THE RELATIONSHIP BETWEEN ANXIETY AND STUDENTS' SPEAKING ABILITY AT GRADE XI MAN SIABU

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuanas a Partial Fulfillment of Requirement
for Degree of Islamic Educational Scholar(S.Pd.)
in English

Written by:

DESTIANA SIHOMBING
Reg.Number.11340 0095

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Destiana Sihombing** entitled **"THE RELATIONSHIP BETWEEN ANXIETY AND STUDENTS' SPEAKING ABILITY AT GRADE XI MAN SIABU"**, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
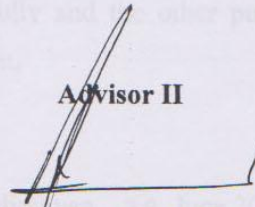
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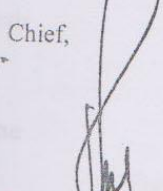Based on the statement above all, this statement is made true heartedly to be used properly.
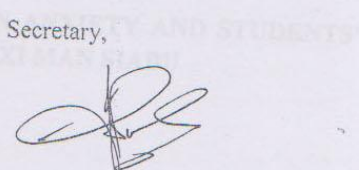
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EXAMINERS
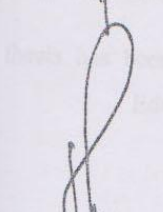## SCHOLAR MUNAQOSYAH EXAMINATION

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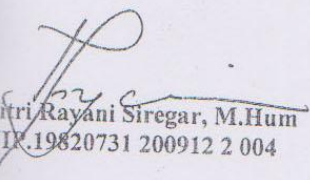Dr. Lelya Hilda, M.Si
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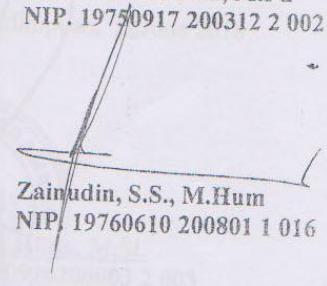
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ABSTRACT

This research discussed about therelationship between anxiety and students' speaking ability at XI MAN Siabu. The problems of this research most of the students felt difficult in speaking English, lack of motivation, and high of anxiety to communicate. The aim of this research to verify the correlation of anxiety and students' speaking ability at grade XI MAN Siabu.

This research employed quantitative research and the method was correlation method. The population of thisresearch was grade XI MAN Siabu. With the sample of the research was 5 persons from IIS- 1, 5 persons IIS- 2, 5 persons IIS-3, 5 persons IIS- 4, 5 persons MIA-1, 5 personsMIA-2, 5persons MIA- 3, and 5 persons MIA- 4. So, the sample of the research was 40 persons, exactly 15% from population. To collect the data, researcher used questionnaire for Anxiety and test toknowstudents' speaking ability. To analize the data, the researcher used r_{count}.

Based on the result of the research, researcher showed the description of the data, and it was found that the result calculating which was gotten the value of the correlation product moment r_{xy} between variable of x and y were -1.60.

Next testing the significant in *taraf* significant 5% by looking t_{count} was 0.320 and taraf significant 1 % was 0.413. The hypothesis is this research was rejected because $t_{table} > t_{count}$. It means there wasn't a significant correlation between anxiety and students' speaking ability at grade XI MAN Siabu.

Key word :*Speaking problem, Anxiety and Students Speaking ability*

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بِسْمِ ٱللَّهِ ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ

In the name of Allah, the beneficent and the merciful

First of all, I would like to convey my grateful to Allah SWT. The most Creator and Merciful who has given the health, time and chance for finishing this thesis. Second, Peace and salutation be upon to the prophet Muhammad SAW, his families, his companies, and his followers.

This thesis was accomplished with the great help of others. Researcher I realized that actually could not complete without advice, encouragement, guidance, suggestion, and support from many people. In this opportunity, I would like to express her sincere gratitude to:

1. Thanks to Mrs Eka Sustri Harida., M.Pd and Mr Zainuddin, S.S., M.Hum., as, advisor I and II who have guided the me to complete this research.
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4. Thanks to Mrs Rayendriani Fahmei Lubis M.Ag, as the Chief of English Department.

On this occasion, I would be happy to receive any continuative, criticism and suggestion from the readers. Hopefully, this thesis will be useful for the readers especially to the learners of English and improvement of English learning in IAIN Padangsidimpuan.

Padangsidimpuan,   April 2017

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CHAPTER I

INTRODUCTION

A.   Background of the Problem

Speaking is an important language skill either for academic purpose or to communicate to another person and as necessary to become a well-rounded communicator. people can talk about something or what the information to another. Speaking in educational setting is one of the important skills beside reading, listening and writing. Speaking skills can chance one's personal life, thereby bringing about the well-rounded growth someone should all speak. The following illustration will present some significance of speaking for our lives. The following illustration will present some significance of speaking for our life.

The first, speaking is important because when people go to another place, of course must use language and people must communicate with another. So, if they can speak all the language so they will be easy to communicate with another people. The second, speaking is important because speaking is very useful for studying that used in many places around the world. With Speaking, human can communicate one another to express idea, feeling, thoughts and desires. The last, speaking important because they can also share with other people. When they have a problem, they can find the solution from another who can be believed. In smaller environment, it is often important to have feedback in order for the conversation to progress in a satisfactory manner. So, if someone have any problem, so it is easy to find

resolution fromanother people, someonecan believe and share with another people and have many information.

However, as Indonesian people English is as a foreign language. Not all students are success in speaking ability, because this is not easy for them. It can be seen from the reality that there are many English learners who are still in capable to speak English although they have learnt it for many years. These caused by the lack of vocabulary, grammar, fluency, pronunciation, limitation to speaking practice in the class or out class, high of anxiety which influences the use of English to communicate with each other's. Below the researcher reveals the reason[1].

Many students are lack of understanding about the subject also one factor of students' speaking ability is low. If the teacher ask their opinion about the subject but they do not understand about it. So, make them seldom speaking English inside or outside the class.

Students are lack of motivation. It is found that students are rarely speaking English inside or outside the class. For example, many students usually are silent in the class when they are studying English subject. Sometimes, they used their mother language to communicate. So, English is used in their daily communication.

Students also are high of anxiety, because it can be seen from the daily activities in the class. Many students are seldom to speak English when speaking subject. They are afraid to speak English because they don't have

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[1] Observation and information from the teacher MAN Siabu, 21 January 2017, MAN Siabu.

high confidence. According El Nagar providing students with an affective environment enables language speakers to speak fluently and interact freely with each other. This encouraging environment makes learners speak fluently without anxiety and apprehension.[2] So, the researcher is interested in conducting this research because to know there is a relationship between anxiety and students' speaking ability.

B.   Identification of the Problem

Based on above background of problem, the researcher has identified problem like:

 1. Students'speaking ability is low.

2. Students are lack of motivation for speaking

3. Students are high of anxiety.

C.   Formulations of the Problems

Based on the problems above, the researcher found the problems as follow:

1. How is the students' speaking ability at grade XI MAN Siabu ?

2. How is the students' anxiety at grade XI MAN Siabu ?

3. Is there any significant between anxiety and students' speaking ability at grade XI MAN Siabu ?

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[2]Ashraf Atta M. S. Salem and Mosaad Abu Al Dyiar, "The Relationship between Speaking Anxiety and Oral Fluency of Special Education Arab Learners off English", *Journal Asian Social Science,*Vol. 10, No. 12, March 17, 2014. *(http://dx.doi.org),*accessed on 20 January 2016 at 11.30 WIB).

D.   Purpose of the Research

The purposes of this study are to know :

1. To describe the students' speaking ability at grade XI MAN Siabu.

2. To describe the students' anxiety.

3. To know what is the relationship between students' anxietyand students' speaking ability of grade XI MAN Siabu are significant or not.

E.   Significances of the Study

The study is expected to be useful for:

1. Headmaster, to supervise and to give significant theory and practice contribution to English teaching in learning process.

2. The English teacher, to improve their quality of teching Speaking.

3. Students, to be a high self-confidence in studying English.

4. Researcher, to do futher research about related topic.

F.   Definition of the Operational Variables

To avoid misunderstanding and vagueness between the researcher and the readers. The researcher would like to clarify the used terms in the thesis which entitles "**The Relationship betweenAnxiety and Students' Speaking Ability at Grade XI Man Siabu"** as in the follows:

1. Students' Anxiety

Students' anxiety is students' nerves or apprehension to something going to happen, so their mental disorder.

2. Speaking Ability

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking, or in an able to do communicate in situation that is going on.

G. **Thesis Outline**

The researcher is going to organize this research paper in order to make the reader easier to understand Chapter I consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aims of the problem, significant of the problem, definition of operational variables and thesis outline.

Chapter II consists of theoretical description, review of related finding (it consist of some finding that related to this research), conceptual fremework, and the last hypothesis (hypothesis is a provisional answer to the research problem).

Chapter III consists of research methodology, it desribed research design, time and place of research, population and sample of research, instrument of collecting the data (a tool of facility is used by the researcher to collect the data) ,technique of data collection, technique of data analysis.

Chapter IV consists of the result of the research which consisted of description of the data, the testing of hypothesis, discussion, and threats of the research.

Chapter V consists of conclusion and suggestion.

CHAPTER II

THEORITICAL REVIEW

A. Theoritical Description

1. The Concept of Anxiety

a. Definition of Anxiety

The definitions of anxiety that have been proposed by several scholars have some common characteristics the state of apprehension, fear, tension and feelings of uneasiness, these characteristics are associated with individuals, negative evaluations of their actions. For some reason, they become failure oriented, feel inhibited and avoid performing tasks such as doing homework, taking an exam and even speaking in class. In some cases, people may feel anxious in specific situations or they may experience anxiety in every stage of the learning process. Anxiety is such a complex issue that researchers have been unable to agree on a concise and also Anxiety has been defined as "an emotional response to a threat to some value that the individual holds essential to his existence as a personality, the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system.

