# THE CORRELATION BETWEEN LEARNING ANXIETY AND SPEAKING MASTERY TO THE VIII GRADE STUDENTS OF SMP N 2 PADANGSIDIMPUAN

**A THESIS**

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Degree of
Education Scholar (S.Pd) in English Program

**Written By**

**WINDA SISKA PERWANA HARAHAP**
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**TARBIYAH AND TEACHER TRAINING FACULTY**
STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN PADANGSIDIMPUAN
2020

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Padangsidimpuan, Februari 2020
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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Winda Siska Perwana Harahap**, entitled ***"The Correlation between Learning Anxiety and Speaking Mastery to the VIII Grade Students of SMP N 2 Padangsidimpuan"***, we approved that the thesis has been acceptable to complete therequirement 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 E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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Padangsidimpuan, 25 December 2019
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## ABSTRACT

This research discussed about the correlation between learning anxiety and speaking mastery to the VIII grade students of SMPN 2 Padangsidimpuan. The problem of this research were the students afraid to speak, students very low in speaking student have learning anxiety. The aim of this research was to know whether there is the significant correlation between learning anxiety and speaking mastery to the VIII grade students of SMPN 2 Padangsidimpuan,

This research is a correlation research and employed descriptive quantitative method. The population of this research was the eighth grade students of SMPN 2 Padangsidimpuan. The sample of this research was class VIII – 1 is taken 14 persons, VIII- 2 is taken 12persons, class VIII-3 is taken 5 person, class VIII – 4 is taken 6 persons, class VIII-5 is taken 20 persons, class VIII – 6 is taken 8 persons, class VIII-7 is taken 3 persons, class VIII- 8 is taken 2 person, class VIII- 9 is taken 2 persons, class VIII- 10 is taken 1 persons, class VIII – 11 is taken 1 persons. Total of the sample is 74 students taken by using random sampling. The researcher used questionnaire for learning anxiety and test (dialogue) for speaking mastery as the instrument for collecting data. The data were analyzed statistically by applying product moment.

The calculating of product moment by getting correlation coefficients $r_{xy}$= -0.976 and $r_{tabel}$ on 5 % significant level was 0.226. Hypothesis ($H_a$ ) is accepted namely -0.976 > 0.226 ($r_{count}$>$r_{table}$). Based on calculation of $t_{count}$, the result is $t_{count}$ >$t_{table}$(-37.2>1.993).It meant there was significant negative correlation between learning anxiety and speaking mastery to the VIII grade students of SMPN 2 Padangsidimpuan.

*Key words :Learning Anxiety, Speaking Mastery*

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## ABSTRACT

Penelitian ini membahas tentang hubungan antara kecemasan belajar dan kemampuan berbicara siswa kelas VIII SMPN 2 Padangsidimpuan. Masalah dalam penelitian ini adalah siswa takut untuk berbicara bahasa Inggris, kemampuan *speaking* siwa sangatlah rendah, siswa mempunyai kecemasan saat belajar Bahasa Inggris. Tujuan penelian ini adalah untuk mengetahui apakah ada hubungan signifikan antara kecemasan belajar dengan kemampuan *speaking* siswa SMPN 2 Padangsidimpuan.

Penelitian ini adalah penelitian korelasi yang menggunakan metode deskriptif kuantitiatif. Populasi pada penelitian ini adalah seluruh siswa kelas VIII SMPN 2 Padangsidimpuan. Sample penelitian diambil secara random yaitu empat belas siswa dari kelas VIII-1, dua belas siwa dari kelas VII-2 , lima siswa dari kelas VIII-3, enam siswa dari kelas VIII-4, 20 siswa dari kelas VIII-5, delapan siswa dari kelas VIII-6, tiga siswa dari kelas VIII-7, dua siswa dari kelas VIII-8, 2 siswa dari kelas VIII-9, satu siswa dari kelas VIII-10, satu siswa dari kelas VIII-11.Total sampel adalah 74 siswa. Instrumen yang digunakaan peneliti adalah menggunakan angket untuk mengukur kecemasan belajar dan tes *speaking* (dialog) untuk menguji kemampuan *speaking* siswa. Data di analisis menggunakan product moment.

Hasil perhitngan menggunakan product moment dengan memperoleh $r_{xy}$= -0.976 and $r_{tabel}$ pada level signifikan 5 % adalah 0.226. Hipotesis ($H_a$ ) diterima yaitu -0.976 > 0.0226 ($r_{count}$>$r_{table}$). Berdasarkan hasil perhitungan $t_{count}$, diperoleh hasil $t_{table}$(-37.2>1.993). Artinya ada hubungan negatif yang significant antara kecemasan belajar dengan kemampuan berbicara bahasa Inggris siswa.
*Kata Kunci :Kecemasan Belajar, Kemampuan Berbicara*

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# CHAPTER I

# INTRODUCTION

## A. Background of The Problem

English is an international language. English is an important language because English has become international language which used by people in the world as connecting language. It is important for everyone to master English. Several countries have long realize the important of English and promoted it as a core subject in their school to encourage children to achieve English language proficiency.

Indonesian government support English as foreign language subject for Indonesian education. Reference to 2013 curriculum, English must be learned by student of junior school up to the senior high school. The purpose of learning English based on 2013 curriculum is teaching English must enable students to communicate politely in oral and written communication for various purposes such building social relationship and developing insight trough information exchange.

There are some material that should be learn in learning English which called skill. Students should master four skills such as reading, listening, speaking, writing to achieve success in learning English. One of the most important skill that should be mastered in learning English is speaking. Speaking is very important in daily life.

Speaking is the action of expressing information or feeling in spoken language. Speaking is the ability to produce the language. It can be said that,

speaking is a process to communicate or to state a notion and feeling. Someone English skill can be measure through acquisition of speaking.

Speaking has important essentials. It is said that speaking has the importance because of some reason. Some of that reason include, Speaking is the way to reach communication goals. Everyone can express words trough speaking. Everyone can directly interact with other in all over the world. Speaking is one of the most important aspect of assessment in testing students' abilities in language.

There are many efforts in improving student's speaking skill. Government has made many efforts to improve the education system in Indonesia, including improving the quality of English language learning by establishing program to improve the quality of teacher through training and provide learning media. Headmaster of the school with the support of government has also help the quality of language teaching in the school by providing various media such projector, computer, laboratories, etc. Teachers improve students' speaking skill by using several learning strategies and media.

However, the condition of speaking in field is poor. Learning English is not easy to do especially for speaking. It means there were still problems in students speaking. Students proficiency in English is low, the students are afraid to speak English. This is proven by the interview with a teacher and students.

Dahlia Gultom as a junior high teacher said :

> Generally most of students were very low in English. For students who are willing to take English courses outside of school get a pretty good grade. But for the student who dot follow another English course outside of the school, their English grade is low, they often do not do homework, they even don't want to do speaking if I ask them to speak. There are some student who feel trembled when I ask them to speak. Some of them feel afraid, some of them are ashamed, some of them even completely silent.[1]

Rahmad as a junior high student said :

> I don't like English subject, I often deliberately not doing homework, because English is hard. My English grades is low, it was 78 in last semester. When learning English in class, the most difficult for me is translating and speaking. I even extremely nerveous when the teacher ask me to speak English.[2]

There are many factors that cause difficulty in speaking. Such as conversational discourse, pronunciation, accuracy and fluency, affective factor such anxiety, motivation and language ego, and interaction effect. One of the factor is about affective factor which the problem of students psychology in learning that is anxiety. Based on the interview, the researcher conclude that the problem is about students' learning psychology which called as learning anxiety.

Learning anxiety is one of the problems of psychology in language learning in educational psychology. Learning anxiety or i it is known as Anxiety in learning English is feeling of worry that learner feel while learning English. Learning anxiety is psychological factor that cause many problems

[1] Dahlia Gultom, "As English Teacher at SMP Negeri 2 Padangsidimpuan ; Private Interview, 09 September 2019 .

[2] Rahmad, As Students of SMP Negeri 2 Padangsidimpuan ; Private Interview,(09 September 2019.

for the learner. Language anxiety seems to be occurred very often in process of language learning. English learning anxiety raises problem in student's English learning.

In a certain condition, having anxiety in learning sometimes needed. Anxiety are a signal that we have to do something to get good result so that the positive motivation to learn is more active. Anxiety allows everyone constantly thinking of what can go wrong. Someone who have anxiety will be more careful

The role of learning anxiety in speaking skill is anxiety has been considered as a negative factor in learning a foreign language, especially in speaking. Students who have anxiety can experience, reaction such nervousness, tremble, panic and confusion when speaking. Learning anxiety can affect students' achievement.

Based on the above problem, the researcher interested to conduct a research entitle "The Correlation between Learning Anxiety and Speaking mastery to the VIII grade students of SMP N 2 Padangsidimpuan".

## B. Identification of the Problem

Based on the above background of the problem, speaking is the action of expressing information or feeling in spoken language. Speaking is the way to reach communication goals. Everyone can express words trough speaking. Someone English skill can be measure through acquisition of speaking.

Factors that influence speaking are conversational discourse, teaching pronunciation, accuracy and fluency, affective factor such anxiety, motivation and language ego, and interaction effect. There are some factor as mention above, but the researcher focuses only the affective factor which is anxiety. Anxiety is kind of psychology problem by students in learning.

## C. Limitation of the Problem

Based on the above identification of the problem, there are some several factors in speaking, they are conversational discourse, teaching pronunciation, accuracy and fluency, affective factor such anxiety, motivation and language ego, and interaction effect. In this research the researcher did not discuss all the factor that influence speaking.

In this research the researcher does not discuss all the factor that influence speaking. The researcher focus only on one factor that is anxiety. The researcher choose students' learning anxiety.

The researcher choose learning anxiety because of some reasons. Such as students grade is low, students feel trembled , worry and anxious, nerveous while learning especially speaking. By the experienced that faced by student as mention above, it can be said that the students has anxiety while learning. So, it important for the researcher investigate the correlation between learning anxiety and speaking mastery of the students.

## D. Formulation of The Problem

Based on the above background of the problem, the problem can be formulated as follow:

1. How is the students' learning anxiety to the VIII grade students of SMP N 2 Padangsidimpuan.
2. How is the students speaking mastery to the VIII grade students of SMP N 2 Padangsidimpuan.
3. Is there any significant correlation between learning anxiety and speaking mastery to the VIII grade students of SMP N 2 Padangsidimpuan.

## E. Purpose of the Research

Based on the formulation of the problem above, the researcher determined the purpose of the research as follow :

1. To describe the students' learning anxiety to the VIII grade students of SMP N 2 Padangsidimpuan.
2. To describe the students speaking mastery to the VIII grade students of SMP N 2 Padangsidimpuan.
3. To examine the significant correlation between learning anxiety and speaking mastery to the VIII grade students of SMP N 2 Padangsidimpuan.

## F. Significances of the Research

By conducting the research about the correlation between learning anxiety and speaking mastery, the researcher hope that the result of the research will be useful to give some contributions to English language teaching and learning. The result of the research is expected to be useful for :

A. The teacher, the result of the research will be useful for the teacher as the information in teaching English and expecting that they can be more understand about students anxiety and students' speaking mastery.

B. The Headmaster, the result of the research will be useful for the headmaster as the information to motivate the teacher to be better in teaching.

C. Other researcher, the result of the research will be useful for the reader or other researcher as the information . It can be the basic information to do the futher research.

**G. Outline of the Thesis**

The systematic of this research were divided into five chapter. Each chapter consisted of many sub chapters with detail as follow :

First chapter, it consists of introduction; background of the problem, identification of the problem, formulation of the problem, purpose of the research, significances of the research and outline of the thesis.

Second chapter, it consist of the theoretical description. It was divided into subchapters which consist of description of learning anxiety and description of student's speaking mastery. This chapter also consist of related findings, conceptual framework and hypothesis.

Third chapter, it consist of research methodology which was divided into sub chapter, time and place of the research, research methodology, population and sample, definition of operational variables, instrument of the research, technique of data collection, technique of data analysis.

Fourth chapter, it consist of data description, hypothesis testing, discussion and the threats of research.

Fifth chapter, it consist of conclusion about the result of this research and suggestion that are given by the research.

# CHAPTER II

# LITERATURE RIVIEW AND HYPOTHESIS

## A. Theoretical Description

### 1. Speaking

#### a. Definition of Speaking

Brown in Sartika defined speaking as "an interactive process of constructing meaning that involves, producing, receiving, and processing information".[3]In addition, Chaney and Burke in Resha et.al said that "Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of the context."[4] Speaking as one of the basic language skill has an important role in communication.

Based on Indonesian curriculum of Junior High school in Book "*Buku Guru Bahasa Inggris* when English Rings a Bell" speaking has a specific definition. Speaking is one of the students learning activity to make students able communicate interpersonal, transactional, and functional about themselves, family, people, animals and objects concrete and imaginative, which are closest to the life and daily activities of students at home, school and society. [5] Speaking makes students establish verbal communication.

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[3] Dewi Sartika, "Teaching Speaking Using the Information Gap Technique," *English Education Journal* 7, no. 3 (2016): p.275, http://www.jurnal.unsyiah.ac.id/EEJ/article/view/4583.

[4] Resha P.w, Mawardin M. Said, and Abdul Waris, "Developing Speaking Skill of Grade Viii Students Through Short Conversation," *English Language Teaching Society (ELTS)* 3, no. 1 (2015): p.1, https://media.neliti.com/media/publications/244500-none-65dd45e8.pdf.

[5] Siti Wachidah et al., *Buku Guru Bahasa Inggris "When English Rings a Bell,"* Edisi Revisi (Jakarta: Pusat Kurikulum dan Perbukuan, Balitang, Kemendikbud, 2017), p.4.

Related to the definition above, it can be inferred that in general speaking is a process of interaction by constructing meaning and processing information. Speaking is the ability to use language through building and sharing information. Speaking is an important productive skill that is used to communicate with others. Specifically, speaking must be learn in junior high school. Speaking is a skill to communicate and to express idea or feeling about self, family, people, animal ,objects that related to daily life.

**b. Purposes of Speaking**

Purpose of speaking is aim or function of speaking. The main purpose of speaking is communication. Beside to communicate, there are another purpose of speaking such as to inform, to persuade and to entertain.[6] The following below is the description of purpose of speaking.

1) To inform

The first general purpose people can have for speaking is to inform. To inform means giving information to other people that they do not currently possess. Declaring something and even by demonstrating it.

2) To persuade

The second general purpose people can have for speaking is to persuade. To persuade means trying to change though or behavior of

[6] Jeffrey Beall, *Book: Stand Up, Speak Out - The Practice And Ethics Of Public Speaking* (LibreTexts,n.d.),p.140,https://socialsci.libretexts.org/Bookshelves/Communication/Book%3A_Stand_up%2C _Speak_out_-_The_Practice_and_Ethics_of_Public_Speaking.

someone by persuasion. This is like persuade others to follow and trust something.

3) To entertain

The third general purpose people can have for speaking is to entertain. To entertain means Speaking aims to entertain others by fill it with serious message but entertaining. Speaker with good humor. A speaker who talk with humor that contains good messages can be said to be a professional speaker.

The purposes of speaking is to communicate. The other purposes of speaking are to inform, to persuade and to entertain. To inform aims to tell other about something. To persuade aims to convincing others to do, believe something. To entertain aims to keep others being entertained with the topic.

Based on curriculum (K13), there are some purposes of speaking in reviewed from *Kompentensi Dasar*. The purposes of speaking are divided into the following description.

1) Speaking makes students know a variety different ways in interrupting a conversation for the purpose asking and confirming explanation, changing topics of conversation.
2) Speaking makes students able to show attention in the form of appreciation and praise in conversation.

3) Speaking makes students able to clarify and confirming to change the conversation topic through listening and speaking.[7]

**c. Types of Speaking**

Speaking consist of several types that which call imitative, intensive, responsive, interactive, extensive. According to Brown there are five types of speaking such as imitative, intensive, responsive, interactive, extensive.[8]The following below are the explanation of types of speaking

1. Imitative

Imitative speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is important in imitative speaking. They need to acquire some information and then reproduce it orally without having additional explanation. What comes out from them is only the information they hear. [9] Imitative speaking means to copy the way of speaking of others.

2. Intensive

Intensive speaking is not like imitative, that emphasize on pronunciation or phonological aspect. Intensive speaking is the "production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or

[7] Kementrian pendidikan dan Kebudayaan, *Kurikulum 2013*, 2012, p.64. https://abbah.yolasite.com/resources/KURIKULUM%20SMP%202013%20dan%20Kompetensi%20Dasar%20SMP.pdf

[8] H. Douglas Brown, *Language Assement: Principles and Classroom Practice* (United State of America: Longman, 2004), p.141.

