STUDENTS' ANXIETY AND SPEAKING ABILITY: CORRELATIONAL STUDY OF EFL CLASSROOM

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Abstract
The aim of this study was to find out the relationship between a student's anxiety and their ability to speak. The research design used in this study was quantitative. The population of this study were the second grades students of SMK Pawyatan Daha 1 Kediri. A total of 80 students were chosen as the sample. The data was collected using two instruments: the first was questionare to assess students' anxiety in learning English as a foreign language by using the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Howirtz, and the second was a speaking test to assess students' speaking ability. The researcher used Pearson product moment to analyze the data. The basis for decision making, if the significance value (sig.) is less than 0.05 then there is a relationship between the two variables. From the data result it can be seen that the significance value indicates 0.777 (0,777 > 0,05). The value of R count is 0,032. This is obviously lower than the r-table (level of significance (5% or 0.05, n= 80) so the r table is 0,220. It automatically indicates that H0 is accepted. It can be concluded that there is no a significant relationship between the two variables.

Keywords: *Speaking Ability, Anxiety, Correlational Study*

INTRODUCTION

The study attempts to know the correlation between students' anxiety and their speaking ability at Senior High School in Kediri. Bailey said that speaking is verbal communication which is used by individuals in their social life. We can express our opinion, thoughts, and our emotion to other people. We can also call speaking as an instrumental act as a very basic level of communication for people (cited by Damayanti) Speaking sometimes difficult to express orally. According to Brown (2001), some components should be recognized by learners in learning speaking: Pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation refers to the students' ability to produce comprehensible utterances to fulfill the task requirements. It refers to the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning

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According to Brown (2000) stated that is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. We can express knowledge, share feelings, and show performance through speaking. Moreover, learning to speak in a foreign language is the same as other skills such as listening, reading, and writing. Students need to practice a lot to speak English fluently. We also can say that learning to speak is more difficult than learning to understand spoken language because more attention for an arrangement of speaking efforts is acquired on the part of the teacher. The whole process needs a greater period to develop than it does in listening comprehension.i & Listyani (2020).

Rumiyati & Seftika (2018) said that anxiety is one of the most important affective factors which affect the students' academic performance in second language learning. Anxiety can ensue on every people in their normal life every time and everywhere and every condition of the people. Anxiety has been considered as one of the most important negative factors affecting second language acquisition. If the learners have lack confidence and have low learning motivation tend to perform poorly in the language learning process.

According to. Pappamihiel (2002) there are 2 kinds of anxiety, namely nature anxiety, and state anxiety. Trait anxiety is a consistent tendency in multiple circumstances to indicate anxiety. If the student has elevated levels of characteristic anxiety, in any case, they will have a general propensity to become restless. Instead of that, the concept of anxiety is a situation-specific anxiety characteristic. A person who gets anxiety will demonstrate stable anxiety, but only in a certain situation. Anxiety is a natural feeling that occurs in those in a certain situation. When someone has a problem in their life, they feel nervous to deal with it. It will be easier if they can manage their anxiety into a positive feeling if they are scared or nervous to solve their problem. Thus, it is related to speaking ability, since they can speak hesitantly when they have high anxiety. When they speak in English, they seem all too worried. Consequently, their speaking will be sluggish, and they will have a lot of words in their dialogue.

Dewi, N.A.K., Marhaeni, A.A.I.N, Suprianti, (2018) stated that in learning speaking skills, affective factors greatly influence students'' performance. One of the

importance of affective factors is anxiety. Moreover, when the teaching and learning process ignoring the importance of affective factors, it will create a negative impact such as; feel nervous, stress, and anxious. There a lot of students have been in situations as language learners asked a question and suddenly our minds mysteriously go blank, or perhaps the students often feel nervously await their turn to speak. There is some factor why the students avoid to talk because they are unprepared, uninterested, or unwilling to express themselves, most anxiety stems from feelings of alienation in class, from a lack of confidence, or because the students fear communication itself as cited by Khusnia (2016).

