

**THE CORRELATION BETWEEN FOREIGN LANGUAGE  
ANXIETY AND SPEAKING ACHIEVEMENT OF THE  
EIGHTH GRADE STUDENTS OF MADRASAH  
TSANAWIYAH PARADIGMA PALEMBANG**



**UNDERGRADUATE THESIS**

**Submitted as a fulfillment of requirements to get a bachelor's  
degree of Sarjana Pendidikan (S.Pd)**

**By**

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2017**

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AND SPEAKING ACHIEVEMENT OF THE EIGHTH GRADE  
STUDENTS OF MADRASAH TSANAWIYAH PARADIGMA  
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Assalamu'alaikum Wr. Wb

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul "THE CORRELATION BETWEEN FOREIGN LANGUAGE ANXIETY AND SPEAKING ACHIVEMENT OF THE EIGHTH GRADE STUDENTS OF MADRASAH TSANAWIYAH PARADIGMA PALEMBANG" ditulis oleh saudari Rustini (11250050) telah dapat diajukan dalam sidang munaqosah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang. Demikian terima kasih.


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## MOTTO

*"THERE IS NO LIMIT OF STRUGGLING,  
ALWAYS BE YOURSELF AND NEVER BE ANYONE ELSE  
EVEN IF THEY LOOK BETTER THAN YOU"*

## Dedication

*This thesis was dedicated to:*

- ❖ *Allah Swt. and Prophet Muhammad saw. for always give me a health, strength and patience to finish this study.*
- ❖ *My beloved parents, a great father (Sartono), and a beloved mother (Ngadinem), who never stop giving endless support, pray, economy, direction and motivations.*
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- ❖ *Last, My Great Almamater.*

## **STATEMENT PAGE**

I hereby,

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state that

1. All the data, information, interpretation, and conclusion presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. This thesis I wrote is original and has never been handed in for another academic degree, neither UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I have received through this thesis.

Palembang,            May 2017  
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The writer

RT

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## ABSTRACT

The main purpose of the present study was to empirically investigate the possible correlation and the influence between students' foreign language anxiety and speaking achievement. All the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang were selected as the sample. Speaking test was done to measure students' speaking achievement. By using oral Proficiency categories from Brown (2004) students' speaking achievement was scored in terms of the four subskills of vocabulary, grammar, pronunciation, and fluency. Furthermore, Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed by Horwitz, Horwitz and Cope (1986) was used to measure foreign language anxiety containing 33 items. *Pearson Product-Moment* was used to find out the correlation between variables. The result showed that there was no significant correlation between students' foreign language anxiety and their speaking achievement with  $r = .017$ . It indicated that  $H_0$  was accepted and  $H_a$  was rejected. This study could have implications for English language teachers, students and future researchers.

*Keywords: foreign language anxiety, speaking achievement, flcas, eighth grade students*

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## CHAPTER 1

### INTRODUCTION

In this chapter, the writer presents: (1) research background, (2) research problem, (3) research objectives, and (4) significance of the research.

#### 1.1 Research Background

Many experts believe that language is the core of communication. The language mechanism causes human beings to exchange their idea at all of shape that lead to develop whole aspects of life. According to Richards and Schmidt (2010, p. 311), language is the system of human communication which consists of the structured, arrangement of sounds (or their written representation) into larger units. It is also used for communication (Brown, 2000, p. 5). According to Algeo (2010, p. 2), a language is a system of conventional vocal signs by means of which human beings communicate. Therefore, language is as a communication tool to connect people with each other. Without language, it is difficult for people to communicate with others. Therefore, language is very important as a means of communication between humans. Furthermore, the use of language is very effective as an individual needs to communicate with others, both by written or spoken.

According to Moeller & Catalano (2015, p. 327), a language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. They also state that learning a foreign language was thought to be a 'mimetic' activity, a process that involved students repeating or

imitating new information. Foreign languages are studied in various schools. Learning a foreign language is equipped to step into the lives of globalization.

One of languages in the world that many countries use for communication is English. In many countries, English is used as first language, second language, or foreign language and also it can become a lingua franca. According to Harmer (2007, p.1), English is not only the language with the largest number of native or 'first' language speaker, but also a lingua franca. In addition, Torghabeh (2007, p. 67) states that English is widely distributed and is currently the primary language of number countries. For this reason, many countries have begun to introduce English even from the early level of education.

According to Crystal (2003, p. 1), English is the global language. This reality encourages many countries to put English into formal school curriculum that will be taught from elementary school up to university level, especially in Indonesia. In other words, English plays very important role almost in every aspects of life, especially in term of education. It becomes one of compulsory subjects which determine the students can continue their education to the higher level or not. It can be proven by National examination. Based on *Kemendikbud* (2013, p. 13-15), English has been compulsory subject which is learned from Junior High School to University that it is classified into one of the most important subjects to both Junior High School (SMP/MTS) and Senior High School (SMA/MA/SMK/MAK). The objective of teaching and learning English is to bring up students to have better understanding in using the language itself.

English has four skills that can be developed. They are listening, speaking, reading, and writing. Khameis (2006, p. 111) states that the four skills (reading, writing, speaking and listening) naturally appear together in every English class, even in the EFL context. Moreover, Patten (2001, p. 3) states that there are receptive and productive skills in English. According to Harmer (2007, p. 199), receptive skills are the ways how people acquire the meaning from the discourse that they see or hear. This kind of processing applies in reading and listening. Meanwhile, Masduqi (2012, p. 2) states that meanwhile, the productive skills are known as active skill which the learners need to produce the language by their own. Productive skills include writing and speaking.

According to Bailey (2006, p. 3), speaking is perhaps the most fundamental of human skills, because the human do constantly, they do not often stop to examine the processes involved. Speaking has been known as a productive skill which includes ability to construct meaning in order to get an understanding from the listeners. According to Brown (2004, p. 140), speaking is productive skill that can be directly and empirically observed. Furthermore, Nunan (2003, p. 48) states that speaking is a productive skill and it consists of producing systematic verbal utterances to convey meaning. Speaking skill is always related to communication. Therefore, speaking is not just pronouncing words but it is an interactive process of delivering ideas and opinion and wish to the other person orally as a part of communication for building and sharing meaning which has interpersonal and transactional purposes. According to Nunan (1999, p. 228), speaking can be defined from its function that is a way to verbally communicate

for mostly interpersonal and somewhat transactional purposes. However, these purposes are usually intertwined and so the distinction between interactional and transactional language seems to be used for language learning awareness (Thornbury and Slade, 2006, p. 20).

Bashir (2011, p. 36) says that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. In line with the importance of speaking, teaching speaking is considered needed for the EFL students. Teaching speaking in ELT (English Language Teaching) seems to be importance since speaking being fundamental skill to human communication. The goal of teaching speaking skill is communicative efficiency (Kayi, 2006, p. 1). It is about how to teach students how to convey their thoughts in order that they are competent to communicate with native speakers naturally.

According to Nunan (2003, p. 54), there are some difficulties in speaking. They can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking. Furthermore, Paakki (2013, p. 61) states that there are some difficulties in speaking. They are remembering words and the fact that one cannot express oneself fully in English. Other difficulties are making sense of English (syntax, grammar, vocabulary), remembering the tenses, the word order, making a sentence, grammar, not daring to open one's mouth, making mistakes, lack of



practice, the fact that one has to think a lot, and that one has to translate sentences into English before speaking. In addition, Raba'ah (2005, p. 15) points out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep interaction going.

In learning a foreign language, every student must have felt fear and shame in foreign language classes which is commonly referred to anxiety. In the eye of foreign language learning, psychologically, one kind of affective factors in language learning comes across with the term "anxiety"; consequently it is known as factor in academic performance (Brown, 2007, p. 162). Furthermore, MacIntyre and Gardner (1994, p. 284) define language anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning. In general, Ansari (2015, p. 39) defines that anxiety is negative way to present human feelings. When human are anxious, feel nervous, worried, and fearful, they struggle, tremble, perspire, and their hearts beat quickly. Horwitz (2001, p. 113) states that it is not only intuitive to many people that anxiety influences language learning but also logical because anxiety has been one of the most highly examined variables in all psychology and education. According to Rector, Bourdeau, Kitchen and Massiah (2005, p. 4),

anxiety can even be essential to the human survival. Anxiety is normal feeling of human of being unease, worry nervous , afraid in unpleasant situation that can give good impact if they can manage their anxiety into positive feeling instead being controlled by that feeling and anxiety is an unpleasant situation, which characterized by fears, concerns and afraid that sometimes they have experienced in different levels. Gaibani and Elmenfi (2005, p. 105) state that anxiety is a state of uncomfortable emotion where danger is perceived, and the victim has a powerless feeling with the expression of tension in anticipation of danger. And institutional anxiety can be traced to the list of classroom activities that the language learners perceive as anxiety-producing.

All these factors seem to account for anxiety level a learner experiences in the language classroom. Horwitz, et al. (1986, p. 127) state that language anxiety is caused by the following factors: communication apprehension, fear of negative evaluation, test anxiety and anxiety caused by the learning environment. Horwitz, et al. (1986, p. 127) state that communication apprehension is characterized by fear and anxiety in communicating with people. This type of anxiety in learning a second language is derived from the learners' personal knowledge that they will have difficulty understanding others and making themselves understood. Learners suffering from communication apprehension choose to keep silent in their English classes. Test anxiety is type of performance anxiety which is caused by fear or failing a test (Shabani, 2012, p. 2379). Test anxiety is considered to be one of the most important aspects of negative motivation which will affect learning. Then fear of negative evaluation is apprehension about other peoples' evaluations

which may include avoidance of evaluate situation and the expectations that others might evaluate them negatively (Lucas, Miraflores and Go, 2011, p. 102). It may also include the students' fear inside the English classroom where factors such as learning activities, teachers' methodology and even peer pressure may contribute to novice language learners' anxiety.

Horwitz, et al. (1986, p. 128) state that since anxiety has been found as a vital factor affecting language learning, it is fundamental to identify students who are anxious in a foreign language class. Furthermore, Horwitz, et al. (1986, p. 128) define foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process. Mesri (2012, p. 147) states that foreign language anxiety is widely used to describe the feeling of tension and apprehension, which is specifically associated with foreign language learning context, including listening, speaking, reading and writing. Foreign language anxiety is a situation-specific of anxiety; that is, it is related to the language learning context (Horwitz, 2001, p. 115).

MacIntyre and Gardner (1994, p.286) state that when there is only one chance to successfully process the input or output, the pressure on student increase. Those problems are related to the students' foreign language speaking anxiety. Mesri (2012, p. 147) states that foreign language anxiety is widely used to describe the feeling of tension and apprehension, which is specifically associated with foreign language contexts.

In addition, Subasi (2010, p. 32) states that foreign language speaking anxiety is commonly faced problem in the teaching of English as a foreign language, there is abundance of theoretical articles on the nature of this type of anxiety trying to have a better understanding of this phenomenon. Many students have problem in speaking, they are worry to speak because they think, if they speak, they will speak wrong. The other factor that contributes to create some level of anxiety in the foreign language classroom is error correction. VonWorde (2003, p. 6) states that notice the learners become “frustrated when the teacher would correct the error before they had time to completely formulate a response,” as well as the comments made by other learners which are related to the teachers’ interruptions to correct speaking errors. These interruptions would definitely cause the learner to lose their focus.

Based on the informal interview with English teacher of the eighth grade of MTs. Paradigma Palembang, the teachers told that the students had so many problems during teaching and learning speaking process in the class. Students felt confused how to start to describe orally about a given object, so that was why the students tended to say nothing when they were asked to describe something. They had low motivation in speaking English because they thought that it was very complicated and not interested in speaking English. Students also feel nervous and anxious when the teacher asked them to speak in front of the class and sometimes they felt embarrassed when their classmates laughed at the students who spoke English experiencing errors in vocabulary, grammatical and pronunciation. The students also feel difficult to speak English because before speaking students felt

anxious and afraid beforehand, they were afraid of speaking English because they are afraid to make a mistake and they were afraid if they made grammatical errors, pronunciation and spelling that had an impact on their speaking achievement.

Besides that, the writer also was done informal interview with the twenty of the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang. 15 (75%) students told that they afraid to speak English because they worried to make a mistake and also they felt anxious or shy if they speak in front of the class, and 5 (25%) students told that they are not afraid when they speak in front of the class, they felt confidence and not anxious. Although they would make a mistake, it is not make their afraid to still speak in front of the class. Moreover, all of the students told that they had difficulties in speaking, such as lack of vocabulary and grammar so that they nothing to say when the teacher asked them to speak in front of the class or to talked about a given object.

In relation to description above, there have been many studies which investigated same variables. Further, this study is supported by Putri (2014) that there was significant correlation between students' anxiety with their speaking performance at eleventh grade students at SMAN 1 Krian. And also this study supported by Mauludiyah (2014) that there was no correlation between students' anxiety and their ability in speaking class. Another research has been conducted by Wahyuni (2014) who found that there was significant correlation between students' foreign language anxiety and their speaking achievement at SMP Islam Al Azhar 21.

In accordance with the above descriptions, the correlation between foreign language anxiety and speaking achievement of the eighth grade students of MTs. Paradigma Palembang is investigated in this study.

## **1.2 Research Problems**

Based on the background above, the problems of this study are formulated in the following questions:

1. Is there any significant correlation between foreign language anxiety and speaking achievement of the eighth grade students of MTs. Paradigma Palembang?
2. Does foreign language anxiety significantly influence speaking achievement of the eighth grade students of MTs. Paradigma Palembang?

## **1.3 Research Objectives**

Based on the mentioned problems above, the objectives of the study are:

1. to find out if there is a significant correlation between foreign language anxiety and speaking achievement of the eighth grade students of MTs. Paradigma Palembang.
2. to know if foreign language anxiety significantly influences speaking achievement of the eighth grade students of MTs. Paradigma Palembang.

## **1.4 Significance of the Research**

This study focuses on the correlation between students' foreign language anxiety and their speaking achievement. The result of the study is expected to have its benefit pointed to:

### 1. Teachers of English of MTs. Paradigma Palembang

Theoretically, this research has fundamental points for all English teachers of MTs. Paradigma Palembang because it presents valuable information in recognizing their students' condition, particularly their eighth grade students. Teachers could design courses with the knowledge of students' foreign language anxiety, create an enjoyable learning atmosphere to meet students' need and allow the students fully exploit available resources. Therefore, they could anticipate their speaking problems caused by foreign language anxiety.

### 2. Eighth Grade Students of MTs. Paradigma Palembang

This study can provide students with awareness and understanding of their own foreign language anxiety. The process of identifying their own foreign language anxiety gives the students opportunities to make reflections on their learning. They may develop clues and ideas on how to learn effectively and successfully. Then, it can help the students to increase their speaking achievement in the English classroom and build students' confidence to speak up in public. By recognizing the speaking problems, the students are expected to be accustomed to their anxious feelings when they are facing the speaking test, and it is expected that their foreign language anxiety is reduced gradually after knowing the negative impact of being anxious in language learning, particularly in speaking skill.

### 3. Other Researchers

Theoretically, this study provides information for other researchers about how anxious feeling affects language learning, especially learning English. It is also hoped that this study may be useful for further research as an enhancer of

inspiration in research and can help add a source or references for the researcher. Furthermore, this study is beneficial as this study provides valuable information about the negative impact of being anxious in speaking skill and for further research, it is beneficial to find suitable learning strategies to overcome students' foreign language anxiety in speaking skill.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents (1) Correlation research, (2) Concept of anxiety, (3) Foreign language anxiety, (4) Categorization of foreign language anxiety, (5) Concept of speaking, (6) Previous related study, (7) Hypotheses, and (8) Criteria of hypotheses testing

#### **2.1 Correlation Research**

Johnson and Christensen (2012, p. 44) state that in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

The interval coefficient for interpreting the correlation coefficient is shown in Table 1.

**Table 1**  
**The Level of Correlation**

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.36 – 0.65	Fair
0.66 – 0.85	Strong
Over 0.85	Very Strong

*(Source: Cohen, Manion, and Morison, 2007, p.536)*

There are two primary types of correlational research design; explanation and prediction (Creswell, 2005, p. 340). The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2005, p. 340) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

Johnson and Christensen (2012, p. 339) add that in an explanatory study, all the data on both variables will usually be collected within a fairly short time. Often, the instruments used are administered in a single session, or in two sessions—one immediately after the other.