[9] Yenny Rahmawati and Ertin, "Developing Assessment for Speaking," *IJEE* 1, no. 2 (2014), http://journal.uinjkt.ac.id/index.php/ijee/article/download/1345/1194.

phonological relationship." [10] The activity sample is reading aloud sentence and dialogue completion, limited picture cued task, simple sequence.

3. Responsive

"Responsive speaking include interaction and test comprehension at the limited level of short conversation, standard greetings and small talk, simple requests and comments." [11] This is a kind of short replies likes questions or comments and giving instruction and direction.

4. Interactive

The length and complexity of the sentence is the major different between responsive and interactive speaking. The number of the speaker also matter as sometimes it needs more than two people in the conversation. [12] It means interactive is to maintaining social relationship.

5. Extensive (monologue)

The word extensive is large area or amount.[13]Extensive speaking involves a wide range of speech production. Extensive oral production task include speeches, oral presentations, and story telling, during

[10] Brown, *Language Assement: Principles and Classroom Practice*, p.141.

[11] Kurniati Azlina, Eliwarti, and Novitri, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru," *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, p.4, https://media.neliti.com/media/publications/206186-none.pdf.

[12] Rahmawati and Ertin, "Developing Assessment for Speaking," p.201.

[13] Victoria Bull, ed., *Oxford Learner's Pocket Dictionnary*, Fourth (New York: Oxford University Press, 2011), p.156.

which the opportunity for oral interaction from listeners is either highly limited or ruled out all together.

Types of speaking that is mentioned above are variety of speaking. These type of speaking consist of imitative which means copying a word, intensive which means understanding meaning, responsive which means to response conversation, interactive which means interact with more than two people, extensive is oral presentation. Types of speaking have an important role in speaking.

According to the book *Bahasa Inggris*, When English Rings a Bell for VII Grade junior high school, type of speaking that used are imitative, responsive, interactive.[14] Doing dialogue and imitating the teacher are the most frequent speaking activities.

**d. Aspect of Speaking Skill**

Aspects of speaking are divided into five. According to Duong in Ahmad et.al, some aspect of speaking are vocabulary, grammar, pronunciation, fluency and accuracy. [15] The following below are the explanation of aspects of speaking.

1) Vocabulary

"Vocabulary is the knowledge of word and word meanings. Vocabulary as a list of words arranged in alphabetical order with

[14] Siti Wachidah et al., *Bahasa Inggris, "When English Rings a Bell,"* 2017.

[15] Iskandar Abdul Samad, Ahmad Bustari, and Diana Achmad, "The Use of Podcasts in Improving Students' Speaking Skill," *JELE (Journal of English Language and Education)* 3, no. 2 (2017): p.100, https://doi.org/10.26486/jele.v3i2.256.

their definition."[16] Vocabulary is a word which has its meaning in every function. The word indicates an object, action, ideas. Mastering vocabulary will determine a person's ability to understand language.

2) Grammar

"Grammar is rules for forming words and making sentences."[17] Grammar is a system of rules that set conventional settings and the relationship of word in sentence. Grammar is a set of rules that determines the structure of language. Grammar can be a way to combine language units.

3) Pronunciation

Cook in Gilakjani defined that pronunciation as the production of English sounds.[18] Pronunciation is an individual sound that involves good articulation, and it has sound feature such as aspiration, sound, sound regulation, intonation and stress. Pronunciation plays an important role in speaking. It gives clues to what is said.

[16] Iman Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practices," *International Journal of Research in English Education* 1, no. 1 (2016): p.22, http://ijreeonline.com/article-1-25-en.pdf.

[17] Bull, *Oxford Learner's Pocket Dictionnary*, p.193.

[18] Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review," *International Journal of Research in English Education* 1, no. 1 (2016): p.2, http://ijreeonline.com/article-1-21-en.pdf.

4) Fluency

Fluency means "able to speak a language easily and well".[19] Fluency is the capability to speak in effective speed , smoothly and produce right word. Fluency is when someone expresses idea without word filler such "*um, ah, eh"* while doing communication. Excellent fluency will create confidence that is better in expressing idea.

5) Accuracy

Accuracy means being exact or correct.[20] Accuracy refers to a word understanding, right in structure, syntax. Accuracy means better in catching the meaning of language message without part of mistake. It doesn't cause hesitation in interaction. Good accuracy create impression toward how someone delivers the message to the other.

Aspects of speaking as mention above play an important role in assessing speaking skill in order to know speaking achievement. To have the success of achievement in speaking every aspect that is mention above should be mastered by the speaker. Successful achievement in speaking can be seen from high acquisition from above aspect.

[19] Bull, *Oxford Learner's Pocket Dictionnary*, p.171.
[20] Bull, p.4.

**e. Principles of Teaching Speaking**

Principles of teaching speaking is the basis of the foundation of teaching speaking. David Nunan described the principles of teaching which consist of five items. The following below is the principles of teaching speaking.

1) Be aware of the differences between second language and foreign learning contexts
2) Give students practice with both fluency and accuracy
3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
4) Plan speaking tasks that involve negotiation for meaning.
5) Designing classroom activities that involve guidance and practice in both transactional and interactional speaking [21]

Principle of teaching above must be the basis for the teacher to teach students. Teacher must make students learning being active and fun . So that the learning target can be achieved.

**f. The Difficulties of Speaking**

Difficulty is situation that makes something complicated and difficult to do and to understand. Difficulty of speaking is the situation or things that causes speaking being difficult. In order to success in speaking, students' speaking difficulties must be eliminate. According to Brown, the difficulties of speaking are clustering, redundancy, reduced form, performance variable, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction. They are the aspect which make speaking being complexity

[21] David Nunan, *Practical English Language Teaching* (New York: Mc.Graw-Hill Companies, 1995), p.54.

1) Clustering
   Fluent speech is phrasal, not word by word. Learner can organize their output both cognitively and physically trough clustering.
2) Redundancy
   The speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.
3) Reduced forms
   Contractions, elisions, reduced vowels, etc. all form special problem in teaching spoken English . Students who don't learn colloquial contraction can sometimes develop a stilted, bookish quality of spoken that in turn stigmatize them.
4) Performance variables
   One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections.
5) Colloquial language
   The students should acquainted with the words and idioms and phrases of colloquial language.
6) Rate of delivery
   The learner should achieve an acceptable speed along with other attributes frequency.
7) Stress, rhythm, and Intonation
   The stress- timed rhythm of spoken English and its intonation pattern convey important messages .
8) Interaction
   Learning to produce waves of language in a vacuum, without interlocutors would rob speaking skill of its richest component; the creativity of conversational negotiation. [22]

The difficulties as mention above are the reason students fail to get success of speaking achievement. Successful in speaking is the main goal of learning English. In order to achieve students' success in speaking, the teacher must provide solution or look for new methods to avoid students' speaking difficulties.

[22] H. Douglas Brown, *Teaching by Principles; An Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hall, 1994), p.256-257.

**g. Material of Speaking**

Material of speaking is a learning material of speaking in school. Based on Indonesian Curriculum (K13), English material for speaking in Junior High School VIII class is based on book " *Bahasa Inggris "*When English Rings a Bell". The following description is the speaking material of Junior High school class VIII.

The material of speaking in VIII class is about communicate interpersonal, transactional, and functional about self, family, and people, animals and object, concrete and imaginative, which closest with students' daily life at home, school and society. [23]

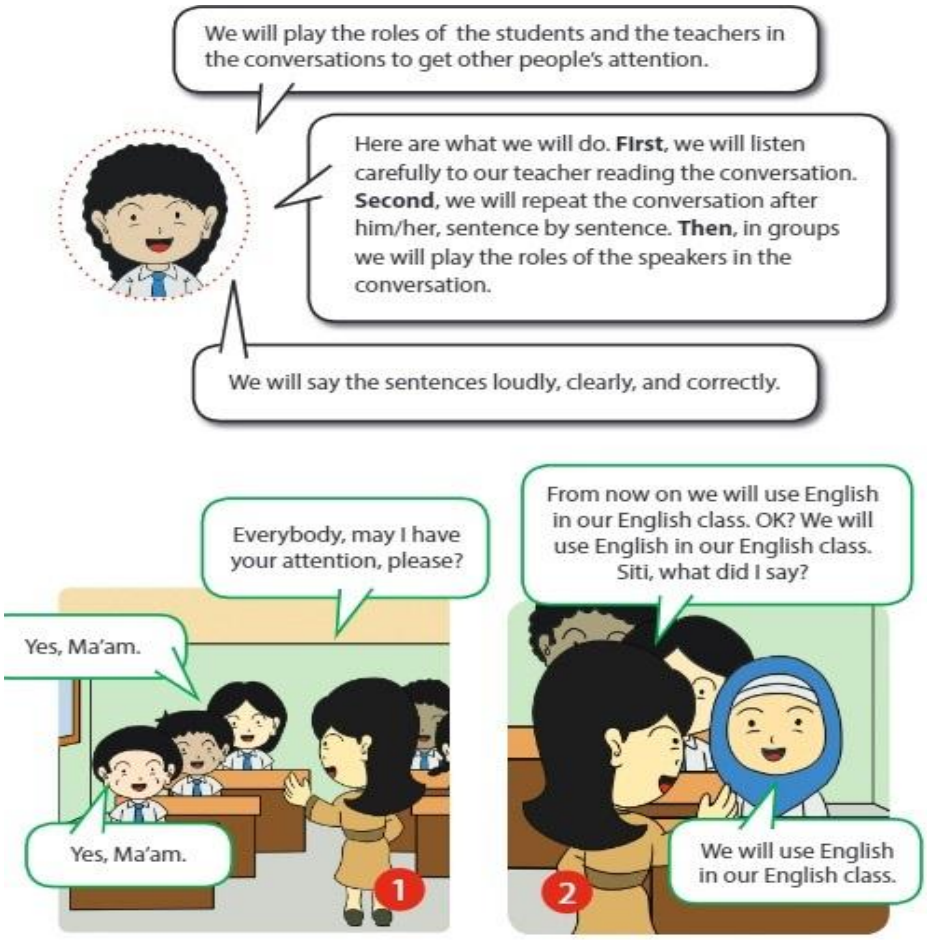
1) The example material that students should be learned are : [24]

a) Topic 1 : Interaction between students and teacher inside and outside the classroom related to the act of asking for attention, check understanding, showing appreciation, asking and expressing opinion.

(1) Asking for attention

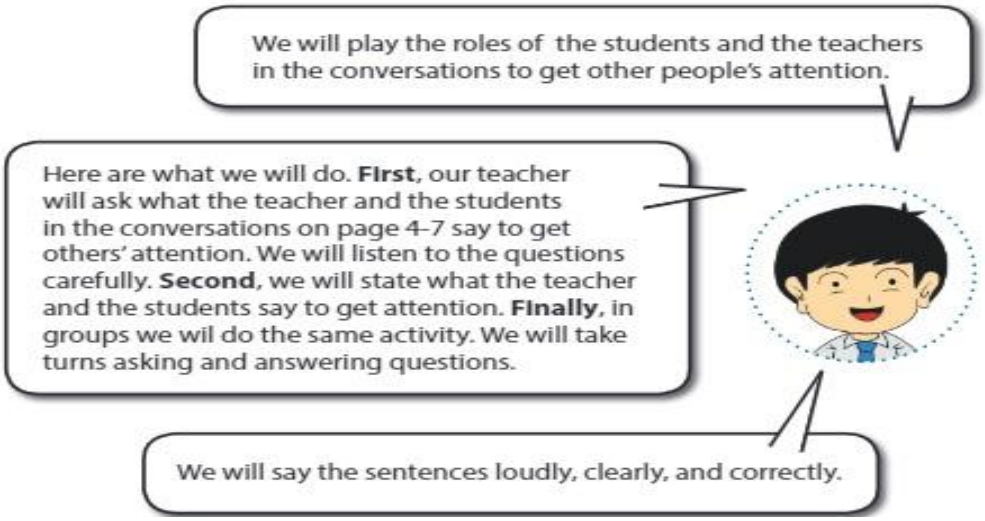
[23] Siti Wcahidah et al., *Buku Guru Bahasa Inggris "When English Rings a Bell,"* Edisi Revisi 2017 (Jakarta: Pusat Kurikulum dan Perbukuan, Balitang, Kemendikbud, 2017).

