprehension is quite complete at a normal rate of speech.	The students can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker
6-10	Can usually handle elementary constructios quite accurately but does not have thorough or confident control of the grammar.	Vocabulary limited to basic personal and survival areas (Food, time, place, transportation, familty, etc)	The students can get the gist of most conversations of non-tech subjects (i.e., topics that require no specialized knowledge).	The students can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accents are intelligible though often quite faulty.
1-5	Errors in grammar are frequent, but speaker can	The student has very limited vocabulary,	The students can understand simple questions and	(No specific fluency description. Refer to other	Errors in pronunciation are frequent but can be

	be understood by a native speaker used to dealing with foreigners attempting to speak his language.	and is unable to carry out even a simple conversation	statements if delivered with slowed speech. repetition, or paraphrase.	four language areas for implied level of fluency.)	understood by a native speaker used to dealing with foreigners attempting to speak his language.

APPENDIX 9

Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0691/Un.26.1/PP.07/05/2026 Bukittinggi, 25 Mei 2026
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**ALIA ARDILLA**
NIM	:	**2322032**
Semester	:	8
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***THE CORRELATION BETWEEN STUDENTS' LANGUAGE ANXIETY AND THEIR ENGLISH SPEAKING PERFORMANCE AT MAN 3 AGAM***
Lokasi Penelitian	:	MAN 3 Agam
Waktu	:	Juni 2026 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. [illegible]NADI, M.Pd
NIP. 197706162003121003

APPENDIX 10

Research Completion Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN AGAM
MADRASAH ALIYAH NEGERI (MAN) 3 AGAM
Jalan Kubang Putiah Kanagarian Kubang Putih Kecamatan Banuhampu
email: man3agam@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 590/MA.03.06.4/PP.00.9/06/2026

Kepada Yth.Dekan Falkutas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Sjech Djamil Djambek Bukittinggi
di
Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini:

nama	: **Hj. WELLUSIA,S.Pd., M.Pd.**
N I P	: 19710504 199703 2 004
tempat tanggal lahir	: Koto Tuo Canduang / 04 Mei 1971
pangkat/gol ruang	: Pembina, IV/a
jabatan	: Kepala MAN 3 Agam
alamat	: Gantiang Koto Tuo Canduang, Kelurahan Canduang Koto Laweh , Kecamatan Canduang, Kabupaten Agam, Provinsi Sumatera Barat.

Dengan ini menerangkan bahwa:

Nama	: **ALIA ARDILLA**
NIM	: 2322032
Program Studi	: Pendidikan Bahasa Inggris
Asal Institusi	: Universitas Islam Negeri Sjech Djamil Djambek Bukittinggi

Telah **melaksanakan kegiatan penelitian** di MAN 3 Agam, dengan judul penelitian: **" THE CORRELATION BETWEEN STUDENTS' LANGUAGE ANXIETY AND THEIR ENGLISH SPEAKING PERFORMANCE AT MAN 3 AGAM "**

Adapun pelaksanaan penelitian ini berlangsung pada tanggal Juni sampai dengan selesai, dengan tujuan untuk memenuhi salah satu persyaratan akademik.

Selama melaksanakan penelitian di Madrasah kami, yang bersangkutan menunjukkan sikap yang baik, sopan, dan kooperatif. Kami berharap hasil dari penelitian ini dapat memberikan manfaat bagi dunia pendidikan, khususnya bagi Madrasah kami.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Kubang Putiah, 27 Juni 2026
K e p a l a,

Hj. WELLUSIA,S.Pd., M.Pd.
NIP. 19710504 199703 2 004

APPENDIX 11

RATER'S LETTER

1. Sri Wahyuni, S.Pd.i



SURAT PERNYATAAN KESEDIAAN UNTUK MENJADI RATER

Yang bertanda tangan dibawah:

Nama : Sri Wahyuni, S.Pd.i

Jabatan : Guru Bahasa Inggris

Alamat : Tilatang Kamang

Menyatakan dengan sesunggunya bahwa:

Setelah memperoleh penjelasan sepenuhnya serta menyadari, mengerti, dan memahami tentang tujuan serta manfaat dari penelitian ini. Maka saya bersedia/ ~~tidak bersedia~~ untuk menjadi rater dalam penelitian dengan judul skripsi " The Correlation Between Students' Language Anxiety and their English Speaking Performance at MAN 3 Agam ".