In a prediction design, researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2005, p. 341) shows that the characteristics of this design are that the researchers typically include the word “prediction” in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

In addition, the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Fraenkel, Wallen & Hyun, 2012 p. 338; and Creswell, 2005, p. 146).

## **2.2 Concept of Anxiety**

Horwitz, Horwitz and Cope (1986, p 125) state that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Mayer (2008, p. 4) defines anxiety as a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger. The experience of anxiety is unique for each person, but it does have general physical and emotional characteristics. Spancer, DuPont & DuPont (2003, p.11) state that in modern mental health research the word anxiety describes the thoughts, feelings, and

behaviors that occur when a person has the perception of serious danger in situations where other people do not perceive danger.

Mayer (2008, p.2) argues that anxiety is a normal aspect of life and of being human, and it has a positive side to it, too. Furthermore, Griffin and Tyrrell (2007, p. 5) state that if students can control their anxiety into positive feeling instead of being controlled by it, they will reach optimal performance. For example, if a student underachieves because he does not feel like putting out an effort, but begins to worry about not making the grade in middle school, then his anxiety can jump-start him into becoming a good student. However, anxiety becomes a problem when it causes emotional pain and suffering and disrupts the students' ability to function well at school and in daily life. Mayer (2008, p. 3) states that the students will be limited in every area of development in their life because of the intensity of the feelings and symptoms.

Three broad perspectives on the nature of anxiety can be found in literature. In order to understand better what language anxiety means, it will be useful to distinguish among these three. First is trait anxiety, people with high levels of trait anxiety are often quite easily stressed and anxious. Villiers (2009, p. 5) states that trait anxiety can be manifested in language students who are perfectionists. They will perform what they have studied and do not perform their language skill if they do not certain with their knowledge. Perfectionist student are not satisfied with simply communicating in their target language, they want to speak flawlessly, with no grammatical or pronunciation errors, almost native-like. Rather than demonstrating less than perfect language skills, perfectionist language

learners would likely prefer to remain silent and wait until they are certain of how express their thoughts.

Next is situation-specific anxiety. According to MacIntyre (1999, p. 28), situation-specific anxiety could be defined as a personal predisposition or tendency to become anxious in one type of situation, that is, a trait anxiety applied to a particular context. Situation-specific anxiety differs from trait in that the former is applied to a single context or situation only while the latter tends to manifest under any situations. Moreover, the situation-specific anxiety is stable over but not necessarily consistent across situations. This perspective examines anxiety reactions in a “well-defines situation” such as public speaking, stage fright, test taking, math problem solving, or in a foreign language class.

MacIntyre (1999, p. 28) states that the third is state anxiety. It is characterized by “subjective feelings of tension, nervousness, and worry, and by activation or arousal of the autonomic nervous system”. On the other hand, state anxiety is an experience of unpleasant feelings when confronted with specific situations, demands or a particular object or event. State anxiety arises when the person makes a mental assessment of some type of threat. When the object or situation is perceived as threatening goes away, the person no longer experiences anxiety. Thus, state anxiety refers to a temporary condition in response to some perceived threat.

In summary, anxiety is a normal feeling of a human of being unease, worry, nervous, afraid and uncertain when she/he is in unpleasant situation that

can give a good impact if he/she can manage their anxiety into positive feeling instead being controlled by that feeling.

### **2.3 Foreign Language Anxiety**

There have been many researchers talk about anxiety in English Foreign Language (EFL) classes. This has been a serious issue since it is related to the students achievement. Mesri (2012, p. 1) states that Foreign Language anxiety is widely used to described the feeling of tension and apprehension, which is specifically associated with foreign language learning contexts, including listening, speaking, reading and writing. Foreign language anxiety is a situation-specific of anxiety; that is, it is related to the language learning context (Horwitz, 2001, p. 115). Considering about Foreign Language Anxiety, it is needed because it can represent an emotionally and physically uncomfortable experience for some students in EFL classes. If the students are very anxious in the class, they are probably not actively involved in teaching learning process.

However, Williams and Andrade (2008, p. 181) claims that although there are some kind of anxiety which give bad contribution to students learning, there can be a good kind of anxiety, that is facilitating anxiety which can give positive effect on students learning. Thus, the teachers' real job would be to help students keep adequate anxiety, neither too high nor too low, because a proper level of anxiety plays as positive role and can motivate students to maintain their efforts in learning.

As a teacher, implementing preventative interventions and techniques may help students manage their anxiety or learn positive skills to prevent anxiety. Due

to the fact that anxiety can have debilitating effect on foreign language learning, and the teachers have to be able to identify students with high levels of language anxiety (Gasparovich, 2008, p. 2). Since foreign language anxiety is closely related to anxiety in native language, foreign language teachers should cooperative with their colleagues in order to be able to distinguish between students who are not interested in learning and those who are afraid to speak out due their language apprehension. The kind of help the teacher should be provided will differ from an individual to an individual.

#### **2.4 Categorization of Foreign Language Anxiety**

Horwitz, et. al. (1986, p. 127) state that there are three types of foreign language anxiety that have been identified in order to break down construct into researchable issues. There are three related anxieties as components of foreign language anxiety: communication apprehension (the fear of communicating with other people), text anxiety (fear of exams, quizzes, and other assignments used to evaluate the students' performance), and fear of negative evaluation (the worry about how others view the speaker). Here are the brief explanations about three of them:

##### **1. Communication apprehension**

Horwitz, et. Al. (1986, p. 127) state that communication apprehension refers to type of shyness characterized as fear of, or anxiety about communicating with people. Furthermore, Shabani (2012, p. 2379) states that communication apprehension in cases where learners lack mature communications skills although they have mature ideas and

thoughts. Students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due their limited knowledge of the language, especially in relation to speaking and listening skills (Tsiplakides, 2009, p. 39). It is a fear about real communication with others.

In a foreign language classroom, language learners' oral tasks include not only learning the target language but also performing the language. Oral communication consists of two components: listening and speaking. Liu (2012, p. 120) reports in his research most of students are particularly anxious when they have to speak a foreign language in front of their class. They never have an opportunity to communicate with their teacher or their peers. For example, when a student converses with the teacher in English, he may be anxious and afraid that he might not understand what the teacher is saying. Additionally, a student may lack confidence when he needs to explain something to another student in English.

## 2. Test anxiety

Mayer (2008, p. 77) argues that every student understands that taking a test means she will be graded, judged, and compared to her classmates, and that performing will get negative consequences from her teacher and parents. He also mentions that children with test anxiety can experience any number of physical, mental, and emotional symptoms, which can vary. Some children act out their anxiety in overt ways, whereas



others suffer in silence. Physical symptoms include heart palpitations, shortness of breath, chest tightening/pain, or sore throat, stomachache, nausea, vomiting, or diarrhea, shaky limbs and trembling, headache and body aches. Those symptoms make the students losing their concentration on the test material or remembering what will study.

Horwitz, et. al. (1986, p. 127) state that test anxiety refers to the type of performance anxiety results from a fear of failure in an academic evaluation setting. According to Shabani (2012, p. 2379), it is a fear of falling in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations. Birjandi and Alemi (2010, p. 47) state that there are two reasons for test anxiety. They are (1) lack of preparation as indicated by cramming the night before the exam, poor time management, failure to organize text information, and poor study habits, and (2) worrying about past performance on exams, how friends and other students are doing, and the negative consequences of failure.

Tsiplakides (2009, p. 39) adds that students who experience test anxiety consider the foreign language process, and especially oral production, as a test situation rather than an opportunity for communication and skill improvement. Therefore, teachers need to provide communicative atmosphere at class rather than create a formal situation that just see the students as test takers. This relates to what appropriate language strategy that the teacher take in teaching English especially as foreign language.

### 3. Fear of negative evaluation

Lucas, Miraflores & Go (2011, p. 102) define that fear of negative evaluation is the apprehension about other people's evaluations which may include avoidance of evaluate situation and the expectations that others might evaluate them negatively. According to Shabani (2012, p. 2382), there are seven sources of fear negative evaluation:

- (1) Fear of leaving unfavorable impression on others;
- (2) Negative judgment by others;
- (3) Fear of saying or doing the wrong things;
- (4) Fear of negative thoughts of others;
- (5) Fear of being noted the shortcoming by others;
- (6) Fear of being found fault by others; and
- (7) Fear of disapproval by others.

### **2.5 Concept of Speaking**

Speaking is any process in which people share information, idea and feeling. It involves of body language, mannerism and style (Hybel and Weaver, 2010). Speaking is the most important skill, because it is one of the abilities to carry out conversation. People learn a language for a variety of reasons, but the most important one is for communication by using that language. So, language teaching in the twentieth century captures in the terms of Communication Language Teaching is an elected blend of the contributions of previous methods into the best what a teacher can provide in authentic uses of the target language in the classroom. It moves from the teaching of the rules, pattern, definition and the

knowledge about the language into the point that the students have to communicate genuinely, spontaneously, and meaningfully in the target language (Brown, 2006, p.19).

Furthermore, speaking is one of four language skills which crucial in generating interaction among its participants. To speak means to be able to use a particular language (Hornby, 2000, p. 1239). Speaking is an active use of the language to express meaning so that other people can make sense of them (Cameron, 2001, p. 40). In delivering meaning to others properly, there are some aspects needed to be taken into consideration. People have to know some knowledge such as the linguistics knowledge itself, psycholinguistics and sociolinguistics.

For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues. Teachers are concerned with the students not only practice speaking in a controlled way in order to produce features of pronunciation, vocabulary, and accurately, but also practice using these features more freely in purposeful communication (Liddicoat and Scarino, 2009, p. 30). Furthermore, Kubiszyn and Borich (2007, p. 214) state that there are four aspects of speaking, they are as follows:

- (a) Pronunciation - ability to pronounce words correctly,
- (b) Loudness - ability to speak in appropriate word,
- (c) Word usage - ability to use the words correctly, and
- (d) Rate - ability to speak in standard rate.

Children, adolescents and adults sometimes are fearful of the challenge of sustained, formal speaking before large groups. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them. They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other student and then before increasingly larger groups.

Brown (2004, p. 141 - 142) classifies speaking into five categories, they are:

- (a) Imitative - it is the ability to imitate a word or phrase or possibly a sentence, this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical languages,
- (b) Intensive - the production of short stretches of oral language competence in a narrow band of grammatical phrasal, lexical or phonological. The examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue, completion, limited picture-cued tasks and translation,
- (c) Responsive - it includes interaction and test comprehension at level of very short conversation, standard greetings, small talk, requests and comments,
- (d) Interactive - interactive speaking is the length and complexity of the interaction which includes multiple exchanges or multiple participants. Interaction can take the two forms of transactional language. The purpose is to exchange specific or interpersonal information and maintain social relationship, and

- (e) Extensive - extensive tasks include speeches, oral presentation and storytelling. From the various categories of speaking proposed by Brown, it is necessary for the teachers of English provide various types classroom activities in order the students can experience all any kinds of speaking genres and they will not get bored in the classroom.

In addition, there are three basic types of activity and then can be considered what each contributes to the development of speaking skill (Liddicoat and Scarino, 2009, p. 67). They are:

- (a) Free discussion – in this activity the students will talk about a range of topics which engage their interest, opinions, histories, and experiences. It provides important opportunities for developing certain aspects of fluency, encourage students to use the language needed to sustain conversation over a period of time by drawing in other speakers, and to practice the strategies required in interpersonal communication,
- (b) Role-play – it refers to a number of different activities, from simple dialogues prompted by specific information on role cards to more complex simulations which pass through a number of stages, and
- (c) Gap activities - it involves each learner in pair or group processing the information which the other learners do not have. These kinds of tasks assist language acquisition, but they do not necessarily involve students in role play or discussion.

Liddicoat and Scarino (2009, p. 68) continue that three basic types of activity can be developed into many communicative activities in different context.

In speaking class, it can follow a pattern of preparation, presentation, practice, evaluation and extension. Preparation step is to establish a context and initiate awareness of the speaking skill to be a target. In presentation, the teacher can provide learners with a preproduction model in order to help learners become more attentive observers of language use. Learners reproduce the language in practice step. Evaluation involves directing attention to the skill being examined and asking learners to monitor and assess their own progress. And extension is activities that ask learners to use the strategy or skill in a different context of authentic communicative situation.

Brown (2004, p. 271) argues that in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced form if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devices (pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Here are the macro skills of oral comprehension:

1. Accomplish appropriately communicative functions according to the situation, participants and goals.
2. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
3. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Use facial features, kinetics, body languages, and other non verbal cues along with verbal language to convey meanings.
5. Develop and use battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of

words, appealing for help, and accurately assessing how well interlocutor is understanding you.

In brief, the indicators of speaking competence can be constructed into pronunciation, vocabulary, grammar, and fluency. Further, these indicators will be used to construct the scoring rubric for assessing speaking.

## **2.6 Previous Related Studies**

Wahyuni (2015) investigated the correlation between students' foreign language anxiety and their speaking achievement at SMP Islam Al Azhar 21. The participants were nineteen students of VIII.A bilingual class. It was found that 68% of the students of bilingual program at SMP Islam Al Azhar 21 experienced speaking anxiety. Among the nineteen participants, one student was very anxious in the speaking English classroom; twelve participants were anxious students; five participants were categorized as mildly anxious students; and there was only one participant categorized as relaxed student. It means that foreign language anxiety has a significant impact to students' speaking achievement.

Putri (2014) investigated whether or not there was significant correlation between students' anxiety with their speaking performance at eleventh grade students at SMAN 1 Krian. This study used quantitative and qualitative approach since the data were in the form of numbers and word. The participants were fifty-six students of eleventh grade. The researcher found that there was high anxiety level in eleventh Social students. The factor that affect students' anxiety namely communication apprehension, test anxiety, and fear of negative evaluation. The researcher also found significant positive correlation in eleventh Social between



students who have low anxiety score and the speaking performance. There was significant negative correlation between eleventh Social between those who had high anxiety score and the speaking performance. It means that anxiety gave influence to the students' speaking performance.

Mauludiyah (2014) investigated whether or not there was significant correlation between students' anxiety and their ability in speaking class. For this study, the researcher takes a class of 4<sup>th</sup> semester students of English department at IAIN Tulungagung of 2013/2014 year as the participants. The findings of this research showed the result of  $r$  calculation for students' anxiety and their speaking test is .139. This value showed that there is positive correlation. From the significance (2 tailed), the researcher get the score .558. It means that,  $r > 0.05$  which showed  $H_0$  cannot be rejected. The result explained that there is no correlation between two variables, students' anxiety and their speaking achievement of 4<sup>th</sup> semester students of English Department at IAIN Tulungagung.

## **2.7 Hypotheses**

According to Fraenkel, Walllen and Hyun (2012, p. 83) a hypothesis is simply put, a prediction of possible outcomes of study. The hypotheses of this study are formulated into the following statements.

1.  $H_0$ : There is no significant correlation between foreign language anxiety and speaking achievement of the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang.

$H_a$ : There is a significant correlation between foreign language anxiety and speaking achievement of the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang.

2.  $H_0$ : Foreign language anxiety does not significantly influence of speaking achievement of the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang.

$H_a$ : Foreign language anxiety does significantly influence of speaking achievement of the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang.

## **2.8 Criteria of Hypotheses Testing**

In testing hypotheses, there are some criteria. Those are in the following (Cresswell, 2012, p. 188-189); Fraenkel, Wallen and Hyun, 2012, p. 228-229; Cohen, Manion, and Marrison, p. 519-520).

1. If p-value is higher than 0.05 ( $p > 0.05$ ), the level of significance is 5%,  $H_0$  is accepted and  $H_a$  is rejected.
2. If p-value is less than 0.05 ( $p < 0.05$ ), the level of significance is 5%,  $H_0$  is rejected and  $H_a$  is accepted.

## CHAPTER III

### METHODS AND PROCEDURES

This chapter presents (1) research method, (2) variables of study, (3) operational definitions, (4) subject of study, (5) technique for collecting the data, (6) data instrument analysis and (6) technique for analyzing the data.

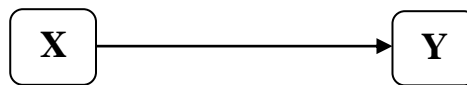
#### **3.1. Research Method**

In this study, the writer used correlational research method to find out the correlation between foreign language anxiety and speaking achievement. According to Creswell (2012, p. 338), correlation is a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. According to Fraenkel, et al. (2012, p. 331), correlation research is also sometimes referred to as a form of descriptive research because it describes an existing relationship between variables. This study was aimed to find out the correlation between foreign language anxiety and speaking achievement, whether or not there is an influence between foreign language anxiety and speaking achievement and draw interpretation based on the results of the study. Correlation research is used in term of explanatory and prediction research design to find out the correlation between variables, explain, and interpret the appeared result. A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient.