When the researcher does intership 3 at SMK Pawyatan Daha 1 Kediri, the researcher found that there are a lot of students' fell afraid to speak English. In learning to speak, anxiety is one of the primary obstacles that students need to avoid. Students who gets anxiety will demonstrate stable anxiety, but only in a certain situation. Anxiety is a natural feeling that occurs in those in a certain situation. When someone has a problem in their life, they feel nervous to deal with it. It will be easier if the students can manage their anxiety into a positive feeling if they are scared or nervous to solve their problem.

The research problem can be formulated as following "Is there any significant correlation between students' anxiety level and their speaking ability at Senior High School in Kediri?". The main objective of this study is the researcher's attempt to know the correlation between students' anxiety level and their speaking ability at Senior High School in Kediri.

The subject of this study is the 2nd grade of SMK Pawyatan Dhaha. The researcher chose this school because this school is the location to do internship 3. The topic is Opinion and Thoughts. The limitation of this study is the researcher Could not do the speaking test face to face to assess the student's speaking ability because of this pandemic condition, the researcher did the test through online test.

A. Research Method

The study has two variables based on the subject described in the previous chapter. The variables are the student's anxiety as an independent variable which is symbol X, and, speaking ability as a dependent variable which is symbol Y. The quantitative analysis here is an attempt to compare two variables (X and Y) using statistical methods to test the

hypothesis through education data, such as graphical rating and correlation of them. In this case, the researcher will find out whether there is any significant correlation between first-grade students' anxiety and their speaking ability at SMK Pawyatan Daha 1 Kediri

Therefore, the researcher only wants to find out the relationship between students' anxiety and their speaking ability in Second -grade students at SMK Pawyatan Daha 1 Kediri.

The population of this study is targeted to second-grade students of SMK Pawyatan Daha 1 Kediri in the academic year 2021/2022. The Researcher chose this school because conducted this research while doing an internship at SMK Pawyatan Dhaha 1. The second grade consists of 11 classes, but the sample will be used in this study are two classes so the total population is 83 students. The sample of this research was conducted at the second-grade students of SMK Pawyatan Daha 1 Kediri. There were several classes and the researcher took 2 classes (XI AKL 1 & XI AKL 2) to gain the data as the sample for this research. The instrument is defined in two ways. One of these is a questionnaire and the result of the student' speaking test (student's score).

1. Speaking Anxiety Questionnaire

   The writer used a series of questionnaires to collect data on the level of anxiety of the students. The questionnaire was used to consider the level of anxiety of the students. The first instrument is a compilation of international questionnaires. The level of anxiety of students in language class was measured by the Language Classroom Anxiety Scale (FLCAS), adapted by Horwitz et.al. (1986).

   The questionnaires, developed by Horwitz et.al (1986), were taken from the Foreign Language Classroom Anxiety Scale (FLCAS). The participants were asked to respond to the 33 items in the FLCAS related to during the classes and lectures conducted at the English class, their feelings of anxiety experienced. On a 5-point Likert scale, the answers are given which 1 indicated strong disagreement, and 5 showed strong agreement with an argument. 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree, and 5= strongly agree that the degree of frequency of respondents indicated (See Appendix 1 page 31).

Blueprint of Speaking Anxiety

FLCAS consists of 33 statements of questions, using responses Strongly Agree, Agree, Neither Agree nor Nor Disagree, Disagree, and Strongly Disagree with the Answer Selection. The FLCAS is categorized into two groups of negative and positive statements. Positive statement ratings vary from 1-5, while negative statements range from 5-1. Numerical negative statements: 1, 2, 3, 4, 5,

6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 28, 33.

The Positive statements with the following numbers: 17, 25, 26, 27, 29, 30, 31, and 32.

