

Kode>Nama Rumpun Ilmu : 742/Pendidikan Bahasa Inggris

**LAPORAN AKHIR
PENELITIAN**



**An Analysis of Students' Anxiety on Speaking Class
at Eight Grade of SMPN 2 Kota Solok on
2019/2020 Academic Year**

Tahun ke 1 dari rencana 1 tahun

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**UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN SOLOK
JANUARI 2020**

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Judul : An Analysis of Students' Anxiety on Speaking Class at Eight Grade of SMPN 2 Kota Solok on 2019/2020 Academic Year

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Tahun Pelaksanaan : 2019
Sumber Dana : DIPA UMMY
Biaya Tahun Berjalan : 2019
Biaya Keseluruhan : Rp 4.500.000,- (UMMY)

Solok, 11 Januari 2020

Mengetahui,
Dekan Fakultas Keguruan dan Ilmu Pendidikan



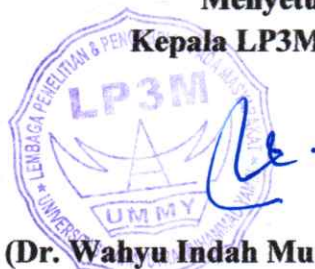
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DAFTAR ISI

RINGKASAN

- 1. PENDAHULUAN**
- 2. TINJAUAN PUSTAKA**
- 3. METODE**
- 4. HASIL PENELITIAN**
- 5. SIMPULAN DAN SARAN**
- 6. DAFTAR PUSTAKA**

LAMPIRAN

Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

Anxiety influenced students' speaking ability if they cannot control their level of anxiety. Highly anxious feeling automatically reduce of students' ability in English speaking, it made poor performance for students. This research was conducted in order to see the correlation between students' anxiety level and their speaking ability at eighth grade of SMPN 2 Kota Solok.

This research was conducted by using correlational research design. The population of this research was all of the eighth grade students of SMPN 2 Kota Solokon 2019/2020 Academic Year. Total Population in this research was 76 students that have 2 classes. In this research the researcher chose the sample 50% of the whole population by using lottery. So, the number of sample was 38 students. The rest of the population was used for tryout respondents of the instrument of the research.

The result of this research can be concluded that anxiety level does not really give influence to speaking ability of students. In this research the correlation of X variable to Y variable was about 0,459 (moderate). It can be concluded that anxiety level does not really give influence to students' speaking ability because their speaking ability in middle category

Kata kunci maksimal 5 kata

Anxiety; Speaking Ability, Anxiety Level

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG

A. Background of the Problem

Speaking plays an important role in making communication among people. Speaking is important because it is an interaction between speaker and listener to share the information and ideas and to express their feeling orally. It is considered as an important aspects for students in learning English subject as a foreign language to help them doing interaction with others.

Furthermore, in learning English speaking there are some elements should be mastered by students, namely pronunciation competence, grammatical ability, vocabulary mastery, fluency and comprehension. The elements guide students in making good communication and interaction with others. In making good communication in English speaking, students should be able to use

the elements to achieve their goal in speaking. In fact, not all students can master the English speaking elements it is a challenging for them to achieve their goals in speaking English.

English speaking becomes challenging especially for students in junior high school. They are beginner in English speaking who should master some elements in speaking to communicate English. They are still difficult in using English language during learning process of English. They should be able to make interactions with their friends both in class and outside the class by using English language. In addition, students face some conditions related with their cognitive and psychological aspects. In cognitive aspects students should master some elements in English speaking (pronunciation, grammatical ability, vocabulary, fluency and comprehension). Otherwise, psychological aspects include confident, motivation and anxiety that influence students in speaking.

Based on observation at eighth grade students of SMPN 2 Kota Solok and interview with the teachers on 15th of January, 2020 students should speak English in English class. Teacher use English language during learning process of English to increase students' ability in speaking and students should give feedback in English. In giving good feedback they should have good communication in English. So, students should master some elements in English speaking to achieve their goals in speaking. In addition, students learn speaking with many kinds activities, such as of drill activities, participation activities and performance activities.

Moreover, there are some problems faced by students in English speaking. First, the fact shows that students still had difficulties to express their idea in English. They have been using Arabic language rather than English. They were more comfortable to express their idea through Arabic language in speaking performance, although their teacher asked them to speak English. The conditions made them difficult to express their idea in English.