The first procedure was the writer identified foreign language anxiety by using foreign language classroom anxiety scale questionnaire and the second procedure was the writer obtained the students' speaking achievement by

videotaping their speaking test in which they talked about a certain topic decided by the writer. The next step was the writer analyzed the correlation between variables through SPSS based on the results of foreign language classroom anxiety scale and speaking test.

The research design was as follows:



Where:

X : Foreign Language Anxiety

Y : Students' Speaking Comprehension Achievement

### **3.2 Research Variables**

According to Cresswell (2012, p. 112), a variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. According to Cresswell (2005, p. 328), there are two variables in a correlational study; the prediction and the criterion variable.

A predictor variable is to identify variables that positively predict an outcome or criterion presumed to have on one or more other variable. Meanwhile, criterion variable is the variable being affected to assume or to be affected by the prediction variable (Cresswell, 2005, p. 328).

Furthermore, according to Fraenkel et al. (2012, p. 80), a common and useful way to think about variables is to classify them as independent and dependent. Independent variable is what the researcher chooses to study in order

to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. Cresswell (2012, p. 115-116) states that a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. You may find them labeled in the literature as the outcome, effect, criterion, or consequence variables. In commonsense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study.

In this study, the predictor (independent variable) is foreign language anxiety, while the criterion (dependent variable) of this study is speaking achievement.

### **3.3 Operational Definitions**

In this study, there are two correlated variables; foreign language anxiety and speaking achievement. According to Cresswell (2012, p. 151), an operational definition is the specification of how you will define and measure that variable in your study. Furthermore, Richards and Schmidt (2010, p. 411) state that operational definition of a concept in terms which can be observed and measured. To avoid misunderstanding, the writer serves some operational definition used in the context of this study.

*Correlation* is the study to find out the relationship between two variables; even more than two variables are common. The writer used two variables, foreign

language anxiety and speaking achievement which were investigated by Pearson Product Moment Correlation Coefficient.

*Foreign language anxiety* refers to score obtained from the students foreign language anxiety questionnaire. Foreign language anxiety is a negative way to present human feelings. It is used to describe feeling of tension or apprehension, which is specifically associated with foreign language class. The students who have anxiety sometimes they felt fear, shame, shy, afraid and anxious in the teaching and learning foreign language process. The writer administered a questionnaire to identify students' foreign language anxiety.

*Speaking achievement* is practicing speaking in a controlled way in order to describe about the topic of speaking test. It is students' ability in expressing ideas, thoughts and feeling in speaking that is measured by speaking test. The students were videotaped while talking about certain topic decided by the researcher. The results were scored with the indicators; vocabulary, grammar, pronunciation and fluency.

### **3.4 Subject of Study**

#### **3.4.1 Population of the Study**

According to Creswell (2005, p. 145), population is a group of individuals who have the same characteristics. Richards and Schmidt (2010, p. 443) state that population in statistics is any set of items, individuals, which share some common and observable characteristics and from which a sample can be taken.

The population of this study was the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang, which consisted of three classes. The distribution of population is presented in Table 2.

**Table 2**  
**Population of Study**

No.	Class	Number of Students
1.	VIII.A	24
2.	VIII.B	24
3.	VIII.C	21
Total		69

*(Source: Administration of MTs. Paradigma Palembang Academic Year 2016/2017)*

### 3.4.2 Sample of the Study

Cresswell (2012, p. 142) states that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Moreover, Fraenkel, et. al (2012, p. 91) define a sample in a research study is the group on which information is obtained. To get the sample, the writer used total population sampling technique in this study. According to Etikan, Musa and Elkassim (2016, p. 3), total population sampling is a technique where the entire population that meet the criteria are included in the research being conducted. Moreover, Dhivyadeepa (2015, p. 111) states that total population sampling is often chosen because the size of the population that has particular set of characteristics that the researcher is interested in is very small. In addition, Elkassim, et. al (2016, p. 3) argue it is commonly used where the number of cases being investigated is relatively small.

In this study, the writer took all of the eighth grade students who have 69 students as sample because the number of population is less than 100 students. Baker (2012) states that if the total numbers of population less than 100 all the population taken as sample. It is also suitable with Fraenkel, et. al (2012, p. 102) the minimum acceptable sample size for correlational study is considered by most researchers to be no less than 30. According to Fraenkel, et. al (2012, p. 102), a sample should be as large as the researcher can obtain with a reasonable expenditure of time and energy.

Therefore, the distribution of sample is presented in Table 3.

**Table 3**  
**Sample of the Study**

No.	Class	Number of Students
1.	VIII.A	24
2.	VIII.B	24
3.	VIII.C	21
Total		69

### **3.5 Technique for Collecting the Data**

In this study, the writer used questionnaire and a test as the instruments to gather the data concerning the correlation between foreign language anxiety and speaking achievement of the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang.



### 3.5.1 The FLCAS Questionnaire

Johnson and Christensen (2012, p. 162) define questionnaire as a self-report data-collection instrument that each research participant fills out as part of a research study. It is the most frequently used data collection method in educational and evaluation research (Radhakrishna, 2007). To obtain the information about foreign language anxiety, the writer used foreign language classroom anxiety scale (FLCAS) questionnaire developed by Horwitz, Horwitz and Cope (1986) was distributed to the students. It is consist of 33 items in the FLCAS questionnaire and these items are related to foreign language speaking anxiety. The specification of foreign language anxiety questionnaire is presented in Table 4.

**Table 4**  
**The Specification of Foreign Language Anxiety Questionnaire**

Anxiety Causes	Questions' Numbers	Number of Items
Communication Apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30 and 32	11 items
Test Anxiety	3, 5, 6, 8, 10, 11, 12,16, 17, 20, 21, 22, 25, 26 and 28	15 items
Fear of Negative Evaluation	2, 7, 13, 19, 23, 31 and 33	7 items
Total		33 items

*Source: Yaikhong, K., & Usaha, S., 2012, Page 25*

FLCAS comprises 33 items, each of which was answered on a five-point Likert scale, ranging from Strongly Agree to Strongly Disagree. FLCAS consisted of two kinds of statement which were positive and negative. Positive statement scale was ranged from 1-5 with answer “Strongly Agree” to “Strongly Disagree”.

While, the negative statement was ranged from 5-1 with answer “Strongly Agree” to “Strongly Disagree”. There were nine positive statements and 24 items for negative statements in FLCAS questionnaire. The positive statements were arranged together and the negative statements were arranged together to avoid students’ misunderstanding of the questionnaire. The positive and negative statements questionnaire is presented in Table 5 and the Likert—Scale of FLCAS questionnaire is presented in Table 6.

**Table 5**  
**Statements of FLCAS Questionnaire**

Statements	Number of Items
Positive	2, 5, 8, 11, 14, 18, 22, 28, and 32
Negative	1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33

**Table 6**  
**Likert-Scale of FLCAS Questionnaire**

Negative Statements	Description Frequency	Positive Statements
1	Strongly disagree	5
2	Disagree	4
3	Neither agree nor disagree	3
4	Agree	2
5	Strongly agree	1

The answer indicating the highest degree of anxiety received five points, whereas the answer indicating the least anxiety received one point. The total point is a range of 33 to 165. A higher score indicated a higher degree of foreign

language anxiety, however, a lower score indicated a lower degree of foreign language anxiety. The scores higher than 144 are categorized as high anxiety, between 108-144 as moderate anxiety, and lower than 108 as little or no anxiety. The interval score of foreign language anxiety is presented in Table 6.

**Table 7**  
**Foreign Language Anxiety Scaled Score**

<b>NO.</b>	<b>Score Interval</b>	<b>Level of Foreign Language Anxiety</b>
1.	$\geq 144$	High anxiety
2.	108 - 144	Moderate anxiety
3.	$\leq 108$	Little or no anxiety

*Source: Yaikhong, K., & Usaha, S., 2012, Page 25*

### **3.5.2 The Speaking Test**

Fraenkel, et. al (2012, p. 127) state that achievement test measure an individuals' knowledge or skill in a given area or subject. To obtain the students' speaking achievement, the writer used speaking test.

Finally, to collect data concerning the students' speaking achievement, an oral speaking test was given to the students. The students were provided with some topic. The topic of the test is describing topic in which the student was chosen one topic to be described orally. The students were videotaped while talking.

To score the students' speaking achievement, Oral Proficiency Scoring Categories by Brown (2004) was used. Next, the results of the speaking achievement were categorized based on the grading system and categorization as presented in Table 7 and 8.

**Table 8**  
**The Grading System of the Students' Speaking Test**  
**Oral Proficiency Scoring Categories by Brown (2004)**

Aspects	Score	Description
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary.
	4	Can understand and participate with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted
Grammar	1	Error in grammar are frequent but can be understood.
	2	Can usually handle elementary construction quite accurately but doesn't have through of confidence of grammar.
	3	Control of grammar is good.
	4	Able to use of language accurately and error in grammar are quite rare.
	5	Equivalent.
Pronunciation	1	Errors in pronunciation are frequent but can be understood.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb.
	4	Error in pronunciation is rare
	5	Equivalent to and fully accepted
Fluency	1	No specific fluency description.
	2	Can handle with confidence but not with social situation.
	3	Rarely has to grope words
	4	Able to use the language fluency on all level
	5	Has complete fluency in the language.

*Source: Brown, H. D., 2004, Page 173*

**Table 9**  
**The Categorization of Students' Speaking Test**

No	Score Interval	Category
1	16-20	Very good
2	11-15	Good
3	6-10	Fair
4	0-5	Poor

*Source: Brown, H. D., 2004, Page 174*

### **3.6 Data Instrument Analysis**

#### **3.6.1 Validity**

Before the questionnaire and real test were administered, the writer was firstly consider their validity and reliability. Fraenkel, et al. (2012, p. 146) state that validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. They also state that reliability refers to the consistency of scores or answers from one administration of an instrument to another and from one set of items to another. Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores.

##### **3.6.1.1 Validity of FLCAS Questionnaire**

The validity of the instruments used in research is very important, for the conclusions that researchers draw are based on the information they obtain using the instruments. Fraenkel, et al. (2012, p. 254) state that validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure). In this

research, the writer used ready - made foreign language classroom anxiety scale (FLCAS) by Horwitz, Horwitz and Cope (1986).

In addition, the writer used construct validity to clarify the translation of the questionnaire. According to Fraenkel, et. al. (2012), construct validity refers to the nature of psychological construct or characteristic being measured by the instrument. After constructing the instruments related to some aspects measured, then it is consulted to achieve some expert judgment from at least three validators to evaluate whether the components of the instrument are valid or not to be applied in research activities.

The writer asked three validators to estimate questionnaire translation. The first validator was asked the writer to clarify the direction, the second and third validators asked the writer to revise some statements. Moreover, all of experts accepted the translation of the English questionnaire with several corrections based on EYD (Indonesian spelling) to make the translation clearer. The result showed that the translation of questionnaire were appropriate.

#### **3.6.1.2 Validity of Speaking Test**

Fraenkel, et al. (2012, p. 148) state that content validity refers to the nature of the content include within the instrument and the specification the researchers uses to formulate the content. A content validity is very important since it is an accurate measure of what it is supposed to measure.

The writer used content validity to find out the validity of the speaking test by having expert judgment. There were three experts evaluating the test whether it was appropriate or not. The raters were on English lectures of UIN Raden Fatah

Palembang. There were five evaluated items; instruction, topic, time allocation and rubric of determining the appropriateness based on likert-scale (very inappropriate, inappropriate, moderate, appropriate, very appropriate).

The results of expert judgments showed that topic, content and rubric were very appropriate, and instruction and time allocation were appropriate.

### **3.6.2 Reliability**

Creswell (2012, p. 159) states that reliability means that scores from an instrument are stable and consistent. Fraenkel, et al. (2012, p. 234) state that reliability a goal of good research is to have measures or observations that are reliable. In addition, Johnson and Christensen (2012, p. 340) state that when used to check reliability of scores, the coefficient should be at least 0.70, preferably higher.

#### **3.6.2.1 Reliability of FLCAS Questionnaire**

The questionnaire in the study was originally developed by Horwitz, et al. (1986) in their study entitled “Foreign Language Classroom Anxiety”. They used factor analysis, internal consistency and test-retest reliability for this instrument. The result of internal consistency estimated for reliability is 0.93 and test-retest reliability is 0.83. In short, the FLCAS Questionnaire was considered reliable to be used in this study.

#### **3.6.2.2 Reliability of Speaking Test**

Further, the reliability of speaking test was obtained. Since, it was measured as the result of three expert judgments. The result showed that speaking

test with topic, content, and rubric were very appropriate, and instruction and time allocation were appropriate. It can be assumed that speaking test was reliable.

### **3.7 Technique for Analyzing the Data**

After distributing the questionnaire and speaking test, the writer checked and analyzed the data.

#### **3.7.1 Data Description**

##### **3.7.1.1 Distribution of Frequency Data**

In distribution of frequency data, the score from FLCAS questionnaire and speaking achievement was analyzed. SPSS used to get the result of frequency data.

##### **3.7.1.2 Descriptive Statistic**

In descriptive statistic, number of sample, the score of minimal, the score of maximal, mean, standard deviation, and standard error of mean were obtained. Descriptive statistic have got from the scores of FLCAS questionnaire and speaking achievement. Then, SPSS used to got the result of analysis of descriptive statistic.

#### **3.7.2 Pre-requisite Analysis**

##### **3.7.2.1 Normality Test**

Normality test is used to see if the distribution of all data were normal; the data are from questionnaire and test. The data can be classified into normal when the p-output was higher than 0.05. Kolmogorov-Smirnov formula was applied to see the normality.



### **3.7.2.2 Linearity Test**

In measuring the data linearity, Test for Linearity was applied. It measured whether students' FLCAS questionnaire score and students' speaking test data were linear or not. The data linearity is found whenever the p-output was higher than 0.05, and F-value was lower than F-table.

### **3.7.3 Hypotheses Testing**

#### **3.7.3.1 Correlation Analysis**

In finding the correlation between the variables of the study, Pearson Product Moment Coefficient was used. Then, the significance of the correlation coefficient was determined by comparing the data of the coefficient  $r$  data in the level of significance of five percent in the table of product moment ( $r$  table). The correlation coefficient could be significant if the  $r$  table in the level of significance of 5 percent showed less than  $r$  data. In addition, if the data got the positive  $r$  value, the correlation might be a significantly positive. Then, if the result got negative  $r$  value, there might be a significant negative correlation (see Table 1).

#### **3.7.3.2 Regression Analysis**

In order to know the contribution of foreign language anxiety to speaking achievement of the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang, regression analysis was applied to the study. In the correlation study, the analysis estimated a statistical process of the correlations between variables or between one or more predictor variables and the criterion variable. The, the result of the analysis indicated the percentage of the predictor variables that contributed to the criterion scores. In addition to, all the statistically calculation above will be

completed by SPSS (Statistical Package for Social Science) computer program  
version 20.

## **CHAPTER IV**

### **FINDING AND INTERPRETATIONS**

This chapter presents (1) research finding, (2) statistical analyses, and (3) interpretations.

#### **4.1. Research Findings**

There are two kinds of research findings in this study: (1) the result of students' foreign language anxiety and (2) the result of students' speaking achievement.

##### **4.1.1 Results of Foreign Language Anxiety**

The total active students in the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang were 69 students. 55 students participated in this study, and the others were absent when conducting this study. The 33 items of Foreign Language Classroom Anxiety Scale (FLCAS) were used to investigate the participants' foreign language anxiety. In answering each question in the questionnaire, the students chose "Strongly Agree" to "Strongly Disagree" for each statement. After the students chose, the result would be analyze by adding up the answer and wrote the total. For each of the five scales, subtract the smaller total from the larger one and wrote the difference (5-165) and the Likert-scale with the larger total.

The results analysis of descriptive statistics of students' foreign language anxiety was described in Table 10.

**Table 10**  
**Descriptive Statistics of Foreign Language Anxiety**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
FLCAS	55	75.00	125.00	99.0909	11.70513
Valid N (listwise)	55				

In descriptive statistics of foreign language anxiety, it was found that the total number of participants were 55 students. The maximum score was 125.00, and the lowest score was 75.00. The mean of the foreign language anxiety for the participants was 99.0909 and the standard deviation was 11.70513.

