THE CORRELATION BETWEEN STUDENTS' ANXIETY AND LEARNING ACTIVITY TOWARDS THEIR SPEAKING ABILITY

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Abstract

This research was aimed to know the correlation between students' anxiety and learning activity towards their speaking ability at tSMAN 01 Jereweh in academic year 2016/2017. This research was correlation research The sample of the research was all of the second grade students of SMAN 01 Jereweh in academic year 2016-2017 which consists of one class. One class was 28 students. The data was collected by using questionnaire to collected the data of students' learning activity and their anxiety meanwhile test to know student speaking ability speaking test was administered. The data was analyzed by using person product moment, multiple linear regression and multiple correlation. From the data analysis, it was found that the result of correlation score r=0.687. It means the correlation between both of variable X_1, X_2 and Y in moderate correlation because "r" score not close enough to +1. And the significant score f=9,523 it mean f=test > f-table of on degree of freedom of 25. Based on the result of the study, in can be concluded there is the the correlation between students'anxiety and learning activity towards their speaking ability at the second grade student of SMAN 01 Jereweh in academic year 2016/2017. It means that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

Keywords: *Anxiety, Learning Activity, Speaking Ability.*

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara kecemasan siswa dan activitas belajar terhadap kemampuan siswa dalam berbicara di SMAN 01 Jereweh tahun akademik 2016/2017. Penilitian ini adalah penilitian korelasi sampel dalam research ini adalah semua siswa kelas dua di SMAN 01 Jereweh, yang mana terdapat 1 kelas. Satu kelas ada 28 siswa. Data di ambil dengan menggunakan angket untuk kecemasan siswa dan aktivitas belajar, sedangkan test kemampuan berbicara untuk menilai kemampuan berbicara siswa. Data di uji dengan person product moment, regressi berganda, korelasi berganda. Dari data yg di uji peneliti menemukan bahwa hubungan antara tiga variabel berada di hubungan sedang dimna nilainya r=0,687. Itu berarti hubungan antara X_1, X_2, dan Y adalah sedand tidak cukup dekat dengan 1. Dan nilai siknifikannya adalah f=9,523 itu berarti f=test > f=table di kebebasan 25. Dari hasil tersebut bisa di simpulkan bahwa ada hubungan antara kecemasan siswa dan aktivitas belajar terhadap kemampuan berbicara siswa di SMAN 01 Jereweh tahun akademik 2016/2017. Itu berarti hipotesis (Ha) diterima dan hopotesis (Ho) di tolak.

Keywords: *Kecemasan, Aktifitas Belajar, Kemampuan Berbicara*

INTRODUCTION

English was a second or foreign language that learned by people in the world. That was because English was claimed as Internasional language and demand people to learn English. By that fact, English was not only learned by people for busines purpose, but also for students in all stages of school, especially in Indonesia, used English as the subject in the final examination of their school is like UAN. Research related to language anxiety stated that anxiety posed potential problems for language learners "beacause it can interfere with the acquisition, retention and productions of the new language" (Macintyre & Gardner, 1991:86).

According Wolve (2006: 23) learning activity surely about students

learns by doing something. Basically, learning is about action in which transforming behavior into activities. When there is no activity then there is no learning process. To made a success education in learning activity, we could not ignore about the language anxiety. The learners anxiety in speaking class to perform in front of the class may influence in some aspects such as in language acquisition or to increase their ability in mastery the foreign language. According this assume, the reseracher was investigate there is or not the correlation between students anxiety and learning activity toward students speaking ability in SMAN 01 JEREWEH at SUMBAWA BARAT academic years 2016/2017. Whether that a positive correlation or negative correlation.

Review of Related Literature

Harmer (2001:269) defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language on the spot. Brown (2004: 141-142) indicating that one can be called has speaking competence if he/she is able to pronounce the words correctly, apply the grammatical of sentence, have more vocabulary, fluently to communicate, comprehensively the meaningful of the conversation.