Demikian surat pernyataan kesediaan ini kami buat dengan sesungguhnya.

Bukittinggi, 01 June 2026

(Sri Wahyuni, S.Pd.i)

Np. 19 86101 6201 90320 09

2) Dilnar Surya Fransisca, S.Pd

SURAT PERNYATAAN KESEDIAAN UNTUK

MENJADI RATER

Yang bertanda tangan dibawah:

Nama : Dinar Surya fransisca, S.pd

Jabatan : Guru Bahasa Inggris

Alamat : Kubu tanjung

Menyatakan dengan sesunggunya bahwa:

Setelah memperoleh penjelasan sepenuhnya serta menyadari, mengerti, dan memahami tentang tujuan serta manfaat dari penelitian ini. Maka saya bersedia/ ~~tidak bersedia~~ untuk menjadi rater dalam penelitian dengan judul skripsi " The Correlation Between Students' Language Anxiety and their English Speaking Performance at MAN 3 Agam ".

Demikian surat pernyataan kesediaan ini kami buat dengan sesungguhnya.

Bukittinggi, 01 June 2026

Dinar Surya f. S.pd

Nip. 1989 111 4201 90322 015

APPENDIX 11

STUDENT'S LANGUAGE ANXIETY SCORE

No	Nama	CA														TA			FEN							
		1	2	3	6	9	14	18	19	20	21	22	24	4	7	11	12	15	5	8	10	13	16	17	23	total
1	MZ	1	1	2	4	3	2	4	1	2	1	2	2	3	3	2	1	2	1	4	4	5	1	3	2	56
2	SNF	4	4	4	5	4	4	4	5	4	5	4	5	5	4	4	5	5	4	4	5	4	4	5	4	105
3	FAZ	4	3	4	5	3	3	3	3	4	4	4	4	4	4	3	2	3	3	3	3	3	3	3	3	81
4	TK	2	2	3	5	3	3	3	3	4	4	4	4	4	4	3	2	3	3	3	3	3	3	3	3	77
5	AZ	4	4	3	3	4	2	4	2	3	4	3	4	2	4	4	2	2	3	3	3	2	4	3	3	75
6	NP	2	2	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	67
7	NS	4	3	4	5	3	4	3	4	4	4	4	4	4	4	3	2	3	3	3	3	3	3	3	3	83
8	ZD	3	2	2	2	2	3	3	1	3	4	4	3	2	3	3	1	1	2	3	3	3	4	3	3	63
9	SA	4	3	3	5	3	3	3	4	4	3	3	3	3	4	4	2	3	4	3	3	3	4	4	4	82
10	AO	4	2	2	4	2	2	4	2	4	2	2	4	2	2	5	2	2	3	2	2	2	2	2	2	62
11	KQI	3	3	4	4	3	4	3	2	2	3	2	4	2	4	4	1	2	5	5	4	2	4	4	4	78
12	MR	3	3	2	2	3	4	4	2	3	2	2	3	3	2	2	1	3	1	8	2	1	3	1	1	61
13	PJ	2	2	2	2	3	3	2	2	2	2	2	2	2	4	3	2	2	2	3	2	2	2	3	2	55
14	SNA	4	4	4	5	4	5	4	4	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	4	100
15	AS	1	1	1	2	3	3	3	2	2	3	3	3	1	2	2	2	2	2	2	1	1	2	3	3	50
16	RJ	4	4	4	5	4	4	5	1	3	3	3	3	4	4	4	5	4	4	5	5	1	5	4	3	91
17	EF	3	2	3	2	2	2	2	2	2	3	2	2	2	1	2	2	2	2	2	3	2	2	2	2	51
18	MIH	4	5	4	5	3	3	5	3	2	1	2	3	5	3	5	1	2	5	5	3	2	4	3	3	81
19	MPA	2	1	2	1	2	3	2	1	1	1	1	2	1	2	3	1	1	1	2	2	2	1	1	2	38
20	TA	1	1	1	2	3	3	3	2	4	2	2	3	1	2	2	2	1	2	2	1	1	1	1	3	46
21	ARS	5	4	4	3	5	5	4	4	4	5	5	5	4	4	4	4	4	3	4	3	4	4	4	4	99
22	AFI	2	3	4	4	2	3	3	1	3	3	3	4	3	4	3	1	3	2	3	2	2	2	3	2	65
23	CH	4	3	5	5	2	2	5	3	2	3	3	3	3	4	5	1	1	4	2	3	4	3	2	3	75
24	FA	4	5	4	5	5	4	3	4	1	2	5	4	5	5	4	3	4	4	5	4	5	4	3	4	96
25	MFA	3	3	3	4	3	2	4	3	1	1	3	3	3	4	2	2	1	4	4	3	2	4	3	3	68
26	STP	5	5	5	5	4	5	4	5	4	4	1	4	4	4	4	4	1	4	4	2	1	4	4	5	92
27	VJ	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	2	4	4	2	4	4	4	88
28	RA	4	5	4	5	3	5	4	3	3	2	3	5	3	4	3	5	2	5	3	3	2	3	5	5	89
29	RB	3	2	3	2	3	3	2	3	2	3	2	2	3	3	4	1	2	4	4	3	3	2	2	2	63
30	ZV	3	2	3	2	3	3	3	2	2	1	2	3	3	3	4	1	2	4	4	3	3	2	2	4	64
31	AL	2	2	3	3	3	3	3	3	3	4	2	3	3	3	3	2	2	3	3	4	2	3	2	3	67
32	SS	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	5	4	4	4	4	4	4	94