Table 3.1
Blueprint
FLCAS

Component	Question Numbers	Total
Anxiety about the test	8, 10, 21	3
Fear of communicating	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32	11
Fear of negative evaluations	2, 9, 10, 13, 19, 20,3.	7
Negative performance assumptions and social comparisons	1, 7, 23	3
Negative attitude towards English class	5, 6, 11, 16, 17, 22, 25, 26, 28	7
Embodiment of anxiety	3, 6, 12, 20, 27	5

Validity and Reliability

In order to ensure its validity of the instrument, it is important to tried out the questionnaire. The researcher therefore tried questionnaire into second grades. Therefore the researcher tried out the questionnaire into two classes, one class is in XI AKL-1, one calss

is XI AKL 2 that choosen by the teacher.

After tried out the questionnaire, the researcher calculated the validity of the instrument using Pearson Product Moment and continued to test itsreliability using Cronbach's Alpha. Here is the result of the validity and reliability of the questionnaire:

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A validity test is used to see the extent to which a measuring device can measure what you want to be measured. To see whether data is valid or not, the column seen is the Pearson correlation column. Said to be valid if the value of Sig. (2-tailed) <0.05. To see the level of validity of all items of the questionnaire statement that the author collated can be seen in the tables above. Based on the table above, it showed that 6 questions out of thirty-three questions are not valid. Based on the r-table, the result of *Pearson Correlation* is, (n=80, r= 0,220), twenty-27 questions were considered valid since the r-result was higher than the r-table.

TABLE 3.3
Reliability Statistics

Cronbach's Alpha	N of Items
.860	33

Based on the data above showed that the Cronbach Alpha values are listed in the Reliability Statistics. The table of results calculations using SPSS for each variable was greater than 0.6 (0.8 >

0.6) so that it concluded that all of the research instruments were reliable and could be used for the next test

Speaking Test

To gather data on the ability of the student to speak, the writer used oral tests to know the ability of the students in speaking English. The test is a set of questions or exercises that are used for measuring Abilities, experience, intelligence, and person or group capacity (Arikunto, 2006) (See Appendix 2 page 36). This speaking test gave to obtain the score of students in a foreign language class, especially English.

The researcher used the prompt in the speaking test as an alternative. A solution if students experience confusion for starting a conversation. Prompt is a stimulus or suggestion given before or after a behavior occurs. In certain instances, the trigger is a cause or occurrence that may reinforce certain habits. There were two kinds of prompts, namely prompts for the response and prompts for stimulus. The researcher used a verbal response prompt or generally called verbal prompt in this study.

Example:

Teacher: "How do you think about your school?"

Students will think for a moment to describe how their school is, then compose it into sentences and finally say it spontaneously.

The writer begins to sum and convert the data into numeric data to process it further and look for a correlation between two variables, students' speaking anxiety, and their speaking test score.

B. Data Collection

The writer used a quantitative method in this analysis to collect data from students.

There are two steps to collect the data in this method, questionnaire and speaking test.

The questionnaires were distributed to all students in second grade and asked them to fill out the statements or check for them. After the students finished the work to answer the questionnaire about foreign language anxiety, the writer collected the questionnaire sheet from them.

Then, speaking tests were distributed by the researcher by guiding them to have an oral speaking test online based on the topic. The subject was drawn from the Second-grade syllabus of SMK Pawyatan Daha 1 Kediri, based on the 2013 curriculum. The students were asked to perform their speaking performance based on the topic through a video call on the Whats-app application. Then, they were called to perform their performance by the researcher through the video Call whats app and it will be documented using mobile phones.

The researcher should get the score from the speaking test. Therefore, to take the score of students in the speaking test, the researcher cooperated with the teacher in the speaking class. The researcher asked the English teacher to assess student's speaking performance.

The researcher used the five components below to measure the students' oral test: pronunciation, grammar, vocabulary, fluency, and understanding based on David on how to make the oral English rating sample.