[24] Wachidah et al., *Bahasa Inggris, "When English Rings a Bell."*

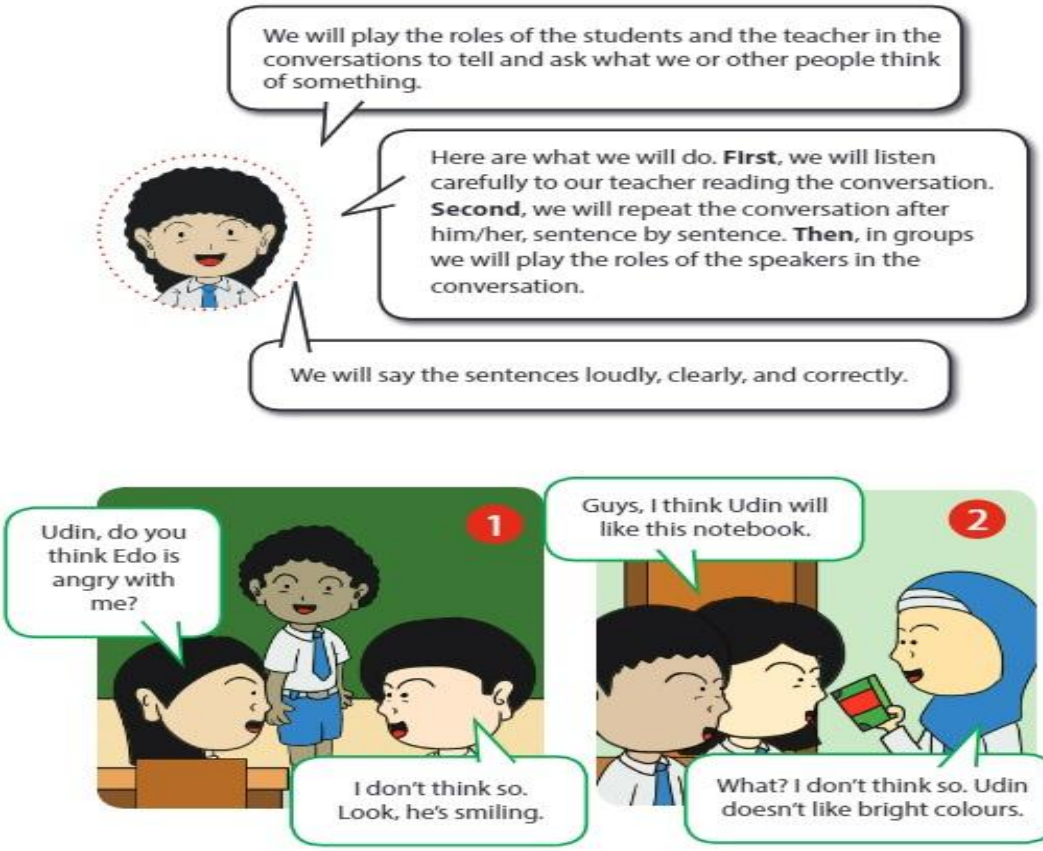



The exercise of asking for attention

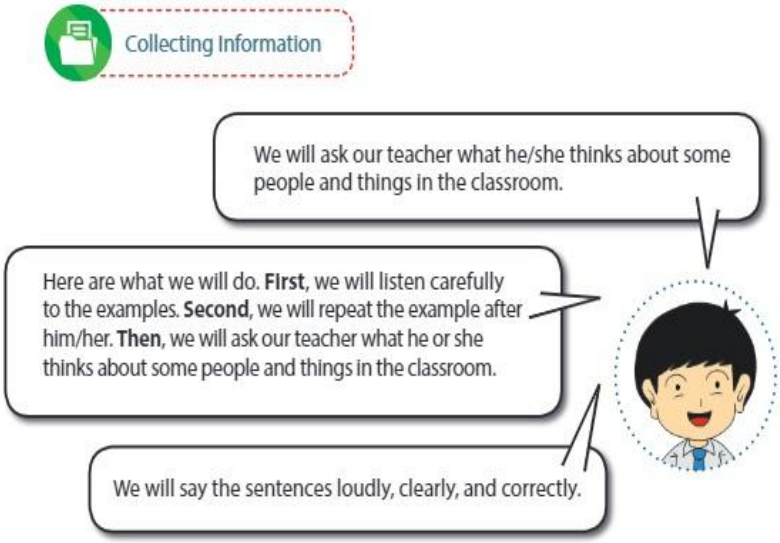
Collecting Information



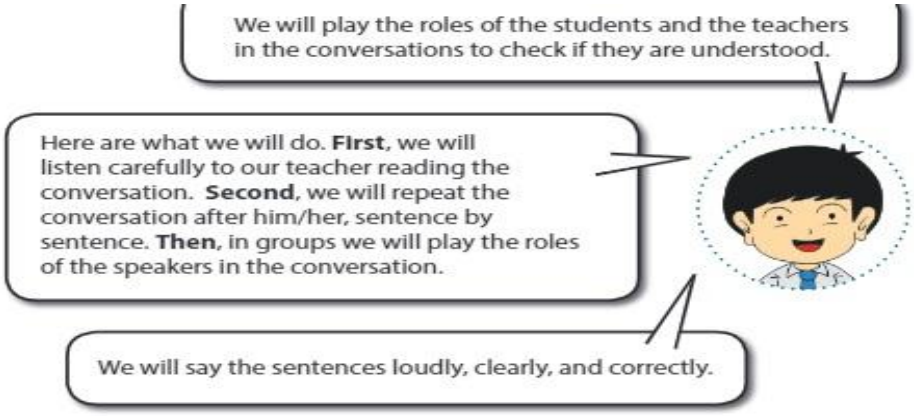
(2) Asking for opinion

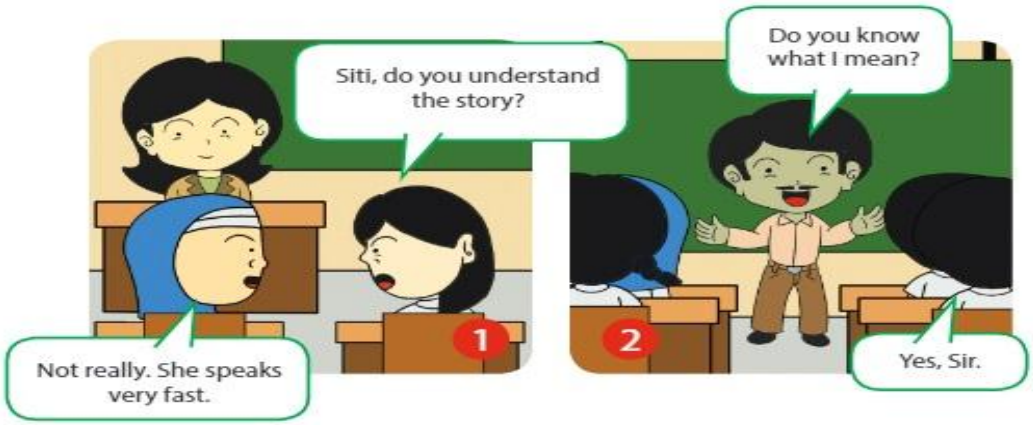



The exercise of asking for opinion

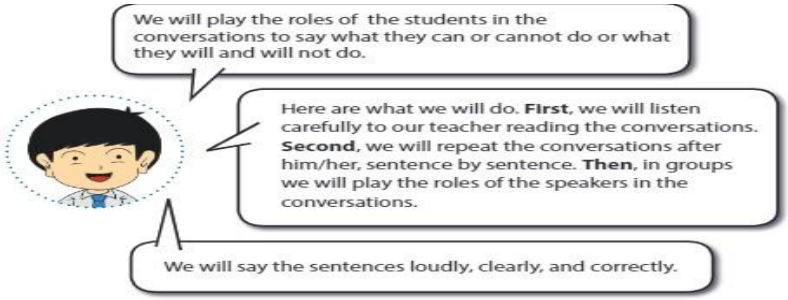


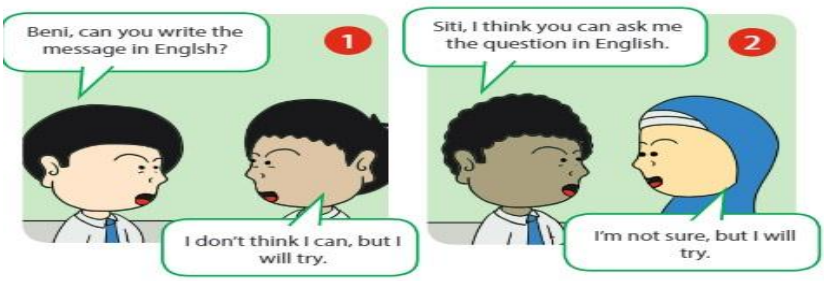
(3)Check understanding



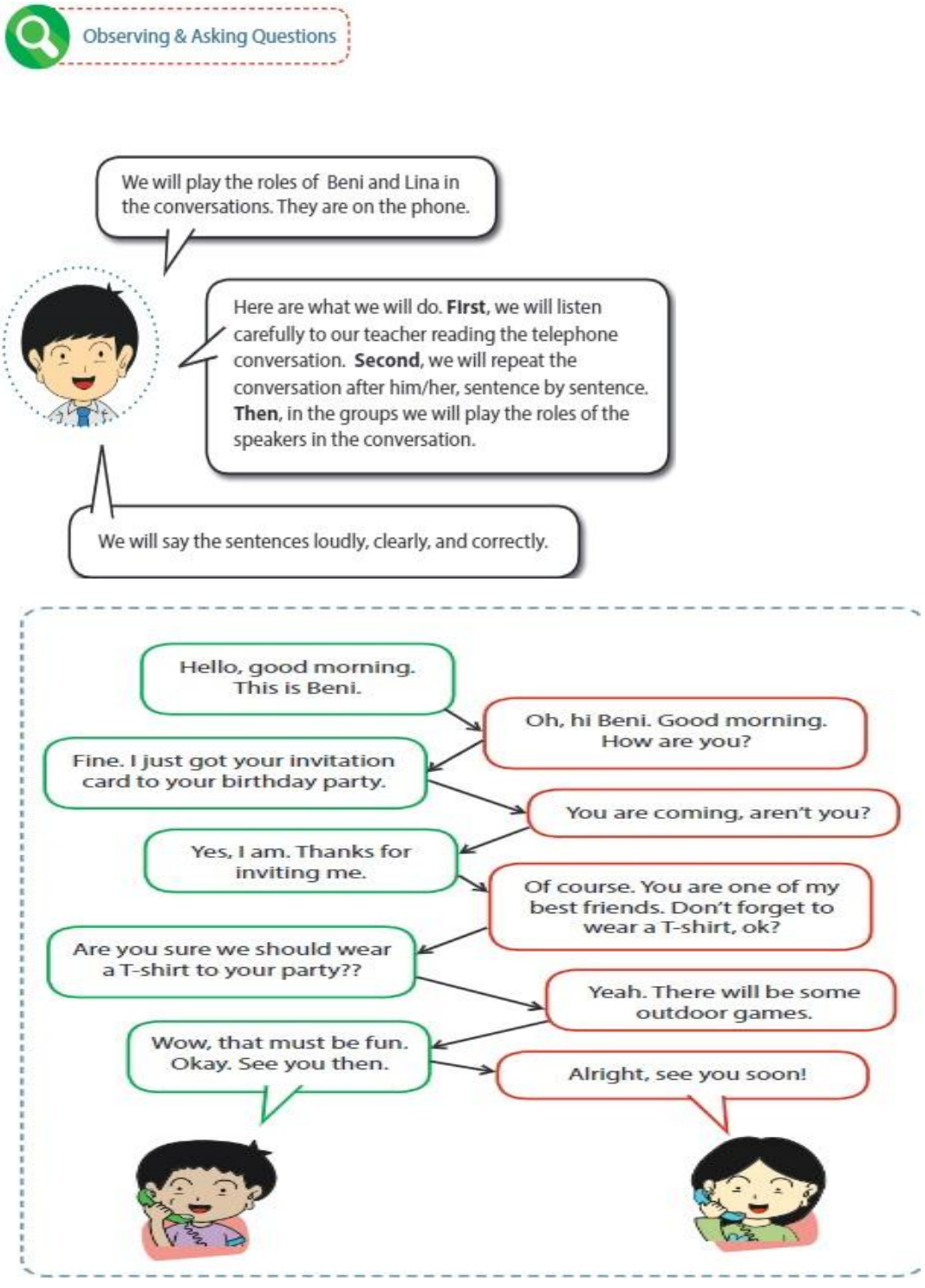

b) Topic 2 : Interaction between students inside and outside the classroom involving asking information about “can” and “will” to do an action.To state we can do something and we will do something



c) Topic 3 : Interaction between students and teacher about invite someone to do something, giving instruction, and ask for permission.

(1) The example material of inviting someone.



## 2. Learning Anxiety

### a. Definition of Learning Anxiety

1) Learning

Learning anxiety comes from two words. The words are learning and anxiety. Learning means "gain knowledge or skill in a subject or activity."[25] Learning happens everywhere and all the time.

> Learning is one of the most long-running, undeniably important actions of human being. In addition to his innate behaviors, acquiring new knowledge, skills and attitudes though the experiences over various processes, human being directs his life accordance with his learning.[26]

The concept of learning are learning as the increase of knowledge, learning as memorizing, learning as the acquisition of facts, learning as the abstraction of meaning, learning as an interpretative process aimed at the understanding of reality.[27]

One of the foreign language in Indonesia that the students should learn is English. Learning English is what people do when they want to learn how to speak and understand the English language well. English learning is very important and useful because English is an international language. It is important for everyone to learn English.

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[25] Bull, *Oxford Learner's Pocket Dictionnary*, p.250.

[26] Zeki Kaya and Selçuk Akdemir, "Learning and Teaching:Theories, Approaches and Models," *Environmental Justice, Popular Struggle and Community Devt*, 2019, p.3, https://doi.org/10.2307/j.ctvhktjf7.17.

[27] Erik Jan Van Rossum and Rebecca Hamer, *The Meaning of Learning and Knowing*, *The Classical Review*, vol. 33 (Netherlands: Sense Publisher, 2010), p.2, https://doi.org/10.1017/s0009840x00012282.

2) Anxiety

Spielberger in Deyuan said that "Anxiety refers to the subject feeling of tension, apprehension, nervousness, and worry, associated with autonomic nervous system."[28] Anxiety is associated with feeling of worry which directly related to the autonomic nervous system of someone.

Zeidner and Matthews said

> Anxiety is a basic negative emotion, along with anger, sadness, disgust, and perhaps others. Anxiety refers to general feelings of uneasiness and distress about an unspecified, diffuse, uncertain, and often formless form of threat danger.[29]

Learning English in Indonesia categorized as learning foreign language. Horwitz in Sara conceptualized foreign language anxiety as a distinct complex of self perception, belief, feeling and behaviors related to classroom language learning arising from the uniqueness of the language learning process.[30] English learning anxiety by Horwitz in Ujjwal is a specific anxiety affecting the gaining knowledge of English language. According to MacIntyre and Gardner, English learning anxiety is basically a type of situation specific anxiety that is specially associated with English language context in speaking, listening and

[28] Deyuan He, *Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching, Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching* (Singapore: Springer, 2018), p.2, https://doi.org/10.1007/978-981-10-7662-6.

[29] Moshe Zeidner and Gerald Mattews, *Anxiety101* (New York: Springer Publishing Company, 2011), p.5.

[30] Sara Atef-Vahid and Alireza Fard Kashani, "The Effect of English Learning Anxiety on Iranian High-School Students' English Language Achievement," *Broad Research in Artificial Intelligence and Neuroscience* 2, no. 3 (2011): 31, https://www.researchgate.net/publication/260299884_The_Effect_of_English_Learning_Anxiety_on_Iranian_High-School_Students'_English_Language_Achievement.

learning.[31] Khattak *et.al* in Jamilah said that anxiety experienced in learning English language can be debilitating and may influence student's achievements of their goal.[32] It can influence student's achievement.

English learning anxiety categorized as foreign language anxiety which means fear or apprehension occurring when the learner is expected to perform in foreign language. English learning anxiety is psychological problem of students while learning English, which students feel afraid, nervous, and anxious when English class are going to or is going on. Students who have English learning anxiety feel tense when learning English specially in Listening and speaking.

In conclusion, learning anxiety is feeling of tension, apprehension, nervousness, and worry while learning English. Learning anxiety is usually experienced by the students while learning some subject one of that subject is English subject. Anxiety in learning English that experienced by students, enable students becoming weak and influence the achievement of students' goal in learning English.

**b. Component of Learning Anxiety**

Anxiety of foreign language has component. These components cause anxiety in learning language. Horwitz et.al found that foreign

[31] Ujjwal Kumar Halder, "English Language Anxiety and Academic Achievement," *UGC Journal* 4, no. March (2018): p.139, https://www.researchgate.net/publication/327237823_english_language_anxiety_and_academic_achievement.

[32] Jamilah Mohammed Sadiq, "Anxiety in English Language Learning: A Case Study of English Language Learners in Saudi Arabia," *English Language Teaching* 10, no. 7 (2017): p.1, https://doi.org/10.5539/elt.v10n7p1.

language anxiety can be related to communication apprehension, test anxiety, and fear of negative evaluation.[33] Fatmala et.all said that another factor of anxiety beside those three components is English classroom anxiety.[34] The component of learning anxiety as follows :

a) Communication apprehension

Communication apprehension is signify by fear and anxiety in communicating with people. Communication apprehension indicate the difficulty in speaking in public, listening or learning a spoken utterance are all type of communication apprehension. [35] Communication apprehension in learning English is acquired from the learners' personal knowledge that they will have difficulty understanding others .

Learner which anguish from communication apprehension choose to keep silent in their English classes. As Horwitz et.al said that communication apprehension as a type of shyness characterized by fear or anxiety about communicating.

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[33] Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–32, https://doi.org/10.1111/j.1540-4781.1986.tb05256.x.

[34] Fatmala Sari Oktaviani, Desmawati Radjab, and Havid Ardi, "An Analysis of Students' English Language Anxiety at SMAN 7 Padang," *Journal Of English Language Teaching UNP* 1, no. 3 (2013): p.54, https://www.academia.edu/26324415/An_Analysis_of_Students_English_Language_Anxiety_at_Sman_7_Padang.

[35] Lim Hooi Lian and Mardziah Bt Budin, "Investigating the Relationship between English Language Anxiety and the Achievement of School Based Oral English Test among Malaysian Form Four Students," *International Journal of Learning, Teaching and Educational Research* 2, no. 1 (2014): p.70, https://doi.org/10.1167/iovs.13-13423.

b) Test Anxiety

Test anxiety is a type of performance anxiety which refers to "the set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequences or failure on examination or similar evaluation."[36] Students who feel anxious in test often put unrealistic demands on themselves. Test anxiety is considered as one of the most important aspects of negative motivation which will affect learning.

c) Fear of negative evaluation

Watson in Kumar define that fear of evaluation as "apprehension about other's evaluation, distress over their negative evaluations, and the expectation that others would evaluated oneself negatively." [37]Fear of negative evaluation is not limited to test taking situation. It is also broader understanding not only related to teacher evaluation of students, but also to perceived reaction of other students as well.

d) English Classroom Anxiety

Fatmala et. al said that the researcher of another research about anxiety developed another component of anxiety based on source of language anxiety and cause by learning environment. The component is English classroom anxiety. English classroom anxiety includes how

[36] Moshe Zeidner and Gerald Matthews, "Encyclopedia of Psychological Assessment ; Test Anxiety," *Psychiatric Services,* 2003, p.2, https://doi.org/10.1176/appi.ps.56.5.614-a.

[37] Kumar J. Ganesh et al., "Relationship between Fear of Negative Evaluation and Anxiety," *The International Journal of Indian Psychology* 3, no. 1 (2015): p.74, http://oaji.net/articles/2015/1170-1447398359.pdf.

students though their English class generally. English classroom anxiety is an anxiety experienced in classroom. It means that English classroom anxiety is anxiety that related to language learning in classroom.

Above components of anxiety such communication apprehension, test anxiety, fear of negative evaluation, English classroom anxiety are important aspects in performance of anxiety. Anxiety in learning can be measured by the component. The conclusion is communication apprehension is anxiety in communicating with other, test anxiety is fear or failure in academic evaluation or test, fear of negative evaluation is apprehension about others evaluation or test.