According to Gardner and MacIntyre, that language anxiety is seen as a stable personality trait referring to the propensity for an individual to react in a nervous manner when speaking in the second

language.[1] So, anxiety is a feeling of nervous in psychological students.

According to Spielberger, anxiety as :"Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system"[2]. However, Horwitz, et al.'s definition of anxiety as "a distinctive complex is more inclusive of affective factors in relation to this construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process"[3].

So, from above definitions, the researcher can conclude that anxiety is a kind of an unpleasant emotional state characterized by a particular state of mind, referred to as uneasiness which is perhaps the main characteristic which distinguishes anxiety from fear.

b. Level Anxiety

Anxiety can give a negative effect for student in foreign language class. Whereas to speak a foreign language student has to have high self-confidence, so teacher can measure students' performance. To know how far student's anxiety influences student

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[1] Rosamond Mitchell & Florence Myles, *Second Language Learning Theory,* (London: Great Britain, 2004), p.26

[2] Spielberger, C. *Manual for the state-trait anxiety inventory.* Palo Alto: Consulting Psychologists Press, (1983), p.1

[3] Horwitz, Foreign language classroom anxiety.*The Modern Language Journal*, 70, 125-132.(2001), p.113 fromhttp://engrammetron.net/resources/psychophysiologyrestricted/Articles/Horwitz_etal.pdf. Retrieved January 2, 2017

performance, someone need to give a test anxiety. This test anxiety is a type of performance anxiety. In situations where the pressure is on and a good performance counts, people can become so anxious that they are actually unable to do their best.

Horwitz et al. developed test anxiety for student, that is the Foreign Language Classroom Anxiety Scale (FLCAS). The test anxiety contains of 33 items with five point scale.[4] It starts from *Strongly Agree* to *Strongly Disagree* with the statement :

1. 1= strongly disagree,

2. 2 = disagree,

3. 3 = neither agree nor disagree,

4. 4 = agree and

5. 5 = strongly agree which Indicated the degree frequency of respondent

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[4]Horwitz, E., Horwitz, J., & Cope.Foreign Language Classroom Anxiety Scale.*The Modern Language Journal,* 70, 202-224 Retrieved (1986)p129-130,from: *http://www.anglisci .pl/wasze-publikacje/sources-of-language-anxiety-in-theforeign language-classroom.html,* Retrieved Jananuary 2, 2017

Table 1

Foreign Language Classroom Anxiety Scale

No	Statement
1	I never feel quite sure of myself when I am speaking in my foreign language class.
2	don't worry about taking mistakes in language class.
3	I tremble when I know that I'm going to be called on in language class.
4	It frightens me when I don't understand what the teacher is saying in the foreign language.
5	It wouldn't bother me at all to take more foreign language classes.
6	During language class, I find myself thinking about things that have nothing to do with the course
7	I keep thinking that the other students are better at languages than I am
8	I am usually at ease during tests 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 classes.
12	In language class, I can get so nervous I forget things I know.
13	In language class, I can get so nervous I forget things I know.
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 confused I get.
22	I don't feel pressure to prepare very well for language class.

23	I always feel that the 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	When I'm on my way to language class, I feel very sure and relaxed.
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

c. Types of Anxiety

Anxiety, as perceived by many English language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education.[5] Furthermore, anxiety is usually not seen as a unitary factor but a complex made up of constituents that have different characteristics. Three important anxiety distinctions are usually mentioned: 1) State-Trait Anxiety, 2) Facilitating-Debilitating anxiety, 3) Situation-Specific Anxiety. Below is the descriptions about:

1) State-Trait Anxiety

Simply, state anxiety refers to emotional and physical reactions towards a stimulus apprehended as a threat in a particular context while trait anxiety refers to individual differences in reactions towards a perceived threat in the environment in general. In other words, a specific response of anxiety is considered as state anxiety and a general response of anxiety is accepted as trait anxiety. In detail , the trait anxiety is an anxious person.

2) Facilitating-Debilitating anxiety

The distinction between these kinds of anxiety might be equal to consistency of anxiety with "low anxiety

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[5] ibid,p.120

state having facilitating anxiety and high anxiety state having debilitating effect"

3) Situation-Specific Anxiety

The situation-specific view of anxiety has been supported by the evidence that "the personality difference conception of anxiety, by its nature, deemphasizes the situational determinants of anxiety" situation-specific anxiety which is related to the general orientation of anxiety and certain situations such as: taking a test, class participation or speaking in public.

So, from the description, the reseacher conclude that all thetypes of anxiety can give negatively influences language learning. Aanxious person, cant taking a test or speaking public.

d. **Indicators of Anxiety as Hamilton Anxiety Rating Scale (HAM-A)**

Below is a list of phrases that describe certain feeling that people have. Rate the patients by finding the answer which best describes the extent to which he/she has these conditions. Select one of the five responses for each of the fourteen questions.

0 = Not present, 1 = Mild, 2 = Moderate, 3 = Severe, 4 = Very severe.

Hamilton Anxiety Rating Scale (HAM-A)

1) Anxious mood

Worries, anticipation of the worst, fearful anticipation, irritability.

2) Tension

Feelings of tension, fatigability, startle response, moved to tears easily, trembling, feelings of restlessness, inability to relax.

3) Fears

Of dark, of strangers, of being left alone, of animals, of traffic, of crowds.

4) Insomnia

Difficulty in falling asleep, broken sleep, unsatisfying sleep and fatigue on waking, dreams, nightmares, night terrors.

5) Intellectual

Difficulty in concentration, poor memory.

6) Depressed mood

Loss of interest, lack of pleasure in hobbies, depression, early waking, diurnal swing.

7) Somatic (muscular)

Pains and aches, twitching, stiffness, cyclonic jerks, grinding of teeth, unsteady voice, increased muscular tone.

8) Somatic (sensory)

Tinnitus, blurring of vision, hot and cold flushes, feelings of weakness, pricking sensation.

9) Cardiovascular symptoms

Tachycardia, palpitations, pain in chest, throbbing of vessels, fainting feelings, missing beat.

10) Respiratory symptoms

Pressure or constriction in chest, choking feelings, sighing, dispend.

11) Gastrointestinal symptoms

Difficulty in swallowing, wind abdominal pain, burning sensations, abdominal fullness, nausea, vomiting, looseness of bowel, loss of weight, constipation.

12) Genitourinary symptoms

Frequency of maturation, urgency of maturation, amenorrhea, development of frigidity, premature ejaculation, loss of impotence.

13) Autonomic symptoms

Dry mouth, flushing, pallor, tendency to sweat, giddiness, tension headache, raising of hair.

14) Behavior at interview

Fidgeting, restlessness or pacing, tremor of hands, furrowed brow strained face, sighing or rapid respiration, facial pallor, swallowing.[6]

So, baseb on the Hamilton Anxiety Rating Scale (HAM-A) the researcher will be take "Somatik (Muscular), Pains and aches, twitching, stiffness, cyclonic jerks, grinding of teeth, unsteady voice, increased muscular tone", because it is appropriate to this research.

2. The Concept of Speaking

a. Definition of Speaking

There are many theories which are pointed out by many linguistics about the results of speaking, the researcher tries to make some of them. According to David Nunan that speaking is the productive skill that consists of producing systematic verbal utterances to convey meaning.

Henry Guntur Tarigan said "speaking is the ability to pronounce sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitations someone can say in speaking".[7] Mc. Donough says, "Speaking is not only the oral production of written language,

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[6]Hamilton M, *The assessment of anxiety states by rating*. (Br J Med Psychol, 1959),p.81

[7]Henry Guntur Tarigan, *BerbicaraSebagaiSuatuKeterampilanBerbahasa*, (Bandung : Angkasa), p.15

but also involves learners in the mastery of a wide range of sub skill, which added together constitute an overall competence in the spoken".[8] Speaking is fundamentally an instrumental act.[9] According to the Wbester New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken, utterance, discourse.[10]

So, researcher conclude that speaking is expressing ideas, opinions or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt through teaching and learning process. a good speaking will make and create a good communication should have the same correlation between the communicator and listener in absorbing the information, or the meaning of the topic is being talked and also give the sense and response. A speaker has to encode the message and listener has to decide or interprets the message which contains information. Encoding is the process of conveying message of information to listener while decoding is the process of receiving information given by the speaker.

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[8]Joe Mc. Donough, *Op. Cit.* p.151.
[9]Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace Jovanovich Inc, 1977), p. 223.
[10]Victoria Neufeldt .*Webster New World College Dictionary-3rd* (New York: Simon & Schuster Inc, 1995) p. 1217.

b. Purposes of Speaking

People have spoken to each other to convey common human experiences. Sharing these experiences brings together people from many different lifestyles and helps them to connect. Every day, someone on the receiving end of public speaking. For the most part, someone might not even be aware that someone is "doing" public speaking. The best speakers and presenters speak in a natural way that invites us to make some change in our life, no matter how small. There are three essential purposes of public speaking[11]. Based on however as following :

1. To inform: to share information with listeners by defining, describing, or explaining a thing, person, place, concept, process, or function. This is about helping audience members acquire information that they do not already possess. Audience members can then use this information to understand something. Its goal is that the listeners understand, something in the same way that the speaker understands that subject. In

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[11]H. Douglas Brown,*Principle of Language Learning and Teaching* (America, 2007), p. 236 – 238.

this way, the speaker is sharing meaning and ways of understanding.