Second, some students felt anxious in performing English speaking activity. Anxiety made them fear of making mistakes and other students laughed at them. Sometimes, anxiety can break their performance in speaking and create nervous for students if they cannot control their level of anxiety. Each student has different level anxiety, such as high, middle and low level anxiety. High level of anxiety reduces students' ability in English speaking. It was the reason why researcher is interested to use this problem because it related with ability of students to achieve their goals in English speaking. In addition, it was relate with psychological problem of students and it was not easy to identify level of their anxiety directly.

As a matter of facts, anxiety influenced students' speaking ability if they cannot control their level of anxiety. Highly anxious feeling automatically reduce of students' ability in English speaking, it made poor performance for students. This research was conducted in order to see the correlation between students' anxiety level and their speaking ability at eighth grade of SMPN 2 Kota Solok.

B. Research Questions

Based on the formulation of the research problem above, the research questions were elaborated as follow:

1. How was students' speaking ability at eighth grade of SMPN 2 Kota Solok at 2019/2020 academic year?
2. How was students' anxiety level in speaking at eighth grade of SMPN 2 Kota Solok at 2019/2020 academic year?
3. How was the correlation between students' anxiety level and their speaking ability at eighth grade of SMPN 2 Kota Solok at 2019/2020 academic year?

C. Purpose of the Research

Based on research questions above, the purposes of the research were to find out:

1. Students' speaking ability at eighth grade of SMPN 2 Kota Solok at 2019/2020 academic year.
2. Students' anxiety level in speaking at eighth grade of SMPN 2 Kota Solok 2019/2020 academic year.
3. The correlation between students' anxiety level and their speaking ability at eighth grade of SMPN 2 Kota Solok at 2019/2020 academic year.

D. Research Outcome

There are two kinds of significance of this research. They are practical and theoretical significances. Practically, the results of this research is to provide information for teacher about students' anxiety level and their speaking ability, whether, they have correlation or not. By providing the information through this research teacher can help students to overcome from anxiety problem in learning process of English that relate with speaking ability. Theoretically, the result of this research can be useful for the next researchers. It can be added as the resources and information to conduct other relate researches.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

A. Speaking

Speaking is an oral communication which should be mastered by students. Speaking is taught to students to make them become capable in communication and doing interaction with other people correctly. In learning process, English speaking becomes a challenging subject for students. They should master some elements such as pronunciation competence, grammatical ability, vocabulary mastery and fluency to competence in delivering their ideas, information and conveys their feeling directly.

There are several expert explain about the concept of speaking. According to Wulandari (2010: 3), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that speaking is a process of constructing meaning by produce oral words and phrase into sentence finally convey information and ideas in communication through speaking.

In addition, Imane (2014: 13) states that speaking is a process of sending and receiving messages by using verbal expressions and speaking is a major way for understanding and expressing meanings to interact with others. So, people try to deliver their messages and give feedback by speaking, this interaction becomes a process in understanding meanings when interact in speaking activity.

Furthermore, Abda (2017: 286) states that speaking is often spontaneous, open ended and evolving and it requires students not only knowing how to produce specific points of language (grammar, pronunciation, or vocabulary) that is linguistic competence, but also understanding of when, why, and in what ways to produce language (sociolinguistic competence). It means students should have competence in linguistic and sociolinguistic to understand each other in communicating.

Based on some explanations above, it can be concluded that speaking is a way to produce idea and information begin with producing sound to create words and phrase into sentence finally it will conveys orally. In speaking, students can express their idea, feeling, and

information when communicating directly. Good communication happened when students have mastered some aspects in English such as pronunciation, grammar, vocabulary and fluency.

B. Anxiety

Anxiety is defined as feeling nervous, worried about making mistakes, negative perceptions, fearful of criticism or losing face. Anxiety becomes major obstacle for students in their study, because it is internal factor which affects psychological condition of students, especially in learning process of speaking class. Students should communicate by using new language which different with their mother tongue use.

There are several experts who explain the concept and definition of anxiety. According to Ave (2009: 1), anxiety is a biological reaction the body's way of telling us something is not right. It is an unpleasant emotion that is characterized by feeling of tension, worried, nervousness, and fear impact for students' mood in the class.