It was revealed that from the questionnaire, the three levels of foreign language anxiety were all perceived by the students with different numbers. The details were described in Table 11.

**Table 11**  
**Distribution of Foreign Language Anxiety**

Interval	Category	Students	Percentage
$\geq 144$	High anxiety	0	0 %
108 – 144	Moderate anxiety	16	29.1 %
$\leq 108$	Little or no anxiety	39	70.9 %
Total		55	100 %

Based on the results analysis of the FLCAS questionnaire, it shows that there were 39 (70.9 %) who got the score  $\leq 108$  in little or no level of anxiety and 16 (29.1 %) students got the score between 108 – 144 in moderate level of anxiety.

#### 4.1.2 Result of Students' Speaking Achievement

The result analysis of descriptive statistics of students' speaking achievement was described in Table 12.

**Table 12**  
**Descriptive statistics of students' speaking achievement**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SPEAKING	55	5.33	10.00	7.3575	1.09805
Valid N (listwise)	55				

In descriptive statistics of students' speaking achievement, it was found that the total number of participants were 55 students. The maximum score was 10.00, and the lowest score was 5.33. The mean of the speaking scores for the participants were 7.35 and the standard deviation was 1.09805.

In distribution of data frequency, the result of the students' speaking achievement was described in Table 13.

**Table 13**  
**Distribution of Students' Speaking Achievement**

Interval	Category	Students	Percentage
16 – 20	Very good	0	0 %
11 – 15	Good	0	0 %
6 – 10	Fair	52	95 %
0 – 5	Poor	3	5 %
Total		55	100 %

Based on the result analysis of students' speaking achievement, it shows that there were 3 (5 %) students who got the score between 0 – 5 in poor category and 52 (95 %) students got the score between 6 – 10 in fair category.

## **4.2 Statistical Analyses**

There were three statistical analyses that the researcher applied in this study: (1) The statistical analysis of normality and linearity, (2) The statistical analysis of correlation analysis between students' foreign language anxiety and their speaking achievement in all participants, and (3) The statistical analysis of regression analysis between students' foreign language anxiety and their speaking achievement in all participants.

### **4.2.1. Normality test and Linearity test**

Normality test and linearity test were conducted prior to data analysis through SPSS 20<sup>th</sup> version for windows. As parametric statistics, in term of correlation and regression were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

#### **4.2.1.1 The Result of Normality Test**

The data are interpreted normal if  $p > 0.05$ . If  $p < 0.05$ , it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table below indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .866 for foreign language anxiety and .448 for speaking achievement.

**Table 14**  
**Normality Test**

**One-Sample Kolmogorov-Smirnov Test**

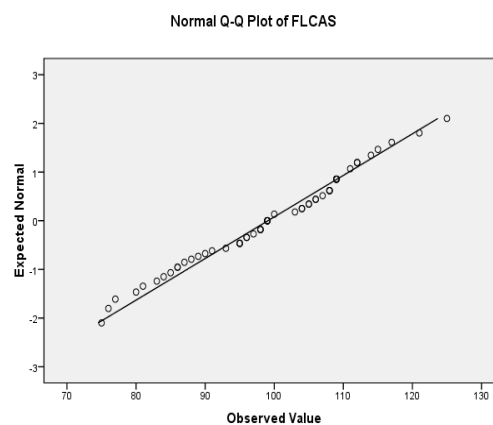
		FLCAS	SPEAKING
N		55	55
Normal Parameters <sup>a</sup>	Mean	99.0909	7.3575
	Std. Deviation	1.17051E1	1.09805
Most Extreme Differences	Absolute	.081	.116
	Positive	.053	.116
	Negative	-.081	-.108
Kolmogorov-Smirnov Z		.599	.862
Asymp. Sig. (2-tailed)		.866	.448

a. Test distribution is Normal.

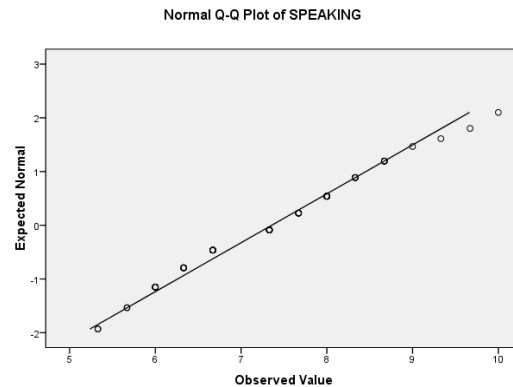
From the table of normality test above, it was found that the significant of normality test from students' foreign language anxiety was .559 and their speaking achievement was .862. From the scores, it could be stated that the obtained data were categorized normal since it is higher than .05.

The normal Q-Q plot of each variable is illustrated in the following figures

**Figure 1. Distribution of Foreign Language Anxiety Data**  
**Normal Q-Q Plot of Foreign Language Anxiety**



**Figure 2. Distribution of Speaking Achievement Data  
Normal Q-Q Plot of Speaking Achievement**



#### 4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. The linearity found whenever the p-output was higher than 0.05 and the F-value was lower than F-table. The result analysis of linearity test between FLCAS questionnaire and speaking achievement were figured out in Table 15.

**Table 15  
Linearity Test**

**ANOVA Table**

	Sum of Squares	df	Mean Square	F	Sig.
SPEAKING Between (Combined)	43.447	34	1.278	1.180	.354
* FLCAS Groups					
Linearity	.019	1	.019	.017	.897
Deviation from Linearity	43.428	33	1.316	1.215	.328
Within Groups	21.662	20	1.083		
Total	65.108	54			

Based on measuring linearity test of FLCAS questionnaire and speaking achievement scores, they were found that the two variables were linear since it



was higher than .05. The results showed that the F- value (1.21) was lower than F-table (4.03) and the significant level was 0.32. The distribution showed that the significance level was higher than 0.05. It means that the variables were linear. To sum up all the data were linear for each correlation and regression.

### 4.3 Correlation between Students' Foreign Language Anxiety and Their Speaking Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and speaking achievement.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that no correlation has found between foreign language anxiety and speaking achievement. The result of Pearson Product Moment Correlation Coefficient was described in Table 16.

**Table 16**  
**Correlation between Foreign Language Anxiety and Speaking Achievement**

		Correlations	
		FLCAS	SPEAKING
FLCAS	Pearson Correlation	1	.017
	Sig. (2-tailed)		.902
	N	55	55
SPEAKING	Pearson Correlation	.017	1
	Sig. (2-tailed)	.902	
	N	55	55

From the result analysis above, the correlation coefficient or the  $r$ -obtained (.017) was lower than  $r$ -table (.266). then the level of probability ( $p$ ) significance (sig.2-tailed) was .902. It means that  $p$  (.902) was higher than .05. Thus, there was

no significant correlation between the students' foreign language anxiety and their speaking achievement. It means that the little anxious students, the lowest speaking achievement score would be. It can be stated that the null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected and it was not necessary to conduct further investigation to find out their influences.

### **4.3. Interpretation**

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was no significant correlation between foreign language anxiety and speaking achievement. Also, there was no significant influence of foreign language anxiety and speaking achievement.

Based on the result of pearson product moment correlations, it was found that there was no correlation between foreign language anxiety and speaking achievement of eighth grade students of Madrasah Tsanawiyah Paradigma Palembang ( $r = .017$ ). This means that foreign language anxiety had no relation to their performance speaking achievement. The finding was found that most the eighth grade students of MTs. Paradigma Palembang experienced little or no of anxiety in foreign language (70.9%) and there were very few students (29.1%) who experienced moderate level of anxiety in foreign language. According to the results of the students' responses of FLCAS, the little or no level of anxiety occurred due to the fact that most of them (95%) having a fair in speaking skills.

There might be some reason why there was no significant correlation between students' foreign language anxiety and their speaking achievement test.

The insignificant result probably occurred since foreign language anxiety was not only one factor that affected the students' speaking achievement. The major factors are motivation or confidence over speaking to English and lack of grammar, vocabulary, pronunciation and the others.

Tuan and Mai (2015, p. 9) state that motivation or confidence was associated with the negative aspects of fear and frustration in foreign language speaking. Specifically, such feeling occurred when students were not familiar with the topic, had little processing time and did not have sufficient prior knowledge. He adds that learners often complain that they cannot think of anything to say and they have no motivation to express themselves. The learners have nothing to express may be because the teacher had chosen a topic which is not suitable for them or about which they know very little (Rivers, 1986, p. 76). If students have no confidence in their speaking abilities then even if they were proficient in the target language, they would still experience a little level of anxiety and hence do fairly in speaking lessons.

Moreover, Bashir, Azeem and Dogar (2011, p. 38) state that language learners need to recognize that speaking involve to mechanics (pronunciation, grammar and vocabulary) using the right words in the right order with the correct pronunciation. The learners suffering from this mechanics choose to keep silent in their English classes. Furthermore, Baker and Westrup (2003, p. 23) state that the difficult of speaking for many students to respond when the teacher ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly. It is

reveal that the students' speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar, and pronunciation.

The result of this present study is in agreement with the study of Khulsum (2015). It indicated that students' foreign language anxiety and their speaking achievement, it was found that the mean for overall anxiety was 66.40, communication apprehension was 40.24 and fear of negative evaluation was 26.16. The correlation between students' foreign language anxiety and speaking achievement is negative and not significant. It means that  $H_0$  was accepted and  $H_a$  was rejected. Since  $H_0$  was accepted, the finding shows that there was no significant correlation between students' foreign language anxiety and their achievement in speaking skill. There are some other factors affecting achievement such as motivation, aptitude, cognitive ability, interest, weather, and others. There are also some factors that affect speaking process such as speaker factor, background knowledge, speaking style and visual input. Since those factors occur while students are speaking, the students will have difficulty in speaking. The writer believes that those other factors give dominant effect to speaking achievement.

Mauludiyah (2014) also indicates that students' foreign language anxiety was not related to their speaking achievement. The insignificant result probably occurred since foreign language anxiety was not the only one factor that affected the students' speaking achievement. The experience time of learning could also be one of the factors affecting the students' speaking achievement. In other words,

the longer the experience, the more knowledge they got. As well, another factor that should not be neglected was the condition of the students when joining the test. As the writer explained, if the students had high anxiety it may be impact or influence in their speaking acquisition of their test. The student can be failed in their test when they have high anxiety. Horwitz, Horwitz and Cope (1986, p. 132) state that since speaking in target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student.

Moreover, Mayasari (2013) found a Pearson correlation coefficient was computed to assess the relationship between foreign language anxiety and speaking achievement. There was no correlation between the learners' scores on FLCAS and speaking achievement ( $p = .559$ ,  $n = 26$ ,  $p > .05$ ), the correlation coefficient between foreign language anxiety and speaking achievement scores was  $-.071$ , which means that those two variables did not correlate significantly. There was a relatively strong, negative correlation between the learners' anxiety and speaking performance. In other words, this study did not find statistically significant influence between anxiety and speaking performance results. According to MacIntyre and Gardner (1991) who propose that anxiety was a general problem which is not specific foreign language learning. In addition, this result is not in line with Horwitz, et.al. (1986) who found that communication apprehension, test anxiety and fear of negative evaluation effected students' achievement. They also stated that there were significant relationship between

language performance and English language anxiety and most of them found that students' with high level of anxiety normally failed in their speech performance.

In relation, Asih (2012) also indicate there was no correlation between the foreign language anxiety and speaking achievement. The findings imply that the student high level of anxiety does not discontinue them from performing spoken English. It is supported by the statistical measurement that the value of correlation between anxiety level and speaking achievement was  $-.325$ . It means that there was no correlation between foreign language anxiety and speaking achievement. It is indicates that quality of students' performance in speaking class decreases as the increase of the anxiety level.

In addition, Chen (2008) found that the relationship between foreign language anxiety and speaking achievement was deducted through the statistical method of the Pearson product-moment correlation coefficient test. The correlation coefficient between foreign language anxiety and speaking achievement was  $-.30$ . This indicated that there was no significantly correlation between foreign language anxiety and speaking achievement of the eighth graders. The mean score in speaking achievement consistently decreased as the level of the foreign language anxiety increased. The results showed that there was a significant different ( $F=9.23$ ,  $p<.01$ ) in speaking achievement scores among students with three anxiety levels of foreign language. It means that students who had low foreign language anxiety levels tend to obtain high scores in speaking while students with high anxiety level of foreign language tend to get low scores in speaking. There were six factors which could affect the foreign language

anxiety level, the six major factors were years of learning English, study time for English after class, difficulty level of English materials, favorite ways of assessment, undesired methods of assessment, and self-perceived level of English proficiency.

In short, the total contribution of foreign language anxiety and speaking achievement showed no correlated and influenced. It was possible to happen because every student has their own anxiety when they are learning English and comprehend it well and will influence the result they get.

Finally, this study found there was no correlation and influence between foreign language anxiety and speaking achievement of eighth grade students of Madarasah Tsanawiyah Paradigma Palembang.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents (1) conclusions, and (2) suggestions.

#### **5.1 Conclusions**

After conducting the study in two variables (foreign language anxiety and speaking achievement) and analyzing the data findings, several conclusions are presented.

Most of the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang experienced little or no anxiety in foreign language. The results of Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire showed that 39 students (70.9 %) had little or no anxiety level of foreign language. And most of them were basic users category in speaking achievement test. The results showed that 52 students (95 %) had fair of speaking test. This finding means that anxious feeling in speaking was not common phenomenon among the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang. Besides, the statistical analysis indicated that there was no significant correlation between foreign language anxiety and speaking achievement test of the eighth grade students of Madrasah Tsanawiyah Paradigma Palembang. Hence, the insignificant result occurred since foreign language anxiety was not only one factor that affected the students' speaking achievement.



## 5.2 Suggestions

Based upon the result of this research, it is suggested especially for teachers of English. This finding can imply that the teachers do not pay much attention to the foreign language anxiety in teaching and learning speaking since foreign language anxiety was not only one factor affecting speaking achievement. Therefore, teachers should give more encouragement to the students beside giving or transferring knowledge. Teachers should be more creative in giving a lesson and using various of teaching method or strategy especially in teaching speaking, so that the students can be more comfortable and more interested in learning English especially in speaking skill.

Furthermore, some suggestions can be made for students. Since the foreign language anxiety is not important for themselves, they have to be aware and explore themselves in the certain learning so that they can achieve more in learning not only in speaking subject but also for all subjects. Then, the students should practice speaking English and make it as a habit. The most important one is they must have big desire to learn speaking English in order to help them easy to understand the materials and increase their knowledge.

Finally, it is suggested for the further researcher. They were expected to conduct a research with similar type which should be done with greater population in order to gain a wider generalization.

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## APPENDIX A

### FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

Direction: Each of the following statements refers to how you feel about your English language class. Please indicate whether you:

- Strongly agree = SA
- Agree = A
- Neither agree nor disagree = N
- Disagree = D
- Strongly disagree = SD

Indicate your feelings for checking the appropriate box next to each statement.

Please give your first reaction to each statement. Please mark (√) an answer for EVERY statement.

Horwitz, E.K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.

STATEMENTS	SA	A	N	D	SD
1. I never felt quite sure of myself when I am speaking in English.					
2. I DON'T worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on language class.					
4. It frightens me when I don't understand what the teacher is saying in the English language.					
5. It wouldn't bother me at all to take more English language classes.					
6. During language class, I find myself thinking that have nothing to do with the course.					
7. I keep thinking that the other students are better at language than I am.					
8. I am usually at ease (comfortable) during test in my language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class.					