According to Scovel anxiety is a complex affective concept associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry. Trait anxiety is relatively stable personality characteristic, 'a more permanent predisposition to be anxious' (scovel, 1978: cited in Ellis, 1994: 479). State anxiety is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983: cited in Horwitz, 2001: 113). Situation-specific anxiety refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991a: cited in 2001: 113). According to Harwitz et al. (1986: 127), considering language anxiety with relation to performance

evaluation within academic and social contexts, drew parallels between it and there related performance anxieties.

Horwitz et al. (1986: 128) define communicating apprehension (CA) as "a type of shyness characterized by fear or anxiety about communicating with people". An understanding of test anxiety is also pertinent to the discussions of foreign language anxiety. Test anxiety, as explained by Horwitz et al. (1986), "refeers to a type of performance anxiety stemming from a fear of failure". Fear of negative evaluation is an extension of the second component *(test anxiety)* of second/foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class (Horwitz et al., 1986: 127).

According to S Nasution activities are physically and mentally active, and both of whom must be connected. Learning by Dimyati and Mudjiono (1999: 7) is an action and a complex behavior of students. It can be concluded that the learning activity is any activity carried out in the process of interaction (teacher and students) in order to achieve the learning objectives..

According to Paul D. Dierich in Hamalik (2005: 172-173) learning activity has various types that are classified into the following points: Visual activities include reading, seeing pictures, noting experiments. Stating facts or principles, relating or connecting the happening events, promoting questions, giving suggestions and opinions, interviewing, discussing. Listening to the materials delivery, listening to conversation or group discussion. This includes the activities in writing notes, reports, checking essays, doing tests, and fulfilling the questionnaire. Drawing activities can be making graphics or charts, drawing maps and also patterns. Motor activity includes the activity of conducting experiments, choosing tools, opening exhibitions, Contemplating,

remembering, solving problems, analyzing, watching relations. The activities are such as taking interest in certain topics or subjects, being brave, keeping calm or nervous, and feeling happy.

RESEARCH METHOD

In this research the researcher used correlation research as method to find the correlation between students' anxiety and learning activity toward speaking ability. Indeed population is all subject in a study that was going to be observed. In this research, the population are the all of student of class XI A in SMAN 01 Jereweh Sumbawa Barat

Sampling technique was the processes by with members of sample was a part of population that observed. In this study the researcher took students of class XI A in SMAN 01 Jereweh Sumbawa Barat as sample. In this class contains of 28 students. For the first instrument was a lists of questionnaire from Foreign Language Classroom For the first instrument was a lists of questionnaire from Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et.al, was measured the level of studnets' anxiety in language class.

Table 3.1
The items of questionnaire are design to survey

Causes of Language Anxiety	Questionnaire Number
Communication apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32
Test anxiety	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28.
Fear of negative evaluation	2, 7, 13, 19, 23, 31, 33.

To know the correlation of students speaking about asking and giving information and their anxiety, Since there to be 5 items and each item was scored from 1 to 5, so the maximum raw score is 25. In this research, the researcher was gave the student students questionnaire by using Likert Scale that

consist of 25 question. The researcher made the questionnaire by herself. Criteria for the score

Table. 3.2
Scale Liker Typically Positive Statement

Answers	Score
SA=Strongly Agrees	5
A=Agrees	4
U=Undecided	3
D=Disagrees	2
SD=Strongly Disagrees	1

Data Collecting

In this research the researcher used Quantitative approach to collect data from students In this research the researcher used Quantitative approach to collect data from students. To assess anxiety in this research used a questionnaire that included of 33 items referred to their felt of anxiety experienced during the classes. The researcher use Linier Transformation formula to get the final score. To asses students learning activity the researcher also gave a questionnair that consist of 25 items. The responded was given on 5 point Speaking test. To asses student speaking ability the researcher gave students oral test, and then the researcher recorded. The researcher recorded the students during their speaking in the test and then the researcher graded them based on recording and their performance. The researcher used transformation formula to got the final score.