In addition, Gaibani (2015: 1) states 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. In addition to that, anxiety can make someone uncomfortable in learning process, because it already breaks their emotion and concentration to express their idea and show their performance.

Moreover, Ansari (2015: 39) defines that anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly. Indeed, anxiety influence someone psychology condition when they face new challenge such as speaking in English in front of other. Someone condition is different and become negative feeling if they cannot control their anxiety.

Furthermore, Izumi (2017: 22) states that anxiety can give negative impact to someone's personality if he or she cannot manage it. It means, anxiety can disturb someone performance and condition if they cannot control their anxiety. They can get bad achievement in their goals if anxiety leads their performance. Otherwise, if someone can control their anxiety and project it to become positive feeling, it can give positive achievement for them.

Based on the explanations above, it can be concluded that anxiety is an uncomfortable feeling like nervousness, tiredness, boredom, fearfulness and negative perception. Anxiety

disturbs someone conditions if they cannot control their anxiety because it can influence someone psychology. Anxiety become a problem to achieve their good performance.

Based on the explanations above, it can be concluded that anxiety is an uncomfortable feeling like nervousness, tiredness, boredom, fearfulness and negative perception. Anxiety disturbs someone conditions if they cannot control their anxiety because it can influence someone psychology. Anxiety become a problem to achieve their good performance.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengurus sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of the Research

This research was conducted by using correlational research design. Creswell (2012: 338) states that in correlational research, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. The aim of this research was to find out the correlation between anxiety level and speaking ability of the eighth grade of SMPN 2 Kota Solok on 2019/2020 Academic Year.

B. Population and Sample

1. Population

According to Nasution (2003: 28), population is total object in the research. Population may refer to objects, people, events, measurement, and etc. Therefore, population is an aggregate of object in a research. Similar with the definition above, Arikunto (2010: 102) says that population is all respondents of the research subject. The population of this research was all of the eighth grade students of SMPN 2 Kota Solokon 2019/2020 Academic Year. Total Population in this research was 76 students that have 2 classes.

2. Sample

Sample is a part of population. According to Siregar (2014: 56), sample is a data retrieval procedure, in which only a portion of the population is taken and used to determine the nature and desired characteristics of a population. Therefore, sample can be portion available that is needed to measure or analyze data in a research.

The sampling technique used in this research was simple random sampling because both of class has different gender. Nasution (2003:3) says that simple random sampling is every member of populations have chance to be samples. In this research the researcher chose the sample 50% of the whole population by using lottery. So, the number of sample was 38 students. The rest of the population was used for tryout respondents of the instrument of the research.

C. Research Instrument

According to Kok (2013: 1), research instruments as tool is used to collect information (data) to answer the research questions. The data needed for this research gathered by questionnaire and test. Questionnaire was used to measure students' anxiety level and test was used to measure students' speaking ability.

1. Questionnaire

According to Brancanto (2004: 2), questionnaire is a basis of every survey based statistical measurement. In this research, the questionnaire involves whole class session. Moreover, the researcher made some specification for students' anxiety level is divided into three components and three conditions. According to Jeffrey in Hardiani(2012: 13), there are three components of anxiety, they are physical, behavioral and cognitive. Indeed, Horwitz in Abderrezzagg (2009: 10) states that anxiety level it is divided into three condition, they are communication apprehension, fear of negative evaluation and test anxiety.

The researcher used points in the questionnaire to score each item. The questionnaire scored by using likert scale. According to Barua (2013: 35), a likert scale is psychometric scale commonly involved in research based on survey questionnaires. The rank point was used in this research are: always (5), often (4), sometimes (3), seldom (2) and never (1). Then, before the questionnaire gave to samples the questionnaire should be validated first by validators, at least two validators. The questionnaire was validated by Beru Amalianita, S.Pd and Eki Revaudes S.Pd as expert in guidance and conseling graduated from Universitas Negeri Padang. The questionnaire and encloses the proof of validation.

Table 2. The Indicator of Students' Anxiety Level

No	Indicators	Conditions	Number of Items
1		Communication apprehension	1, 10, 20
		Test anxiety	4, 8

	Physical	Fear of negative evaluation	7, 13
2	Behavioral	Communication apprehension	9, 16
		Test anxiety	11, 15
		Fear of negative evaluation	14, 18
3	Cognitive	Communication apprehension	3, 5
		Test anxiety	12, 19, 17
		Fear of negative evaluation	2, 6
		Total	20 items

By observing the table of indicators in anxiety, the score of students' anxiety based on analyzed the indicator of anxiety and correlated it to the students' ability in speaking English. The questionnaire was translated into Indonesia language in order to make the students easier in filling out the questionnaire and to avoid misunderstanding for the students.