Based on the above component that cause anxiety which Horwitz and other researcher classify, there are four component of foreign language anxiety

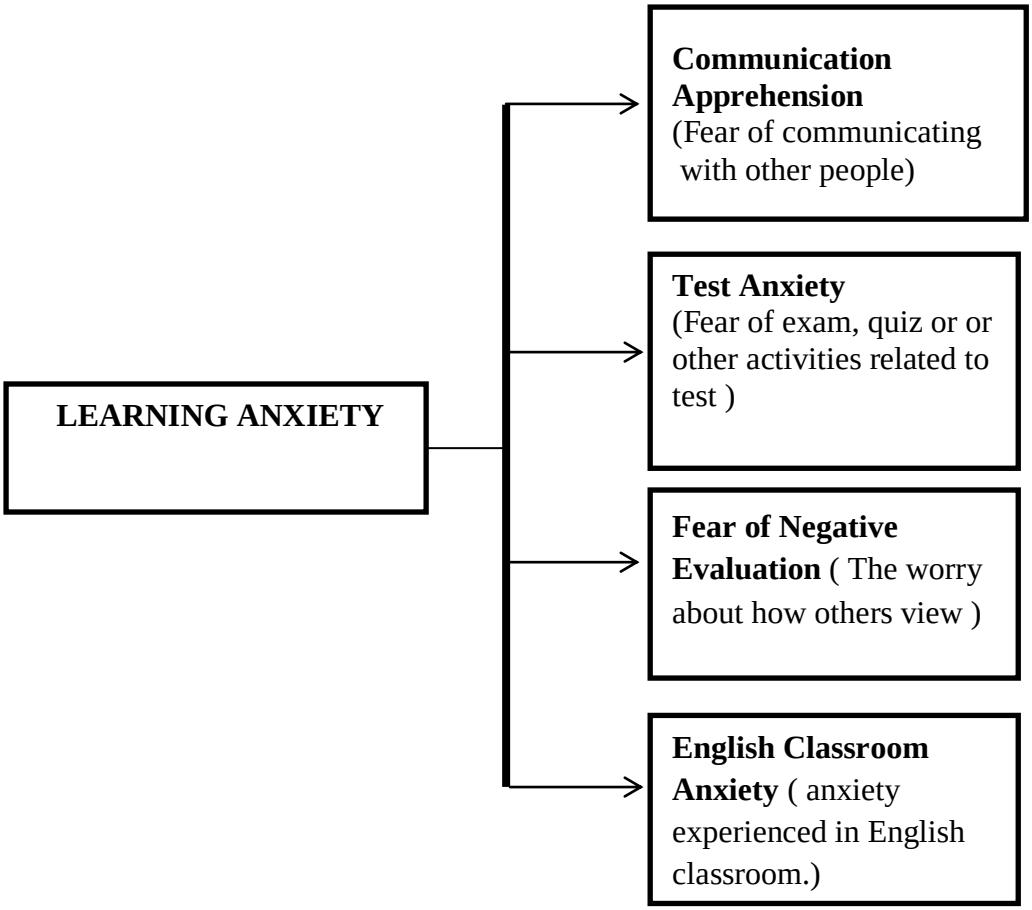


***Figure 1. The Component of Learning anxiety***

**c. Source of Learning Anxiety**

English learning anxiety is related to source . The source which make learning foreign language happens. There are some sources of English learning anxiety According to Young in Fatmala et.al such as personal and interpersonal, personal belief about learning, instructor believe about language teaching, instructor-learner interaction, classroom procedure, language test. [38]

[38] Oktaviani, Radjab, and Ardi, "An Analysis of Students' English Language Anxiety at SMAN 7 Padang," P. 54.

a) Personal and Interpersonal

People who feel worry about what others think about them will appear the anxiety. Language anxiety can arise when someone has low self-esteem.[39] The anxiety comes from some one who has it.

b) Personal Belief about Learning

Belief is very important in English language learning. Once belief become unrealistic, it will lead language learner to feel anxious.[40] In this case, belief is one of the source of anxiety.

c) Instructor believe about language teaching

Most instructor play their role as a class center. Instructor who think their role in the classroom is teaching and speaking. They believe their role as a commander, not a facilitator, who feels wrong in pairing is bothering the class, might contribute to student's language anxiety.

d) Instructor - learner interaction

Correcting students' mistake by using hard way often cited by provoking anxiety. Students who are corrected in front of their friend will feel stressed because they do not perform well, and look very bad. Their feeling of tension produce anxiety.

[39] Oktaviani, Radjab, and Ardi, "An Analysis of Students' English Language Anxiety at SMAN 7 Padang."

[40] Oktaviani, Radjab, and Ardi.

e) Classroom procedure

Having to speak in front of the class is the main of classroom procedure that arouse students' anxiety.[41] Oral quizzes and having to response orally in target language are other strong source of anxiety.

f) Language test

Language testing is a source of anxiety for other students. Some specific language test item may lead learners to anxiety.[42] Spending hours studying just to find a test or take advantage of the types of questions which they have no experience will also cause anxiety.

Source of learning anxiety is a reason of anxiety being occur. As mention above, it can be said that source of anxiety comes from inside and outside of sufferer. Personal and interpersonal, personal believe about learning are categorized as source of anxiety that comes from inside sufferer himself. Instructor believe about language teaching, instructor- learner interaction, classroom procedure, language test are categorized as source of anxiety that comes from outside of sufferer.

**d. Advantages and Disadvantages of Learning Anxiety**

1) Advantages of Anxiety

Anxiety means feeling of nervous or tension. Anxiety also have benefit in daily life. Anxiety which have by a sufferer has something profitable. Zeidnes and Matthews dercribe the advantages

[41] Oktaviani, Radjab, and Ardi.
[42] Oktaviani, Radjab, and Ardi.

of anxiety. The following below is the description of the advantages of Anxiety.

a) Anxiety helps people to adapt to the environmental danger and threat
b) Anxiety motivates the person to act in order to avoid events that might cause bodily harm or psychological distress
c) Anxiety prepares the body and mind for such action[43]

2) Disadvantages of Anxiety

Anxiety is psychological factor that influence students learning. Anxiety have many disadvantages. Sara and Aida describe the bad effect of anxiety based on many expert. The following below is the disadvantages of anxiety.

a) In learning context, anxiety can affect the ability of receiving information.
b) Students with anxiety often experience high and uncontrollable worry about events which accrued in past or may be happened in future, they experience extreme worry about performing completely well, meanwhile they are so self consciousness and often misinterpreted or overstated the importance of the condition.
c) People who experience high level of anxiety were less successful at encoding information and less effective at processing events, that's because of that lots of their enegy and attention wasted for managing anxiety.
d) Brain activity and one's cognition procedure can be impaired and negatively influenced by psychological impact of anxiety. Anxiety causes negative impact on one's attention and concentration.
e) Anxious children and adolescents exhibit less capability to keep attention. [44]

[43] Zeidner and Mattews, *Anxiety101*, p.12.

[44] Sara Hashempour and Aida Mehrad, "The Effect of Anxiety and Emotional Intelligence on Students ' Learning Process," *Journal of Education & Social Policy* 1, no. 2 (2014): p.115-116, http://jespnet.com/journals/Vol_1_No_2_December_2014/16.pdf.

**e. Overcoming Learning Anxiety**

The effect of anxiety can be the bad effect for the sufferer. Therefore, anxiety can be overcome. There are many ways to overcome anxiety. There are many researcher has done a research about overcoming students' anxiety. The following below are the description of how to overcome foreign language learning anxiety according to some researcher.

1) Keramida on her research find that helping students to overcome anxiety is by implementing some intervention. Namely project work, Establishing a learning community and a supportive classroom atmosphere.[45]Teacher plays an important role in overcoming students anxiety.
2) Nagahashi on his research find that the best technique to reduce foreign language anxiety is by using cooperative learning. Kagan in Nagahashi stated that a cooperative learning environment has been shown to reduce anxiety.[46] Cooperative learning refers to arranging students into groups.
3) Alrabai on his research find that teacher can helping students to reduce language anxiety using some strategies. The strategies are have a positive relationship with students, control the students'

[45] Areti Keramida, "Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations," *International Education Studies* 2, no. 4 (2014): p.41, https://doi.org/10.1163/22116117-90000606.

[46] Terri Lee Nagahashi, "Techniques for Reducing Foreign Language Anxiety: Results of a Successful Intervention Study" (Akita University, Japan, 2007), p.57, https://core.ac.uk/download/pdf/144186582.pdf.

language anxiety, build up students self-confidence, stimulate students to learn English, enhance students' autonomy and control over learning, establish relevance between what your students learn in class.[47] Anxiety can be reduce by the good relationship between teacher and students.

There are many things that can be done to overcome students anxiety. The most important is the relationship between teacher and students. Teacher should use many strategies to help students in order student anxiety can be reduce. Students need a lot of motivation to ,learn. Anxiety will affect students achievement. Strategy to overcoming anxiety must be applied by the teacher.

## H. Review of Related Findings

The researcher presents the previous researcher that deal especially with the variety of the study of student's English learning anxiety and speaking . The first feeling of tension, apprehension, nervousness, and worry, previous research is done by Yuliana. She found that there is no correlation between Students' anxiety and their ability in speaking class . It can be seen from the result of r calculated is .139 which is between 0.000 and 0.200. The value show there is a

[47] Fakieh Alrabai, *Reducing Language Anxiety & Promoting Learner Motivation: A Practical Guide for Teachers of English As a Foreign Language* (Lulu, 2014), https://www.researchgate.net/publication/262600162_Reducing_Language_Anxiety_Promoting_Learner_Motivation_A_Practical_Guide_for_Teachers_of_English_As_a_Foreign_Language/link/0c96053c07f9c1d992000000/download.

positive correlation. She get score r. 0,005 that showed $H_0$ can not be rejected.[48]

The second, Savirah Putri Maya Sari in her thesis, find that there was no corelation bertween students' language learning anxiety and speaking scores. She found that p was 0.559 ( p>0.05) . $H_0$ was accepted and $H_1$ was rejected.[49]

The third research is done by Mulyani. She found that the correlation between the students' anxiety level and their speaking ability is high . The result of her research explain that the score of significant correlation between the students' anxiety level and their speaking is 0.503. The result of "r" product moment is 5 % of significant level is 0.288 and 1 % of significant level is 0.372. It can be formulated as 0.288<0.503>0.372.[50]

The fourth is research done by Ghita. She found that there was a correlation between student's anxiety and their speaking ability. It can be seen from the result that $r_{xy}$ = -0.370 > $r_t$ 0,398. $H_1$ was accepted and $H_0$ was rejected. [51]

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[48] Yuliana Mauludiyah, "The Correlation Between Students ' Anxiety and Their Ability in Speaking Class" (State Islamic Institute (Iain) Tulungagung, 2014), http://repo.iain-tulungagung.ac.id/1267/1/The Correlation Between Students.pdf.

[49] Savira Putri Mayasari, "Correlation Between Students' Language Learning Anxiety and Their Scores in Speaking Class" (Satya Wacana Christian University, 2013), repository.uksw.edu/.../2/T1_112005072_Full text.pdf.

[50] Mulyani, "The Correlation Between Students's Anxiety Level and Their Speaking Ability Ar Second Year of Senior High School 1 Enok Inigari Hilir Regency" (State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2011), repository.uin-suska.ac.id/9367/1/2012_201208.pdf.

[51] Ghita Calvina Izumi, "The Study Between Students' Anxiety And Speaking Ability At The First Grade Students Of Sma Negeri 1 Kabupaten Tangerang," *University Of Lampung* (University Of Lampung, 2017), digilib.unila.ac.id/28142/2/Skripsi Tanpa Bab Pembahasan.pdf.

The fifth is a journal research done by Lim and Mardziah. They found that there was a significant relationship between language anxiety and oral English test achievement. It can be seen from the result which showed that the correlation is at 0.360. There was positive correlation ( r =.360) , $p< 0.01$ .[52]

The previous research above can be a good reference for the researcher in doing this research. The researcher conclude that the previous research is about the correlation between students anxiety and speaking. The researcher will compare the result of previous research to this research. The researcher will focus on finding out the correlation between English learning anxiety and speaking achievement.

## I. Framework of Thinking

Learning anxiety is psychological problem of students while learning. English Learning anxiety means students feel afraid, nervous, and anxious when English class are going to or is going on. English learning anxiety categorized as foreign language anxiety which means fear or apprehension occurring when the learner is expected to perform in foreign language.

Speaking is the ability to use language through building and sharing information. Speaking is an important productive skill that is

[52] Lim Hooi Lian and Mardziah Bt Budin, "Investigating the Relationship between English Language Anxiety and the Achievement of School Based Oral English Test among Malaysian Form Four Students."

used to communicate with others. Students English ability can be measure from their proficiency in speaking.

The role of learning anxiety to speaking skill is anxiety has been considered as a negative factor in learning a foreign language, especially in speaking. Students who have anxiety can experience, reaction such nervousness, tremble, panic and confusion when speaking. Learning anxiety can affect students' achievement.

It can be assumed that learning anxiety has correlation to speaking . Therefore, considering the influence of anxiety to speaking which is very much discuss in many studies, the researcher would like to know how much is the relationship between both. The researcher would like to conduct a research about learning anxiety and speaking mastery. The study will find out the correlation between learning anxiety and speaking mastery.

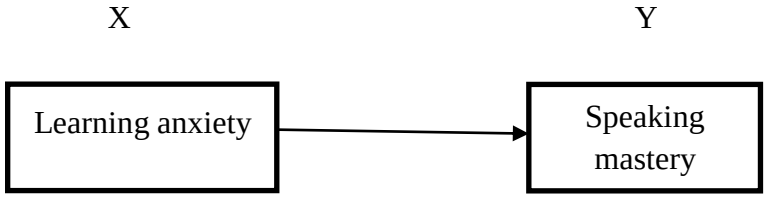


***Figure 2. Correlation between learning anxiety and speaking mastery.***

## J. Hypothesis

Hypothesis is the provosional result of the research. The hypothesis of this research were :

1. There is a significant correlation between learning anxiety and speaking mastery to the VIII grade students of SMP N 2 Padangsidimpuan.
2. There is no significant correlation between learning anxiety and speaking mastery to the VIII grade students of SMP N 2 Padangsidimpuan.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Place and Time of the Research

The location of the research is in SMPN 2 Padangsidimpuan It is located in Ade Irma Street, Ujung padang, no 1 Padangsidimpuan. The location is around South Padangsidimpuan.

The time of the research will be done from 25 June 2019 until the researcher finish the research.

## B. Method of Research

The method of research was descriptive method. Descriptive method is a method that explains the characteristic of various research variables in a particular situation.[53] Descriptive method aims to explain aspect that are relevant to a phenomenon that is examined from the perspective of individuals, organizations, and other perspectives.[54] Descriptive method is used to describe the correlation between two variables. Correlational research is sometimes treated as a type of descriptive research primarily because it describes an existing condition.[55] Correlational research is attempted to determine whether and to what degree the correlation exist between two or

[53] Hapzi Ali and Nandan Limakrisna, *Metodologi Penelitian ; Petunjuk Praktis Untuk Pemecahan Masalah Bisnis, Penyusunan Skripsi, Tesis, Dan Disertasi* (Jakarta, 2013), p.76, https://doi.org/10.1017/CBO9781107415324.004.

[54] Ali and Limakrisna, p.76.

[55] L. R Gay, Geoffre E. Mills, and Peter Airasian, *Educational Research : Competencies for Analysis*, 10th ed. (United State of America: Pearson, 2012), p.206.

more variables.[56] Correlational research aims to find out the correlation between two or more variable.

Based on above explanation, the researcher concludes that correlational research treated by descriptive method. Descriptive method is to explain the characteristic of the variables of the research. Descriptive method aims to describe the correlation between two variables.

## C. Population and Sample

### 1. Population

"Population is general term for the larger group from which a sample is selected or the group which the researcher would like to generalize the results of the study." The population of this research is taken from all of the Grade VIII Students of SMP Negeri 2 Padangsidimpuan. The population consist of 297 students. The population is spread out in eleven classes. They are placed randomly. It can be seen in the table below :

[56] Gay and Peter Airasian, *Educational Reseach ; Competencies for Analysis and Aplications*, Sixth Edit (New Jersey: Prentice Hall, 2000), p.12.

**Table 3.1 The Population of the Research**

| No | Class | Students |
|---|---|---|
| 1 | VIII-1 | 25 |
| 2 | VIII-2 | 29 |
| 3 | VIII-3 | 28 |
| 4 | VIII-4 | 27 |
| 5 | VIII-5 | 26 |
| 6 | VIII-6 | 28 |
| 7 | VIII-7 | 24 |
| 8 | VIII-8 | 27 |
| 9 | VIII-9 | 28 |
| 10 | VIII-10 | 29 |
| 11 | VIII-11 | 26 |
| **TOTAL** | | **297** |

Source : School Administration Data of SMPN 2 Padangsidimpuan

**2. Sample**

Gay says that "sample comprises the individuals, items or events selected from a larger group or events selected from a larger group referred to as a population."[57] The process of selecting a portion of the population to represent the entire population is known as sampling.

The researcher used random sampling technique to select the respondent from population. Random sampling is "the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent change of selection for sample."[58]The researcher used random sampling technique because the population is homogenous, which the population were at the same grade, has same lesson, and they are closely has the same age.

[57] Gay, Mills, and Airasian, *Educational Research : Competencies for Analysis*, p.630.
[58] Gay, Mills, and Airasian, 131.