11. I don't understand why some people get so upset over foreign language class.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in language class.					
21. The more I study for a language test, the more con-fused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					
---	--	--	--	--	--

**Indonesian Version of Foreign Language Anxiety Questionnaire  
FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE**

**Kuesioner untuk mengetahui tingkat kecemasan siswa/i dalam belajar Bahasa Inggris**

**Nama :**

**Kelas :**

**Petunjuk : Berilah tanda (√) pada setiap pernyataan yang sesuai menurut pendapat anda!**

<b>Pernyataan</b>	<b>Sangat Setuju</b>	<b>Setuju</b>	<b>Ragu-ragu</b>	<b>Tidak Setuju</b>	<b>Sangat Tidak Setuju</b>
34. Saya tidak pernah merasa percaya diri saat saya berbicara bahasa Inggris					
35. Saya tidak khawatir jika membuat kesalahan di kelas bahasa Inggris.					
36. Saya gemeteran mengetahui bahwa saya akan diminta tampil di kelas bahasa Inggris.					
37. Jika saya tidak mengerti apa yang dikatakan oleh guru saya dalam bahasa Inggris, saya menjadi takut.					
38. Saya tidak memiliki masalah apapun bila harus ikut belajar lebih banyak bahasa Inggris.					
39. Selama berada di kelas bahasa Inggris, saya berfikir bahwa saya tidak merasa punya urusan dengan pelajaran tersebut.					
40. Saya selalu berpikir bahwa bahasa Inggris teman-teman yang lain lebih baik daripada saya.					
41. Saya biasanya tenang menghadapi tes bahasa Inggris.					
42. Saya akan mulai panik jika saya harus berbicara bahasa Inggris tanpa ada persiapan.					
43. Saya khawatir mengenai akibat dari kegagalan saya di kelas bahasa Inggris.					
44. Saya heran mengapa beberapa					

orang merasa bahwa bahasa Inggris itu sulit.					
45. Di kelas bahasa Inggris, bila saya begitu gugup, saya cenderung lupa akan hal-hal yang telah saya ketahui.					
46. Saya malu untuk menjawab pertanyaan secara sukarela di kelas bahasa Inggris.					
47. Saya tidak akan gugup ketika berbicara bahasa Inggris dengan pembicara asing (native speaker).					
48. Saya merasa marah jika saya tidak memahami kesalahan apa yang dikoreksi oleh guru.					
49. Saya tetap merasa cemas kendati saya telah memiliki persiapan yang matang di kelas bahasa Inggris.					
50. Saya sering merasa tidak ingin masuk dalam kelas bahasa Inggris.					
51. Saya merasa percaya diri ketika saya berbicara bahasa Inggris.					
52. Saya takut guru bahasa Inggris akan langsung mengoreksi tiap kesalahan yang saya lakukan.					
53. Saya merasa jantung saya berdegup kencang bila nama saya dipanggil di kelas bahasa Inggris.					
54. Semakin saya belajar untuk menghadapi tes bahasa Inggris, semakin saya bingung.					
55. Saya tidak merasa terbebani dalam mempersiapkan segala sesuatunya dengan baik untuk kelas bahasa Inggris.					
56. Saya selalu merasa bahwa teman-teman yang lain dapat berbicara bahasa Inggris lebih baik daripada saya.					
57. Saya merasa sangat malu bila harus berbicara bahasa Inggris di hadapan teman-teman.					

58. Pelajaran di kelas bahasa Inggris berjalan begitu cepat sehingga saya takut saya tertinggal.					
59. Saya merasa lebih tegang dan gugup berada di kelas bahasa Inggris ketimbang di kelas-kelas lainnya.					
60. Saya merasa gugup dan bingung bila berbicara dalam bahasa Inggris.					
61. Bila saya memasuki kelas bahasa Inggris, saya merasa percaya diri dan rileks.					
62. Saya menjadi gugup bila saya tidak memahami tiap kata yang diucapkan guru bahasa Inggris saya.					
63. Menurut saya sejumlah aturan yang harus dikuasai dalam belajar bahasa Inggris sangat berlebihan.					
64. Saya takut teman-teman yang lain akan menertawai saya saat saya berbicara bahasa Inggris.					
65. Kemungkinan saya akan merasa nyaman berada disekitar pembicara asli (bahasa Inggris).					
66. Saya menjadi gugup bila guru bahasa Inggris saya menanyakan pertanyaan yang jawabannya belum saya persiapkan sebelumnya.					

## **APPENDIX B**

### **SPEAKING INSTRUMENT TEST**

#### **INSTRUCTIONS:**

1. First, introduce yourself by mentioning your name before giving your idea related to the topic that you have chosen.
2. The examiner will record and videotape your voice.
3. Present your topic in 1-2 minutes.
4. The examiner will examine on the basis of for pronunciation, grammar, fluency and vocabulary.
5. Choose one topic below.
6. Prepare your topic in 15 minutes before you presentation.

#### **Topics :**

1. **My Pet**
2. **My Idol**
3. **My Family**
4. **My Holiday**

**\*\*\* GOOD LUCK \*\*\***

## **TES BERBICARA (SPEAKING)**

### **PETUNJUK:**

1. Pertama, perkenalkan diri anda dengan menyebutkan nama sebelum memberikan ide tentang topik yang akan anda pilih.
2. Penguji akan merekam dan memvideokan suara anda.
3. Persembahkan topik dalam waktu 1-2 menit.
4. Penguji akan menilai pengucapan, susunan kata, kelancaran, dan kosa kata anda.
5. Pilihlah salah satu topik dibawah ini.
6. Persiapkan topik anda dalam waktu 15 menit sebelum di persentasikan.

### **Topics:**

1. **Hewan peliharaan saya**
2. **Idola saya**
3. **Keluarga saya**
4. **Liburan saya**

**\*\*\* SEMOGA SUKSES \*\*\***



## APPENDIX C

**The Grading System of the Students' Speaking Test Oral Proficiency Scoring Categories by Brown (2004)**

<b>Score</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Pronunciation</b>	<b>Fluency</b>
1	Errors in grammar are frequent, but speaker can be understood by a new native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	(No specific fluency description. Refer to other four language areas for implied level of fluency).
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Accent is intelligible though often quite faulty.	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.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
4	Able to use the language accurately on all levels	Can understand and participate in any conversation within the range	Errors in pronunciation are quite rare.	Able to use the language fluently on all levels normally

	normally pertinent to professional needs. Errors in grammar are quite rare.	of his experience with high degree of precision of vocabulary.		pertinent to professional needs. Can participate in any conversations within the range of this experience with a high degree of fluency.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to and fully accepted by educated native speakers.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

## APPENDIX D

### Validity of Questionnaire

The scale of response is categorized as follows:

- |                           |  |
|---------------------------|--|
| 1 = berarti “kurang baik” | a: dapat digunakan tanpa revisi          |
| 2 = berarti “cukup baik”  | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti “baik”        | c: dapat digunakan dengan banyak revisi  |
| 4 = berarti “sangat baik” | d: belum dapat digunakan                 |

The result of expert judgment:

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
<b>I</b>	<b>Aspek Petunjuk</b>				
	a. Petunjuk kuesioner dinyatakan jelas			2	1
	b. Kriteria penilaian dinyatakan jelas			1	2
<b>II</b>	<b>Aspek cakupan kuesioner kognitif</b>				
	a. Butir-butir pernyataan pada pada kuesioner kognitif dinyatakan jelas			2	1
<b>III</b>	<b>Aspek Bahasa</b>				
	a. Rumusan pernyataan komunikatif			2	1
	b. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia yang baik dan benar			1	2
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami			2	1
<b>IV</b>	<b>Penilaian Validasi Umum</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>

**Kesimpulan:**

.....  
.....

**LEMBAR VALIDASI INSTRUMEN KUESIONER**

**Petunjuk :** Berilah tanda (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

**Keterangan:**

- |                           |  |
|---------------------------|--|
| 1 = berarti "kurang baik" | a: dapat digunakan tanpa revisi          |
| 2 = berarti "cukup baik"  | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti "baik"        | c: dapat digunakan dengan banyak revisi  |
| 4 = berarti "sangat baik" | d: belum dapat digunakan                 |

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
<b>I</b>	<b>Aspek Petunjuk</b>				
	a. Petunjuk kuesioner dinyatakan jelas			✓	
	b. Kriteria penilaian dinyatakan jelas				✓
<b>II</b>	<b>Aspek cakupan kuesioner kognitif</b>				
	a. Butir-butir pernyataan pada pada kuesioner kognitif dinyatakan jelas				✓
<b>III</b>	<b>Aspek Bahasa</b>				
	a. Rumusan pernyataan komunikatif			✓	
	b. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia yang baik dan benar				✓
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
<b>IV</b>	<b>Penilaian Validasi Umum</b>	a	(b)	c	d

**Kesimpulan:**

*clarity the directions*

Palembang, 16-1-2017  
Validator I

*Amalia Hasanah*

**Amalia Hasanah, S.S, M.Pd**  
NIP. 19790731200701 2 001

### LEMBAR VALIDASI INSTRUMEN KUESIONER

**Petunjuk :** Berilah tanda (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

**Keterangan:**

- |                           |  |
|---------------------------|--|
| 1 = berarti "kurang baik" | a: dapat digunakan tanpa revisi          |
| 2 = berarti "cukup baik"  | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti "baik"        | c: dapat digunakan dengan banyak revisi  |
| 4 = berarti "sangat baik" | d: belum dapat digunakan                 |

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
<b>I</b>	<b>Aspek Petunjuk</b>				
	a. Petunjuk kuesioner dinyatakan jelas				√
	b. Kriteria penilaian dinyatakan jelas				√
<b>II</b>	<b>Aspek cakupan kuesioner kognitif</b>				
	a. Butir-butir pernyataan pada kuesioner kognitif dinyatakan jelas			√	
<b>III</b>	<b>Aspek Bahasa</b>				
	a. Rumusan pernyataan komunikatif				√
	b. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia yang baik dan benar				√
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami				√
<b>IV</b>	<b>Penilaian Validasi Umum</b>	a	<b>b</b>	c	d

**Kesimpulan:**

Revised as suggested

Palembang, 16 Jan 2017

Validator II

Deta Desvita Sari, M.Pd

### LEMBAR VALIDASI INSTRUMEN KUESIONER

**Petunjuk :** Berilah tanda (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

**Keterangan:**

- |                           |  |
|---------------------------|--|
| 1 = berarti "kurang baik" | a: dapat digunakan tanpa revisi          |
| 2 = berarti "cukup baik"  | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti "baik"        | c: dapat digunakan dengan banyak revisi  |
| 4 = berarti "sangat baik" | d: belum dapat digunakan                 |

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
<b>I</b>	<b>Aspek Petunjuk</b>				
	a. Petunjuk kuesioner dinyatakan jelas			✓	
	b. Kriteria penilaian dinyatakan jelas			✓	
<b>II</b>	<b>Aspek cakupan kuesioner kognitif</b>				
	a. Butir-butir pernyataan pada pada kuesioner kognitif dinyatakan jelas			✓	
<b>III</b>	<b>Aspek Bahasa</b>				
	a. Rumusan pernyataan komunikatif			✓	
	b. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia yang baik dan benar			✓	
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
<b>IV</b>	<b>Penilaian Validasi Umum</b>	a	b	c	d

**Kesimpulan:**

.....  
.....

Palembang, 18 - 1 2017  
Validator III



**Beni Wijaya, M.Pd**

## APPENDIX E

### Validity and Reliability of Speaking Test

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

The result of expert judgment:

No	Test Item	Level of Appropriateness of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction					3	Very Appropriate
2	Topic				1	2	Very Appropriate
3	Time Allocation				2	1	Appropriate
4	Content				2	1	Appropriate
5	Rubric				1	2	Very Appropriate
<b>Comment:</b>							

### LEVEL OF APPROPRIATENESS OF SPEAKING TEST

Name of Expert : *Amalia Hasanah, M.Pd* Institution : *English Study Program*  
 Occupation : *English lecturer* Date : *16-01-2017*

Information: The speaking test will be conducted for eighth grade students of MTs. Paradigma Palembang.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of					Categorization
		Writing Test Items					
		1	2	3	4	5	
1	Instruction				✓		Appropriate
2	Topic					✓	Very Appropriate
3	Time Allocation				✓		Appropriate
4	Content					✓	Very Appropriate
5	Rubric					✓	Very Appropriate
Comment: <i>ADD the instruction: time for preparation                      - the time given must be more limited</i>							

Palembang, *16-1-* 2017

Validated by, \_\_\_\_\_

*Amalia Hasanah*

*Amalia Hasanah*



**LEVEL OF APPROPRIATENESS OF SPEAKING TEST**

Name of Expert : Defa Desvitasari, M.Pd. Institution : FBI RF  
 Occupation : English Lecturer Date : 16/01/2017

Information: The speaking test will be conducted for eighth grade students of MTs. Paradigma Palembang.

The scale of response is categorized as follows:

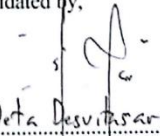
Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of					Categorization
		Writing Test Items					
		1	2	3	4	5	
1	Instruction				✓		Appropriate
2	Topic					✓	Very Appropriate
3	Time Allocation					✓	Very Appropriate
4	Content				✓		Appropriate
5	Rubric					✓	Very Appropriate
<b>Comment:</b>							

Palembang, 16 Januari 2017

Validated by,

  
Defa Desvitasari, M.Pd.

### LEVEL OF APPROPRIATENESS OF SPEAKING TEST

Name of Expert : Beni Wijaya, S.Pd., M.Pd. Institution : UIN RF  
 Occupation : English Lecturer Date : 18 - 1 - 2017

Information: The speaking test will be conducted for eighth grade students of MTs. Paradigma Palembang.

The scale of response is categorized as follows:


Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction				✓		Appropriate
2	Topic				✓		Appropriate
3	Time Allocation				✓		Appropriate
4	Content				✓		Appropriate
5	Rubric				✓		Appropriate
<b>Comment:</b>							

Palembang, 18 - 1 - 2017

Validated by,

  
 Beni Wijaya, S.Pd., M.Pd.

**APPENDIX F**

**Data Tabulation of Students' FLCAS Questionnaire**

STUDENT	NUMBER OF ITEMS																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>1</b>	4	4	3	3	1	2	4	2	5	4	2	4	3	4	2	4	2	3	4	3
<b>2</b>	2	4	4	4	3	4	2	2	4	3	2	4	4	2	3	3	4	2	4	2
<b>3</b>	3	2	4	2	1	1	1	3	3	2	2	2	1	3	2	3	3	3	1	3
<b>4</b>	4	4	3	3	2	2	4	3	4	5	2	4	3	4	3	3	2	3	4	4
<b>5</b>	4	4	3	4	2	2	3	3	4	2	2	4	3	2	4	3	3	4	4	4
<b>6</b>	3	3	3	4	3	2	4	2	3	2	4	4	2	2	2	2	1	2	4	5
<b>7</b>	3	2	3	2	1	1	1	3	3	2	2	4	3	3	2	3	3	3	3	3
<b>8</b>	4	3	3	3	3	4	4	2	4	3	2	3	4	3	2	3	3	3	4	4
<b>9</b>	4	4	3	3	2	2	4	2	5	4	2	4	3	4	2	4	2	3	4	3
<b>10</b>	2	3	3	4	2	2	4	3	1	2	4	3	2	3	4	5	1	3	4	2
<b>11</b>	4	2	3	4	3	3	4	3	4	4	2	4	3	2	4	3	4	3	3	3
<b>12</b>	3	2	3	2	2	1	1	3	3	2	2	4	3	3	2	2	3	2	2	3
<b>13</b>	3	2	4	4	3	2	2	2	3	4	2	4	4	4	2	4	2	3	4	3
<b>14</b>	4	4	3	3	2	2	4	3	4	3	3	4	4	3	2	4	2	3	4	4
<b>15</b>	4	4	4	3	2	3	3	4	4	4	2	4	3	2	4	3	3	4	4	3
<b>16</b>	3	2	4	2	2	2	4	3	3	3	2	4	3	2	2	3	2	3	4	4
<b>17</b>	3	5	4	5	2	1	2	3	4	1	3	3	3	2	1	2	2	4	3	3
<b>18</b>	4	4	4	2	3	2	4	2	4	4	2	4	4	4	2	4	2	3	3	4
<b>19</b>	3	5	1	2	2	2	2	3	4	1	4	3	5	2	3	3	1	3	4	5