2. Speaking Test

In getting the data of the students' speaking ability, the researcher used oral test to know the students' ability in speaking English. According to Escario et al (2000: 2), the oral test in which the candidate give spoken responses to questions from one or more teachers, is perhaps the oldest form of assessment, it has certainly been traditionally practiced in some areas of academic life. In this research was distributed based on a material in curriculum at eighth grade of junior high school. It is about describing text with the topic was describing their favorite animals. In this research, the researcher gave speaking test it can be seen *appendix 2 on page 58*.

Table 3. The Indicator of Speaking Test

No	Indicators of Speaking	Topic	Sub topic	Number of Items
1	Grammar	Describing their favourite animals	Name of animals, colours, habitual and food	1
2	Fluency			
3	Vocabulary			
4	Pronunciation			
5	Comprehension			
		Total		1items

a. Validity of the Speaking Test

According to Sugiyono (2005: 137), validity is an important key to effective research. It is invalid then it is worthless. One types of validity that can be ckecked is content validity. In content validity, the test is good reflection of what had been taught and the knowledge which the teacher wants the students to know. In this research, the researcher used content validity to see whether the test is valid or not. Suryadi (2017: 146) says that content validity is seeing the accuracy of the test based on the content. A test was given to represent the material that students have learned in their class. The material used by researcher based on curriculum which use for eight grade students at junior high school. The components of speaking to be scored in this test consists of five items, they were: grammar, vocabulary, comprehension, fluency, and pronunciation. Each item was scored from 5 to 1.

b. Reliability of the Speaking Test

To see whether the speaking test is reliable or not, the researcher used inter-rater reliability that was checked by Enita Satria, S.Pd and Ririn Kurnia Marissa, S.Pd. Both of them are English teachers at Al-Mumtaz. The test was distributed to the students as the respondents of try out, those who were not randomized as the sample.

D. The Technique of Data Collection

1. Questionnaire

In getting the data, the researcher used questionnaires with negative items about students' anxiety level. There were some steps done by the researcher. First, the researcher gave instructions and asked them to answer the questionnaire by making check list. Second, the researcher collected the questionnaire. Then, the researcher analyzed the data and scored the data by using likert scale. The rank point was used in this research were: always (5), often (4), sometimes (3), seldom (2) and never (1). Indeed, to interpret the level of the students' anxiety level, the scores is evaluated based on the criteria suggested by Mulyani (2011: 59) which include the categories as seen in the following table:

Table 4. The Score of Anxiety Level

No	Score	Anxiety Level	Explanation
1	76-100	High	An emotion like fear and more nervous
2	60-75	Middle	Focus exclusively on stressful situation

			directly in front of other tasks
3	0-59	Low	Typically motivational, meaning it helps students focus on seeking a solution to the challenge.

2. Speaking Test

In collecting the data about speaking ability, the researcher did speaking test. First, teacher prepared questions for the students. Second, the researcher called each student to do speaking test. Third, the researcher recorded each student during speaking test and researcher made a speaking transcript to measure the score of speaking. Then, speaking test was analyzed and scored by using criteria was adopted from by Brown in Izumi (2017:35). According to Mulyani (2011: 59), there are some categories of speaking scores as seen in the following table:

Table 5. The Score of Speaking Ability

No	Score	Category
1	86-100	High
2	71-85	Middle
3	56-70	Low
4	10-55	Poor

E. The Technique of Data Analysis

The data was analyzed by using the correlation analysis. According to Usman and Purnomo (2008: 203), to analyze the relation of two variables is by using correlational analysis with formula product moment pearson. Product moment pearson was used to find the level of two variables with condition was the data was rasio with the formula as below:

$$r_{xy} = \frac{\sum XY - \frac{(\sum x)(\sum Y)}{N}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{N}\right)\left(\sum Y^2 - \frac{(\sum Y)^2}{N}\right)}}$$