C. Data Analysis

The data of students' anxiety levels gathered by the researcher and then the researcher used FLCAS to analyze. FLCAS was consisted of 33 question statements, using Strongly Agree, Agree, Neither Agree nor Nor Disagree, Disagree, and Strongly Disagree responses to the answer range. The FLCAS was divided into two groups of negative and positive statements. The positive statement score was varied from 5-1, while negative statement scores range from 1-5. Numerical negative statements: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13,

14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 28, 33. Positive statements in terms of

numbers: 17, 25, 26, 27, 29, 30, 31, 32. The scoring scale table for Likert to assess student anxiety using FLCAS is shown below:

TABLE 1.5

Scale	Negative Statement score	Affirmative Statement Score
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Strongly Dissagree	2	4
Disagree	1	5

We can know the correlation between two or more variables from the direction that can be divided into two, namely the relationship of its nature unidirectional and opposite direction. A unidirectional relationship is called a positive correlation, while the opposite direction was called a negative correlation. Therefore, if the variable x increases, it will be followed increment in variable y. That's a positive correlation.

To determine the correlation between one variable and another, there are standards of coefficient correlation (CC). The correlation coefficient is an index used for calculation (strength, weak there is no correlation between one variable and others). The correlation coefficient or Pearson correlation has the lowest value of-1 and the highest value of 1. The correlation of the coefficient is defined as r and is expressed as a number between -1 and +1. The variables have a perfect negative correlation when r is -1 when r is +1, the variables have a perfect positive correlation, and when r is 0, thus there is no correlation between the variables. There are no specific provisions as to whether a certain correlation number indicates a high or weak correlation level, but the following can be used as a simple guideline that if the correlation number is above 0.5, there is a fairly strong correlation, while if it is below 0.5, there is a weak correlation.

The data collected by the researcher is calculated using SPSS ver. 22. The researcher used Pearson Product Moment Correlation to assess whether or not there is a correlation between two variables whether the distribution of the data is normal. But if the data distribution is abnormal, the data processing method is used by Kendall's tau b Correlation.

There is a standard coefficient correlation to determine the correlation between two variables, according to (**Arikunto: 2006**):

TABLE 1.6
The Interpretation Table of
Significant Level Table 1.5

No	Product moment (r)	Category
1	0,00 – 0,199	Very Low Correlation
2	0,20 – 0,399	Low Correlation
3	0,40 – 0,599	Average Moderate Correlation
4	0,60 – 0,799	High Correlation
5	0,80 – 1000	Very High Correlation

Diagram **above** is to know the correlation between one variable to another to answer the research problem.

D. Findings and Discussion

Findings

The data is represented by the use of numbers and tables. The students are from XI AKL 1 and XI AKL 2 of SMK Pawyatan Daha 1, which has a total of 80 students, serve as the subjects or samples for this study. Anxiety questionna**i**res **and** a speaking test is administered by the researcher. It is carried out to collect the appropriate data for the two variables. Statistical computation use to present the results. The results of both of them can be seen as follows:'

1. Students' Anxiety Score (X1)

The researcher then comes to present the results, which include the anxiety score and the speaking test score of the students. The following results were collected from 80 students who agree to participate as samples. The table below depicts the level of anxiety among students.

After dealing with the table, the data compute by using the SPSS ver 22.0 software to determine descriptive statistics. The outcome can be found on the following page.

TABLE 1.7
Student's Anxiety

Mean	104.625
Standard Error	1.359725
Median	105
Mode	112

Standard Deviation	12.16175
Sample Variance	147.9082
Kurtosis	-0.11841
Skewness	-0.39396
Range	58
Minimum	69
Maximum	127
Sum	8370
Count	80

By looking the table above, we can say the sum of score from 80 students who answer the anxiety questionnaires are 8370. The mean score or the average score is 104,625. In this case, the median score as large as the mode is 105. The maximum score is 127 and the minimum score is 69. The last is the standard deviation show 12.16175. Knowing the frequencies of the score, see table 4.2.