No	Nama			
		CA	TA	FNE
1	MZ	25	11	20
2	SNF	52	23	30
3	FAZ	44	16	21
4	TK	40	16	21
5	AZ	40	14	21
6	NP	33	14	20
7	NS	46	16	21
8	ZD	32	10	21
9	SA	41	16	25
10	AO	34	13	15
11	KQI	37	13	28
12	MR	33	11	17
13	PJ	26	13	16
14	SNA	50	21	29
15	AS	27	9	14
16	RJ	43	21	27
17	EF	27	9	15
18	MIH	40	16	25
19	MPA	19	8	11
20	TA	27	8	11
21	ARS	53	20	26
22	AFI	35	14	16
23	CH	40	14	21
24	FA	46	21	29
25	MFA	33	12	23
26	STP	51	17	24
27	VJ	48	16	24
28	RA	46	17	26
29	RB	30	13	20
30	ZV	29	13	22
31	AL	34	13	20
32	SS	47	18	29

max	53	23	30
min	19	8	11
J	34	15	19
K	6	6	6
P	5.666667	2.5	3.166667

APPENDIX 12

STUDENTS' SPEAKING PERFORMANCE SCORE

1. Sri Wahyuni, S.Pd.i

rater 1 (Miss sri)						
No	Name	Pronunciation	Fluencyy	Grammar	Vocabulary	Comprehension
1	MZ	18	18	19	17	18
2	SNF	15	10	15	15	15
3	FAZ	10	20	10	15	15
4	TK	10	10	10	20	10
5	AZ	10	10	10	20	10
6	NP	15	20	15	15	10
7	NS	15	20	15	15	15
8	ZD	15	10	15	15	15
9	SA	15	15	15	15	15
10	AO	20	20	15	15	15
11	KQI	20	20	15	15	20
12	MR	15	15	15	15	15
13	PJ	20	20	15	20	20
14	SNA	15	10	15	15	15
15	AS	19	20	18	15	20
16	RJ	16	15	18	17	20
17	EF	20	20	19	17	19
18	MIH	20	20	19	17	19
19	MPA	20	20	20	15	20
20	TA	20	20	20	15	20
21	ARS	15	15	15	15	15
22	AFI	20	20	15	20	20
23	CH	15	20	10	15	15
24	FA	15	15	16	14	15
25	MFA	18	18	16	16	15
26	STP	18	18	16	17	15
27	VJ	18	18	16	18	18
28	RA	18	17	18	18	19
29	RB	20	20	16	20	19
30	ZV	19	19	16	19	18
31	AL	20	20	16	20	19
32	SS	15	15	16	17	18