- r_{xy} = value
- $\sum X$ = sum of score of students' anxiety
- $\sum Y$ = sum of score speaking
- $\sum X^2$ = sum of the squared score of anxiety
- $\sum Y^2$ = sum of the squared score of speaking
- $\sum XY$ = sum of product o paired students' anxiety and speaking
- N = number of students

Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

HASIL PENELITIAN

A. Findings

1. Data Description

Based on research that has been conducted by the researcher, the data of this research were the experiences of students' anxiety levels and their speaking ability. This research was conducted to know the relationship between two variables, namely, the students' anxiety level as the independent variable (X) and students' speaking ability as the dependent variable (Y). In order to get the data in this research, the researcher used the questionnaire and speaking test. The total sample used in this research was 38 students and to know the correlation between students' anxiety level and their speaking ability the researcher used formula *Pearson Product Moment*.

a) Students' Anxiety Level

In measuring students' anxiety level, the researcher used questionnaire. Based on the data got from the questionnaire the analysis of students' anxiety level the highest score was 78 and the lowest score was 59. It means the students who has the highest score have high anxiety level which is an emotion like fear and more nervous. In other side, the students who have the lowest score have low level anxiety which typically is motivational, meaning it helps students focus on seeking a solution to the challenge. In addition, there are 1 respondent with score 76-100 have high level of anxiety, there are 33 students with score 60-75 was middle level and there are 4 students with score 0-59 was low level anxiety. It means, there is 2,63 % students have high level anxiety, 89,47% students have middle level anxiety and 10,52% have low level anxiety. Based on the finding the data about level students' anxiety level was **middle level anxiety**. It can be seen in this table :

Table 7. The Scores of Students' Anxiety Level

No	Score	Frequency	Anxiety Level
1	76-100	1 student	High
2	60-75	33 students	Middle
3	0-59	4 students	Low

b) Students' Speaking Ability

In order to know students' speaking ability the researcher used speaking test as instrument to get the data from the respondents. The researcher did speaking test with some steps. First, teacher prepared question for the students. Second, the researcher called each student to do speaking test. Third, the researcher recorded each student during speaking test and the researcher made speaking transcript to found the score of speaking. Then, speaking test was analyzed and scored by researcher.

1. Transcript Speaking Test

Teacher : You are going to describe your favorite animals. You have 5 minutes to do it in front of the class. You have to include following clues: name, colors, habitual and food.

Students 1 : Okay friends, I will describe my favorite animal, my favorite animal are wolf, the color is grey, the habitual are run, they live at meat.

Student 2 : Okay friends, I will describe me favorite animal, me favorite animal is chicken, the color is.... red and black, the habitual are playing at my home many chicken, every holiday I give eat chicken.

Student 3 : I will.. I will describe my favorite animal, my favorite animal is ...bear, the color is broad, the habitual are war, they like.. aaa... honey.

Student 4 : Okay friends, I will describe my favorite animal, my favorite animal is shark, shark live in the sea, the color is grey, the habitual are swim and find the enemies, they are like to eat meat fish. I love shark because shark strong.

Student 5 : Okay class, I will describe about my favorite animal is butterfly, the color is purple. Color butterfly is beautiful and butterfly like to play aa...aa...and fly and I am very love butterfly, the butterfly like to eat flower.

Student 6 : Okay friends, I will describe favorite animal, my favorite animal are..eeh is chicken, the color white, red and black, the habitual they the victor, they are like to eat worm. I have chicken in home.

Student 7 : Hello friends, here I will introduce about my favorite animal, my favorite bird, the color is brown, the bird is like to crown and I am very love bird, the bird is very funny, they like to eat fish. I love bird because they can fly in the sky, I want see other country like bird fly in the sky. I like to see bird fly in the sky.

Student 8 : Okay friends I want describe my favorite animal, me favorite animal are bird, the color is...grey, the habitual are fly, they like...caterpillar.

Student 9 : Okay friends, I will describe my favorite animal, my favorite animal is dinosaur, the color is green and...“abu-abu”, the habitual are run, sleep, they are like to eat meat.

Student 10 : Okay my friends, aaa...I will describe my favorite animal, me favorite animal is rabbit, the...the...color is black, rabbit is...like to jump and run, the like to eat...carrot, I have three rabbit...in home.