<b>20</b>	3	5	4	5	2	1	2	3	3	4	1	1	4	4	3	4	2	5	3	3
<b>21</b>	3	5	1	2	2	2	2	2	3	2	4	2	4	3	3	4	1	1	2	2
<b>22</b>	3	4	3	2	2	2	2	3	3	4	2	4	4	3	3	3	2	3	4	3
<b>23</b>	3	4	3	2	2	2	3	3	3	3	2	3	4	4	1	2	1	2	3	3
<b>24</b>	3	4	4	4	2	2	3	3	4	5	3	4	2	3	1	2	3	3	2	5
<b>25</b>	3	5	1	2	2	2	2	2	3	2	4	2	4	3	2	3	4	2	3	3
<b>26</b>	3	3	4	2	2	5	3	2	2	5	1	4	2	4	2	3	2	2	4	4
<b>27</b>	3	5	3	2	2	2	4	3	3	2	2	2	3	5	3	4	2	3	5	3
<b>28</b>	3	5	3	2	2	2	3	3	1	3	2	3	3	4	1	2	3	3	4	4
<b>29</b>	4	5	4	5	2	1	4	4	4	1	1	4	3	4	1	4	1	3	4	4
<b>30</b>	4	5	4	2	3	1	2	2	4	4	3	3	4	4	1	2	1	2	2	4
<b>31</b>	3	4	4	4	3	4	4	4	4	4	1	4	4	4	5	4	3	3	4	4
<b>32</b>	3	4	4	2	4	1	4	3	5	4	2	2	4	2	2	3	1	3	3	4
<b>33</b>	3	5	3	2	1	2	3	2	2	5	1	4	3	3	3	4	3	2	3	4
<b>34</b>	3	5	2	4	1	1	3	3	4	5	1	4	4	4	5	3	1	3	4	3
<b>35</b>	3	4	4	2	3	2	3	4	5	4	3	4	2	3	2	5	3	3	4	4
<b>36</b>	3	4	4	2	3	2	2	2	2	4	3	4	4	2	2	5	3	2	2	2
<b>37</b>	2	4	3	3	5	2	4	3	3	4	2	4	4	4	4	3	2	5	4	3
<b>38</b>	2	4	3	3	5	1	1	3	3	2	4	2	3	2	4	2	1	3	2	1
<b>39</b>	2	5	3	2	2	2	3	2	3	4	4	4	3	1	2	4	3	3	4	3
<b>40</b>	3	4	3	2	2	3	4	3	4	2	2	3	2	4	3	3	1	2	3	2
<b>41</b>	3	3	4	5	2	1	4	3	4	4	3	2	4	4	2	4	1	3	4	4
<b>42</b>	4	3	2	4	1	2	4	3	2	3	3	5	2	2	4	2	3	2	5	2
<b>43</b>	3	3	4	4	1	1	3	3	4	4	3	2	4	4	3	2	2	2	4	3

<b>44</b>	3	2	5	5	4	3	4	3	1	4	1	5	4	2	3	3	5	5	4	5
<b>45</b>	5	5	5	2	2	1	5	4	5	4	2	4	2	2	1	4	1	4	5	5
<b>46</b>	2	4	3	3	5	1	1	3	3	2	4	2	3	3	2	5	2	2	1	1
<b>47</b>	2	4	3	3	5	2	4	3	3	4	2	4	4	4	4	3	2	5	4	3
<b>48</b>	2	4	3	2	2	1	2	3	1	2	5	3	2	5	2	5	2	2	1	1
<b>49</b>	2	4	3	2	2	3	4	3	3	3	3	3	2	3	3	2	2	2	3	2
<b>50</b>	3	4	4	2	3	2	2	3	4	4	2	4	2	3	3	4	2	3	2	4
<b>51</b>	4	3	2	2	2	2	2	2	3	4	2	4	3	3	2	2	2	2	2	4
<b>52</b>	2	2	3	2	2	4	2	2	4	4	4	4	4	3	2	2	2	2	2	3
<b>53</b>	2	5	3	4	2	2	2	2	3	4	5	4	3	1	2	4	3	3	4	4
<b>54</b>	3	4	3	2	2	1	2	3	4	4	2	4	3	3	3	4	2	2	4	3
<b>55</b>	4	4	2	2	2	2	2	2	3	2	2	4	2	4	2	2	2	3	2	4

**APPENDIX F**

**Data Tabulation of Students' FLCAS Questionnaire**

STUDENT	NUMBER OF ITEMS													TOTAL	CATEGORY
	21	22	23	24	25	26	27	28	29	30	31	32	33		
<b>1</b>	2	2	4	4	4	4	4	3	4	4	3	3	4	108	Moderate anxiety
<b>2</b>	3	2	4	5	4	4	4	2	4	4	4	3	4	109	Moderate anxiety
<b>3</b>	1	3	1	3	2	3	2	3	4	3	1	1	3	75	Little or no anxiety
<b>4</b>	4	3	4	4	4	4	4	3	4	3	4	3	4	114	Moderate anxiety
<b>5</b>	4	3	3	3	4	4	4	3	4	3	4	2	4	109	Moderate anxiety
<b>6</b>	4	2	2	3	4	2	2	1	2	1	1	1	3	85	Little or no anxiety
<b>7</b>	2	2	2	2	2	4	4	3	3	2	2	3	3	84	Little or no anxiety
<b>8</b>	3	2	5	5	4	3	3	3	4	3	4	3	3	109	Moderate anxiety
<b>9</b>	2	2	4	4	4	4	4	3	4	4	3	3	4	109	Moderate anxiety
<b>10</b>	3	3	3	2	2	2	3	2	3	2	1	1	2	86	Little or no anxiety
<b>11</b>	4	2	3	4	4	4	3	2	4	4	3	3	4	109	Moderate anxiety
<b>12</b>	2	3	2	4	4	2	4	4	3	2	2	3	3	86	Little or no anxiety
<b>13</b>	2	2	4	4	4	4	4	3	4	4	2	2	4	104	Little or no anxiety
<b>14</b>	3	2	4	4	4	3	3	3	4	2	3	3	3	106	Little or no anxiety
<b>15</b>	4	2	2	4	4	4	4	3	4	3	2	2	3	108	Moderate anxiety
<b>16</b>	3	2	3	3	4	4	3	2	4	4	3	3	4	99	Little or no anxiety
<b>17</b>	3	3	3	1	5	4	3	3	3	3	3	3	3	96	Little or no anxiety
<b>18</b>	4	2	4	3	3	4	4	3	3	2	4	2	4	107	Little or no anxiety
<b>19</b>	3	4	3	3	2	4	4	2	3	1	1	3	4	95	Little or no anxiety

<b>20</b>	4	3	2	5	4	4	3	2	5	3	4	3	4	108	Moderate anxiety
<b>21</b>	3	1	3	3	2	2	2	2	3	2	2	3	2	80	Little or no anxiety
<b>22</b>	3	3	2	3	4	3	4	3	3	3	2	3	4	99	Little or no anxiety
<b>23</b>	2	3	2	3	4	3	4	3	4	3	3	3	5	95	Little or no anxiety
<b>24</b>	1	2	2	3	2	4	4	3	4	2	3	2	4	98	Little or no anxiety
<b>25</b>	3	4	1	3	2	3	4	2	3	2	2	3	2	88	Little or no anxiety
<b>26</b>	2	2	4	2	2	2	4	2	3	2	2	2	3	91	Little or no anxiety
<b>27</b>	4	1	4	2	4	3	4	3	2	2	2	3	3	98	Little or no anxiety
<b>28</b>	2	4	3	3	4	3	4	3	4	3	4	3	4	100	Little or no anxiety
<b>29</b>	5	5	4	4	4	2	4	2	1	1	2	4	4	105	Little or no anxiety
<b>30</b>	2	4	3	3	4	2	4	3	4	2	3	3	4	98	Little or no anxiety
<b>31</b>	3	3	4	4	4	4	4	3	4	3	4	3	4	121	Moderate anxiety
<b>32</b>	3	3	5	5	2	5	5	3	4	2	5	4	5	111	Moderate anxiety
<b>33</b>	2	2	4	4	4	2	3	2	4	3	4	2	3	97	Little or no anxiety
<b>34</b>	5	1	4	3	5	3	3	2	5	2	3	3	3	105	Little or no anxiety
<b>35</b>	2	3	3	5	3	5	3	3	4	4	5	3	5	115	Moderate anxiety
<b>36</b>	2	3	5	5	2	5	2	2	2	2	4	3	5	99	Little or no anxiety
<b>37</b>	3	4	3	4	4	3	4	5	3	1	4	3	3	112	Moderate anxiety
<b>38</b>	3	2	2	2	1	2	3	2	1	2	2	2	2	77	Little or no anxiety
<b>39</b>	2	2	4	3	4	4	3	3	4	3	3	3	2	99	Little or no anxiety
<b>40</b>	3	2	4	3	3	2	2	2	4	3	4	3	3	93	Little or no anxiety
<b>41</b>	2	2	4	4	4	3	3	3	4	2	2	4	3	104	Little or no anxiety
<b>42</b>	4	4	4	4	2	3	3	1	2	4	2	2	2	95	Little or no anxiety
<b>43</b>	3	4	2	3	3	4	3	3	4	3	3	1	4	99	Little or no anxiety

44	4	2	5	4	3	4	5	5	5	2	5	5	5	125	Moderate anxiety
45	2	5	4	5	4	4	4	2	4	1	4	5	5	117	Moderate anxiety
46	1	3	1	2	1	2	3	2	1	2	2	2	2	76	Little or no anxiety
47	3	4	3	4	4	3	4	5	3	1	4	3	3	112	Moderate anxiety
48	1	3	1	1	1	1	3	5	2	3	2	5	3	81	Little or no anxiety
49	2	2	3	2	3	2	2	2	3	2	2	2	2	83	Little or no anxiety
50	3	3	2	4	4	4	2	4	4	2	4	3	4	103	Little or no anxiety
51	2	2	4	3	2	2	4	2	2	2	4	4	4	89	Little or no anxiety
52	2	2	4	2	4	2	2	2	2	2	2	2	4	87	Little or no anxiety
53	2	2	4	3	5	5	5	3	4	3	3	3	2	106	Little or no anxiety
54	2	2	3	3	3	2	3	3	4	3	4	2	4	96	Little or no anxiety
55	2	2	4	4	2	2	4	2	2	2	4	4	4	90	Little or no anxiety

<b>Foreign Language Anxiety Result</b>		
<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
High Anxiety	0	0 %
Moderate Anxiety	16	29.1 %
Little or No Anxiety	39	70.9 %
Total	55	100 %



## APPENDIX G

### DATA TABULATION OF RATERS' SPEAKING SCORE

Student	Rater I				Rater II				Rater III				Total	Mean	Category
	Vocabulary	Grammar	Pronunciation	Fluency	Vocabulary	Grammar	Pronunciation	Fluency	Vocabulary	Grammar	Pronunciation	Fluency			
1	2	2	1	1	3	3	1	1	3	3	3	2	25	8,33333	Fair
2	1	1	1	1	1	1	1	1	2	2	2	2	16	5,33333	Poor
3	1	1	1	1	1	1	1	1	3	3	3	3	20	6,66667	Fair
4	1	1	1	1	2	2	2	1	3	3	4	3	24	8	Fair
5	1	2	1	1	1	1	1	1	2	2	2	2	17	5,66667	Poor
6	1	1	1	1	2	2	2	1	2	2	2	2	19	6,33333	Fair
7	2	3	2	1	2	2	2	1	4	3	4	3	29	9,66667	Fair
8	1	1	1	1	2	1	1	1	3	3	2	3	20	6,66667	Fair
9	1	1	1	1	2	2	2	2	4	3	4	3	26	8,66667	Fair
10	1	1	1	1	2	1	1	1	3	2	2	3	19	6,33333	Fair
11	1	1	1	1	2	1	1	1	2	2	2	3	18	6	Fair
12	1	1	1	1	2	1	1	1	3	3	3	2	20	6,66667	Fair
13	1	1	1	1	2	2	1	1	4	3	3	4	24	8	Fair
14	1	1	1	1	2	1	2	1	4	3	3	3	23	7,66667	Fair
15	1	1	1	1	1	1	1	1	3	3	2	2	18	6	Fair
16	1	1	2	1	1	1	1	1	3	3	2	2	19	6,33333	Fair
17	1	1	1	1	3	3	2	1	4	3	2	2	24	8	Fair
18	1	1	2	1	3	3	2	1	3	3	2	3	25	8,33333	Fair
19	1	1	1	1	3	3	2	1	3	2	2	2	22	7,33333	Fair

20	1	1	1	1	3	2	1	1	3	3	3	3	23	7,66667	Fair
21	1	1	1	1	2	2	1	1	2	2	2	2	18	6	Fair
22	1	1	1	1	2	2	1	1	3	3	3	3	22	7,33333	Fair
23	1	1	1	1	1	1	1	1	3	3	2	3	19	6,33333	Fair
24	1	1	1	1	2	2	1	1	4	3	3	3	23	7,66667	Fair
25	1	1	1	1	2	2	1	1	2	2	2	2	18	6	Fair
26	1	1	1	1	2	2	1	1	3	3	3	3	22	7,33333	Fair
27	1	1	1	1	2	2	1	1	3	3	3	3	22	7,33333	Fair
28	1	1	1	1	1	1	1	1	3	2	2	2	17	5,66667	Poor
29	1	1	1	1	2	2	1	1	2	2	2	3	19	6,33333	Fair
30	1	1	1	1	3	3	3	2	4	3	3	3	28	9,33333	Fair
31	1	1	1	1	3	3	1	1	3	3	3	3	24	8	Fair
32	1	1	1	1	2	2	1	1	3	3	3	3	22	7,33333	Fair
33	1	1	1	1	1	1	1	1	3	2	2	3	18	6	Fair
34	1	1	1	1	3	3	1	1	4	3	3	4	26	8,66667	Fair
35	1	1	1	1	3	3	1	1	2	3	3	4	24	8	Fair
36	1	1	1	1	2	2	1	1	3	2	2	3	20	6,66667	Fair
37	1	1	1	1	2	2	1	1	3	3	2	4	22	7,33333	Fair
38	1	1	1	1	1	1	1	1	3	3	3	3	20	6,66667	Fair
39	1	1	1	1	3	3	2	1	3	3	2	3	24	8	Fair
40	1	1	1	1	3	3	2	1	3	3	2	4	25	8,33333	Fair
41	1	1	1	1	3	3	2	2	3	2	2	2	23	7,66667	Fair
42	1	1	1	1	3	3	2	1	3	3	3	3	25	8,33333	Fair
43	1	1	1	1	1	1	1	1	2	2	2	2	16	5,33333	Fair

44	1	1	1	1	2	2	1	1	3	3	3	3	22	7,33333	Fair
45	1	1	1	1	1	1	1	1	3	3	3	3	20	6,66667	Fair
46	1	1	1	1	3	3	1	1	3	2	2	3	22	7,33333	Fair
47	1	1	1	1	3	3	2	2	2	2	2	2	22	7,33333	Fair
48	1	1	2	1	3	3	2	2	3	3	3	3	27	9	Fair
49	1	1	1	1	3	3	1	1	3	3	3	3	24	8	Fair
50	1	1	1	1	3	3	2	2	3	3	3	3	26	8,66667	Fair
51	1	1	1	1	3	3	2	1	3	2	2	3	23	7,66667	Fair
52	1	1	1	1	2	2	2	1	3	2	2	2	20	6,66667	Fair
53	1	1	1	1	3	3	1	1	4	3	3	4	26	8,66667	Fair
54	1	1	1	1	3	3	2	1	3	3	2	3	24	8	Fair
55	1	1	1	1	3	3	3	2	4	3	4	4	30	10	Fair

**Speakings' Score**

**Class : VIII A**

**Semester : II**

**Rater : Amalia Hasanah, S.S., M.Pd**

No.	Name	Speaking Subscales' score				Total
		Vocabulary	Grammar	Pronunciation	Fluency	
1	Adiyansayah	2	2	1	1	6
2	Agus Saputra	1	1	1	1	4
3	Aisyah	1	1	1	1	4
4	Aulia Dwi Novianti	1	1	1	1	4
5	Dandi Setiawan	1	2	1	1	5
6	Desi Lestari	1	1	1	1	4
7	Diani Alfianti	2	3	2	1	8
8	Jamilatun	1	1	1	1	4
9	M. Sukarno	1	1	1	1	4
10	Mely Italia	1	1	1	1	4
11	Miko Dwi Januar	1	1	1	1	4
12	Nursella	1	1	1	1	4
13	Rio	1	1	1	1	4
14	Riska Dindi Saputri	1	1	1	1	4
15	Rudi Agustiawan	1	1	1	1	4
16	Syarif Ramadhan	-	-	-	-	-
17	Syauqi Syah Ananda	1	1	2	1	5