2. Dilnar Surya Fransisca, S.Pd

rater 2 (ma'am Dilnar)						
No	Name	Pronunciation	Fluency	Grammar	Vocabulary	Comprehension
1	MZ	18	18	19	18	18
2	SNF	15	15	15	17	15
3	FAZ	12	10	15	15	15
4	TK	12	10	10	14	12
5	AZ	12	12	10	12	14
6	NP	15	20	15	17	20
7	NS	15	18	15	17	16
8	ZD	10	12	15	15	15
9	SA	15	15	15	15	15
10	AO	20	18	15	15	16
11	KQI	20	20	15	16	20
12	MR	15	15	15	15	15
13	PJ	18	20	18	20	19
14	SNA	15	15	15	15	15
15	AS	19	20	17	15	20
16	RJ	16	15	18	17	19
17	EF	20	20	18	17	19
18	MIH	20	20	18	17	19
19	MPA	20	20	20	17	20
20	TA	20	20	20	17	20
21	ARS	15	15	15	15	15
22	AFI	20	20	18	17	20
23	CH	15	18	10	16	15
24	FA	15	12	15	16	14
25	MFA	17	18	16	17	15
26	STP	18	17	16	17	15
27	VJ	18	18	17	18	18
28	RA	19	15	10	10	12
29	RB	20	20	17	20	20
30	ZV	20	19	16	19	18
31	AL	20	20	16	19	19
32	SS	15	16	16	17	18

3. Alia Ardilla (Researcher)

rater 3 (Alia)						
No	Name	Pronunciation	Fluency	Grammar	Vocabulary	Comprehension
1	MZ	16	17	15	16	16
2	SNF	10	15	10	15	16
3	FAZ	10	11	15	10	15
4	TK	10	10	10	10	10
5	AZ	12	12	10	12	15
6	NP	15	15	15	20	17
7	NS	15	15	15	15	15
8	ZD	12	10	12	15	13
9	SA	15	10	10	15	10
10	AO	18	17	20	10	10
11	KQI	20	20	15	20	18
12	MR	10	15	15	15	10
13	PJ	16	20	15	13	20
14	SNA	15	10	15	15	10
15	AS	15	17	16	20	15
16	RJ	10	15	15	15	10
17	EF	20	20	10	15	15
18	MIH	20	20	15	10	15
19	MPA	20	20	15	20	15
20	TA	20	20	20	15	20
21	ARS	15	10	10	16	15
22	AFI	20	20	20	18	17
23	CH	15	18	10	10	15
24	FA	14	10	10	15	10
25	MFA	14	10	18	10	10
26	STP	12	10	17	18	10
27	VJ	10	10	10	15	16
28	RA	10	10	10	15	10
29	RB	13	20	20	16	16
30	ZV	15	12	10	10	10
31	AL	20	16	10	10	18
32	SS	15	17	15	16	10

4. Final Score

Final Score							
No	Name	Pronunciation	Fluency	Grammar	Vocabulary	Comprehension	total
1	MZ	17.33	17.67	17.67	17.00	17.33	87
2	SNF	13.33	13.33	13.33	15.67	15.33	71
3	FAZ	10.67	13.67	13.33	13.33	15.00	66
4	TK	10.67	10.00	10.00	14.67	10.67	56
5	AZ	11.33	11.33	10.00	14.67	13.00	60.33333
6	NP	15.00	18.33	15.00	17.33	15.67	81.33333
7	NS	15.00	17.67	15.00	15.67	15.33	78.66667
8	ZD	12.33	10.67	14.00	15.00	14.33	66.33333
9	SA	15.00	13.33	13.33	15.00	13.33	70
10	AO	19.33	18.33	16.67	13.33	13.67	81.33333
11	KQI	20.00	20.00	15.00	17.00	19.33	91.33333
12	MR	13.33	15.00	15.00	15.00	13.33	71.66667
13	PJ	18.00	20.00	16.00	17.67	19.67	91.33333
14	SNA	15.00	11.67	15.00	15.00	13.33	70
15	AS	17.67	19.00	17.00	16.67	18.33	88.66667
16	RJ	14.00	15.00	17.00	16.33	16.33	78.66667
17	EF	20.00	20.00	15.67	16.33	17.67	89.66667
18	MIH	20.00	20.00	17.33	14.67	17.67	89.66667
19	MPA	20.00	20.00	18.33	17.33	18.33	94
20	TA	20.00	20.00	20.00	15.67	20.00	95.66667
21	ARS	15.00	13.33	13.33	15.33	15.00	72
22	AFI	20.00	20.00	17.67	18.33	19.00	95
23	CH	15.00	18.67	10.00	13.67	15.00	72.33333
24	FA	14.67	12.33	13.67	15.00	13.00	68.66667
25	MFA	16.33	15.33	16.67	14.33	13.33	76
26	STP	16.00	15.00	16.33	17.33	13.33	78
27	VJ	15.33	15.33	14.33	17.00	17.33	79.33333
28	RA	15.67	14.00	12.67	14.33	13.67	70.33333
29	RB	17.67	20.00	17.67	18.67	18.33	92.33333
30	ZV	18.00	16.67	14.00	16.00	15.33	80
31	AL	20.00	18.67	14.00	16.33	18.67	87.66667
32	SS	15.00	16.00	15.67	16.67	15.33	78.66667