Student 11 : Okay friends, I will describe about my favorite animal, my favorite animal is cat, the color is white black and orange... the cat... and the cat is like to playing and I am very love a cat. I have one cat at my home. the cat is very funny and the cat is like to eat food. I like play with my cat.

Student 12 : Okay friends I want describe my favorite animal, my favorite animal are...snake, the color is... brown, the habitual are eat, they like...meat.

Student 13 : Okay friends I will describe favorite animal, me favorite animal are...rabbit, the color is...black, aaa...the habitual are jumping, they are like to...eat carrot.

Student 14 : Okay friends, I will describe my favorite animal, my favorite animal is bird. Bird have two swing, swing use to fly. My brother have many bird in home, the color is blue, the like to fly.

Student 15 : Okay friends, I was my favorite animal, my favorite animal is panda, the color is black and white the habitual are playing, they are like to play bamboo.

Student 16: Hi friends, I will describe about my favorite animal, my favorite animal is rabbit, the color is white and black, and the rabbit is like to hope I am very love it. The rabbit is very funny the rabbit is like to eat carrot.

Student 17 : I will describe the animals, my favorite is monkey, the color is “coklat” the habitual is banana...they are like to eat “ slim”. Monkey like jump in the tree.

Student 18 : Okay, I...will describe favorite animal, my favorite animal is rabbit, the ..the color is brown, the habitual is jumping, they like to...to...eat carrot.

Students 19 : Okay friends, I will introduce my favorite animal, my favorite animal is tiger, tiger live in forest. The color is yellow and black, the habitual are run, they are like to eat meat.

Students 20 : Okay, I describe favorite animal is rabbit, color is...aaa “coklat”, they like to...food carrot, the habitual is jump.

Students 21 : Okay friends...I will...describe...and my favorite animal, my favorite animal is rabbit, the color is white and black and the rabbit like to playing, jumping, and I am very love, the rabbit is very funny, the rabbit is like to eat carrot.

Student 22: My favorite animal is a horse, the color is brown and horse like walking and playing, I am very love, a horse very funny the horse like to eat grass.

Student 23: My favorite animal is chicken, the color...black and red, the chicken like to crow and I am very love the chicken, the chicken is very funny. My mother have many chicken in my home, every day my mother give food to chicken.

Student 24 : Okay my friends, I want describe my favorite animal, my favorite animal is chicken, the color is red and white, chicken like eat warm.

Students 25 : I will describe favorite animal, me favorite are rabbit, the color is white...and the ca...and the rabbit like to eat carrot and I am very love the rabbit, I have one rabbit at my home, the rabbit is very funny.

Student 26: my favorite animal is rabbit, the color is...black and white, the rabbit is like to jumping, I am very love the rabbit because rabbit is cute, I have two rabbit in my home, the rabbit is very funny, is like to carrot.

Students 27: Okay friends, I describe my favorite animal, my favorite animal is rabbit, the color is black and white and the rabbit like to playing, jumping and I am very love, it is very funny. The rabbit is carrot.

Student 28: Okay friends, I will...describe my favorite animal, my favorite animal is rabbit, the color is white and black, I am very love it. I have one my home, my rabbit is very funny, the rabbit is like to eat carrot.

Students 29: my favorite animal is horse, the color is brown and is like walking and playing, I am very very love my horse, the horse is very funny, the horse is very like to eat grass.

Students 30 : Okay friends, I “akan” describe my favorite animal, my favorite animal is... bird, the color is...brown, the habitual is fly, they like to eat “padi”.

Student 31 : Okay all, I want describe my animal, my favorite animal is chicken, the color is white, the habitual is run, they like to eat...aaa..“ulat”.

Student 32 : Okay friends, I will my favorite animal, my favorite is dog, the color is....white, the habitual are chicken and...and

Student 33: Okay friends, I will describe my favorite animal, my favorite animal fish, my color...my color...the color is black, the habitual are swimming, they are like to eat warm.

Student 34 : Okay friends, I will describe my favorite animal, my favorite animal is tirex, the color is red, the habitual...they are like eat meat chicken.

Student 35 : I want describe my favorite animal, my favorite animal dog, the color is back...a black, the habitual meat pig, they are like food “daging” pig.

Students 36 : Okay friends, I will describe favorite animal, my favorite animal is....snake, the...the color is yellow, they are sleep and eat, they are like to eat meat.