TABLE 1.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68.00	1	1.3	1.3	1.3
	79.00	1	1.3	1.3	2.5
	82.00	1	1.3	1.3	3.8
	83.00	1	1.3	1.3	5.0
	86.00	4	5.0	5.0	10.0
	87.00	1	1.3	1.3	11.3
	88.00	1	1.3	1.3	12.5
	89.00	1	1.3	1.3	13.8
	90.00	1	1.3	1.3	15.0
	92.00	1	1.3	1.3	16.3
	93.00	1	1.3	1.3	17.5
	94.00	1	1.3	1.3	18.8
	95.00	2	2.5	2.5	21.3
	96.00	1	1.3	1.3	22.5
	97.00	4	5.0	5.0	27.5
	98.00	4	5.0	5.0	32.5
	99.00	1	1.3	1.3	33.8

100.00	4	5.0	5.0	38.8
101.00	4	5.0	5.0	43.8
102.00	1	1.3	1.3	45.0
103.00	3	3.8	3.8	48.8
104.00	1	1.3	1.3	50.0
105.00	2	2.5	2.5	52.5
106.00	2	2.5	2.5	55.0
107.00	5	6.3	6.3	61.3
108.00	2	2.5	2.5	63.8
109.00	2	2.5	2.5	66.3
110.00	1	1.3	1.3	67.5
111.00	4	5.0	5.0	72.5
112.00	2	2.5	2.5	75.0
113.00	3	3.8	3.8	78.8
115.00	3	3.8	3.8	82.5
116.00	3	3.8	3.8	86.3
117.00	2	2.5	2.5	88.8
118.00	1	1.3	1.3	90.0
119.00	1	1.3	1.3	91.3
120.00	3	3.8	3.8	95.0
123.00	2	2.5	2.5	97.5
124.00	1	1.3	1.3	98.8
125.00	1	1.3	1.3	100.0
Total	80	100.0	100.0	

Based on the table 4.2, it shows that from the 80 students following the anxiety questionnaire, there was 1 student (1.3%) gets score 68,00, students (1.3%) get score 79, 1 student (1.3%) gets score 82, 1 student (1.3%) gets score 83, 4 students (5%) get score 86, 1 students (1.3%) gets score 87, 1 student (1.3%) gets score 88, 1 students (1.3%) gets score 88, 1 student (1.3%) gets score 89, 1 students (1.3 %) gets score 90, 1 student (1.3%) gets score 92, 1 student (1.3%) gets score 93, 1 student (1.3%) gets score 94, 2 students (2.5%). get 95, 1 student (1.3%) gets score 96, 4 students (5%) get score 97, 4 students (5%) get score 98, 1 student (1.3%) gets score 99, 4 students (5%) get score 100, 4 students (5%) get score 101, 1 student (1.3%) gets score 102,3 students (3.8%) get score 103, 1 student (1.3%) gets score 104, 2 students (2.5%) get score 105,. 2 students (2.5%) get score 106, 5 students (6.3%) get score 107, 2 students (2.5%) get score 108, 2 students

(2.5%) get score 109, 1 student (1.3%) gets score 110, 4 students (5%) get score 111, 2 students (2.5%) get score 112, 3 students (3.8%) get score 113, 3 students (3.8%) get score 115, 3 students (3.8%) get score 116, 2 students (2.5%) get score 117, 1 student (1.3%) gets score 118, 1 student (1.3%) gets score 119, 3 students (3.8%) get score 120, 2 students (2.5%) get score 123, 1 student (1.3%) gets score 124, and the last 1 student (1.3%) gets score 125.

2. Students' Speaking Test (X_2)

The English test is another instrument that has been used. The aim of the test is to determine how well students can communicate in English. The following table shows the results of the students' tests.