RESEARCH FINDINGS

The data collected from the second grade students of SMAN Jereweh in academic year 2016/2017, there were 28 students tested to discribed the result of questionnaire of anxiety and learning activity and speaking test The Result of Anxiety, Learning student anxiety questionnaire (x_1) that from 28 students,

more students with highest score 64 than students with lowest score 50. The total score of anxiety was 1651. And from table above the researcher also could concluded student learning activity questionnaire (x_1) from 28 students total score of students learning activity questionnaire was 1755 and then there only 2 students with 81 and more students with score ±7. And last students speaking (y) test took from 28 students with total score 2032.

In statistic descriptive the researcher searched mean, mode, median and standard deviation of each variable. The result is: Data descriptive show that the mean, mode, median and standard deviation of anxiety questionnaire score. mean 58,8214 mode 60. Median 61 and the last standard deviation: 4.467845. Data descriptive show that the mean, mode, median and standard deviation of learning activity questionnaire score Mean 62,67857. Mode 60. Median 64 and standard deviation: 5,584725. Data descriptive show that the mean, mode, median and standard deviation of speaking test score. Mean 72,57412, Mode 72, Median 72 and standard deviation: 8,621371.

The value of (x) variable can be predicted with the several value for example like the data above. The value was change with 53 and x2 was change in 68. If the students have low anxiety are gained 53 and learning activity 68. It predicted their speaking score is 76,369. Testing Hypothesis. Based of the result above the researcher concluded that the correlation between anxiety and students learning activity has score r-test 0,404 < r-table 0,374. the higher of students learning activity. From the formula above the researcher can concluded that the correlation between students anxiety, learning activity, and speaking ability has score 0,687, it was mean that the correlation of these variables in enough correlation. It also mean that the lower of students anxiety score is better the learning activity and speaking score those students can get. After calculations was done it can

been seen f_{value} > f_{table} or 9,523 >3,39 on the degree of freedom of 25 students (28-2-1=25). (ha) which stated "there is significant correlation between learning activity, anxiety, and speaking ability" was accepted. In other words there is a significant correlation between anxiety (X_2) and learning activity(X_1) toward students speaking ability (y).

CONCLUSION AND SUGESTION

Conclusion

There is a correlation between speaking ability and students' anxiety at second grade of SMAN 01 Jereweh in academic year 2016/2017 r-test 0,382> r-table 0,624. It means that students' anxiety will follow the increase or the decrease of speaking ability. There is a correlation between speaking ability and learning activity at the second grade students of SMAN 01 Jereweh in academic year 2016/2017 r-test 0,516 > r-table 0,374. It means that learning activity will follow the increase or the decrease of speaking ability. There is a correlation between students' anxiety and learning activity at the second grade students of SMAN 01 Jereweh in academic year 2016/2017 r-test 0,404 > r-table 0,374. It means that anxiety will follow the increase or the decrease of students' learning activity. There is a correlation between students anxiety and learning activity and speaking ability at the second grade students of SMAN 01 Jereweh in academic year 2016/2017. The researcher gained correlation score r=0.687. It means that the correlation between both of variables X_1 and X_2 and Y in enough correlation it was not too low and high correlation From the result of computation in significant correlation formula, there was 9,523. It means that correlation between variable y, variable x_1 and x_2 was significant correlation

Suggestion

The students should be more active in teaching learning process especially in speaking to show their own ability,

although the students usually have any mistakes on process. The teachers should give more creative in teaching, such as teaching media, learning tool and handbook to their students before learning process to improve students' spirit in learning, always ask their students to practice some dialogue in front of class every day. The next researcher must have more competitive in conducting research and use better methodology to get good result to be report than this research. The next researcher could develop the result of this .

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