According to Noor, sample size can be determine by using Slovin formula.[59]

Technique of taking sample size by using Slovin formula

$$n = \frac{N}{1+(N x e^2)}$$ [60]

where :
n = Member of sample
N= Member of population
E= Error level (according to general used 1% / 5% / 10% can choose by researcher) [61]

The population are 297 students, error level take 10 %. Based on above formula, a sample size as follow:

$$n = \frac{N}{1+(N x e^2)} = \frac{297}{1+(297 x 0{,}1^2)} = 75$$

Rounded up to be 55 students, so n = 75 students.

The sample is taken randomly by using lottery. All the member of population were written in a small paper. Then, the paper is taken 75 papers. The result of lottery was class VIII – 1 is taken 14 persons, VIII- 2 is taken 12persons, class VIII-3 is taken 5 person, class VIII – 4 is taken 6 persons, class VIII-5 is taken 20 persons, class VIII – 6 is taken 8 persons, class VIII-7 is taken 3 persons, class VIII- 8 is taken 2 person, class VIII-9 is taken 2 persons, class VIII- 10 is taken 1 persons, class VIII – 11 is taken 2 persons.

[59] Juliansyah Noor, *Metodologi Penelitian* (Jakarta: Kencana Prenada Media Group, 2011), p.151.
[60] Noor, p.151.
[61] Noor, p.151.

## D. Definition of Operational Variable

Based on the title of the thesis, this research is consisted of two variables, so that the definition of variable as follow

1. Learning Anxiety

   Learning anxiety is feeling of tension, apprehension, nervousness, and worry while learning English. Someone who feels tense even nervous while learning it means he is anxious.

2. Speaking mastery

   Speaking mastery is the accomplishing goals of teaching and learning of speaking especially by effort, skill, courage, etc. Speaking is the process that build meaning that involves, produces, receives, and processes information.

## E. Instrument of the Research

Research instruments are tool used to collect data or information useful to answer the problem research. The instruments used by researchers are test and questionnaire. Test will be used to measure speaking ability, questionnaire will be used to measure English learning anxiety.

### 1. Questionnaire

Questionnaires is an instrument consist of a series of question for purpose of gathering information from respondents. Questionnaires should always have a definite purpose that is related to the objective of the research. The researcher use foreign language classroom anxiety scale (FLCAS) as questionnaire developed by Horwitz to collect the research

data because Learning English in Indonesia is categorized as learning foreign language.

The questionnaire consist of 33 items in a form of 5- point Likert scale, ranging from Strongly agree, agree, neutral, disagree and strongly disagree. Item 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 25, 27, 29, 30, 31, 33 represent high anxiety which categorized as favorable. The range score started from 33 to 165.

Favorable item will be scored from strongly disagree (1 point), disagree ( 2 points), neutral ( 3 points), agree ( 4 points), and strongly agree ( 5 points). Item 2, 5, 8, 11, 14, 18, 22, 28, 32 represent lack anxiety which categorized as unfavorable . Unfavorable item will be scored from strongly disagree (5 point), disagree ( 4 points), neutral ( 3 points), agree ( 2 points) to strongly agree (1 points).[62] The item are divided into components of learning anxiety in the table below

[62] Gay, Mills, and Airasian, *Educational Research : Competencies for Analysis*, p.157.

**Table 3.2 Indicator of Learning Anxiety**[63]

| Components of anxiety | Questionnaire number of item | | Total item |
|---|---|---|---|
| | Favorable | Unfavorable | |
| Communication Apprehension | 1,9, 24, 27, 29 | 14, 18, 32 | 8 |
| Fear of negative evaluation | 3,7,13, 15, 20, 23, 25,31,33 | - | 9 |
| Test anxiety | 10,19 and 21 | 2,8 | 5 |
| English classroom anxiety | 4, 6, 12, 16, 17, 26, 30 | 5, 11, 22, 28 | 11 |
| **TOTAL** | | | **33** |

Source : Fatmawati and Supra, in a Journal entitled Measuring Foreign Language Anxiety among Learners of Different Foreign Languages: In Relation to Motivation and Perception of Teacher's Behaviors.

**Table 3.3 FLCAS Score**[64]

| Range | Level |
|---|---|
| 124-165 | Very Anxious |
| 108-123 | Anxious |
| 87-107 | Midly Anxious |
| 65-86 | Relaxed |
| 33-65 | Very Relaxed |

Source : FLCAS adopted from Oetting in Melyana, Levels of Students anxiety Towards English Teaching Through Songs.

**2. Test**

Test is a method of measuring someone's ability or knowledge. The researcher uses dialogue. The researcher uses test to know students speaking ability. To measure speaking skill, the researcher uses indicator, as follows

[63] Fatmawati Djafri and Supra Wimbarti, "Measuring Foreign Language Anxiety among Learners of Different Foreign Languages: In Relation to Motivation and Perception of Teacher's Behaviors," *Asian-Pacific Journal of Second and Foreign Language Education* 3, no. 1 (2018), https://doi.org/10.1186/s40862-018-0058-y.

[64] Meliyana Imelda and Junia Fajardini, "Levels of Students ' Anxiety towards English Teaching through Songs," *Project Professional Journal of English Education* 1, no. 4 (2018): p.438, https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/1340/pdf.

**Table 3.4 The Indicator of Speaking Skill**

| No | Aspects | Criterions | Score |
|---|---|---|---|
| 1 | Pronunciation | Almost Perfect | 5 |
| | | There are some mistakes but do not interfere the meaning | 4 |
| | | There are some mistakes and interfere the meaning | 3 |
| | | Many mistakes and interfere the meaning | 2 |
| | | Too much mistakes and interfere the meaning | 1 |
| 2 | Intonation | Almost Perfect | 5 |
| | | There are some mistakes but do not interfere the meaning | 4 |
| | | There are some mistakes and interfere the meaning | 3 |
| | | Many mistakes and interfere the meaning | 2 |
| | | Too much mistakes and interfere the meaning | 1 |
| 3 | Fluency | Very good | 5 |
| | | Good | 4 |
| | | Enough | 3 |
| | | Not so bad | 2 |
| | | Bad | 1 |
| 4 | Accuracy | Very good | 5 |
| | | Good | 4 |
| | | Enough | 3 |
| | | Not so bad | 2 |
| | | Bad | 1 |

Source : Wachidah et al., *Buku Guru Bahasa Inggris "When English Rings a Bell.*

## F. Validity and Reliabilty of the Instrument

Validity and reliability are the important thing toward the research. On this research there are two instruments that will be identify the validity and reliability, as follows :

1. Validity

Validity means to see the correctness of an instrument and to measure it. Instrument that will be used in a research should be valid. In this research, the validity of an instrument utilized for questionnaire and test.

a. Questionnaire

The questionnaire categorized valid because questionnaire have been used by an expert named Horwitz and used bay many previous research. So the questionnaires have been valid.

The questionnaire is based on Horwitz scale that is taken from Foreign Language anxiety book in China ; Theory and application in English language teaching by Deyuan.[65] The questionnaire consist of 33 items. The questionnaire had standardized for each item. It had been used to measure anxiety and created by the expert of language learning psychology, Horwitz and Cope. Furthermore, the other researchers have used questionnaire that Horwitz create in measuring foreign language anxiety such English language anxiety. It could be said that the questionnaire was valid.

b. Test

The researcher uses construct validity to find out the validity of instrument for test. Construct validity is a test validity based on the

[65] He, *Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching*, p.147.

judgment of expert.[66] The researcher used responsive speaking or dialogue for instrument of the research.

2. Reliability

An Instrument of the research must reliable. "Reliability is the degree to which a test consistently measure whatever it is measuring."[67] The questionnaire is categorized reliable, because this instrument has applied by previous researcher journal .

## D. Technique of the Data Analysis

After the processed data collection, the researcher analyzed the data by using quantitative data. The statistical process in analyzing data in quantitative research with these following steps :

1. Identified and corrected the answer the subject research from the test and questionnaire.
2. Identified mean, median and modus by using descriptive statistic to arrange and to categorize the score of variable X and Y . It is the second ways of presenting the data analysis. According to Anas Sudijono the formula to identify mean, median, modus as follows :[68]

   a. Know mean score use formula as follow

$$M_x = \frac{\sum x}{N}$$ [69]

[66] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2011), p.352.
[67] Gay, Mills, and Airasian, *Educational Research : Competencies for Analysis*, 630.
[68] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, n.d.), p.79.
[69] Sudijono, p.79.

b. Know median score use formula as follow

$$Mdn = \ell + \left(\frac{\frac{1}{2}N - fk_b}{fi}\right) x\ i$$ [70]

c. Know modus score use formula as follow

$$M_o = \ell + \left(\frac{fa}{fa+fb}\right) x\ i \quad \text{or}$$

$$M_o = U - \left(\frac{fb}{fa+fb}\right) x\ i$$ [71]

**Table 3.5 Interpretation of Mean Score**

| No. | Interval | Predicate |
|---|---|---|
| 1 | 80-100 | Very good |
| 2 | 70-79 | Good |
| 3 | 60-69 | Enough |
| 4 | 50-59 | Less |
| 5 | 0-49 | Fail |

Source :Anas Sudijono, from book *Pengantar Satistik Pendidikan*

3. Identified the Normality Test

Normality test is used to know whether the data of the research is normal or not. To know normality test the researcher use Chi Quadrate Formula, the formula is as follow:

$$X^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$ [72]

Where : $X^2$ = Value of Chi-Square
$F_o$ = Observed Frequency
$F_h$ = Expected Frequency[73]

[70] Sudijono, p.80.
[71] Sudijono, p.80.
[72] Sugiyono, *Statistika Untuk Penelitian*, p.107.

4. To test the Hypothesis

   To know the correlation between variable X and Y, the researcher use the formula of product moment. The hypothesis was accepted If $r_{count} > r_{table}$. The formula of Product Moment explained below:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N.\sum Y^2 - (\sum Y)^2\}}}$$ [74]

   **Where :**
   $r_{xy}$ = Coefficient Correlation between variable X and Y
   $\sum X$ = The scores of variable X
   $\sum Y$ = The scores of variable Y
   $\sum XY$ = Product X dan Y
   N = Total of sample[75]

5. To Examine the Significances of Variables

   To examine the significances Variable X and Y was calculated by :

$$T = \frac{r}{\sqrt{\frac{n-2}{1-r^2}}}$$ [76]

   T = result of t-test
   n = total of sample
   r = coefficient correlation between X and Y[77]

6. To Know the contribution of coefficient correlation between Variable X and Y, the researcher use formula of determinant correlation as follow :

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[73] Sugiyono, p.108.
[74] Darwyan Syah, Supardi, and Abd. Azis Hasibuan, *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press, 2009), p.97.
[75] Syah, Supardi, and Hasibuan, p.97.
[76] Syah, Supardi, and Hasibuan, p.98.
[77] Syah, Supardi, and Hasibuan, p.98.

CD = $r^2$x 100 % [78]

CD = Contribution of coefficient determination
r = Coefficient correlation[79]

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

**Table 3.6 Interpretation Coefficient Correlation of XY**[80]

| **Coefficient Interval** | **Degree** |
|---|---|
| 0,00 - 0,199 | Very low |
| 0,20 - 0,399 | Low |
| 0,40 - 0,599 | Enough |
| 0,60 - 0,799 | High |
| 0,80 - 1,000 | Very High |

Source : Sugiyono , from book *Statistika untuk Penelitian*

[78] Syah, Supardi, and Hasibuan, p.99.
[79] Syah, Supardi, and Hasibuan, p.99.
[80] Sugiyono, *Statistika Untuk Penelitian*, p.231.

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# CHAPTER II

# LITERATURE RIVIEW AND HYPOTHESIS

## A. Theoretical Description

### 1. Speaking

#### a. Definition of Speaking

Brown in Sartika defined speaking as "an interactive process of constructing meaning that involves, producing, receiving, and processing information".[1]In addition, Chaney and Burke in Resha et.al said that "Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of the context."[2] Speaking as one of the basic language skill has an important role in communication.

Based on Indonesian curriculum of Junior High school in Book "*Buku Guru Bahasa Inggris* when English Rings a Bell" speaking has a specific definition. Speaking is one of the students learning activity to make students able communicate interpersonal, transactional, and functional about themselves, family, people, animals and objects concrete and imaginative, which are closest to the life and daily activities of students at home, school and society. [3] Speaking makes students establish verbal communication.

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[1] Dewi Sartika, "Teaching Speaking Using the Information Gap Technique," *English Education Journal* 7, no. 3 (2016): p.275, http://www.jurnal.unsyiah.ac.id/EEJ/article/view/4583.

[2] Resha P.w, Mawardin M. Said, and Abdul Waris, "Developing Speaking Skill of Grade Viii Students Through Short Conversation," *English Language Teaching Society (ELTS)* 3, no. 1 (2015): p.1, https://media.neliti.com/media/publications/244500-none-65dd45e8.pdf.

[3] Siti Wachidah et al., *Buku Guru Bahasa Inggris "When English Rings a Bell,"* Edisi Revisi (Jakarta: Pusat Kurikulum dan Perbukuan, Balitang, Kemendikbud, 2017), p.4.

Related to the definition above, it can be inferred that in general speaking is a process of interaction by constructing meaning and processing information. Speaking is the ability to use language through building and sharing information. Speaking is an important productive skill that is used to communicate with others. Specifically, speaking must be learn in junior high school. Speaking is a skill to communicate and to express idea or feeling about self, family, people, animal ,objects that related to daily life.

**b. Purposes of Speaking**

Purpose of speaking is aim or function of speaking. The main purpose of speaking is communication. Beside to communicate, there are another purpose of speaking such as to inform, to persuade and to entertain.[4] The following below is the description of purpose of speaking.

1) To inform

The first general purpose people can have for speaking is to inform. To inform means giving information to other people that they do not currently possess. Declaring something and even by demonstrating it.

2) To persuade

The second general purpose people can have for speaking is to persuade. To persuade means trying to change though or behavior of

[4] Jeffrey Beall, *Book: Stand Up, Speak Out - The Practice And Ethics Of Public Speaking* (LibreTexts,n.d.),p.140,https://socialsci.libretexts.org/Bookshelves/Communication/Book%3A_Stand_up%2C _Speak_out_-_The_Practice_and_Ethics_of_Public_Speaking.

someone by persuasion. This is like persuade others to follow and trust something.

3) To entertain

The third general purpose people can have for speaking is to entertain. To entertain means Speaking aims to entertain others by fill it with serious message but entertaining. Speaker with good humor. A speaker who talk with humor that contains good messages can be said to be a professional speaker.

The purposes of speaking is to communicate. The other purposes of speaking are to inform, to persuade and to entertain. To inform aims to tell other about something. To persuade aims to convincing others to do, believe something. To entertain aims to keep others being entertained with the topic.

Based on curriculum (K13), there are some purposes of speaking in reviewed from *Kompentensi Dasar*. The purposes of speaking are divided into the following description.

1) Speaking makes students know a variety different ways in interrupting a conversation for the purpose asking and confirming explanation, changing topics of conversation.
2) Speaking makes students able to show attention in the form of appreciation and praise in conversation.

3) Speaking makes students able to clarify and confirming to change the conversation topic through listening and speaking.[5]

**c. Types of Speaking**

Speaking consist of several types that which call imitative, intensive, responsive, interactive, extensive. According to Brown there are five types of speaking such as imitative, intensive, responsive, interactive, extensive.[6]The following below are the explanation of types of speaking

1. Imitative

Imitative speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is important in imitative speaking. They need to acquire some information and then reproduce it orally without having additional explanation. What comes out from them is only the information they hear. [7] Imitative speaking means to copy the way of speaking of others.

2. Intensive

Intensive speaking is not like imitative, that emphasize on pronunciation or phonological aspect. Intensive speaking is the "production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or

[5] Kementrian pendidikan dan Kebudayaan, *Kurikulum 2013*, 2012, p.64. https://abbah.yolasite.com/resources/KURIKULUM%20SMP%202013%20dan%20Kompetensi%20Dasar%20SMP.pdf

[6] H. Douglas Brown, *Language Assement: Principles and Classroom Practice* (United State of America: Longman, 2004), p.141.

[7] Yenny Rahmawati and Ertin, "Developing Assessment for Speaking," *IJEE* 1, no. 2 (2014), http://journal.uinjkt.ac.id/index.php/ijee/article/download/1345/1194.

phonological relationship." [8] The activity sample is reading aloud sentence and dialogue completion, limited picture cued task, simple sequence.

3. Responsive

"Responsive speaking include interaction and test comprehension at the limited level of short conversation, standard greetings and small talk, simple requests and comments." [9] This is a kind of short replies likes questions or comments and giving instruction and direction.

4. Interactive

The length and complexity of the sentence is the major different between responsive and interactive speaking. The number of the speaker also matter as sometimes it needs more than two people in the conversation. [10] It means interactive is to maintaining social relationship.