**Palembang, 13 Feb 2017**

**Rater I ~**

*Am. Hasanah*

**Amalia Hasanah, S.S., M.Pd**  
**NIP. 19790731200701 2 001**

### Speakings' Score

Class : VIII B

Semester : II

Rater : Amalia Hasanah, S.S., M.Pd

No.	Name	Speaking Subscales' score				Total
		Vocabulary	Grammar	Pronunciation	Fluency	
1	Adella	1	1	1	1	4
2	Dean Meylani	1	1	2	1	5
3	Dewa Ngultran	1	1	1	1	4
4	Dwi Intan P	1	1	1	1	4
5	Eko Saputra	1	1	1	1	4
6	Fadilah Nur S	1	1	1	1	4
7	Hana Hamalana	1	1	1	1	4
8	Junia Sahfitri	1	1	1	1	4
9	Lendri Saputra	1	1	1	1	4
10	M. Marcel	1	1	1	1	4
11	M. Satria Ihsan	1	1	1	1	4
12	Nurmaini	1	1	1	1	4
13	Nur Selly	1	1	1	1	4
14	Oktariani	1	1	1	1	4
15	Qurratun A'yun	1	1	1	1	4
16	Reksa Kaunang S	1	1	1	1	4
17	Rico Wibowo	1	1	1	1	4
18	Sanaria	1	1	1	1	4
19	Sigit Anwar	1	1	1	1	4
20	Vienggo Saputra	1	1	1	1	4

Palembang, 13 Feb 2017

Rater I



Amalia Hasanah, S.S., M.Pd  
NIP. 19790731200701 2 001

Speakings' Score

Class : VIII C

Semester : II

Rater : Amalia Hasanah, S.S., M.Pd

No.	Name	Speaking Subscales' score				Total
		Vocabulary	Grammar	Pronunciation	Fluency	
1	Agus Saputra	1	1	1	1	4
2	Budi Yono	1	1	1	1	4
3	Dina Marcella	1	1	1	1	4
4	Fadhila Febriyani	1	1	1	1	4
5	Fitri Anggraini	1	1	1	1	4
6	Habib Maulana	1	1	1	1	4
7	Jeliya	1	1	1	1	4
8	Linda Asiska	1	1	1	1	4
9	M. Amar	1	1	1	1	4
10	M. Hidayat	1	1	1	1	4
11	M. Kadafi	1	1	1	1	4
12	M. Nasrul	1	1	2	1	5
13	Mutiara Aisyah I	1	1	1	1	4
14	Risma Dewi S	1	1	1	1	4
15	Saharani S	1	1	1	1	4
16	Sayza Jaya R	1	1	1	1	4
17	Sri Rizki A	1	1	1	1	4
18	Trisya Agustina	1	1	1	1	4
19	Windi	1	1	1	1	4

Palembang, 13 Feb 2017

Rater I



Amalia Hasanah, S.S., M.Pd  
NIP. 19790731200701 2 001

### Speakings' Score

Class : VIII A

Semester : II

Rater : Deta Desvitasari, M.Pd

No.	Name	Speaking Subscales' score				Total
		Vocabulary	Grammar	Pronunciation	Fluency	
1	Adiyansayah	3	3	1	1	8
2	Agus Saputra	1	1	1	1	4
3	Aisyah	1	1	1	1	4
4	Aulia Dwi Novianti	2	2	2	1	7
5	Dandi Setiawan	1	1	1	1	4
6	Desi Lestari	2	2	2	1	7
7	Diani Alfianti	2	2	2	1	7
8	Jamilatun	2	1	1	1	5
9	M. Sukarno	2	2	2	2	8
10	Mely Italia	2	1	1	1	5
11	Miko Dwi Januar	2	1	1	1	5
12	Nursella	2	1	1	1	5
13	Rio	2	2	1	1	6
14	Riska Dindi Saputri	2	1	2	1	6
15	Rudi Agustawan	1	1	1	1	4
16	Syauqi Syah Ananda	1	1	1	1	4

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Rater, II

Deta Desvitasari, M.Pd

Speakings' Score

Class : VIII B

Semester : II

Rater : Deta Desvitasari, M.Pd

No.	Name	Speaking Subscales' score				Total
		Vocabulary	Grammar	Pronunciation	Fluency	
1	Adella	3	3	2	1	9
2	Dean Meylani	3	3	2	1	9
3	Dewa Ngultran	3	3	2	1	9
4	Dwi Intan P	3	2	1	1	7
5	Eko Saputra	2	2	1	1	6
6	Fadilah Nur S	2	2	1	1	6
7	Hana Hamalana	1	1	1	1	4
8	Junia Sahfitri	2	2	1	1	6
9	Lendri Saputra	2	2	1	1	6
10	M. Marcel	2	2	1	1	6
11	M. Satria Ihsan	2	2	1	1	6
12	Nurmaini	1	1	1	1	4
13	Nur Selly	2	2	1	1	6
14	Oktariani	3	3	3	2	11
15	Qurratun A'yun	3	3	1	1	8
16	Reksa Kaunang S	2	2	1	1	6
17	Rico Wibowo	1	1	1	1	4
18	Sanaria	3	3	1	1	8
19	Sigit Anwar	3	3	1	1	8
20	Vienggo Saputra	2	2	1	1	6

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Rater II

  
Deta Desvitasari, M.Pd



### Speakings' Score

Class : VIII C

Semester : II

Rater : Deta Desvitasari, M.Pd

No.	Name	Speaking Subscales' score				Total
		Vocabulary	Grammar	Pronunciation	Fluency	
1	Agus Saputra	2	2	1	1	6
2	Budi Yono	1	1	1	1	4
3	Dina Marcella	3	3	2	1	9
4	Fadhila Febriyani	3	3	2	1	9
5	Fitri Anggraini	3	3	2	2	10
6	Habib Maulana	3	3	2	1	9
7	Jeliya	1	1	1	1	4
8	Linda Asiska	2	2	1	1	6
9	M. Amar	1	1	1	1	4
10	M. Hidayat	3	3	1	1	8
11	M. Kadafi	3	3	2	2	10
12	M. Nasrul	3	3	2	2	10
13	Mutiara Aisyah I	3	3	1	1	8
14	Risma Dewi S	3	3	2	2	10
15	Saharani S	3	3	2	1	9
16	Sayza Jaya R	2	2	2	1	7
17	Sri Rizki A	3	3	1	1	8
18	Trisya Agustina	3	3	2	1	9
19	Windi	3	3	3	2	11

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Rater II

Deta Desvitasari, M.Pd

### Speakings' Score

Class : VIII A

Semester : II

Rater : Beni Wijaya, S.Pd., M.Pd

No.	Name	Speaking Subscales' score				Total
		Vocabulary	Grammar	Pronunciation	Fluency	
1	Adiyansayah	3	3	3	2	11
2	Agus Saputra	2	2	2	2	8
3	Aisyah	3	3	3	3	12
4	Aulia Dwi Novianti	3	3	4	3	13
5	Dandi Setiawan	2	2	2	2	8
6	Desi Lestari	2	2	2	2	8
7	Diani Alfianti	4	3	4	3	14
8	Jamilatun	3	3	2	3	11
9	M. Sukarno	4	3	4	3	14
10	Mely Italia	3	2	2	3	10
11	Miko Dwi Januar	2	2	2	3	9
12	Nursella	3	3	3	2	11
13	Rio	4	3	3	4	14
14	Riska Dindi Saputri	4	3	3	3	13
15	Rudi Agustiawan	3	3	2	2	10
18	Syauqi Syah Ananda	3	3	2	2	10

Palembang, 03 Feb 2017

Rater III



Beni Wijaya S.Pd., M.Pd

**Speakings' Score**

**Class : VIII B**

**Semester : II**

**Rater : Beni Wijaya, S.Pd., M.Pd**

No.	Name	Speaking Subscales' score				Total
		Vocabulary	Grammar	Pronunciation	Fluency	
1	Adella	4	3	2	2	11
2	Dean Meylani	3	3	2	3	11
3	Dewa Ngultran	3	2	2	2	9
4	Dwi Intan P	3	3	3	3	12
5	Eko Saputra	2	2	2	2	8
6	Fadilah Nur S	3	3	3	3	12
7	Hana Hamalana	3	3	2	3	11
8	Junia Sahfitri	4	3	3	3	13
9	Lendri Saputra	2	2	2	2	8
10	M. Marcel	3	3	3	3	12
11	M. Satria Ihsan	3	3	3	3	12
12	Nurmaini	3	2	2	2	9
13	Nur Selly	2	2	2	3	9
14	Oktariani	4	3	3	3	13
15	Qurratun A'yun	3	3	3	3	12
16	Reksa Kaunang S	3	3	3	3	12
17	Rico Wibowo	3	2	2	3	10
18	Sanaria	4	3	3	4	14
19	Sigit Anwar	2	3	3	4	12
20	Vienggo Saputra	3	2	2	3	10

**Palembang, 03 Feb 2017**  
**Rater III**



**Beni Wijaya S.Pd., M.Pd**

### Speakings' Score

Class : VIII C

Semester : II

Rater : Beni Wijaya S.Pd., M.Pd

No.	Name	Speaking Subscales' score				Total
		Vocabulary	Grammar	Pronunciation	Fluency	
1	Agus Saputra	3	3	2	4	12
2	Budi Yono	3	3	3	3	12
3	Dina Marcella	3	3	2	3	11
4	Fadhila Febriyani	3	3	2	4	12
5	Fitri Anggraini	3	2	2	2	9
6	Habib Maulana	3	3	3	3	12
7	Jeliya	2	2	2	2	8
8	Linda Asiska	3	3	3	3	12
9	M. Amar	3	3	3	3	12
10	M. Hidayat	3	2	2	3	10
11	M. Kadafi	2	2	2	2	8
12	M. Nasrul	3	3	3	3	12
13	Mutiara Aisyah I	3	3	3	3	12
14	Risma Dewi S	3	3	3	3	12
15	Saharani S	3	2	2	3	10
16	Sayza Jaya R	3	2	2	2	9
17	Sri Rizki A	4	3	3	4	14
18	Trisya Agustina	3	3	2	3	11
19	Windi	4	3	4	4	15

Palembang, 03 Feb 2017

Rater III

Beni Wijaya S.Pd., M.Pd

## APPENDIX H

### THE AVERAGE OF SPEAKING SCORE

Students	Rater 1	Rater 2	Rater 3	Total	Mean
1	6	8	11	25	8,333333
2	4	4	8	16	5,333333
3	4	4	12	20	6,666667
4	4	7	13	24	8
5	5	4	8	17	5,666667
6	4	7	8	19	6,333333
7	8	7	14	29	9,666667
8	4	5	11	20	6,666667
9	4	8	14	26	8,666667
10	4	5	10	19	6,333333
11	4	5	9	18	6
12	4	5	11	20	6,666667
13	4	6	14	24	8
14	4	6	13	23	7,666667
15	4	4	10	18	6
16	5	4	10	19	6,333333
17	4	9	11	24	8
18	5	9	11	25	8,333333
19	4	9	9	22	7,333333
20	4	7	12	23	7,666667
21	4	6	8	18	6
22	4	6	12	22	7,333333
23	4	4	11	19	6,333333
24	4	6	13	23	7,666667
25	4	6	8	18	6
26	4	6	12	22	7,333333
27	4	6	12	22	7,333333
28	4	4	9	17	5,666667
29	4	6	9	19	6,333333
30	4	11	13	28	9,333333
31	4	8	12	24	8
32	4	6	12	22	7,333333
33	4	4	10	18	6
34	4	8	14	26	8,666667
35	4	8	12	24	8
36	4	6	10	20	6,666667

37	4	6	12	22	7,333333
38	4	4	12	20	6,666667
39	4	9	11	24	8
40	4	9	12	25	8,333333
41	4	10	9	23	7,666667
42	4	9	12	25	8,333333
43	4	4	8	16	5,333333
44	4	6	12	22	7,333333
45	4	4	12	20	6,666667
46	4	8	10	22	7,333333
47	4	10	8	22	7,333333
48	5	10	12	27	9
49	4	8	12	24	8
50	4	10	12	26	8,666667
51	4	9	10	23	7,666667
52	4	7	9	20	6,666667
53	4	8	14	26	8,666667
54	4	9	11	24	8
55	4	11	15	30	10

## APPENDIX I

### Students' Speaking Category

Students	Rater 1	Rater 2	Rater 3	Total	Mean	Category
1	6	8	11	25	8,333333	Fair
2	4	4	8	16	5,333333	Poor
3	4	4	12	20	6,666667	Fair
4	4	7	13	24	8	Fair
5	5	4	8	17	5,666667	Poor
6	4	7	8	19	6,333333	Fair
7	8	7	14	29	9,666667	Fair
8	4	5	11	20	6,666667	Fair
9	4	8	14	26	8,666667	Fair
10	4	5	10	19	6,333333	Fair
11	4	5	9	18	6	Fair
12	4	5	11	20	6,666667	Fair
13	4	6	14	24	8	Fair
14	4	6	13	23	7,666667	Fair
15	4	4	10	18	6	Fair
16	5	4	10	19	6,333333	Fair
17	4	9	11	24	8	Fair
18	5	9	11	25	8,333333	Fair
19	4	9	9	22	7,333333	Fair
20	4	7	12	23	7,666667	Fair
21	4	6	8	18	6	Fair
22	4	6	12	22	7,333333	Fair
23	4	4	11	19	6,333333	Fair
24	4	6	13	23	7,666667	Fair
25	4	6	8	18	6	Fair
26	4	6	12	22	7,333333	Fair
27	4	6	12	22	7,333333	Fair
28	4	4	9	17	5,666667	Poor
29	4	6	9	19	6,333333	Fair
30	4	11	13	28	9,333333	Fair
31	4	8	12	24	8	Fair
32	4	6	12	22	7,333333	Fair
33	4	4	10	18	6	Fair
34	4	8	14	26	8,666667	Fair
35	4	8	12	24	8	Fair
36	4	6	10	20	6,666667	Fair

37	4	6	12	22	7,333333	Fair
38	4	4	12	20	6,666667	Fair
39	4	9	11	24	8	Fair
40	4	9	12	25	8,333333	Fair
41	4	10	9	23	7,666667	Fair
42	4	9	12	25	8,333333	Fair
43	4	4	8	16	5,333333	Fair
44	4	6	12	22	7,333333	Fair
45	4	4	12	20	6,666667	Fair
46	4	8	10	22	7,333333	Fair
47	4	10	8	22	7,333333	Fair
48	5	10	12	27	9	Fair
49	4	8	12	24	8	Fair
50	4	10	12	26	8,666667	Fair
51	4	9	10	23	7,666667	Fair
52	4	7	9	20	6,666667	Fair
53	4	8	14	26	8,666667	Fair
54	4	9	11	24	8	Fair
55	4	11	15	30	10	Fair

<b>Over all Speaking Category Result</b>		
<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Very Good	0	0 %
Good	0	0 %
Fair	52	95 %
Poor	3	5 %



## APPENDIX J

### Students' Score of Foreign Language Anxiety and Speaking Achievement

Student	Foreign Language Anxiety	Speaking Achievement
1	108	8
2	109	5
3	75	7
4	114	8
5	109	6
6	85	6
7	84	10
8	109	7
9	109	9
10	86	6
11	109	6
12	86	7
13	104	8
14	106	8
15	108	6
16	99	6
17	96	8
18	107	8
19	95	7
20	108	8
21	80	6
22	99	7
23	95	6
24	98	8
25	88	6
26	91	7
27	98	7
28	100	6
29	105	6

30	98	9
31	121	8
32	111	7
33	97	6
34	105	9
35	115	8
36	99	7
37	112	7
38	77	7
39	99	8
40	93	8
41	104	8
42	95	8
43	99	5
44	125	7
45	117	7
46	76	7
47	112	7
48	81	9
49	83	8
50	103	9
51	89	8
52	87	7
53	106	9
54	96	8
55	90	10

**APPENDIX K**

**Descriptive Statistics of Foreign Language Anxiety**

Statistics		Foreign Language Anxiety
N	Valid	55
	Missing	0
Mean		99.0909
Median		99.0000
Mode		99.00 <sup>a</sup>
Std. Deviation		1.17051E1
Variance		137.010
Minimum		75.00
Maximum		125.00
Sum		5450.00