2. To persuade: to change or reinforce a listener's attitude, belief, value, or behavior. When someone speak to persuade, someone attempt to get listeners to embrace a point of view or to adopt a behavior that they would not have done otherwise. A persuasive speech can be distinguished from an informative speech by the fact that it includes a call for action for the audience to make some change in their behavior or thinking.

3. To entertain: to help listeners have a good time by getting them to relax, smile, and laugh. Whereas informative and persuasive speech making is focused on the end result of the speech process, entertainment speaking is focused on the theme and occasion of the speech.

From the three essential purposes of public speaking, the researcher can conclude that the speaker must known for what purpose he or she speak does. It is important to heave the goal of communicate

c. Kinds of Speaking

Based on Nunan in Brow[12] there are two types of oral language as follows:

1) Monologue

In monologue, when a speaker uses spoken language for any length of time, as in speech, lectures, readings, news broadcasts, etc., the listener must process long stretches of speech without interruption and the stream of speech will go on whether or not the listeners comprehend. The monologue consists of two types are: a. Planned monologue is usually has little redundancy and relatively difficult to comprehend.

2) Dialogue

Dialogue involves two or more speakers. In each case, participants may have a good of background knowledge; therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden. In conversation between or among participants who are unfamiliar with each other, references and meanings have

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[12]H. Douglas Brown,*Principle of Language Learning and Teaching* (America, 2007), p. 236 – 238.

to be made more explicit in order for effective comprehension. The dialogue consist of two types, those are "social relationship (interpersonal) and factual information (transactional).

Based on kind speaking above, the resercher can conclude that two oral speaking, there are monologue and dialogue.

d. Speaking Difficulties

For speaking English, someone must know what the speaking difficulties. Speaking is not an easy subject. It needs a routine learning activities and also strategies to make it fluency and accuracy. According to Brown, there are eight factors which make speaking difficult, as follows:

1) Clustering

   Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

   The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

   Contractions, elisions, reduced, etc. all form special problems in teaching spoken English. Students who don't learn colloquial

contractions can sometimes develop a stilted, bookish quality of speaking.

4) Performance Variables

One of the advantages of spoken language is that process of thinking to manifest a certain number of performance hesitations, pauses, backtracking and corrections. One of the important differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure the students are reasonably well acquainted with the words, idioms and phrases of colloquial language and they get practice in producing these forms.

6) Rate of Delivery

Another important characteristic of fluency is rate of delivery. One of tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation. The stress – time rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum without interlocutors would find speaking skill of its richest component: the creativity of conversational negotiation.[13]

So, it can be concluded that to be easy in speaking someone or students must speak English in every learning activities and also use various strategies to make it fluency and accuracy.

e. **Types of Classroom Speaking Performance**

Speaking is an ability that is also required to be mastered by the students during the learning process in the classroom, and it is divided into several performances. The kinds of oral productions that students are expected to carry out in the classroom.

1) Imitative

In the drill process, students are offered limited practice through repetition and allowed to focus on one element of language in a controlled activity.

2) Intensive

Intensive speaking can be self- initiated or it can be even form part of some pair work activity, where learners are "going over" certain forms of language.

3) Responsive

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[13] Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, *Op. Cit.,*p. 256-257.

These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interactions, which sometimes includes multiple exchange and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of maintaining social relationship.

5) Extensive (monologue)

Extensive oral production task include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps non verbal responses) or ruled out altogether.[14]

So, it can be concluded that inlearning process in classroom students must be active, especially in speaking.

B. Review of Related Findings

Talking about Related findings, the researcher found some researchers have done by other person. First, is NurHawaNasution which is found t_{count} were10,10 in taraf significant 5% by looking t_{count} was 2.04 and taraf significant 1 % was 2,75. The hypothesis is this research was received because $t_{count} > t_{table}$. It means there is a significant correlation between visual

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[14]H.Douglas Brown, *Language Assessment Principle and Classroom Activities* (America: Longman, 2004),p.141-142.

language learning styles and students' speaking ability at grade X MAS NU SibuhuanPadanglawas[15].

Second, is EffiHasibuan which is found the value of the correlation product moment r_{xy} between variable of x and y was -0.5876. Next testing the significant with formula t_{count} was 3.6311 in taraf significant 0.05 dk- 2= 26-2= 24 by looking t_{table} was 1.711. The hypothesis this research received because $t_{count}>t_{table}$. It means there was a significant correlation between self-esteem and speaking mastery at second year students of English Education Department IAIN Padangsidimpuan[16].

Next isRani Mei Sintawhich is found r_{xy} between variable of x and y was 0.9245. Next testing the significant with formula $t_{count}$was 13.031 in taraf significant 0.05 dk- 2= 30-2= 28 by looking t_{table} was 1.701. The hypothesis of this research received because $t_{count}>t_{table}$. It means there was a correlation of willingness to communicate and students' speaking ability at second semester TBI IAIN Padangsidimpuan. [17]

The last is Yuliana Maulidiah which found that the result of calculating correlation between students' anxiety and their speaking test was r=.139.

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[15]Nur HawaNasution, *"The Correlation between Visual Language Learning Style and Students' Speaking Ability at Grade X MAS NU Sibuhuan Padanglawas"* (Sibuhuan Padanglawas: MAS NU Sibuhuan Padanglawas 2015), p. 63

[16]Effi Hasibuan, "*The Correlation between Self-Esteem and Speaking Mastery at Second Year Students of English Education Department IAIN Padangsidimpuan*" (Padangsidimpuan : IAIN Padangsidimpua 2015)*, p. 52*

[17] Rani Mei Sinta,"*The Correlation of Willingness to Communicate and Students' Speaking Ability at Second Semester TBI IAIN Padangsidimpuan*"(Padangsidimpuan: IAIN Padangsidimpuan 2015), p. 55

Based on the hypothesis testing showed there was no correlation between two variables, because N.Sig>5%, so it means Ho accepted and Ha rejected[18]

So, based on the related finding above, the researcher conclude that the are some correlation with this research. The researcher so interest to do this research and hope can find the solution about students' anxiety.

C. Conceptual Framework

The successful of teaching English depends by many factors, there are about the subjects in reading, writing, listening and speaking. The students hoped that they communicate through orally and written. Anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be described that someone having low-confidence, so that they can't get maximal of their life. Someone with high anxiety can create a negative effect especially in foreign language class. It is because, as someone know, to learn a foreign language someone have to practice or perform the language in order to show the ability that someone have.

Speaking ability is the students' ability in expressing their opinions or ideas which is represented by the scores of speaking.

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[18]Yuliana Maulidiah*," The Correlation Between Students' Anxiety and Their Ability in Speaking class"* www.repostory.uinjkt.ac.id/dspacebitsream, 15 May 2017, 15.01

There are two variables of this research are Anxiety as independent variable (X) and students' speaking ability as dependent variable (Y). The relation of variables may be seen on figure below:

```
                  ┌─────────────────────────────────┐
                  │   Students problems in speaking  │
                  └─────────────────────────────────┘
                         /                    \
            ┌──────────────────┐      ┌──────────────────┐
            │ Students' Anxiety │◄───►│ Students' Speaking│
            │       (X)        │      │     Ability       │
            │                  │      │       (Y)         │
            └──────────────────┘      └──────────────────┘
            ┌──────────────────┐      ┌──────────────────┐
            │    Questioner    │      │   Speaking test   │
            └──────────────────┘      └──────────────────┘
            ┌──────────────────┐      ┌──────────────────┐
            │ Level of students'│     │ Level of students'│
            │     Anxiety      │      │  Speaking ability │
            └──────────────────┘      └──────────────────┘
                      \                      /
                   ┌──────────────────────────┐
                   │  There are significant    │
                   │    correlation or not     │
                   └──────────────────────────┘
                         /            \
                       Ha              H0
```
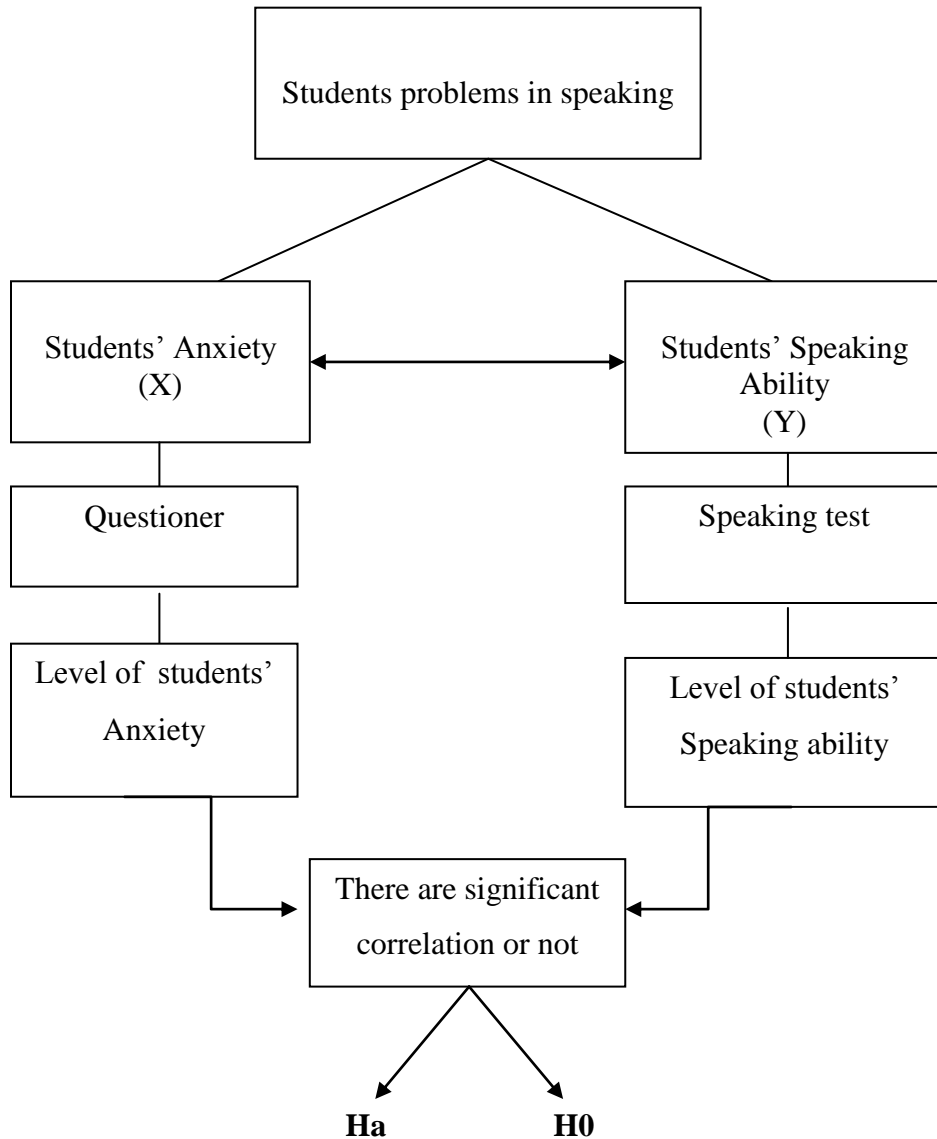
D. Hypothesis