Students 37 : Okay friends, I will describe about my favorite animals, my favorite animal is rabbit, the color is “biru”...eehh blue, the habitual is run, they like to eat carrot, I love them because they are very funny and cute.

Student 38 : Okay friends I will describe my favorite animals, my favorite animal is dog, the color is brown, the habitual is jump, they like to eat meat, I have one dog at my home.

Based on the data got from the speaking test the analysis of students’ speaking ability the highest score was 96 and the lowest score was 60. The mean (average) of speaking ability of students was **79,68**. According to the interval table, students speaking ability was into **middle category**.

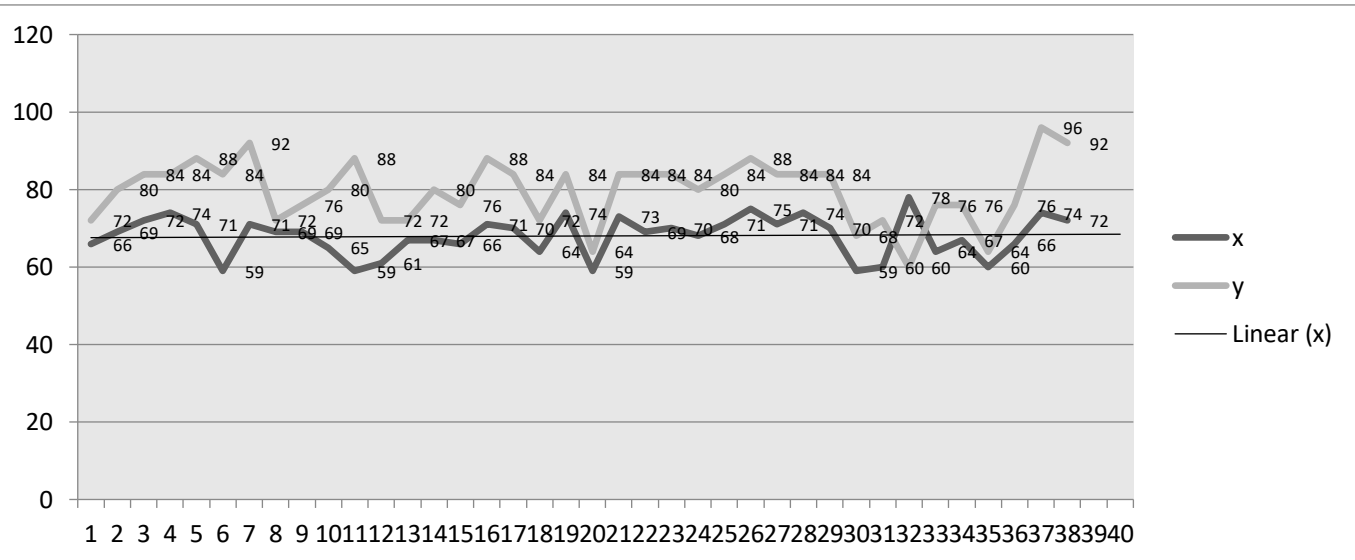
2. Data Analysis

The correlation data between students’ anxiety level and their speaking ability was analyzed by using *Pearson Product Moment*. There was correlation between students’ anxiety

level and their speaking ability with coefficient index (r) was 0,459. It means the correlation was moderate and the contribution of X variable to Y was 21%.

Then, the researcher analyzed the index's result by using formula rumus t-calculated to see correlation between students' anxiety level and their speaking ability. The correlation from t-calculated was positive if value $t_{calculated} > t_{table}$ dengan db = 36. By analyzing t-calculated, the researcher got the value was 3, 101 with (DF = 36) ; $t_{table} = 1,688$. Based on the analysis of the data, it can be concluded that there is correlation between students anxiety level and their speaking ability with interpretation is **moderate**. It can be seen in this graph the correlation between students' anxiety level and their speaking ability:

Graph 1: Score of Students' Anxiety Level and Speaking Ability



B. Discussions

Related to the research finding, the researcher found the result of the data. It was from questionnaire and speaking test, the researcher could answer the research questions about students' anxiety level and speaking ability. The data was collected by eighth grade students of SMPN 2 Kota Solok registered in 2018/2019. The correlation between students' anxiety level and their speaking ability can be seen from questionnaire. Speaking ability of students can be seen from their score in speaking test. Finally, it could be discussed whether students anxiety level has correlation or not with speaking ability.