APPENDIX 13

VALIDITY AND RELIABILITY TEST

A. Validity Test

Correlations

P1			P2	P3	P4	P5
Total_Score	Pearson Correlation	.548**	.802**	.801**	.588**	.763**
	Sig. (2-tailed)	.001	.000	.000	.001	.000
	N	31	31	31	31	31

Correlations

		P6	P7	P8	P9	P10
Total_Score	Pearson Correlation	.600**	.587**	.763**	.441*	.614**
	Sig. (2-tailed)	.000	.001	.000	.013	.000
	N	31	31	31	31	31

Correlations

		P11	P12	P13	P14	P15
Total_Score	Pearson Correlation	.731**	.617**	.746**	.792**	.674**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	31	31	31	31	31

Correlations

		P16	P17	P18	P19	P20
Total_Score	Pearson Correlation	.643**	.813**	.760**	.678**	.814**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	31	31	31	31	31

Correlations

		P21	P22	P23	P24	Total_Score
Total_Score	Pearson Correlation	.742**	.673**	.753**	.832**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	31	31	31	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

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

B. Reliability Test

Case Processing Summary

N			%
Cases	Valid	31	100.0
	Excluded[a]	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.954	24

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	77.42	275.918	.506	.953
P2	77.19	270.695	.783	.951
P3	77.61	267.978	.780	.951
P4	77.32	273.159	.545	.953
P5	77.26	266.731	.735	.951
P6	76.90	274.357	.562	.953
P7	76.87	272.649	.543	.953
P8	77.48	265.925	.734	.951
P9	77.45	280.056	.395	.955
P10	77.35	271.103	.571	.953
P11	77.19	271.028	.704	.951
P12	77.90	269.690	.571	.953
P13	77.52	267.458	.717	.951
P14	77.23	267.314	.769	.951
P15	77.84	269.673	.637	.952
P16	77.39	271.312	.604	.952
P17	77.26	264.931	.790	.950
P18	77.42	268.785	.735	.951
P19	77.58	271.052	.644	.952
P20	77.42	266.985	.793	.950
P21	77.35	267.637	.713	.951
P22	77.45	269.789	.637	.952

APPENDIX 14

NORMALITY TEST

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Anxiety	.104	32	.200*	.989	32	.984
Speaking	.118	32	.200*	.959	32	.260