5. Extensive (monologue)

The word extensive is large area or amount.[11]Extensive speaking involves a wide range of speech production. Extensive oral production task include speeches, oral presentations, and story telling, during

[8] Brown, *Language Assement: Principles and Classroom Practice*, p.141.

[9] Kurniati Azlina, Eliwarti, and Novitri, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru," *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, p.4, https://media.neliti.com/media/publications/206186-none.pdf.

[10] Rahmawati and Ertin, "Developing Assessment for Speaking," p.201.

[11] Victoria Bull, ed., *Oxford Learner's Pocket Dictionnary*, Fourth (New York: Oxford University Press, 2011), p.156.

which the opportunity for oral interaction from listeners is either highly limited or ruled out all together.

Types of speaking that is mentioned above are variety of speaking. These type of speaking consist of imitative which means copying a word, intensive which means understanding meaning, responsive which means to response conversation, interactive which means interact with more than two people, extensive is oral presentation. Types of speaking have an important role in speaking.

According to the book *Bahasa Inggris*, When English Rings a Bell for VII Grade junior high school, type of speaking that used are imitative, responsive, interactive.[12] Doing dialogue and imitating the teacher are the most frequent speaking activities.

**d. Aspect of Speaking Skill**

Aspects of speaking are divided into five. According to Duong in Ahmad et.al, some aspect of speaking are vocabulary, grammar, pronunciation, fluency and accuracy. [13] The following below are the explanation of aspects of speaking.

1) Vocabulary

"Vocabulary is the knowledge of word and word meanings. Vocabulary as a list of words arranged in alphabetical order with

[12] Siti Wachidah et al., *Bahasa Inggris, "When English Rings a Bell,"* 2017.

[13] Iskandar Abdul Samad, Ahmad Bustari, and Diana Achmad, "The Use of Podcasts in Improving Students' Speaking Skill," *JELE (Journal of English Language and Education)* 3, no. 2 (2017): p.100, https://doi.org/10.26486/jele.v3i2.256.

their definition."[14] Vocabulary is a word which has its meaning in every function. The word indicates an object, action, ideas. Mastering vocabulary will determine a person's ability to understand language.

2) Grammar

"Grammar is rules for forming words and making sentences."[15] Grammar is a system of rules that set conventional settings and the relationship of word in sentence. Grammar is a set of rules that determines the structure of language. Grammar can be a way to combine language units.

3) Pronunciation

Cook in Gilakjani defined that pronunciation as the production of English sounds.[16] Pronunciation is an individual sound that involves good articulation, and it has sound feature such as aspiration, sound, sound regulation, intonation and stress. Pronunciation plays an important role in speaking. It gives clues to what is said.

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[14] Iman Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practices," *International Journal of Research in English Education* 1, no. 1 (2016): p.22, http://ijreeonline.com/article-1-25-en.pdf.

[15] Bull, *Oxford Learner's Pocket Dictionnary*, p.193.

[16] Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review," *International Journal of Research in English Education* 1, no. 1 (2016): p.2, http://ijreeonline.com/article-1-21-en.pdf.

4) Fluency

Fluency means "able to speak a language easily and well".[17] Fluency is the capability to speak in effective speed , smoothly and produce right word. Fluency is when someone expresses idea without word filler such "*um, ah, eh"* while doing communication. Excellent fluency will create confidence that is better in expressing idea.

5) Accuracy

Accuracy means being exact or correct.[18] Accuracy refers to a word understanding, right in structure, syntax. Accuracy means better in catching the meaning of language message without part of mistake. It doesn't cause hesitation in interaction. Good accuracy create impression toward how someone delivers the message to the other.

Aspects of speaking as mention above play an important role in assessing speaking skill in order to know speaking achievement. To have the success of achievement in speaking every aspect that is mention above should be mastered by the speaker. Successful achievement in speaking can be seen from high acquisition from above aspect.

[17] Bull, *Oxford Learner's Pocket Dictionnary*, p.171.
[18] Bull, p.4.

**e. Principles of Teaching Speaking**

Principles of teaching speaking is the basis of the foundation of teaching speaking. David Nunan described the principles of teaching which consist of five items. The following below is the principles of teaching speaking.

1) Be aware of the differences between second language and foreign learning contexts
2) Give students practice with both fluency and accuracy
3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
4) Plan speaking tasks that involve negotiation for meaning.
5) Designing classroom activities that involve guidance and practice in both transactional and interactional speaking [19]

Principle of teaching above must be the basis for the teacher to teach students. Teacher must make students learning being active and fun . So that the learning target can be achieved.

**f. The Difficulties of Speaking**

Difficulty is situation that makes something complicated and difficult to do and to understand. Difficulty of speaking is the situation or things that causes speaking being difficult. In order to success in speaking, students' speaking difficulties must be eliminate. According to Brown, the difficulties of speaking are clustering, redundancy, reduced form, performance variable, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction. They are the aspect which make speaking being complexity

[19] David Nunan, *Practical English Language Teaching* (New York: Mc.Graw-Hill Companies, 1995), p.54.

1) Clustering
   Fluent speech is phrasal, not word by word. Learner can organize their output both cognitively and physically trough clustering.
2) Redundancy
   The speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.
3) Reduced forms
   Contractions, elisions, reduced vowels, etc. all form special problem in teaching spoken English . Students who don't learn colloquial contraction can sometimes develop a stilted, bookish quality of spoken that in turn stigmatize them.
4) Performance variables
   One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections.
5) Colloquial language
   The students should acquainted with the words and idioms and phrases of colloquial language.
6) Rate of delivery
   The learner should achieve an acceptable speed along with other attributes frequency.
7) Stress, rhythm, and Intonation
   The stress- timed rhythm of spoken English and its intonation pattern convey important messages .
8) Interaction
   Learning to produce waves of language in a vacuum, without interlocutors would rob speaking skill of its richest component; the creativity of conversational negotiation. [20]

The difficulties as mention above are the reason students fail to get success of speaking achievement. Successful in speaking is the main goal of learning English. In order to achieve students' success in speaking, the teacher must provide solution or look for new methods to avoid students' speaking difficulties.

[20] H. Douglas Brown, *Teaching by Principles; An Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hall, 1994), p.256-257.

**g. Material of Speaking**

Material of speaking is a learning material of speaking in school. Based on Indonesian Curriculum (K13), English material for speaking in Junior High School VIII class is based on book " *Bahasa Inggris "*When English Rings a Bell". The following description is the speaking material of Junior High school class VIII.

The material of speaking in VIII class is about communicate interpersonal, transactional, and functional about self, family, and people, animals and object, concrete and imaginative, which closest with students' daily life at home, school and society. [21]

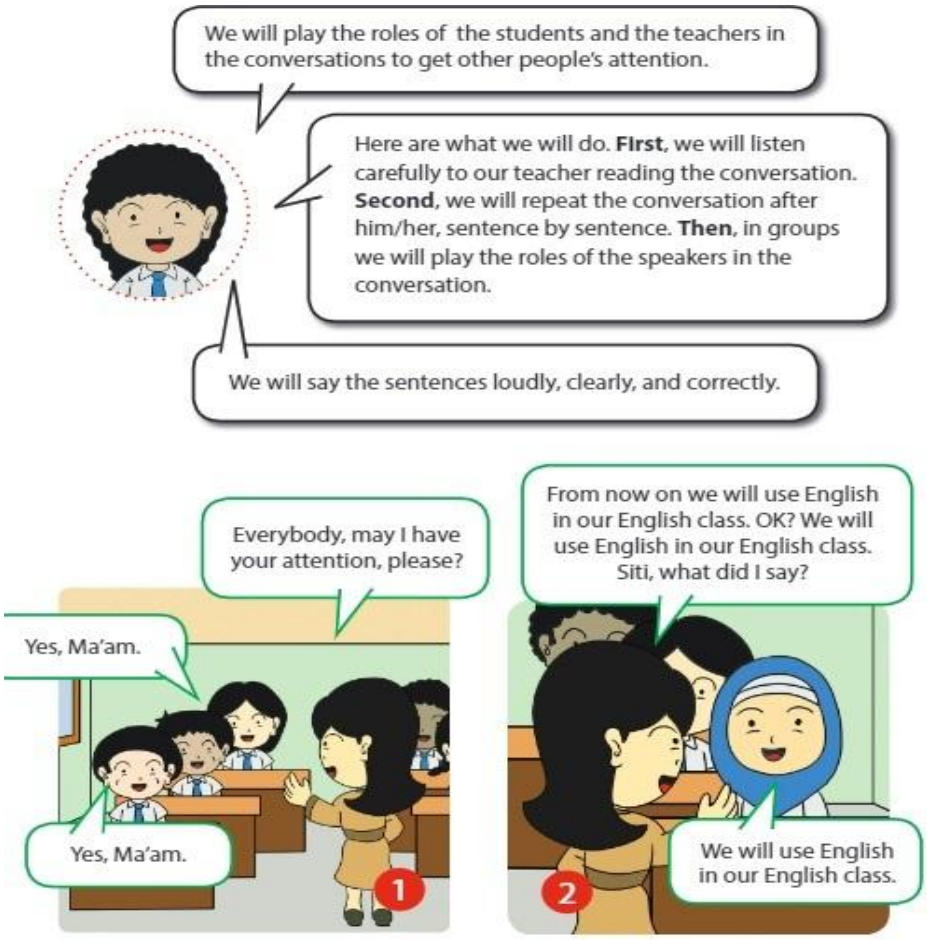
1) The example material that students should be learned are : [22]

a) Topic 1 : Interaction between students and teacher inside and outside the classroom related to the act of asking for attention, check understanding, showing appreciation, asking and expressing opinion.

(1) Asking for attention

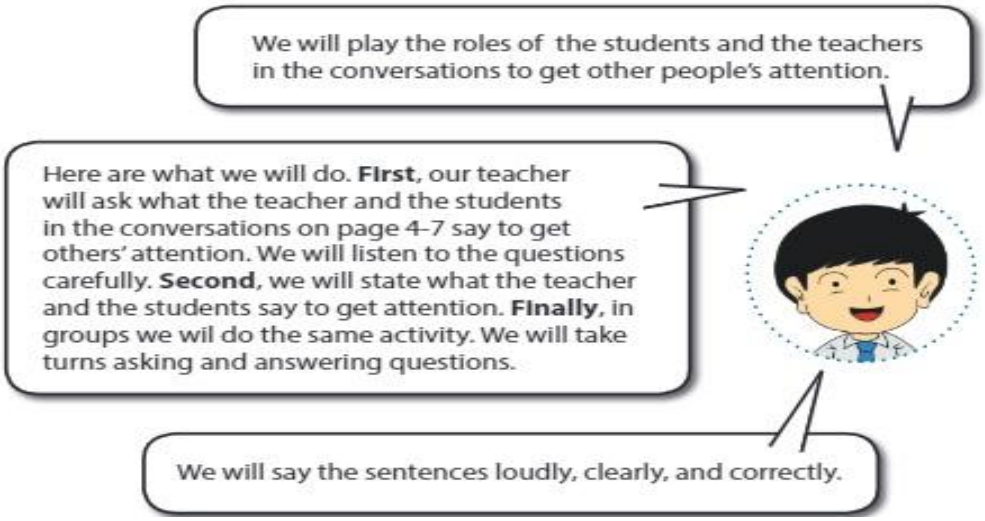
[21] Siti Wcahidah et al., *Buku Guru Bahasa Inggris "When English Rings a Bell,"* Edisi Revisi 2017 (Jakarta: Pusat Kurikulum dan Perbukuan, Balitang, Kemendikbud, 2017).