        The hypothesis is an idea suggestion answer to the problem or a case which is its fact will be proved by getting the result of the study. The hypothesis is an important component in this research problems.

        Correlating to this above concept, so the researcher comes to the hypothesis in this research. The hypothesis can be stated as "There is a significant correlation students'between anxiety and students' speaking ability at grade XI MAN Siabu".

CHAPTER III

RESEARCH METHODOLOGY

A. **Methodology of the Research**

1. **Time and Place of the Research**

This research will be do at MAN Siabu, on Jl.Medan Padang Km 53 Huraba. The time of this research is from January 2017 until finish.

2. **Research Design**

This research is a quantitative research, exactly the researcher use correlation method. Correlation research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Correlation research is a form of analysis in which you correlate one variable with another to determine if there is a relationship between them. The purpose of a correlation research study is to determine relationship between variables or to use these correlation to make predictions.[1]This research was aimed to find out the relationship of anxiety and students' speaking ability, it is called correlation research.

3. **Population and Sample**

1) Population

Population is all the objects of research to be search. Gay andPeter say "population is the group of interested to the research, the group to

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[1]Gay and Peter Airaisan, *Educational Research: Competenciens for Analysis and Applications-6thed, (*Prentice Hall Inc: New Jersey, 2000), p. 321.

which she or he would like the results of the study to be generalizable".[2]So, the population is whole of the students which are used as the subject of research in the research. From the quotation that, the researcher takes all of grade XI MAN Siabu, So, the population presented as follows:

Tabel 2

For more details below :

No	Class	Number of Students
1	XI IIS^1	34
2	XI IIS^2	34
3	XI IIS^3	35
4	XI IIS^4	34
5	XI MIA^1	34
6	XI MIA^2	35
7	XI MIA^3	35
8	XI MIA^4	35
	Total	276

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[2]*Ibid*. p. 122

2) Sample

Sample is a part or representatives of the population. Suharsimi Arikunto said that sample is a part or a substitution of the population that want to be researched. Sample is small number of person or things which are representative to the character of entire population and if the population is smaller than 100 students, it is better taken all, but if the students higher then 100 the researcher can take between 10% -15% or 20% -25% or more.[3] Since the population is more than 100, it is taken a class at the sample by using random sampling. Random sampling is the process of selecting a sample in such a way that all in individuals in the defined population have an equal and independent chance of being selected for the sample.[4] The population is all of grade XI total 276 students because more than 100 to easy to do the research so, the researcher taken 15% and the total is 40 students.

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[3]*Ibid*. p. 120
[4]Gay and Peter Airaisan, *Op. Cit*. p.123.

Table 3

Sample in the class XI

No	Class	Number of Students	15%	Total
1	XI IIS^1	34	5.1	5
2	XI IIS ^{2}	34	5.1	5
3	XI IIS ^{3}	35	5.2	5
4	XI IIS^4	34	5.1	5
5	XI MIA^1	34	5.1	5
6	XI MIA ^{2}	35	5.2	5
	XI MIA ^{3}	35	5.2	5
	XI MIA^4	35	5.2	5
	Total	276		40 People

4. Instrument of Collecting Data

Instrument of the research is a technique or instrument used to collect the data. The data were made with procedures. The instrument is used in this study is defined into two kinds. The first is questionnaire and then a test for students' speaking ablity.

a. Questionnaire

For the first instrument is questionnaire ; it is to take the data about students' anxiety. It is taken from Foreign Language Classroom Anxiety

Scale *(FLCAS)*, developed by Horwitz et.al, will measure the level of students' anxiety in language class.

Horwitz et al. developed test anxiety for student, that is the Foreign Language Classroom Anxiety Scale (FLCAS). The test anxiety contains of 33 items with five point scale.[5] It starts from *Strongly Agree* to *Strongly Disagree* with the statements :

1. 1 = strongly disagree,

2. 2 = disagree,

3. 3 = neither agree nor disagree,

4. 4 = agree and

5. 5 = strongly agree which Indicated the degree frequency of respondent

b. Test

Brown states "a test, in plain words, is a method of measuring a person's ability or knowledge in a given domain".[6] The researcher uses oral test. The writer does test is to what is the extent of students' speaking ability.

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[5]Horwitz, E., Horwitz, J., &Cope.Foreign Language Classroom Anxiety Scale.*The Modern Language Journal,* 70, 202-224 Retrieved (1986)p129-1P30,from:*http://www.anglisci.pl/wasze-publikacje/sources-of-language-anxiety-in-theforeignlanguage-classroom.html,* Retrieved Jananuary 2, 2017

[6] H. Doughlas Brown, *Language Assesement: Principles and classroom practices,* (United States of America: San Francisco State University, 2004), p. 384

a. Telling about Plan

The test is a set of questions about speaking; in this test the researcher gives students one topic. where the instruction:

1) Because every class just take 5 students so make them become two group, they are discussion about plan, dream and hope then prepare them self in te minutes to tell everything about the plan, dream and hope.

2) And perform it in front of class!

To measure the assesing speaking, the researcher will use the indicators are :

Table 4

Indicators of Speaking

No	The Indicators of Speaking Skill	Score
1.	Accent :	0 – 5
	1. Pronunciation frequently unintelligible.	0
	2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	1
	3. Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
	4. Marked foreign accent and occasional mispronunciations which do not interfere with understanding.	3
	5. No conspicuous mispronunciations, but would not be taken for a native speaker.	4
	6. Native pronunciation, with no trace of foreign accent.	5

2.	Grammar :		0 – 5
	1.	Grammar almost entirely inaccurate phrases.	0
	2.	Constant errors showing control of very few major patterns and frequently preventing communication.	1
	3.	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	2
	4.	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	3
	5.	Few errors, with no patterns of failure.	4
	6.	No more than two errors during the interview.	5
3.	Vocabulary :		0 – 5
	1.	Vocabulary inadequate for even the simplest conversation.	0
	2.	Vocabulary limited to basic personal and survival areas.	1
	3.	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	2
	4.	Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.	3
	5.	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.	4
	6.	Vocabulary apparently as accurate and extensive as that of an educated native speaker.	5
4.	Fluency :		0 – 5
	1.	Speech is so halting and fragmentary that conversation is virtually impossible.	0
	2.	Speech is very slow and uneven except for short or routine sentences.	1
	3.	Speech is frequently hesitant and jerky, sentences may be left uncompleted.	2
	4.	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	3
	5.	Speech is effortless and smooth, but perceptibly non native in speech and evenness.	4
	6.	Speech on all professional and general topics	5

	as effortless and smooth as a native speaker's.	
5.	Comprehension :	0 – 5
	1. Understands too little for the simplest type of conversation.	0
	2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	1
	3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	2
	4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.	3
	5. Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.	4
	6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.[7]	5
	MAXIMAL SCORE	25

5. Technique of Collecting Data

Technique of collecting data means the way or the procedure which has to passed to get the needed data. To get it, the research has create the question or instrument about X and Y variables.

The data of this research will be collected by using instruments, the instruments are: questionnaire and speaking test. The test is used in Anxiety test is questionnaire from Foreign Language Classroom Anxiety Scale by Horwitz at.al. It is mean to know how far students' anxiety. Then to in speaking test is the researcher gives spoken test, the students prepares before

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[7]*Ibid*. p. 110 – 113.

perform in front of the class. From this test we will seethe students' speaking ability. The result of the test determine the admission or rejection of the hypothesis.

6. **Techniques of Data Analysis**

In correlation of research, the most suitable analysis is using the statistical process. It means that all the data were collected and analysis by using "r" Product Moment formulation. The researcher uses this research to see the correlation between two variables.

Furthermore, the data were collected and analysis by using "r" Product Moment by Pearson. Analysis the data, the researcher got the means score of the leaning motivation and students reading ability to test the hypothesis by using formula:

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

R_{xy} : Correlation between variable X and Y

X   : Score each item question

Y   : Total of score all item question

X^2 : The square score distribution Y

Y^2 : Total of Sample.[8]

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[8]SuharsimiArikunto, *Prosedur Penelitian SuatuPendekatanPraktek*, (Jakata: RinekaCipta, 1993) , p. 167

The result should be appropriated with the interpretation to the index of product moment of correlation. The interpretation of the result can be seen in the following table:

TABLE 5

Interpretation of XY

The value	Degree
Between 0.00-0.199	Very low correlation
Between 0.20-0.399	Low correlation
Between 0.40-0.599	Significant correlation
Between 0.60-0.799	High correlation
Between 0.80-1.000	Very high correlation[9]

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[9]Anas Sudjiono, *Pengantar Statistic Pendidikan* (Jakarta: PT Raja GrapinoPersada, 2008), p. 193.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

To understand this research easily, it is described based on variables. There are two variables in this research and started from anxiety as variable "X", and the students' speaking ability as variable "Y" and also continued of the testing hypothesis.