Based on the speaking test that researcher gave to students, it could be concluded that the mean of students' score was 79,68. In the table classification of speaking ability it can classified

into middle category. In other side, based on the questionnaire that researcher gave to students, the high percentage was middle level anxiety 89,47%. Then, 10,52% have low level anxiety and 2,63 % students have high level anxiety. It means, the level of students' anxiety level was middle level anxiety.

Based on the analysis of correlation by using formula Pearson Product Moment, it showed that there is correlation between students' anxiety level and their speaking ability with coefficient correlation 0,459. Students' anxiety level gave 21% contribution to speaking ability. In measuring t-count, it can be concluded that there is correlation between students' anxiety level and their speaking ability with interpretation was moderate.

In addition, Izumi (2017: 23) states that anxiety can give negative and positive impact to the students who desire to master foreign language especially English. It can be negative if the students cannot manage or control their level anxiety. It will be difficult for them to learn English and their score will be bad.

Based on the expert statements above, the result of this research can be concluded that anxiety level does not really give influence to speaking ability of students. In this research the correlation of X variable to Y variable was about 0,459 (moderate). It can be concluded that anxiety level does not really give influence to students' speaking ability because their speaking ability in middle category.

SIMPULAN DAN SARAN

A. Conclusions

Based on the finding of the research, this research was focused on correlation between students' anxiety level and their speaking ability at the eighth grade of SMPN 2 Kota Solok in 2019/2020 academic year, it can concluded as follows: 1) students' anxiety level at the eighth grade in SMPN 2 Kota Solok in 2019/2020 academic year was middle level category with percentage 89,47%, 2) speaking ability at the eighth grade students in SMPN 2 Kota Solok in 2019/2020 academic year was 79,68 (middle category), 3) the correlation between students' anxiety level and their speaking ability at the eighth grade students in SMPN 2 Kota Solok in 2019/2020 academic year was moderate and the contribution was about 21%.

B. Suggestions

Based on the conclusions above, the researcher wants to give some suggestions related to students' anxiety level and their speaking ability as follow: 1) the level of anxiety influences the capability of students in speaking ability. The researcher suggested to students should control their level anxiety and teacher can give teaching variants to reduce students' anxiety level in English the class, 2) other researchers are expected to use this research and other related sources to add their knowledge about the correlation between students' anxiety level and speaking ability in order to use it as reference in the future, and 3) for the students, it is expected they could be controlled their anxiety level in English speaking class. The students are hoped more relaxed and active in speaking class.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksaaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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LAMPIRAN 1. JUSTIFIKASI ANGGARAN

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	100,000	1	2	200,000
Pengumpul Data	65,000	3	1	195,000
Analisis Data	150,000	3	1	450,000
Sub Total (Rp.)				845,000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	5	35,000	175,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
Jumlah				1,375,000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	2	55,000	110,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	1	315,000	315,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	1	27,000	27,000
Penghapus	instrument penelitian	1	5,000	5,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000

Buku folio	Catatan lapangan penelitian	2	20,000	40,000
Pen Correction (Tipe X)	Catatan lapangan penelitian	2	5,000	10,000
Bulpoint	Catatan lapangan penelitian	4	3,000	12,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
Jumlah				1,530,000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	75,000	150,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	4	50,000	200,000
Jumlah				350,000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	1	400,000	400,000
Sub Total (Rp)				400,000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				4,500,000



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Surat Tugas

No. **10-29/ST-P/LP3M-UMMY/x-2019**

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

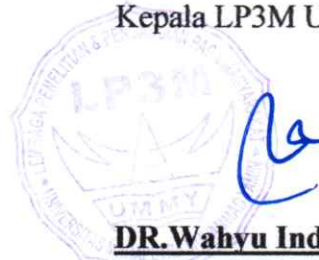
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Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)

Untuk melaksanakan kegiatan Penelitian dengan judul **“An Analysis of Students’ Anxiety on Speaking Class at Eight Grade of SMPN 2 Kota Solok on 2019/2020 Academic Year”**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 29 Oktober 2019

Kepala LP3M UMMY



DR. Wahyu Indah Mursalini, SE. MM.

NIDN. 1019017402