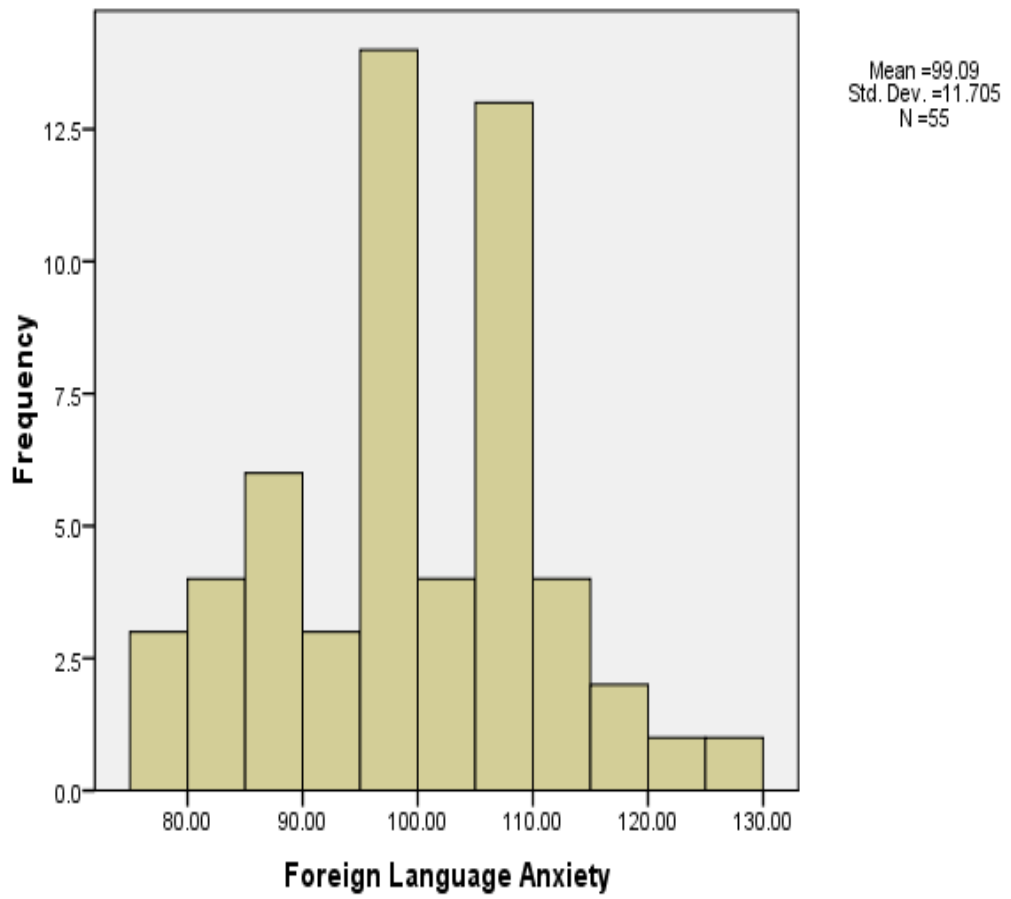
a. Multiple modes exist. The smallest value is shown

**Foreign Language Anxiety**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75	1	1.8	1.8	1.8
76	1	1.8	1.8	3.6
77	1	1.8	1.8	5.5
80	1	1.8	1.8	7.3
81	1	1.8	1.8	9.1
83	1	1.8	1.8	10.9
84	1	1.8	1.8	12.7
85	1	1.8	1.8	14.5

86	2	3.6	3.6	18.2
87	1	1.8	1.8	20.0
88	1	1.8	1.8	21.8
89	1	1.8	1.8	23.6
90	1	1.8	1.8	25.5
91	1	1.8	1.8	27.3
93	1	1.8	1.8	29.1
95	3	5.5	5.5	34.5
96	2	3.6	3.6	38.2
97	1	1.8	1.8	40.0
98	3	5.5	5.5	45.5
99	5	9.1	9.1	54.5
100	1	1.8	1.8	56.4
103	1	1.8	1.8	58.2
104	2	3.6	3.6	61.8
105	2	3.6	3.6	65.5
106	2	3.6	3.6	69.1
107	1	1.8	1.8	70.9
108	3	5.5	5.5	76.4
109	5	9.1	9.1	85.5
111	1	1.8	1.8	87.3
112	2	3.6	3.6	90.9
114	1	1.8	1.8	92.7
115	1	1.8	1.8	94.5
117	1	1.8	1.8	96.4
121	1	1.8	1.8	98.2
125	1	1.8	1.8	100.0
Total	55	100.0	100.0	

Histogram



**APPENDIX L**

**Descriptive Statistics of Speaking Achievement**

**Statistics**

		SPEAKING
N	Valid	55
	Missing	0
Mean		7.3575
Median		7.3300
Mode		7.33
Std. Deviation		1.09805
Variance		1.206
Minimum		5.33
Maximum		10.00
Sum		404.66

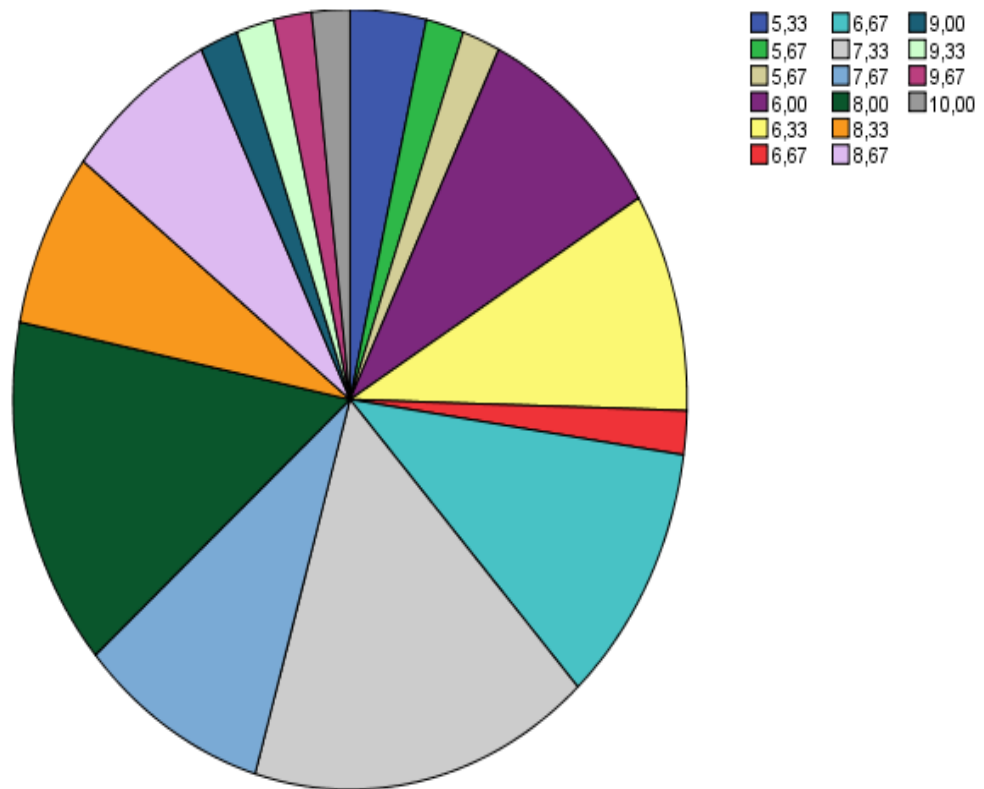
a. Multiple modes exist. The smallest value is shown

**SPEAKING**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5.33	2	3.6	3.6	3.6
5.67	2	3.6	3.6	7.3
6	5	9.1	9.1	16.4
6.33	5	9.1	9.1	25.5
6.67	7	12.7	12.7	38.2
7.33	9	16.4	16.4	54.5
7.67	5	9.1	9.1	63.6
8	8	14.5	14.5	78.2
8.33	4	7.3	7.3	85.5
8.67	4	7.3	7.3	92.7
9	1	1.8	1.8	94.5

9.33	1	1.8	1.8	96.4
9.67	1	1.8	1.8	98.2
10	1	1.8	1.8	100.0
Total	55	100.0	100.0	

Speaking Achivement



**APPENDIX M****NORMALITY TEST**

		Foreign Language Anxiety	SPEAKING
N		55	55
Normal Parameters <sup>a</sup>	Mean	99.0909	7.3575
	Std. Deviation	1.17051E1	1.09805
Most Extreme Differences	Absolute	.081	.116
	Positive	.053	.116
	Negative	-.081	-.108
Kolmogorov-Smirnov Z		.599	.862
Asymp. Sig. (2-tailed)		.866	.448

a. Test distribution is Normal.



## APPENDIX N

### PPlot

#### Case Processing Summary

		Foreign Language Anxiety	Speaking Achievement
Series or Sequence Length		55	55
Number of Missing	User-Missing	0	0
Values in the Plot	System-Missing	0	0

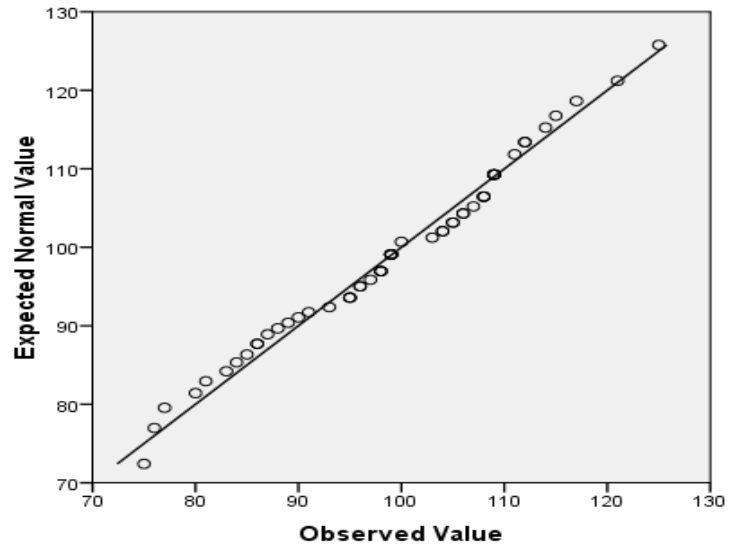
The cases are unweighted.

#### Estimated Distribution Parameters

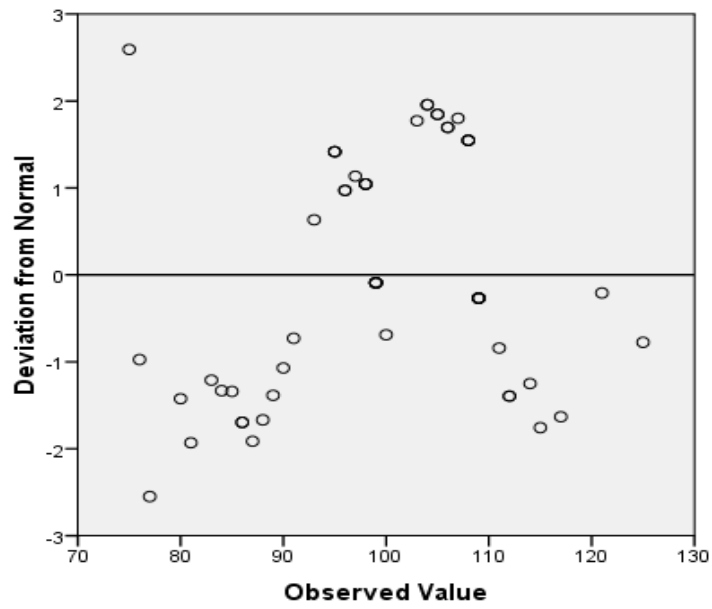
		Foreign Language Anxiety	Speaking Achievement
Normal	Location	99.0909	7.3573
Distribution	Scale	11.70513	1.09818

The cases are unweighted.

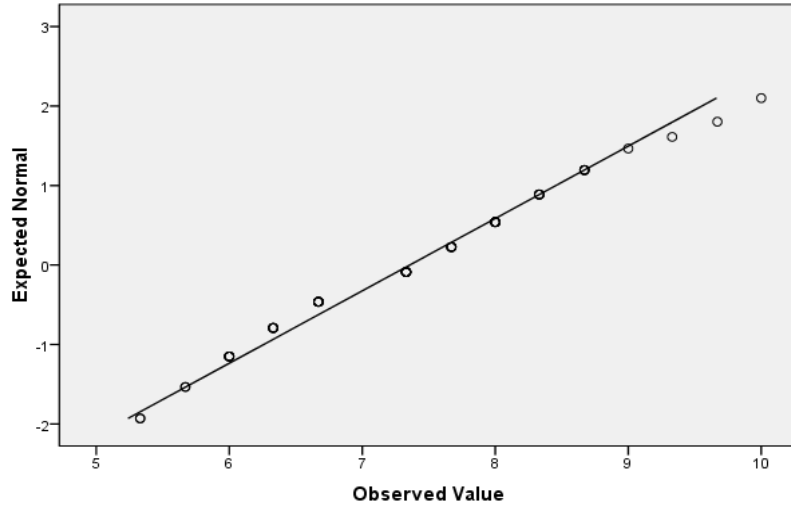
**Normal Q-Q Plot of Foreign Language Anxiety**



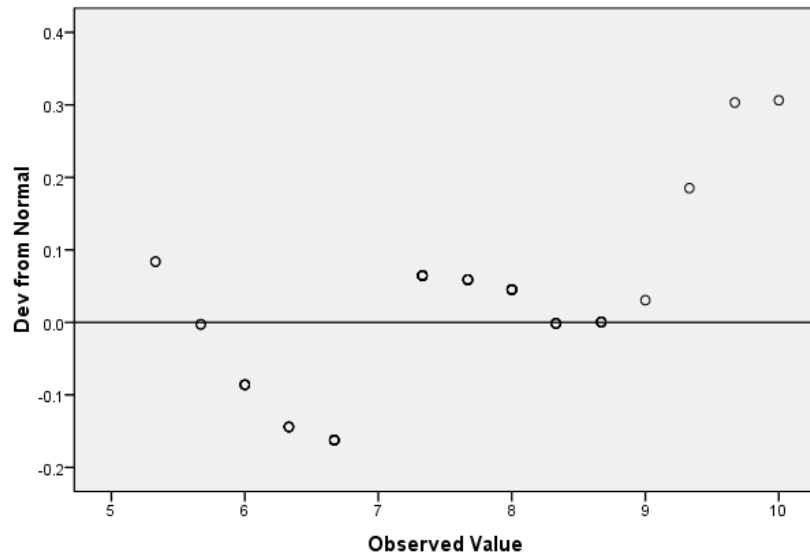
**Detrended Normal Q-Q Plot of Foreign Language Anxiety**



Normal Q-Q Plot of SPEAKING



Detrended Normal Q-Q Plot of SPEAKING



**APPENDIX O**

**LINEARITY TEST**

**Case Processing Summary**

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
SPEAKING * Foreign Language Anxiety	55	100.0%	0	.0%	55	100.0%

**Report**

SPEAKING

Foreign Language Anxiety	Mean	N	Std. Deviation
75	6.6700	1	.
76	7.3300	1	.
77	6.6700	1	.
80	6.0000	1	.
81	9.0000	1	.
83	8.0000	1	.
84	9.6700	1	.
85	6.3300	1	.
86	6.5000	2	.24042
87	6.6700	1	.
88	6.0000	1	.
89	7.6700	1	.
90	10.0000	1	.
91	7.3300	1	.
93	8.3300	1	.
95	7.3300	3	1.00000

96	8.0000	2	.00000
97	6.0000	1	.
98	8.1100	3	1.07014
99	6.7320	5	1.01199
100	5.6700	1	.
103	8.6700	1	.
104	7.8350	2	.23335
105	7.5000	2	1.65463
106	8.1700	2	.70711
107	8.3300	1	.
108	7.3333	3	1.20093
109	6.4680	5	1.32670
111	7.3300	1	.
112	7.3300	2	.00000
114	8.0000	1	.
115	8.0000	1	.
117	6.6700	1	.
121	8.0000	1	.
125	7.3300	1	.
Total	7.3575	55	1.09805

**ANOVA Table**

	Sum of Squares	df	Mean Square	F	Sig.	
SPEAKI NG * Foreign Language Anxiety	Between (Combined Groups )	43.447	34	1.278	1.180	.354
	Linearity	.019	1	.019	.017	.897
	Deviation from Linearity	43.428	33	1.316	1.215	.328
	Within Groups	21.662	20	1.083		
	Total	65.108	54			

**Measures of Association**

	R	R Squared	Eta	Eta Squared
SPEAKING * Foreign Language Anxiety	.017	.000	.817	.667

## APPENDIX P

### Correlations

#### Correlations

		Foreign Language Anxiety	Speaking Achievement
Foreign Language Anxiety	Pearson Correlation	1	.017
	Sig. (2-tailed)		.902
	N	55	55
Speaking Achievement	Pearson Correlation	.017	1
	Sig. (2-tailed)	.902	
	N	55	55

## APPENDIX Q

### Research Gallery