1. The Result of Anxiety

Based on the result of analyzing for students' answer by using questionnaire, the computation of result the variable of Anxiety, it is described on the table below:

Table 6

The resume of variable score of Anxiety

NO	Statistic	Variable X
1	Highest score	99
2	Lowest score	54
3	Range	45
4	Mean score	74,25
5	Median score	68,8
6	Modus	90

From the above table, it was known that the high score was 99, low score 54, mean was 74.25, median was 68,8, and modus was 90. Next, the calculation of how to get it can be seen in the appendix II.

Based on the above table calculation means score, it was 74,25 it means that the students in anxiety so high. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 7

The frequency distribution of anxiety

No.	Interval	Mid Point	Frequency	Percentages
1	54-61	57.5	9	22,5%
2	62-69	65.5	12	30%
3	70-77	73.5	3	7,5%
4	78-85	81.5	1	2,5%
5	86-93	89.5	10	25%
6	94-101	97.5	5	12,5%
	Total		40	100%

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure :
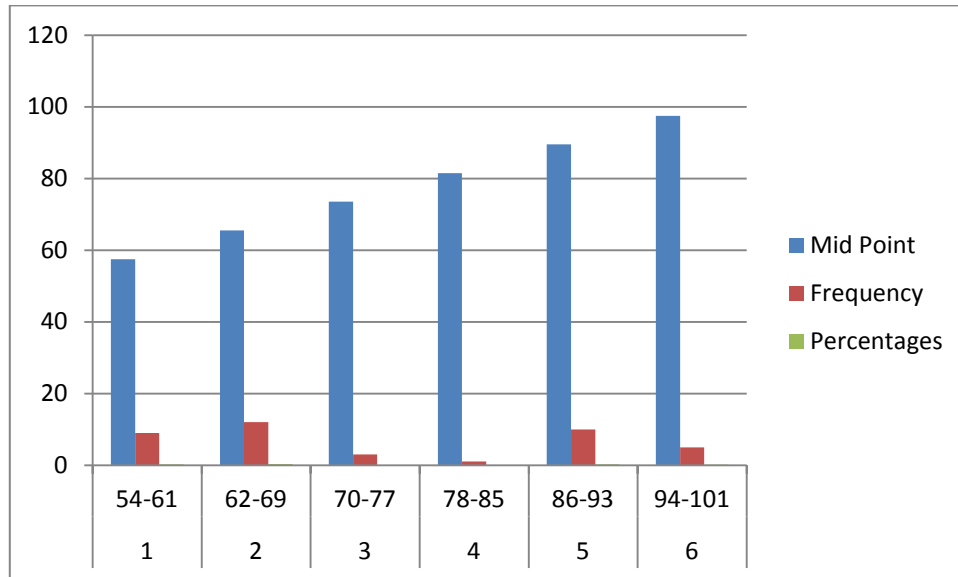
Figure 1: Description Data Anxiety

The researcher gets 6 classes and the interval of each class is 8. The first class is $54 - 61$ which is got by 9 students or 23.5%. The second is $62 - 69$ which is got by 12 students or 30%. The third class is $70 - 77$ which is got by 3 students or 7.5 %. The forth is $78 - 85$ is got by 1 students or 2.5%. The fifth is $86 - 93$ is got by 10 students or 25 % and the last 94-101 is got by 5 students or 12.5%. From the distribution of data, it is concluded that students anxiety so high.

2. The Result of Speaking Ability

The resume score of variable speaking ability at grade XI MAN Siabu has been gotten as table below:

Table 8

The resume of the variable score of speaking ability.

No	Statistic	Variable Y
1	High score	80
2	Low score	32
3	Range	52
4	Mean score	56,2
5	Median score	64,87
6	Modus	60

Based on the above table, the researcher got the lowest score was 32, high score was 80, mean score was 56.2, median score was 64,87, modus score was 60

Then, the researcher orders the scores into the frequency distribution, as the following table:

Table 9
The Frequency Distribution of Speaking ability

No.	Interval	Mid Point	Frequency	Percentages
1	32 – 39	35.5	4	10%
2	40 – 47	43.5	6	15%
3	48 – 55	50.5	6	15%
4	56 – 63	58.5	14	35%

5	64 – 71	67.5	6	15%
6	72 – 79	75.5	2	5%
7	80 – 87	83.5	2	5%
			40	**100%**

Further, the writer designs the histogram to see the distribution of students score clearly. The histogram can be seen as follows:
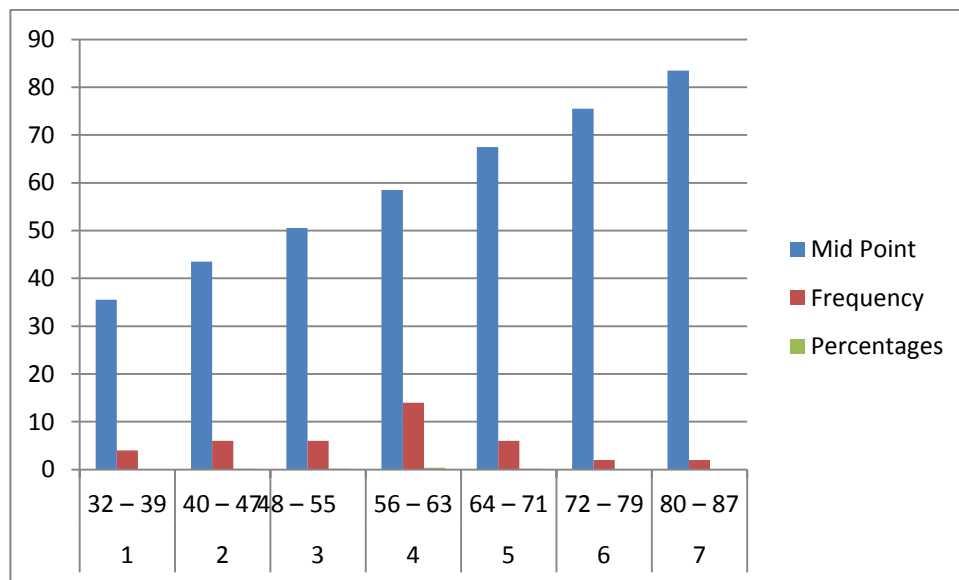
Figure 2: Description Data of Speaking Ability

The researcher gets 7 classes and the interval of each class is . The first class is 32 – 39 which is got by 4 students or 10%. The second is 40 – 47 which is got by 6 students or 15%. The third class is 48 – 55 which is got by 6 students or 15 %. The forth is 56 – 63 is got by 14 students or 35.%. The fifth is 64 – 71 is got by 6 students or 15 %. The sixth is 72 - 79 is got by 2 students or 5%. And the last is 80 - 87 is got by 2 students or 5%. From the

distribution of data, it is concluded that most of the students get the score between the interval of 56 – 63 is got by 14 students or 35.%.

B. The Hypothesis Testing

After calculating the students' scores, the researcher also needs to prove whether the hypothesis that has been stated previously is accepted or rejected.

This is the tabulation which is made by the researcher to describe the data which is got. Then, the data will be processed by using "r" Product Moment formula and it is compared with r table.

Table 10
The Calculation ofanxiety and students' speaking ability
at grade XI MANSiabu

No.	X	Y	X^2	Y^2	XY
1	63	76	3969	5776	4788
2	63	60	3969	3600	3780
3	60	68	3600	4624	4080
4	59	56	3481	3136	3304
5	59	60	3481	3600	3540
6	67	56	4489	3136	3752
7	62	80	3844	6400	4960
8	62	52	3844	2704	3224
9	68	68	4624	4624	4624
10	60	80	3600	6400	4800
11	62	56	3844	3136	3472
12	61	60	3721	3600	3660
13	54	56	2916	3136	3024
14	67	68	4489	4624	4556
15	59	60	3481	3600	3540
16	74	76	5476	5776	5624
17	70	60	4900	3600	4200
18	64	56	4096	3136	3584

19	65	32	4225	1024	2080
20	64	68	4096	4624	4352
21	68	68	4624	4624	4624
22	75	60	5625	3600	4500
23	68	32	4624	1024	2176
24	90	56	8100	3136	5040
25	88	40	7744	1600	3520
26	85	40	7225	1600	3400
27	86	44	7396	1936	3784
28	90	40	8100	1600	3600
29	87	48	7569	2304	4176
30	93	52	8649	2704	4836
31	84	48	7056	2304	4032
32	91	60	8281	3600	5460
33	90	36	8100	1296	3240
34	93	56	8649	3136	5208
35	94	52	8836	2704	4888
36	90	52	8100	2704	4680
37	94	64	8836	4096	6016
38	98	36	9604	1296	3528
39	99	40	9801	1600	3960
40	97	44	9409	1936	4268
Total	**$\sum$X 2970**	**$\sum$Y 2216**	**$\sum$X² 232504**	**$\sum$Y²129056**	**$\sum$XY 163880**

From the data above, it can be seen that $\sum X = 2970$, $\sum Y = 2216$, $\sum X^2 = 232504$, $\sum Y^2 = 129056$, $\sum XY = 163880$, N=40.