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Anxiety

Anxiety Stem-and-Leaf Plot

Frequency Stem & Leaf

1,00 3 . 8

1,00 4 . 6

4,00 5 . 0156

9,00 6 . 123345778

4,00 7 . 5578

6,00 8 . 112389

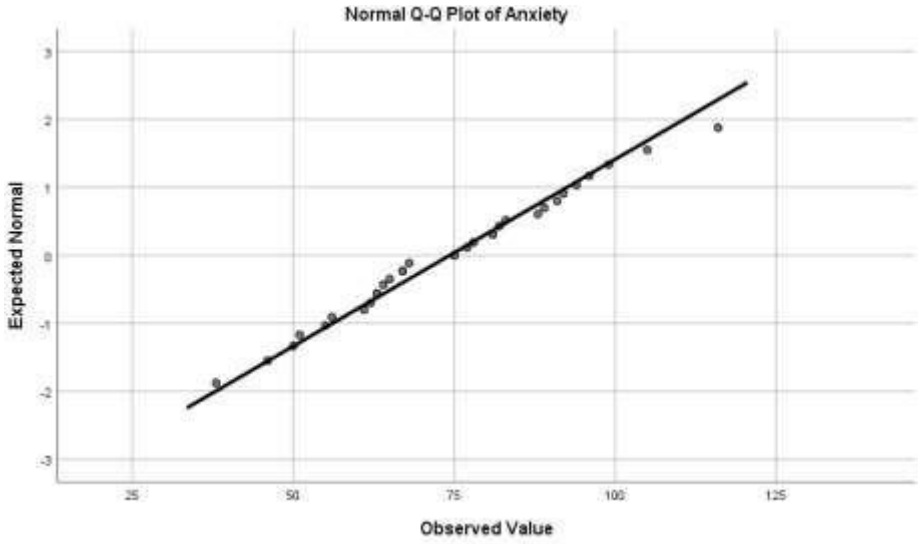
5,00 9 . 12469

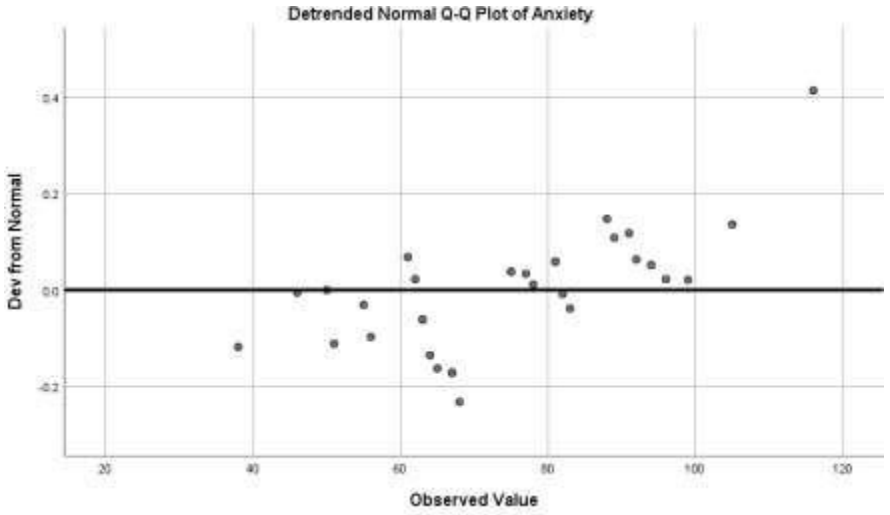
1,00 10 . 5

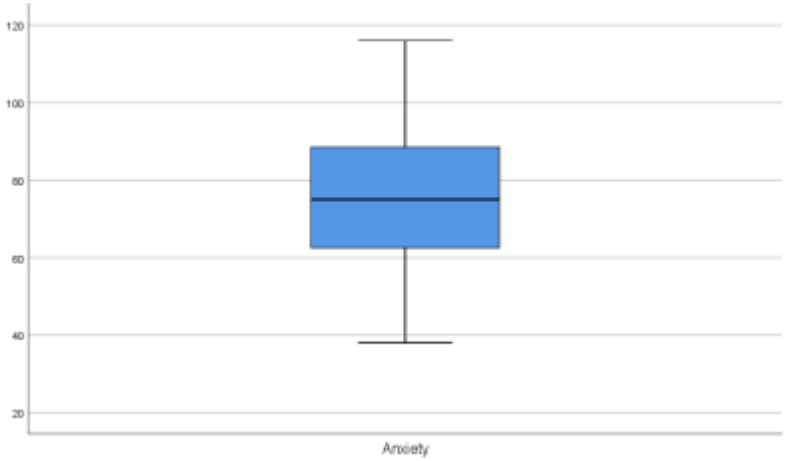
1,00 11 . 6

Stem width: 10,00

Each leaf: 1 case(s)


Normal Q-Q Plot of Anxiety
Expected Normal
Observed Value
3
2
1
0
-1
-2
-3
25
50
75
100
125