The data from the test was also measure to find the descriptive statistic using the SPSS 22.0 program, much like the anxiety questionnaire. As a consequence, as seen in the table below:

TABLE 1.9
The Descriptive Statistic of Speaking Test

Statistics	
SPEAKING SCORE	
Mean	10.6625
Standard Error	0.346293096
Median	11
Mode	9
Standard Deviation	3.09733961
Sample Variance	9.593512658
Kurtosis	0.683017155
Skewness	0.615810865
Range	14
Minimum	5
Maximum	19
Sum	853
Count	80

Based on the calculation, it result 10.6625 as average or the mean score. Median score is 11 while mode score is 9. In this test, the students' minimum score is 5 and maximum score is 19. The standar deviation is

3.09733961 . Besides, finding out the frequencies of the score (see table 4.4).

TABLE 1.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.00	4	5.0	5.0	5.0
	6.00	3	3.8	3.8	8.8
	7.00	2	2.5	2.5	11.3
	8.00	7	8.8	8.8	20.0
	9.00	16	20.0	20.0	40.0
	10.00	7	8.8	8.8	48.8
	11.00	14	17.5	17.5	66.3
	12.00	11	13.8	13.8	80.0
	13.00	4	5.0	5.0	85.0
	14.00	4	5.0	5.0	90.0
	15.00	2	2.5	2.5	92.5
	16.00	1	1.3	1.3	93.8
	17.00	1	1.3	1.3	95.0
	18.00	2	2.5	2.5	97.5
	19.00	2	2.5	2.5	100.0
	Total	80	100.	100.	

		0	0

Based on the table 4.4, it show that from the 80 students following the anxiety questionnaire, there are 4 student (5%) get score 5, 3 students (3.8%) get score 6, 2 students (2.5%) get score 7, 7 students (8.8%) get score 8, 16 students (20%) get score 9, 7 students (8.8%) get score 10, 14 students (17.5%) get score 11, 11 students (13.8%) get score 12, 4 students (5%) get score 13, 4 students (5 %) get score 14, 2 students (2.5%) get score 15, 1 student (1.3%) gets score 16, 1 student (1.3%) get score 17, 2 students (2.5%) get 18 and the last 2 students (2.5%) get score 19 .

3. Correlational Testing

The basis for taking the hypothesis, if the significance value (sig.) Is greater than 0.05, then the data is normally distributed. However, if it is less than 0.05, it can be concluded that the data distribution is not normal.

TABLE

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		80
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.09573171
Most Extreme Differences	Absolute	.109
	Positive	.109
	Negative	-.077
Test Statistic		.109
Asymp. Sig. (2-tailed)		.019[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

From the table above it can be seen that the significance value (sig.) for the data is 0.019. 0,019. So it can be concluded if the data is normally distributed, because 0.019 is more than 0.005.

As the researcher said in advance that all analysis in this research mainly employed the computation process used SPSS 22.0. Because

distribution of the data is normal, the correlation test used pearson coreelation. The basis for decision making, if the significance value (sig.) Is less than 0.05 then there is a relationship between the two variables. Having completely collected the data, researcher run the program which finally result the coefficient correlation as presented the next page (see table 4.6). The result of correlational testing arised three important interpretation covering the strength of the correlation and the direction of the correlation it self.

TABLE 4.6

Correlations

		anxiety score	speaking score
anxiety score	Pearson Correlation	1	.032
	Sig. (2-tailed)		.777
	N	80	80
speaking score	Pearson Correlation	.032	1
	Sig. (2-tailed)	.777	
	N	80	80

The correlation test used Pearson Correlation. The basis for decision significance value (sig.) is less than 0.05 then there is a relationship betweenthe two variables. From the table above it can be seen that the significance value indicates 0.777 so it can be concluded that there is no a significant relationship between the two variables.

Both the coefficient correlation and Sig (2 tailed) appeare in the table, then it analyze based on the hypothesis in the research. The critiques of hypothesis testing are:

The Hypothesis of the Research Problem:

a. If "r_{count}" > "r_{-table}", H_a is accepted
b. If "r_{count}"< "rtable") , H_0 is accepted

Based on the output of correlation value from SPSS 22.0, it marked

by R count is 0,032. This is obviously lower than the r-table (level of significance (5% or 0.05, n= 80) so the r table is 0,220. It automatically indicate that H_0 is accepted. It can be conclude that H_0 stating "There is no correlation between level of anxiety and student's speaking ability Senior High School in Kediri."