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

$$= \frac{6556200 - (2970)(2216)}{\sqrt{(40.232504) - (2970)^2).(40.129056) - (2216)^2}}$$

$$= \frac{6556200 - 6698968}{\sqrt{(9458920 - 9138529)(5162240 - 4910656)}}$$

$$= \frac{-143768}{\sqrt{(320391)(251584)}}$$

$$= \frac{-14376}{\sqrt{80605890}} = \frac{-14376}{8978.0783021}$$

$$= -1.60$$

Then, to know the categorize how far the correlation between anxiety and students' speaking ability, it would be interrelated from the table below:

Table 11
The Criteria Score of Coefficient Effect of Interpretation[60]

No	Class of Score	Predicate
1	80 – 100	Very Good
2	70 – 79	Good
3	60 – 69	Enough
4	50 – 59	Bad
5	0 – 49	Fail

From the above table, it was known that learning anxiety was low, it was seen from the score of its mean was 73.1 and students' speaking ability very good which the score was 82.4

From the formula above, it can be seen that the score of "r" Product Moment is -1.60. The score of r table should be related to the total sample (N) where the total sample of this research is 40 and total variables (nr) are 2. So, N-nr=40-2=38. The score of r table is 0.320 at 5% significant level.

From the calculation and explanation above, the score of r table is greater than the score of r_{xy} (0.320>-1.60). So, the hypothesis is rejected. It

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[60] Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosdakarya, 2000), p. 81.

can be concluded that there is no a significant correlation between anxiety and speaking ability at the Grade XI MAN Siabu.

C. Discussion

The process of this research has been done by the steps that are included in the research. The result of the research is as objective as possible. Meanwhile, to get the perfect result from the research is very difficult because in this research the researcher has limitation.

In doing the research, the researcher has attempted in order to make it good and perfect. But, the researcher as the beginner realizes that this research has a possibility to have a little weakness such as in arranging the instrument and there are still many other things.

Also, the researcher cannot guarantee if the students do the test with their own comprehension, or they just answered the test dishonestly and did not express their ability as good as possible. This possibility can affect the data and the result of the research.

Although the researcher found obstacles in conducting this research, with a vengeance and tried as much as possible, do not reduce the significance of this research. The end with all the efforts, hard work and assistance of all parties, this thesis can be completed.

Based on related finding, Yuliana Maulidiah, "The Correlation Between Students' Anxiety and Their Ability in Speaking class" which found that the result of calculating correlation between students' anxiety and their speaking test was r=.139. Based on the hypothesis testing showed there was

no correlation between two variables, because N.Sig>5%, so it means Ho accepted and Ha rejected.

However the correlation showed very low correlation of two variables, as the writer opinion, ought to there was correlation between anxiety and speaking ability. The researcher assumed there are some reasons why this result (Ho cannot be rejected) can be happened:

1. Teacher has another scoring rubric to score the student without focus on their anxiety. Because in speaking skill has some aspect or point to be scored, so the teacher should considerate with another skill or point when the student performed their speaking ability.

2. When the questionnaire distributed to the students, they might be confuse with the statement (because the statement wrote in English). The students could not understand the sentences in the questionnaire, so they did not answer them maximal or became misunderstanding in answering the sentences.

3. Next, because of the time distributing the questionnaire was not directly with the time in speaking testing, it may make the students forgot the feeling when they took the test.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the research and calculating the data in chapter IV, the writer comes to the conclusion as follows:

1. Students' Anxiety at grade XI of MAN Siabu is high. The mean score is 74.25

2. Students' ability in Speaking at grade XI MAN Siabu is categorized "bad". The mean score is 56.2

3. The score ofr table is bigger than the score of "r" product moment (0.320>-1.60). It means there is no significant relationship between anxiety and students' speaking ability at grade XI MAN Siabu.

Based on hypothesis it can be concluded that the alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted.

By the result of hypothesis testing, it means where high in one so high in the other, or, low in one so low in the other. In term of this research, we can pull the conclusion that if students have high level of anxiety, they will also get high score in speaking test. And when student have low anxiety they will get low speaking score. The result was different with the theories above and researcher assumption.

B. Suggestion

After finishing the research, researcher got much information relatedinthe English teaching and learning process. In addition,. Therefore, researcher has suggestion:

a. For all students are hoped to be more active in next teaching and learning especially use English language to build up their anxiety and also their speaking ability.

b. English Teacher, the researcher suggested as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students, exactly to improve quality of teaching speaking

c. Other researchers , the researcher hoped that the others researchers who want to conduct a research related to this research to find the others influence of these speaking ability

To other researcher who care much about the quantity and quality of knowledge of the future generation, the teaching-learning process should be made more effective and efficient.

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CURRICULUM VITAE

A. Identity

Name   : DESTIANA SIHOMBING

Reg. No   : 11 340 0095

Place and birthday   : Batunadua, 29 November 1992

Sex   : Female

Religion   : Islamic

Address   : Batunadua

B. Parent

1. Father's name   : Arifin Sihombing (Alm)

2. Mother's name   : Mardiah Nur Harahap

C. Educational background

1. Graduated from Primary School Batunadua 2004

2. Graduated from SMP N 6 Padangsidimpuan 2008

3. Graduated from MAN Siabu Huraba 2011

4. Student in IAIN Padangsidimpuan 2011

APPENDIX I

Foreign Language Classroom Anxiety Scale

Name   :

Kelas   : XI

Berikan tanda check ( ) pada kolom di bawah berdasarkan jawabanmu !

Criteria penilaian

1 =   Sangat tidak setuju

2 =   Tidak sejutu

3 =   Ragu - ragu

4 =   Sejutu

5 =   Sangat setuju

N0	PERNYATAAN	JAWABAN				
		1	2	3	4	5
1	Saya tidak pernah merasa yakin pada diri saya saat berbicara Bahasa Inggris					
2	Saya tidak hawatir tentang kesalahan yang saya lakukan dalam berbicara Bahasa Inggris					

3	Saya gemetar saat mengetahui bahwa saya akan dipanggil pada saat berbicara bahasa Inggris					
4	Saya takut saat saya tidak mengerti apa yang dikatakan guru dalam Bahasa Inggris					
5	Saya tidak merasa terganggu sama sekali di kelas Bahasa Inggris					
6	Selama pelajaran bahasa Inggris, saya berpikir hal-hal yang berhubungan dengan kursus bahasa inggris					
7	Saya terus berpikir bahwa siswa lain lebih baik dari saya					
8	Saya biasanya merasa nyaman selama pelajaran bahasa inggris					
9	Saya mulai panik saat harus berbicara Bahasa Inggris di kelas tanpa persiapan					
10	Saya khawatir dengan kegagalan dalam pelajaran Bahasa Inggris					
11	Saya tidak mengerti mengapa beberapa orang tidak suka pada pelajaran bahasa inggris					
12	Saya sangat gugup ketika pelajaran Bahasa Inggris sehingga saya melupakan hal-hal yang saya tahu					
13	Saya sangat gugup ketika pelajaran Bahasa Inggris sehingga saya tidak bisa menjawab pertanyaan dengan benar					
14	Saya tidak akan gugup berbicara Bahasa Inggris dengan penutur aslinya					

15	Saya kesal ketika saya tidak mengerti apa yang sedang guru koreksi					
16	Meskipun saya siap untuk berbahasa Inggris, tapi saya tetap merasa cemas					
17	Saya sering merasa tidak ingin mengikuti pelajaran Bahasa Inggris					
18	Saya merasa yakin saat berbicara Bahasa Inggris di kelas					
19	Saya takut guru bahasa inggris saya akan memeriksa setiap kesalahan yang saya buat					
20	Saya bisa merasakan jantung saya berdebar saat aku akan dipanggil di kelas Bahasa Inggris					
21	Semakin saya mempelajari saol - soal Bahasa Inggris, saya semakin bingung					
22	Saya tidak merasakan tekanan untuk mempersiapkan bahasa inggris dengan baik					
23	Saya selalu merasa bahwa siswa lain lebih baik dari saya saat berbahasa Inggrir					
24	Saya merasa tidak sadar berbicara bahasa Inggris di depan siswa lain					
25	Pelajan bahasa Inggris berkembang begitu cepat sehingga saya khawatir akan tertinggal					
26	Saya merasa lebih tegang dan gugup pada saat pelajaran Bahasa Inggris daripada pelajaran yang lain.					

27	Saya merasa gugup dan bingung saat berbicara Bahasa Inggris					
28	Ketika akan pelajaran Bahasa Inggris, saya merasa sangat yakian santai.					
29	Saya sangat kawatir ketika saya tidak mengerti apa yang dikatan guru bahasa inggris					
30	Saya merasa terbebani dengan peraturan yang harus dipelajari dalam belajar berbahasa Inggris					
31	Saya takut murid-murid lain akan menertawakan saya ketika saya berbicara Bahasa Inggris					
32	Saya mungkin akan merasa nyaman di sekitar pribumi saat berbahasa Inggris					
33	Saya merasa gugup saat guru Bahasa Inggris bertanya pertanyaan yang belum saya siapkan sebelumnya.					