Detrended Normal Q-Q Plot of Anxiety
Dev from Normal
Observed Value
0.4
0.2
0.0
-0.2
20
40
60
80
100
120


120
100
80
60
40
20
Anxiety

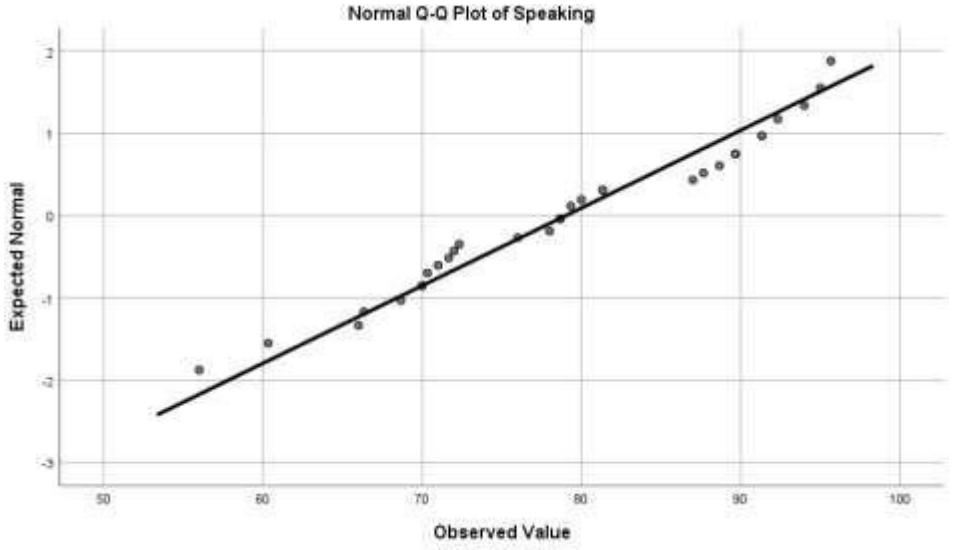
Speaking

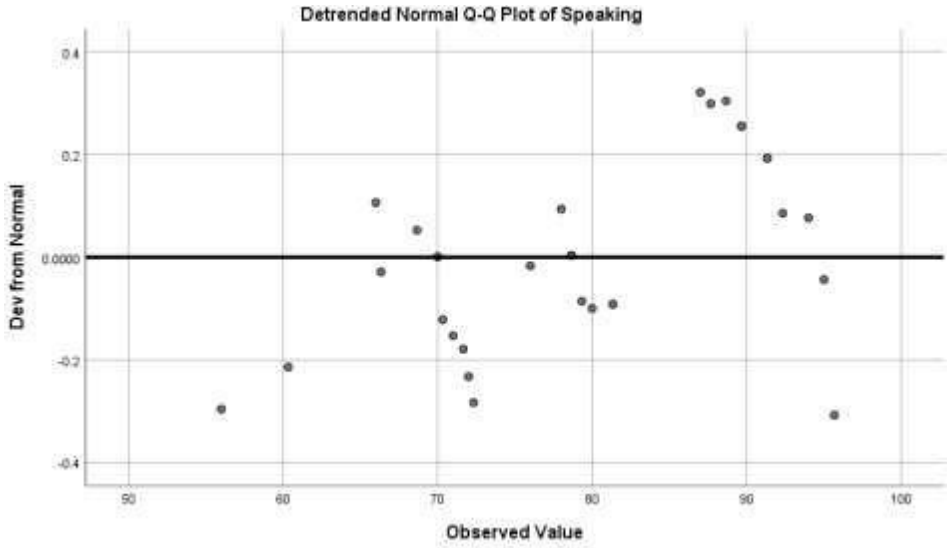
Speaking Stem-and-Leaf Plot

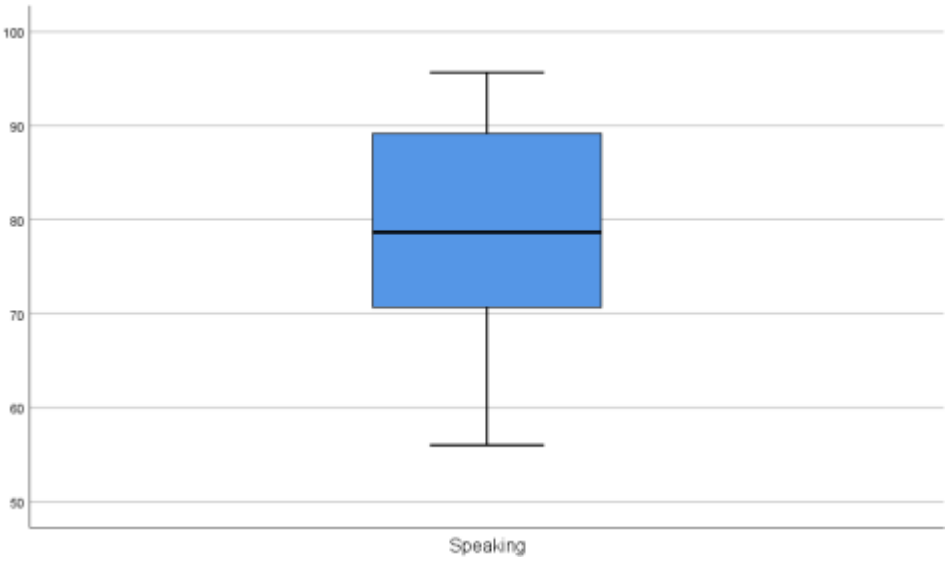
Frequency	Stem & Leaf
1,00	5 . 6
1,00	6 . 0
3,00	6 . 668
7,00	7 . 0001122
6,00	7 . 688889
3,00	8 . 011
5,00	8 . 77899
4,00	9 . 1124
2,00	9 . 55

Stem width: 10,00

Each leaf: 1 case(s)




Detrended Normal Q-Q Plot of Speaking
Dev from Normal
0.4
0.2
0.0000
-0.2
-0.4
50
60
70
80
90
100
Observed Value


100
90
80
70
60
50
Speaking

APPENDIX 15

LINEARITY TEST

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Anxiety * Speaking	32	50.0%	32	50.0%	64	100.0%

Report

Anxiety

Speaking	Mean	N	Std. Deviation
56.00	77.0000	1	.
60.33	75.0000	1	.
66.00	81.0000	1	.
66.33	63.0000	1	.
68.67	96.0000	1	.
70.00	99.0000	2	24.04163
70.33	89.0000	1	.
71.00	105.0000	1	.
71.67	61.0000	1	.
72.00	99.0000	1	.
72.33	75.0000	1	.
76.00	68.0000	1	.
78.00	92.0000	1	.

78.67	89.3333	3	5.68624
79.33	88.0000	1	.
80.00	64.0000	1	.
81.33	64.5000	2	3.53553