[22] Wachidah et al., *Bahasa Inggris, "When English Rings a Bell."*

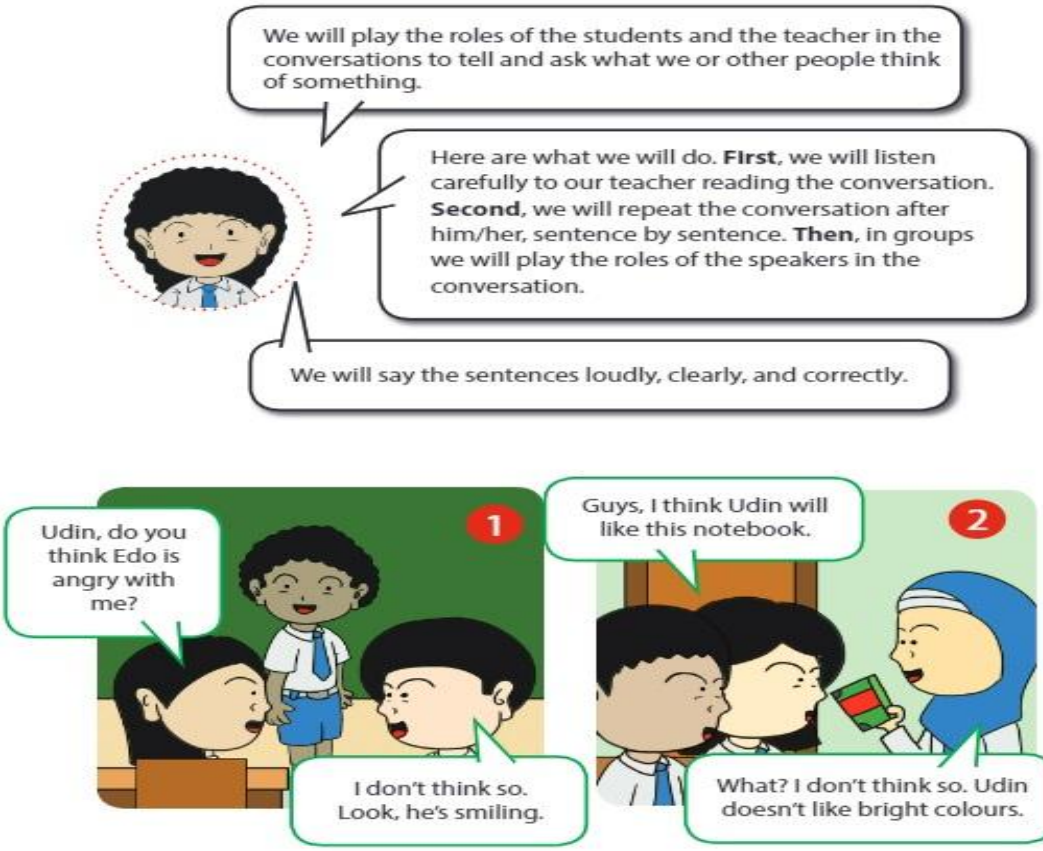



The exercise of asking for attention

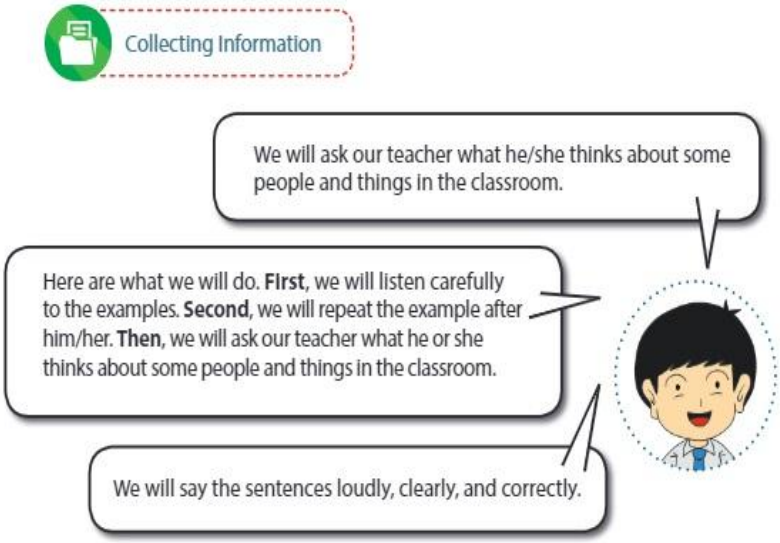
Collecting Information



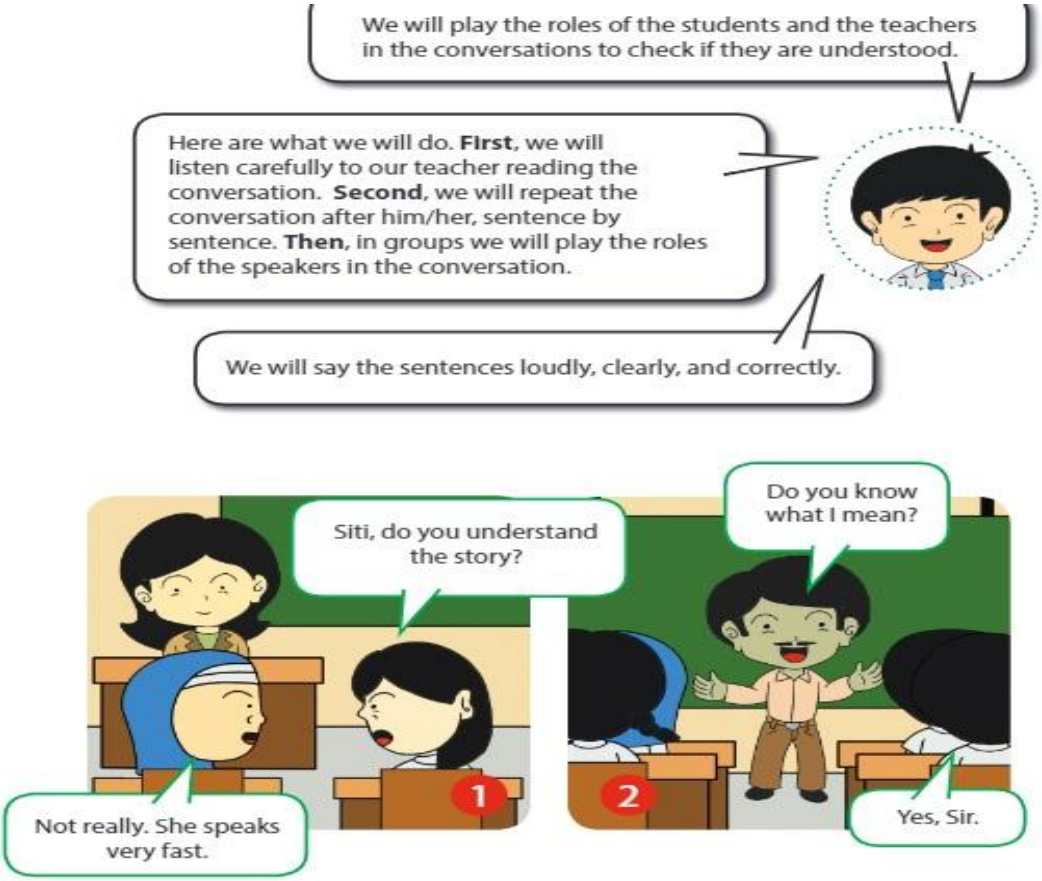
(2) Asking for opinion



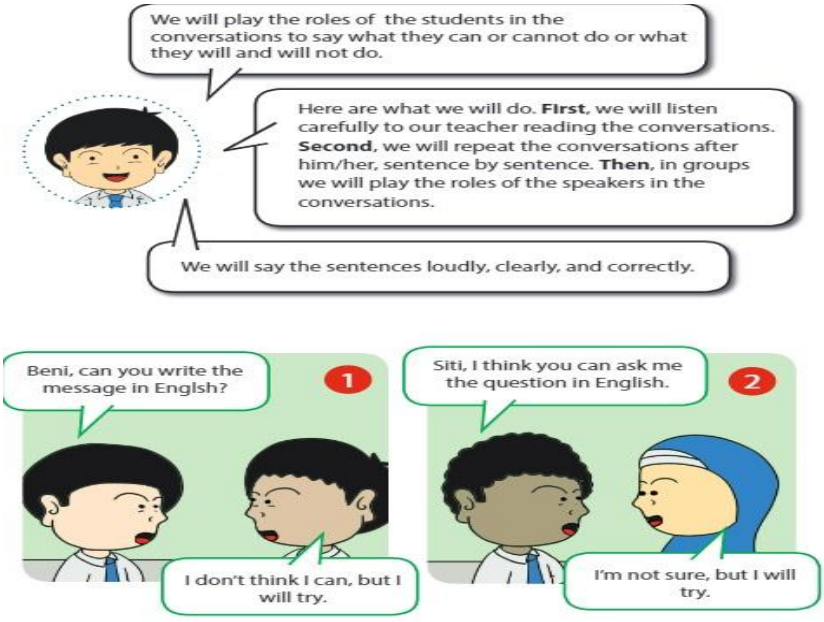

The exercise of asking for opinion



(3)Check understanding

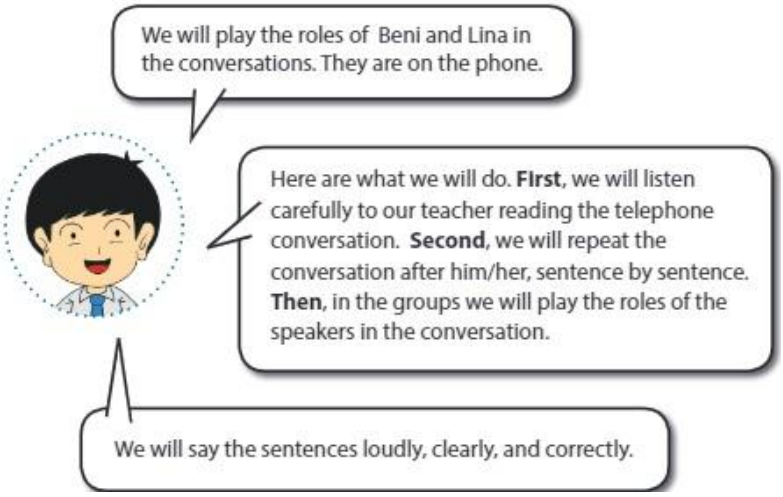


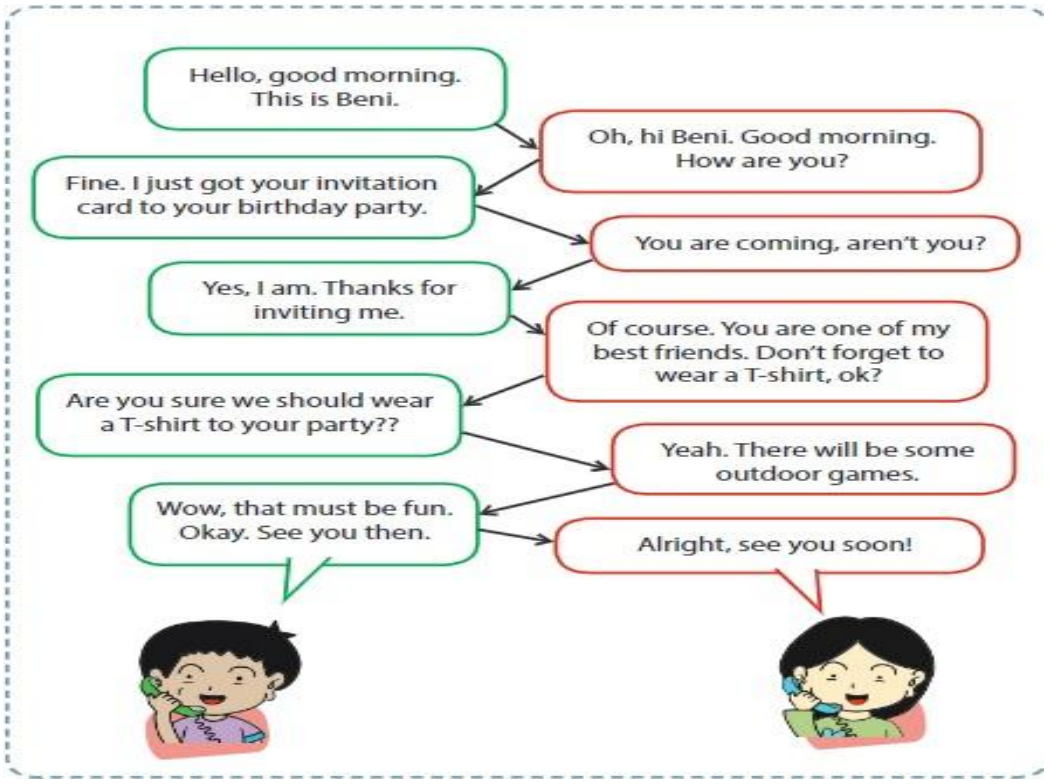

b) Topic 2 : Interaction between students inside and outside the classroom involving asking information about “can” and “will” to do an action.To state we can do something and we will do something



c) Topic 3 : Interaction between students and teacher about invite someone to do something, giving instruction, and ask for permission.

(1) The example material of inviting someone.



## 2. Learning Anxiety

### a. Definition of Learning Anxiety

1) Learning

Learning anxiety comes from two words. The words are learning and anxiety. Learning means "gain knowledge or skill in a subject or activity."[23] Learning happens everywhere and all the time.

> Learning is one of the most long-running, undeniably important actions of human being. In addition to his innate behaviors, acquiring new knowledge, skills and attitudes though the experiences over various processes, human being directs his life accordance with his learning.[24]

The concept of learning are learning as the increase of knowledge, learning as memorizing, learning as the acquisition of facts, learning as the abstraction of meaning, learning as an interpretative process aimed at the understanding of reality.[25]

One of the foreign language in Indonesia that the students should learn is English. Learning English is what people do when they want to learn how to speak and understand the English language well. English learning is very important and useful because English is an international language. It is important for everyone to learn English.

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[23] Bull, *Oxford Learner's Pocket Dictionnary*, p.250.

[24] Zeki Kaya and Selçuk Akdemir, "Learning and Teaching:Theories, Approaches and Models," *Environmental Justice, Popular Struggle and Community Devt*, 2019, p.3, https://doi.org/10.2307/j.ctvhktjf7.17.

[25] Erik Jan Van Rossum and Rebecca Hamer, *The Meaning of Learning and Knowing*, *The Classical Review*, vol. 33 (Netherlands: Sense Publisher, 2010), p.2, https://doi.org/10.1017/s0009840x00012282.

2) Anxiety

Spielberger in Deyuan said that "Anxiety refers to the subject feeling of tension, apprehension, nervousness, and worry, associated with autonomic nervous system."[26] Anxiety is associated with feeling of worry which directly related to the autonomic nervous system of someone.

Zeidner and Matthews said

> Anxiety is a basic negative emotion, along with anger, sadness, disgust, and perhaps others. Anxiety refers to general feelings of uneasiness and distress about an unspecified, diffuse, uncertain, and often formless form of threat danger.[27]

Learning English in Indonesia categorized as learning foreign language. Horwitz in Sara conceptualized foreign language anxiety as a distinct complex of self perception, belief, feeling and behaviors related to classroom language learning arising from the uniqueness of the language learning process.[28] English learning anxiety by Horwitz in Ujjwal is a specific anxiety affecting the gaining knowledge of English language. According to MacIntyre and Gardner, English learning anxiety is basically a type of situation specific anxiety that is specially associated with English language context in speaking, listening and

[26] Deyuan He, *Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching, Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching* (Singapore: Springer, 2018), p.2, https://doi.org/10.1007/978-981-10-7662-6.

[27] Moshe Zeidner and Gerald Mattews, *Anxiety101* (New York: Springer Publishing Company, 2011), p.5.

[28] Sara Atef-Vahid and Alireza Fard Kashani, "The Effect of English Learning Anxiety on Iranian High-School Students' English Language Achievement," *Broad Research in Artificial Intelligence and Neuroscience* 2, no. 3 (2011): 31, https://www.researchgate.net/publication/260299884_The_Effect_of_English_Learning_Anxiety_on_Iranian_High-School_Students'_English_Language_Achievement.

learning.[29] Khattak *et.al* in Jamilah said that anxiety experienced in learning English language can be debilitating and may influence student's achievements of their goal.[30] It can influence student's achievement.

English learning anxiety categorized as foreign language anxiety which means fear or apprehension occurring when the learner is expected to perform in foreign language. English learning anxiety is psychological problem of students while learning English, which students feel afraid, nervous, and anxious when English class are going to or is going on. Students who have English learning anxiety feel tense when learning English specially in Listening and speaking.

In conclusion, learning anxiety is feeling of tension, apprehension, nervousness, and worry while learning English. Learning anxiety is usually experienced by the students while learning some subject one of that subject is English subject. Anxiety in learning English that experienced by students, enable students becoming weak and influence the achievement of students' goal in learning English.

**b. Component of Learning Anxiety**

Anxiety of foreign language has component. These components cause anxiety in learning language. Horwitz et.al found that foreign

[29] Ujjwal Kumar Halder, "English Language Anxiety and Academic Achievement," *UGC Journal* 4, no. March (2018): p.139, https://www.researchgate.net/publication/327237823_english_language_anxiety_and_academic_achievement.

[30] Jamilah Mohammed Sadiq, "Anxiety in English Language Learning: A Case Study of English Language Learners in Saudi Arabia," *English Language Teaching* 10, no. 7 (2017): p.1, https://doi.org/10.5539/elt.v10n7p1.

language anxiety can be related to communication apprehension, test anxiety, and fear of negative evaluation.[31] Fatmala et.all said that another factor of anxiety beside those three components is English classroom anxiety.[32] The component of learning anxiety as follows :

a) Communication apprehension

Communication apprehension is signify by fear and anxiety in communicating with people. Communication apprehension indicate the difficulty in speaking in public, listening or learning a spoken utterance are all type of communication apprehension. [33] Communication apprehension in learning English is acquired from the learners' personal knowledge that they will have difficulty understanding others .

Learner which anguish from communication apprehension choose to keep silent in their English classes. As Horwitz et.al said that communication apprehension as a type of shyness characterized by fear or anxiety about communicating.

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[31] Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–32, https://doi.org/10.1111/j.1540-4781.1986.tb05256.x.

[32] Fatmala Sari Oktaviani, Desmawati Radjab, and Havid Ardi, "An Analysis of Students' English Language Anxiety at SMAN 7 Padang," *Journal Of English Language Teaching UNP* 1, no. 3 (2013): p.54, https://www.academia.edu/26324415/An_Analysis_of_Students_English_Language_Anxiety_at_Sman_7_Padang.

[33] Lim Hooi Lian and Mardziah Bt Budin, "Investigating the Relationship between English Language Anxiety and the Achievement of School Based Oral English Test among Malaysian Form Four Students," *International Journal of Learning, Teaching and Educational Research* 2, no. 1 (2014): p.70, https://doi.org/10.1167/iovs.13-13423.

b) Test Anxiety

Test anxiety is a type of performance anxiety which refers to "the set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequences or failure on examination or similar evaluation."[34] Students who feel anxious in test often put unrealistic demands on themselves. Test anxiety is considered as one of the most important aspects of negative motivation which will affect learning.

c) Fear of negative evaluation

Watson in Kumar define that fear of evaluation as "apprehension about other's evaluation, distress over their negative evaluations, and the expectation that others would evaluated oneself negatively." [35]Fear of negative evaluation is not limited to test taking situation. It is also broader understanding not only related to teacher evaluation of students, but also to perceived reaction of other students as well.

d) English Classroom Anxiety

Fatmala et. al said that the researcher of another research about anxiety developed another component of anxiety based on source of language anxiety and cause by learning environment. The component is English classroom anxiety. English classroom anxiety includes how

[34] Moshe Zeidner and Gerald Matthews, "Encyclopedia of Psychological Assessment ; Test Anxiety," *Psychiatric Services,* 2003, p.2, https://doi.org/10.1176/appi.ps.56.5.614-a.

[35] Kumar J. Ganesh et al., "Relationship between Fear of Negative Evaluation and Anxiety," *The International Journal of Indian Psychology* 3, no. 1 (2015): p.74, http://oaji.net/articles/2015/1170-1447398359.pdf.

students though their English class generally. English classroom anxiety is an anxiety experienced in classroom. It means that English classroom anxiety is anxiety that related to language learning in classroom.

Above components of anxiety such communication apprehension, test anxiety, fear of negative evaluation, English classroom anxiety are important aspects in performance of anxiety. Anxiety in learning can be measured by the component. The conclusion is communication apprehension is anxiety in communicating with other, test anxiety is fear or failure in academic evaluation or test, fear of negative evaluation is apprehension about others evaluation or test.