By Horwitz Et Al. di Terjemahkan ke Bahasa Indonesia

APPENDIX II

Result of   Validity Instrument

Number of Item	Score of r_{xy}	r_{table}	r_{count}	Official Statement
1	0,406	0,361	0,406	Valid
2	0,408	0,361	0,408	Valid
3	0,195	0,361	0,195	Invalid
4	0,392	0,361	0,392	Valid
5	0,379	0,361	0,379	Valid
6	0,231	0,361	0,231	Invalid
7	0,438	0,361	0,438	Valid
8	0,498	0,361	0,498	Valid
9	0,462	0,361	0,462	Valid
10	0,453	0,361	0,453	Valid
11	0,643	0,361	0,643	Valid
12	0,490	0,361	0,490	Valid
13	0,255	0,361	0,255	Invalid
14	0,220	0,361	0,220	Invalid
15	0,445	0,361	0,445	Valid
16	0,379	0,361	0,379	Valid
17	0,443	0,361	0,443	Valid
18	0,391	0,361	0,391	Valid
19	0,020	0,361	0,020	Invalid
20	0,105	0,361	0,105	Invalid

21	0,076	0,361	0,076	Invalid
22	0,365	0,361	0,365	Valid
23	0,488	0,361	0,488	Valid
24	0,251	0,361	0,251	Invalid
25	0,373	0,361	0,373	Valid
26	0,367	0,361	0,367	Valid
27	0,203	0,361	0,203	Invalid
28	0,605	0,361	0,605	Valid
29	0,102	0,361	0,102	Invalid
30	0,407	0,361	0,407	Valid
31	0,092	0,361	0,092	Invalid
32	0,391	0,361	0,391	Valid
33	0,072	0,361	0,072	Invalid

N		Number of questionnaire

APPENDIX III

o	Initial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	Total
1	SNAP	2	1	4	1	1	1	1	3	3	1	3	3	1	1	1	5	1	1	1	1	3	3	1	3	3	1	1	1	5	1	1	2	2	63
2	NA	4	1	1	1	1	3	3	1	3	3	1	1	2	2	1	4	1	1	1	1	3	3	1	3	3	2	1	1	5	1	1	1	2	63
3	LD	1	1	1	5	1	1	1	1	1	1	1	2	4	3	1	1	1	3	3	1	4	3	1	1	1	3	1	2	2	2	2	1	3	60
4	HA	3	1	1	1	5	1	1	1	3	1	1	2	4	3	1	1	3	1	2	2	4	1	1	2	1	3	1	1	1	1	2	2	1	59
5	MSF	1	1	1	1	3	1	1	1	1	2	1	1	2	2	1	1	1	3	2	3	3	1	1	3	3	2	3	1	5	2	3	1	1	59
6	MI	4	1	1	1	1	3	3	1	3	3	1	1	2	2	1	5	1	1	1	2	1	3	5	1	5	1	1	1	2	3	2	3	1	67
7	PA	1	1	1	1	1	1	1	1	1	3	1	1	1	4	2	1	1	5	1	2	3	2	3	3	2	3	2	4	1	1	4	2	1	62
8	MU	1	3	1	1	1	1	2	1	1	3	1	1	2	1	3	3	3	4	2	3	1	1	1	2	1	2	1	1	5	1	1	1	6	62
9	SP	1	3	3	1	3	3	1	1	1	5	1	1	3	2	2	4	4	1	2	1	2	3	3	1	3	3	1	1	1	4	1	1	1	68
10	RK	1	1	1	1	1	3	1	1	1	1	1	1	2	2	3	1	1	1	3	2	2	3	3	2	1	1	5	1	4	1	2	1	5	60
11	MH	1	2	1	4	1	1	1	1	1	1	3	2	1	4	1	1	1	1	3	3	1	3	3	1	1	2	5	1	1	3	3	1	3	62
12	SN	1	1	1	1	1	1	1	1	1	1	3	2	1	3	1	3	1	2	1	2	2	1	3	2	1	3	5	1	2	2	4	1	5	61
13	YA	1	1	1	1	1	5	1	1	1	1	1	1	2	1	1	1	3	1	1	2	4	1	1	4	3	1	1	1	1	3	2	3	1	54
14	RI	3	3	3	3	1	3	3	3	1	1	1	1	2	2	3	1	1	1	3	2	2	1	1	4	1	3	1	3	1	1	2	1	5	67
15	YLS	3	3	1	1	1	1	1	1	1	1	1	1	1	2	2	3	1	1	1	3	3	3	1	1	3	1	4	1	1	1	2	3	5	59
16	ZK	3	3	1	3	3	1	1	1	5	1	1	1	2	1	3	5	1	5	1	1	1	5	5	1	1	3	5	1	1	5	1	1	1	74
17	D N	1	2	4	1	1	4	3	1	1	1	1	1	2	2	5	5	5	3	3	1	1	5	5	1	1	3	1	1	1	1	1	1	1	70
18	NH	3	1	1	1	1	1	1	1	1	3	1	1	2	2	1	3	3	1	2	3	3	1	1	3	3	2	3	1	3	3	2	3	3	64
19	MN	3	5	1	5	1	1	1	5	5	1	1	1	1	2	1	1	1	1	2	3	2	3	1	3	3	3	1	1	1	1	2	1	1	65
20	RS	5	5	5	3	3	1	1	5	1	3	1	1	2	2	1	1	1	1	2	2	2	1	1	2	1	1	1	1	1	1	2	3	1	64
21	DID	5	5	5	3	3	1	1	5	5	1	1	1	1	1	3	1	1	1	1	3	2	1	1	1	1	1	1	1	1	3	3	3	1	68
22	EH	3	1	1	3	1	5	3	5	1	3	1	2	2	1	5	1	1	5	1	2	2	5	3	2	1	3	1	1	1	4	2	2	1	75
23	N A	3	1	5	1	5	5	1	5	1	3	1	2	2	1	1	1	1	3	1	2	4	1	1	3	3	1	1	1	3	2	1	1	1	68
24	NAH	3	3	1	3	5	3	5	5	1	1	3	2	2	3	5	5	3	1	2	2	4	5	5	2	5	1	1	1	1	1	2	3	1	90
25	WN	3	3	1	5	5	3	3	1	1	3	1	3	2	1	1	3	3	3	2	3	2	5	5	1	5	1	5	5	1	2	2	1	3	88

No	Name																																		Total
26	SAR	3	3	3	3	1	1	3	3	3	3	3	1	2	1	3	5	1	3	2	5	2	5	5	1	1	1	3	3	3	1	2	1	5	85
27	AS	3	3	3	3	1	3	3	3	3	1	3	2	1	2	3	1	5	3	1	3	4	3	1	2	5	3	3	3	3	2	2	3	2	86
28	NA	5	5	5	3	3	1	1	5	5	3	5	1	1	2	3	5	5	1	2	3	4	2	5	2	1	1	1	1	3	1	1	3	1	90
29	FA	5	1	1	3	3	1	3	5	5	5	5	2	3	2	1	3	5	5	2	2	1	1	1	2	1	4	1	1	5	3	1	1	3	87
30	SB	1	3	1	3	5	5	1	1	1	5	1	1	2	1	5	5	5	3	4	3	1	3	5	2	2	3	5	3	5	2	2	3	1	93
31	UH	5	1	1	3	3	1	3	5	5	1	5	1	1	2	1	3	5	3	4	3	1	5	1	2	3	2	1	2	1	3	2	2	3	84
32	RH	1	3	3	2	1	3	1	5	5	3	5	2	2	1	3	3	3	1	2	2	1	3	5	2	5	5	5	1	1	4	2	3	3	91
33	HS	3	3	3	1	1	3	1	5	5	3	1	2	2	1	3	3	3	3	2	2	3	3	5	2	1	4	5	1	3	3	2	5	3	90
34	HN	3	3	3	1	2	2	1	3	5	2	5	5	5	1	1	1	2	3	3	3	1	3	5	2	3	3	3	3	5	5	2	3	1	93
35	AI	3	3	5	3	2	2	2	5	1	3	5	5	3	3	5	1	3	1	3	1	2	2	5	2	2	3	1	3	2	3	3	4	3	94
36	SL	3	1	1	2	3	5	5	3	3	5	1	5	2	3	5	2	3	3	1	1	3	5	3	2	3	2	1	2	1	5	2	1	3	90
37	DAL	3	5	1	5	2	3	1	5	5	3	5	2	3	3	2	3	3	5	1	2	2	3	3	2	3	3	3	2	2	3	2	3	1	94
38	ANS	5	4	1	3	3	1	3	5	5	1	5	2	5	5	2	4	5	3	1	2	2	3	2	2	3	4	2	3	2	5	2	2	1	98
39	ESH	3	3	3	3	4	3	3	3	3	3	3	2	2	5	3	3	1	5	1	3	2	3	1	2	4	5	3	3	3	3	2	4	5	99
40	WE	5	3	3	3	3	3	3	1	3	5	3	3	5	3	3	5	3	1	2	2	5	1	3	2	5	3	3	3	3	4	1	1	1	97
																TOTAL																			2970

VARIABLE X

ANXIETY

1. Maximal and minimal score were gotten by setting the variable score from low score to high score.

58	58	59	59	59	60	60	60	61
	62							
62	62	63	63	64	64	65	67	67
	68							
68	70	74	75	85	86	87	88	90
	90							
90	90	91	93	93	94	94	97	98
	99							

2. High Score = 99
3. Low Score = 54
4. Range = high score – low score = 99– 54 = 45
5. The total of classes (BK)   = 1 + 3,3 log n

   = 1 + 3,3 log (40)

   = 1 + 3,3 (1,602)

   = 3,3 x 1,602 = 4,902

   = 1 + 4,902

   = 5,902

6. Interval (i)

$$i = \frac{R}{BK} = \frac{48}{6} = 8.5 = 9$$

7. Mean score x = $\sum \dfrac{fixi}{fi}$

   The explanation:

x   : Mean

$\sum f_i x_i$: between mid point in every interval with interval frequency

$\sum f_i$: The total of the frequency/sample

Interval	Fi	Xi	FiXi
58-66	9	57,5	517,5
67-65	12	65,5	768
76-74	3	73,5	220,5
75-93	1	81,5	81,5
84-102	10	89,5	895
(i)9	40		2970

$$x = \sum \frac{fixi}{fi} = \frac{2970}{40} = 74{,}25$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

b = 61 + 62 = 123/2 = 61,5

p = 8

F = 20

f = 24

No kelas	Interval	Frekuensi (fi)	F Kumulatif
1	54-61	9	9
2	62-69	12	21
3	70-77	3	24
4	78-85	1	25
5	86-93	10	35
6	94-101	5	40
	(i)8	40	40