87.00	56.0000	1	.
87.67	67.0000	1	.
88.67	50.0000	1	.
89.67	66.0000	2	21.21320
91.33	66.5000	2	16.26346
92.33	63.0000	1	.
94.00	38.0000	1	.
95.00	65.0000	1	.
95.67	46.0000	1	.
Total	74.3125	32	18.20570

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Anxiety * Speaking	Between Groups	(Combined)	8905.208	25	356.208	1.560	.303
		Linearity	3193.156	1	3193.156	13.988	.010
		Deviation from Linearity	5712.053	24	238.002	1.043	.527
	Within Groups		1369.667	6	228.278		
	Total		10274.875	31			

Measures of Association

	R	R Squared	Eta	Eta Squared

Anxiety * Speaking	-.557	.311	.931	.867

APPENDIX 16

FIELD DOCUMENTATION





S





CURRICULUM VITAE



Name : Alia Ardilla

Place / Date of Birth : Koto tuo / 18 Juli 2003

Address : Koto tuo Koto lamo kapur IX

Gender : Female

Phone Number : +62 822 8962 7341

Email : aliaardila17@gmail.com

Parents

Father : Engki Saputra

Mother : Nurhida Yati

Adress : Koto tuo Koto lamo kapur IX

Educational Background

1. Elementary School : SDN 01 Koto lamo
2. Junior High School : SMPN 03 Kapur IX
3. Senior High School : MAN 2 Payakumbuh
4. Undergraduate (S1) : UIN Syech M. Djamil Djambek Bukittinggi