Discussion

In the final section of this chapter, the researcher goes through the entire outcome of this study, from the findings to hypothesis testing. The researcher starts gathering information by administering an anxiety questionnaire and then conducting a speaking test. The researcher finds the highest score for the anxiety questionnaire is 127 and the lowest score is 69. On the other hand, the highest score on the speaking test is 19 and the lowest one is 5.

The result of this research is in contrast to the result of the study conducted by Harirotul Mahmudiyah (2019) from State Islamic Institute Studies (IAIN) Kediri. She had researched students' anxiety in the speaking class and its impact on their speaking achievement. The participants in this study were first and second-grade students of MTs Jabal Nuur Wates Kediri. The result showed that students feel nervous when they faced the speaking test. That was caused by the students' characteristics and classroom procedure. The correlation between the level of anxiety and speaking ability of MTs Jabal Nuur Wates Kediri got the significance value is 0.012. The result is contrasted with this study, that the students from SMK Pawyatan Daha 1 Kediri has significance value indicates 0.777, both of the significance value is higher than 0,05, so we can conclude based on those result that there is no significant relationship between students' anxiety and their speaking ability.

The result of this study is the same as the previous study that was conducted by Surya (2017) from State Institute for Islamic Studies (IAIN) Salatiga. This study focused on the correlation between students' anxiety level and their speaking ability. The participants in this research were tenth-grade students of SMAN 1 Karanggede. A questionnaire and a speaking test were used to collect the data. The result of the research was a very weak relationship between the students' speaking anxiety and their fluency in speaking English. The finding stated that there was a significant negative correlation

between students' anxiety level and their speaking ability at the second-year students of SMAN 1 Karanggede. The research focused on the students' perspective on speaking anxiety in the Report text teaching and learning process. The result of her result showed that most of the students are in the fair speaking fluency. There is no significant relationship between students' speaking anxiety and their speaking fluency among the tenth-grade students' of SMAN 1 Karanggede. The null hypothesis (Ho) is accepted then the alternatives hypothesis (Ha) is rejected. It can be seen from the result of r is 0.03, meanwhile, the result from the table in 5% significance level is 0.312. Thus proxy is lower than r- table or it can be stated that rxy< r-table: 0.039<0.0312. It is the same as this study that shows the result for R count is 0,032. This is lower than the r-table (level of significance (5% or 0.05, n= 80) so the r table is 0,220. It automatically indicates that H0 is accepted.

According to the findings of the study, the factors that trigger a low or poor correlation between learners' language anxiety and their speaking skill. Students who have lack vocabulary skills will have a tough time knowing what they are hearing. The student's ability to speak is then determined by two factors. There are two factors: intrinsic and extrinsic. Intrinsic factors are those that come from inside the students, there is motivation interest, patience, and so on. Extrinsic influences are those that come from students and have an effect on their learning process, there are their economic situation, their background, their classroom activities, and their teachers' performance, including their teaching method. There are two intrinsic variables in this study, there's students' lack of interest and motivation while taking the speaking exam. As a consequence, it can be concluded that anxiety gives a contribution to speaking ability.

E. Conclusion

There are certainly some main points relevant to the result, such as the fact that if students can manage their anxiety, it can have a positive impact on their academic results. The results of the anxiety questionnaire score measurement indicate that the mean or average score is 104.625. This is easily calculated by dividing the total score (8370) by the number of samples concerned (N=80).

The mean score for the speaking exam is 10,6625 It is in the 6-15 level. As a result, it can be inferred that the students' speaking test score fell into the medium

category. The correlation test used Pearson Correlation. The basis for decision significance value (sig.) is less than 0.05 then there is a relationship between the two variables. From the table above it can be seen that the significance value indicates 0.777 so it can be concluded that there is no a significant relationship between the two variables.

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