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 61.5 + 8 \left(\frac{20 - 9}{21} \right)$$

$$= 68.8$$

9. Modus = 90

APENDIX IV

The Result of Speaking Ability

No	Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	N/Sx100	Jumlah
1	SNAP	4	4	3	4	4	19/25x100	76
2	NA	2	3	3	4	3	15/25x100	60
3	LD	3	3	4	3	4	17/25x100	68
4	HA	2	4	2	4	2	14/25x100	56
5	MSF	2	3	3	4	3	15/25x100	60
6	MI	2	4	2	4	2	14/25x100	56
7	PA	5	3	2	5	5	20/25x100	80
8	MU	2	3	2	3	3	13/25x100	52
9	SP	3	3	4	3	4	17/25x100	68
10	RK	4	3	4	4	5	20/25x100	80
11	MH	2	4	2	4	2	14/25x100	56
12	SN	3	2	3	3	4	15/25x100	60
13	YA	2	4	2	4	2	14/25x100	56
14	RI	3	3	4	3	4	17/25x100	68

15	YLS	2	3	3	4	3	15/25x100	60
16	ZK	4	4	3	4	4	19/25x100	76
17	D N	3	2	3	3	4	15/25x100	60
18	NH	2	4	2	4	2	14/25x100	56
19	MN	2	1	2	2	1	8/25x100	32
20	RS	3	3	4	3	4	17/25x100	68
21	DID	4	3	4	3	3	17/25x100	68
22	EH	3	2	3	3	4	15/25x100	60
23	N A	2	1	2	2	1	8/25x100	32
24	NAH	2	4	2	4	2	14/25x100	56
25	WN	2	2	2	3	1	10/25x100	40
26	SAR	2	2	3	2	1	10/25x100	40
27	AS	2	2	3	2	2	11/25x100	44
28	NA	2	2	3	2	1	10/25x100	40
29	FA	3	3	2	2	2	12/25x100	48
30	SB	2	3	2	3	3	13/25x100	52
31	UH	3	3	2	2	2	12/25x100	48

32	RH	2	3	3	4	3	15/25x100	60
33	HS	2	1	2	3	1	9/25x100	36
34	HN	2	4	2	4	2	14/25x100	56
35	AI	2	3	2	3	3	13/25x100	52
36	SL	2	2	3	3	3	13/25x100	52
37	DAL	4	3	3	3	3	16/25x100	64
38	ANS	2	2	1	3	1	9/25x100	36
39	ESH	2	2	3	2	1	10/25x100	40
40	WE	2	2	3	2	2	11/25x100	44
TOTAL								2216

VARIABLE Y

THE SCORE OF SPEAKING ABILITY

1. Maximal and minimal score were gotten by setting the variable score from low score to high score.

32	32	36	36	40	40	40	40	44	44
48	48	52	52	52	52	56	56	56	56
56	56	56	60	60	60	60	60	60	60
64	68	68	68	68	58	76	76	80	80

2. High Score = 80

3. Low Score = 32

4. Range = high score – low score = 80 – 32 = 52

5. The total of classes (BK) $= 1 + 3,3 \log n$

$\qquad\qquad\qquad\qquad\qquad = 1 + 3,3 \log (40)$

$\qquad\qquad\qquad\qquad\qquad = 1 + 3,3 (1,602)$

$\qquad\qquad\qquad\qquad\qquad = 3,3 \times 1,602 = 4,902$

$\qquad\qquad\qquad\qquad\qquad = 1 + 4,902$

$\qquad\qquad\qquad\qquad\qquad = 5,902$

6. Interval (i)

$$i= \frac{R}{BK} = \frac{48}{6} = 8$$

7. Mean score x = $\sum \dfrac{fixi}{fi}$

The explanation:

x   : Mean

$\sum f_i x_i$: between mid point in every interval with interval frequency

$\sum f_i$: The total of the frequency/sample

No	Interval	Fi	Xi	FiXi
1	32 – 39	4	35,5	142
2	40 – 47	6	43,5	261
3	48 – 55	6	50,5	303
4	56 – 63	14	58,5	819
5	64 – 71	6	67,5	405
6	72 – 79	2	75,5	151
7	80 – 87	2	83,5	167
	(i)8	40		2248

$$x = \sum \frac{fixi}{fi} = \frac{2248}{40} = 56,2$$

8. Median Score

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

The explanation:

Me : The score of median

b : The limit under median class

p   : Long median class

N   : The total of the data

F : Frequency cumulative before median class

f   : The frequency median class

b = 63 – 0.5 = 62.5
p   = 63.5 – 55.5 = 8
F   = 6
f   = 14

No kelas	Interval	Frekuensi (fi)	F Kumulatif
1	32 – 39	4	4
2	40 – 47	6	10
3	48 – 55	6	16
4	56 – 63	14	30
5	64 – 71	6	36

6	72 – 79	2	38
7	80 – 87	2	40
	(i)8	40	40

$$Me = b + p \left(\dfrac{\dfrac{1}{2}n - F}{f} \right)$$

$$=55.5 + 30 \left(\dfrac{20 - 10}{8} \right)$$

$$= 55.5 + 9{,}37$$

$$= 64{,}87$$

9. Modus

No kelas	Interval	Frekuensi (fi)
1	32 – 39	4
2	40 – 47	6
3	48 – 55	6
4	56 – 63	14
5	64 – 71	6

6	72 – 79	2
7	80 – 87	2
	(i)8	40

$$\text{Mo} = b + p \left(\frac{b1}{b1 + b2} \right)$$

The explanation:

Mo: The score of modus

b: The limit under the score of modus

p: Long class

b_1: The score between modus frequency with frequency before

b_2: The score between modus frequency with frequency after

$b = 56 - 0.5 = 55.5$

$p = 56.5 - 63.5 = 7$

$b_1 = 14 - 6 = 8$

$b_2 = 14 - 6 = 8$

$$\text{Mo} = 56.5 + 7 \left(\frac{8}{8+8} \right)$$

$$= 56.5 + 3.5$$

$$= 60$$

APPENDIX V

STATISTICAL ANALYSIS OF DATA

No.	X	Y	X^2	Y^2	XY
1	63	76	3969	5776	4788
2	63	60	3969	3600	3780
3	60	68	3600	4624	4080
4	59	56	3481	3136	3304
5	59	60	3481	3600	3540
6	67	56	4489	3136	3752
7	62	80	3844	6400	4960
8	62	52	3844	2704	3224
9	68	68	4624	4624	4624
10	60	80	3600	6400	4800
11	62	56	3844	3136	3472
12	61	60	3721	3600	3660
13	54	56	2916	3136	3024
14	67	68	4489	4624	4556

15	59	60	3481	3600	3540
16	74	76	5476	5776	5624
17	70	60	4900	3600	4200
18	64	56	4096	3136	3584
19	65	32	4225	1024	2080
20	64	68	4096	4624	4352
21	68	68	4624	4624	4624
22	75	60	5625	3600	4500
23	68	32	4624	1024	2176
24	90	56	8100	3136	5040
25	88	40	7744	1600	3520
26	85	40	7225	1600	3400
27	86	44	7396	1936	3784
28	90	40	8100	1600	3600
29	87	48	7569	2304	4176
30	93	52	8649	2704	4836
31	84	48	7056	2304	4032

32	91	60	8281	3600	5460
33	90	36	8100	1296	3240
34	93	56	8649	3136	5208
35	94	52	8836	2704	4888
36	90	52	8100	2704	4680
37	94	64	8836	4096	6016
38	98	36	9604	1296	3528
39	99	40	9801	1600	3960
40	97	44	9409	1936	4268
Total	**$\sum$X 2970**	**$\sum$Y 2216**	**$\sum$X^2 232504**	**$\sum$Y^2 129056**	**$\sum$XY163880**

APPENDIX VI

Percentage Points of the "t "Distribution

Two Tail Test						
	0,50	**0,20**	**0,10**	**0,05**	**0,02**	**0,01**
One Tail Test						
Dk	**0,25**	**0,10**	**0, 05**	**0,025**	**0,01**	**0,005**
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3.055

13	0,692	1,350	1,771	2,160	2,650	3.012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750

40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Sumber: Statistik Untuk Penelitian Pendidikan (Ahmad Nizar Rngkuti, Ssi., M.Pd)

APPENDIX VII

TABLE

NILAI " T" UNTUK TARAF SIGNIFIKAN 5% DAN 1 %

df/bb	5 %	1 %	df/db	5 %	1 %
1	12,71	63,66	24	2.06	2,80
2	4,30	9,92	25	2,06	2,79
3	3,18	5,84	26	2,06	2,78
4	2,78	4,60	27	2,05	2,77
5	2,75	4,03	28	2,05	2,76
6	2,45	3,71	29	2,04	2,76
7	2,36	3,50	30	2,04	2,75
8	2,31	3,36	35	2,03	2,72
9	2,26	3,25	40	2,02	7,72
10	2,23	3,17	45	2,02	2,69
11	2,20	3,11	50	2,01	2,68
12	2,18	3,06	60	2,00	2,65

13	2,16	3,01	70	2,00	2,65
14	2,14	2,98	80	1,99	2,64
15	2,13	2,95	90	1,99	2,63
16	2,12	2,92	100	1,98	2,63
17	2,11	2,90	125	1,98	2,62
18	2,10	2,88	150	1,98	2,61
19	2,09	2,86	200	1,97	2,60
20	2,09	2,84	300	1,97	2,59
21	2,08	2,83	400	1,97	2,59
22	2,07	2,82	500	1,96	2,59
23	2,07	2,81	1000	1,96	2,58