Based on the above component that cause anxiety which Horwitz and other researcher classify, there are four component of foreign language anxiety

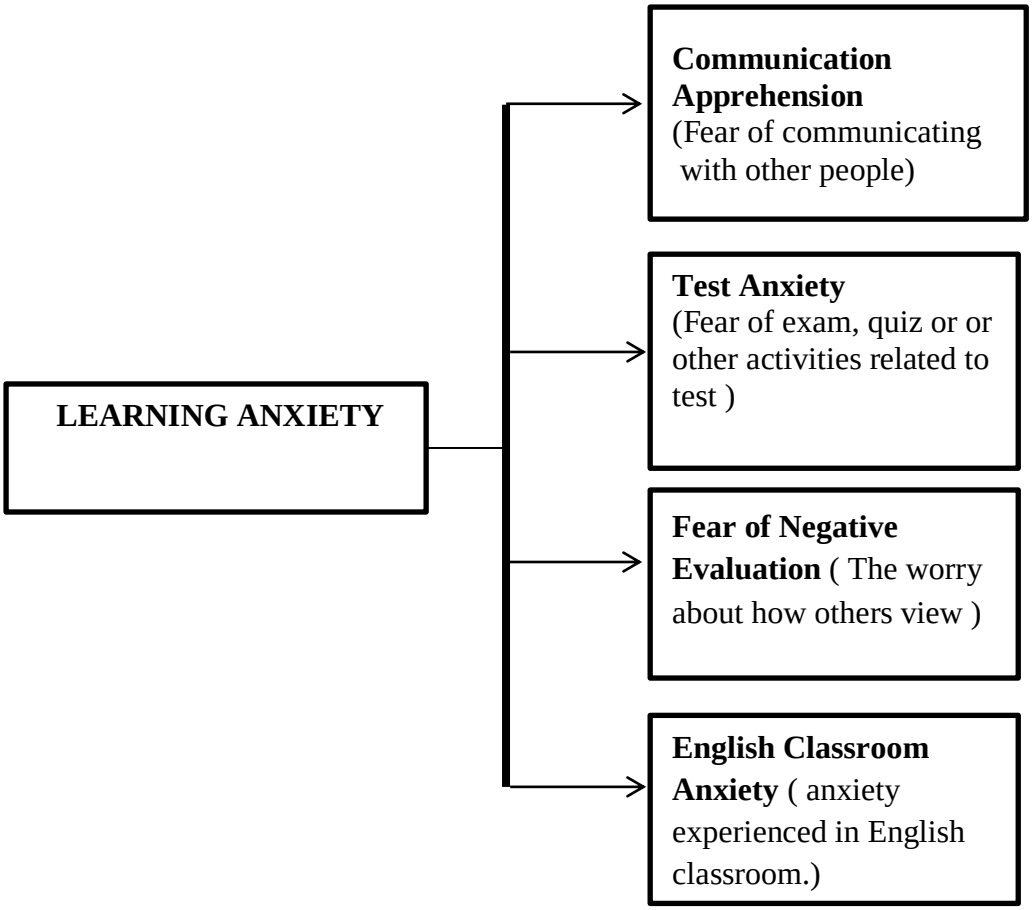


***Figure 1. The Component of Learning anxiety***

**c. Source of Learning Anxiety**

English learning anxiety is related to source . The source which make learning foreign language happens. There are some sources of English learning anxiety According to Young in Fatmala et.al such as personal and interpersonal, personal belief about learning, instructor believe about language teaching, instructor-learner interaction, classroom procedure, language test. [36]

[36] Oktaviani, Radjab, and Ardi, "An Analysis of Students' English Language Anxiety at SMAN 7 Padang," P. 54.

a) Personal and Interpersonal

People who feel worry about what others think about them will appear the anxiety. Language anxiety can arise when someone has low self-esteem.[37] The anxiety comes from some one who has it.

b) Personal Belief about Learning

Belief is very important in English language learning. Once belief become unrealistic, it will lead language learner to feel anxious.[38] In this case, belief is one of the source of anxiety.

c) Instructor believe about language teaching

Most instructor play their role as a class center. Instructor who think their role in the classroom is teaching and speaking. They believe their role as a commander, not a facilitator, who feels wrong in pairing is bothering the class, might contribute to student's language anxiety.

d) Instructor - learner interaction

Correcting students' mistake by using hard way often cited by provoking anxiety. Students who are corrected in front of their friend will feel stressed because they do not perform well, and look very bad. Their feeling of tension produce anxiety.

[37] Oktaviani, Radjab, and Ardi, "An Analysis of Students' English Language Anxiety at SMAN 7 Padang."

[38] Oktaviani, Radjab, and Ardi.

e) Classroom procedure

Having to speak in front of the class is the main of classroom procedure that arouse students' anxiety.[39] Oral quizzes and having to response orally in target language are other strong source of anxiety.

f) Language test

Language testing is a source of anxiety for other students. Some specific language test item may lead learners to anxiety.[40] Spending hours studying just to find a test or take advantage of the types of questions which they have no experience will also cause anxiety.

Source of learning anxiety is a reason of anxiety being occur. As mention above, it can be said that source of anxiety comes from inside and outside of sufferer. Personal and interpersonal, personal believe about learning are categorized as source of anxiety that comes from inside sufferer himself. Instructor believe about language teaching, instructor- learner interaction, classroom procedure, language test are categorized as source of anxiety that comes from outside of sufferer.

**d. Advantages and Disadvantages of Learning Anxiety**

1) Advantages of Anxiety

Anxiety means feeling of nervous or tension. Anxiety also have benefit in daily life. Anxiety which have by a sufferer has something profitable. Zeidnes and Matthews dercribe the advantages

[39] Oktaviani, Radjab, and Ardi.
[40] Oktaviani, Radjab, and Ardi.

of anxiety. The following below is the description of the advantages of Anxiety.

a) Anxiety helps people to adapt to the environmental danger and threat
b) Anxiety motivates the person to act in order to avoid events that might cause bodily harm or psychological distress
c) Anxiety prepares the body and mind for such action[41]

2) Disadvantages of Anxiety

Anxiety is psychological factor that influence students learning. Anxiety have many disadvantages. Sara and Aida describe the bad effect of anxiety based on many expert. The following below is the disadvantages of anxiety.

a) In learning context, anxiety can affect the ability of receiving information.
b) Students with anxiety often experience high and uncontrollable worry about events which accrued in past or may be happened in future, they experience extreme worry about performing completely well, meanwhile they are so self consciousness and often misinterpreted or overstated the importance of the condition.
c) People who experience high level of anxiety were less successful at encoding information and less effective at processing events, that's because of that lots of their enegy and attention wasted for managing anxiety.
d) Brain activity and one's cognition procedure can be impaired and negatively influenced by psychological impact of anxiety. Anxiety causes negative impact on one's attention and concentration.
e) Anxious children and adolescents exhibit less capability to keep attention. [42]

[41] Zeidner and Mattews, *Anxiety101*, p.12.

[42] Sara Hashempour and Aida Mehrad, "The Effect of Anxiety and Emotional Intelligence on Students ' Learning Process," *Journal of Education & Social Policy* 1, no. 2 (2014): p.115-116, http://jespnet.com/journals/Vol_1_No_2_December_2014/16.pdf.

**e. Overcoming Learning Anxiety**

The effect of anxiety can be the bad effect for the sufferer. Therefore, anxiety can be overcome. There are many ways to overcome anxiety. There are many researcher has done a research about overcoming students' anxiety. The following below are the description of how to overcome foreign language learning anxiety according to some researcher.

1) Keramida on her research find that helping students to overcome anxiety is by implementing some intervention. Namely project work, Establishing a learning community and a supportive classroom atmosphere.[43]Teacher plays an important role in overcoming students anxiety.
2) Nagahashi on his research find that the best technique to reduce foreign language anxiety is by using cooperative learning. Kagan in Nagahashi stated that a cooperative learning environment has been shown to reduce anxiety.[44] Cooperative learning refers to arranging students into groups.
3) Alrabai on his research find that teacher can helping students to reduce language anxiety using some strategies. The strategies are have a positive relationship with students, control the students'

[43] Areti Keramida, "Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations," *International Education Studies* 2, no. 4 (2014): p.41, https://doi.org/10.1163/22116117-90000606.

[44] Terri Lee Nagahashi, "Techniques for Reducing Foreign Language Anxiety: Results of a Successful Intervention Study" (Akita University, Japan, 2007), p.57, https://core.ac.uk/download/pdf/144186582.pdf.

language anxiety, build up students self-confidence, stimulate students to learn English, enhance students' autonomy and control over learning, establish relevance between what your students learn in class.[45] Anxiety can be reduce by the good relationship between teacher and students.

There are many things that can be done to overcome students anxiety. The most important is the relationship between teacher and students. Teacher should use many strategies to help students in order student anxiety can be reduce. Students need a lot of motivation to ,learn. Anxiety will affect students achievement. Strategy to overcoming anxiety must be applied by the teacher.

## A. Review of Related Findings

The researcher presents the previous researcher that deal especially with the variety of the study of student's English learning anxiety and speaking . The first feeling of tension, apprehension, nervousness, and worry, previous research is done by Yuliana. She found that there is no correlation between Students' anxiety and their ability in speaking class . It can be seen from the result of r calculated is .139 which is between 0.000 and 0.200. The value show there is a

[45] Fakieh Alrabai, *Reducing Language Anxiety & Promoting Learner Motivation: A Practical Guide for Teachers of English As a Foreign Language* (Lulu, 2014), https://www.researchgate.net/publication/262600162_Reducing_Language_Anxiety_Promoting_Learner_Motivation_A_Practical_Guide_for_Teachers_of_English_As_a_Foreign_Language/link/0c96053c07f9c1d992000000/download.

positive correlation. She get score r. 0,005 that showed $H_0$ can not be rejected.[46]

The second, Savirah Putri Maya Sari in her thesis, find that there was no corelation bertween students' language learning anxiety and speaking scores. She found that p was 0.559 ( p>0.05) . $H_0$ was accepted and $H_1$ was rejected.[47]

The third research is done by Mulyani. She found that the correlation between the students' anxiety level and their speaking ability is high . The result of her research explain that the score of significant correlation between the students' anxiety level and their speaking is 0.503. The result of "r" product moment is 5 % of significant level is 0.288 and 1 % of significant level is 0.372. It can be formulated as 0.288<0.503>0.372.[48]

The fourth is research done by Ghita. She found that there was a correlation between student's anxiety and their speaking ability. It can be seen from the result that $r_{xy}$ = -0.370 > $r_t$ 0,398. $H_1$ was accepted and $H_0$ was rejected. [49]

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[46] Yuliana Mauludiyah, "The Correlation Between Students ' Anxiety and Their Ability in Speaking Class" (State Islamic Institute (Iain) Tulungagung, 2014), http://repo.iain-tulungagung.ac.id/1267/1/The Correlation Between Students.pdf.

[47] Savira Putri Mayasari, "Correlation Between Students' Language Learning Anxiety and Their Scores in Speaking Class" (Satya Wacana Christian University, 2013), repository.uksw.edu/.../2/T1_112005072_Full text.pdf.

[48] Mulyani, "The Correlation Between Students's Anxiety Level and Their Speaking Ability Ar Second Year of Senior High School 1 Enok Inigari Hilir Regency" (State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2011), repository.uin-suska.ac.id/9367/1/2012_201208.pdf.

[49] Ghita Calvina Izumi, "The Study Between Students' Anxiety And Speaking Ability At The First Grade Students Of Sma Negeri 1 Kabupaten Tangerang," *University Of Lampung* (University Of Lampung, 2017), digilib.unila.ac.id/28142/2/Skripsi Tanpa Bab Pembahasan.pdf.

The fifth is a journal research done by Lim and Mardziah. They found that there was a significant relationship between language anxiety and oral English test achievement. It can be seen from the result which showed that the correlation is at 0.360. There was positive correlation ( r =.360) , $p< 0.01$ .[50]

The previous research above can be a good reference for the researcher in doing this research. The researcher conclude that the previous research is about the correlation between students anxiety and speaking. The researcher will compare the result of previous research to this research. The researcher will focus on finding out the correlation between English learning anxiety and speaking achievement.

## B. Framework of Thinking

Learning anxiety is psychological problem of students while learning. English Learning anxiety means students feel afraid, nervous, and anxious when English class are going to or is going on. English learning anxiety categorized as foreign language anxiety which means fear or apprehension occurring when the learner is expected to perform in foreign language.

Speaking is the ability to use language through building and sharing information. Speaking is an important productive skill that is

[50] Lim Hooi Lian and Mardziah Bt Budin, "Investigating the Relationship between English Language Anxiety and the Achievement of School Based Oral English Test among Malaysian Form Four Students."

used to communicate with others. Students English ability can be measure from their proficiency in speaking.

The role of learning anxiety to speaking skill is anxiety has been considered as a negative factor in learning a foreign language, especially in speaking. Students who have anxiety can experience, reaction such nervousness, tremble, panic and confusion when speaking. Learning anxiety can affect students' achievement.

It can be assumed that learning anxiety has correlation to speaking . Therefore, considering the influence of anxiety to speaking which is very much discuss in many studies, the researcher would like to know how much is the relationship between both. The researcher would like to conduct a research about learning anxiety and speaking mastery. The study will find out the correlation between learning anxiety and speaking mastery.

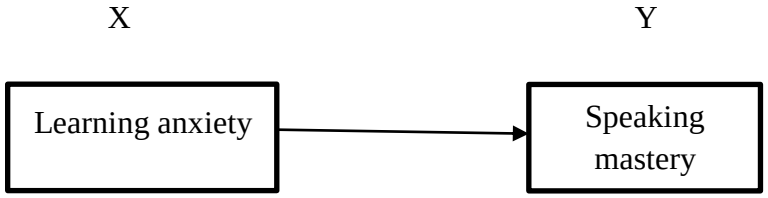


***Figure 2. Correlation between learning anxiety and speaking mastery.***

## C. Hypothesis

Hypothesis is the provosional result of the research. The hypothesis of this research were :

1. There is a significant correlation between learning anxiety and speaking mastery to the VIII grade students of SMP N 2 Padangsidimpuan.
2. There is no significant correlation between learning anxiety and speaking mastery to the VIII grade students of SMP N 2 Padangsidimpuan.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Place and Time of the Research

The location of the research is in SMPN 2 Padangsidimpuan It is located in Ade Irma Street, Ujung padang, no 1 Padangsidimpuan. The location is around South Padangsidimpuan.

The time of the research will be done from 25 June 2019 until the researcher finish the research.

## B. Method of Research

The method of research was descriptive method. Descriptive method is a method that explains the characteristic of various research variables in a particular situation.[1] Descriptive method aims to explain aspect that are relevant to a phenomenon that is examined from the perspective of individuals, organizations, and other perspectives.[2] Descriptive method is used to describe the correlation between two variables. Correlational research is sometimes treated as a type of descriptive research primarily because it describes an existing condition.[3] Correlational research is attempted to determine whether and to what degree the correlation exist between two or

[1] Hapzi Ali and Nandan Limakrisna, *Metodologi Penelitian ; Petunjuk Praktis Untuk Pemecahan Masalah Bisnis, Penyusunan Skripsi, Tesis, Dan Disertasi* (Jakarta, 2013), p.76, https://doi.org/10.1017/CBO9781107415324.004.

[2] Ali and Limakrisna, p.76.

[3] L. R Gay, Geoffre E. Mills, and Peter Airasian, *Educational Research : Competencies for Analysis*, 10th ed. (United State of America: Pearson, 2012), p.206.

more variables.[4] Correlational research aims to find out the correlation between two or more variable.

Based on above explanation, the researcher concludes that correlational research treated by descriptive method. Descriptive method is to explain the characteristic of the variables of the research. Descriptive method aims to describe the correlation between two variables.

## C. Population and Sample

### 1. Population

"Population is general term for the larger group from which a sample is selected or the group which the researcher would like to generalize the results of the study." The population of this research is taken from all of the Grade VIII Students of SMP Negeri 2 Padangsidimpuan. The population consist of 297 students. The population is spread out in eleven classes. They are placed randomly. It can be seen in the table below :

[4] Gay and Peter Airasian, *Educational Reseach ; Competencies for Analysis and Aplications*, Sixth Edit (New Jersey: Prentice Hall, 2000), p.12.

**Table 3.1 The Population of the Research**

| No | Class | Students |
|---|---|---|
| 1 | VIII-1 | 25 |
| 2 | VIII-2 | 29 |
| 3 | VIII-3 | 28 |
| 4 | VIII-4 | 27 |
| 5 | VIII-5 | 26 |
| 6 | VIII-6 | 28 |
| 7 | VIII-7 | 24 |
| 8 | VIII-8 | 27 |
| 9 | VIII-9 | 28 |
| 10 | VIII-10 | 29 |
| 11 | VIII-11 | 26 |
| **TOTAL** | | **297** |

Source : School Administration Data of SMPN 2 Padangsidimpuan

**2. Sample**

Gay says that "sample comprises the individuals, items or events selected from a larger group or events selected from a larger group referred to as a population."[5] The process of selecting a portion of the population to represent the entire population is known as sampling.

The researcher used random sampling technique to select the respondent from population. Random sampling is "the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent change of selection for sample."[6]The researcher used random sampling technique because the population is homogenous, which the population were at the same grade, has same lesson, and they are closely has the same age.

[5] Gay, Mills, and Airasian, *Educational Research : Competencies for Analysis*, p.630.
[6] Gay, Mills, and Airasian, 131.

According to Noor, sample size can be determine by using Slovin formula.[7]

Technique of taking sample size by using Slovin formula

$$n = \frac{N}{1+(N x e^2)}$$ [8]

where :
n = Member of sample
N= Member of population
E= Error level (according to general used 1% / 5% / 10% can choose by researcher) [9]

The population are 297 students, error level take 10 %. Based on above formula, a sample size as follow:

$$n = \frac{N}{1+(N x e^2)} = \frac{297}{1+(297 x 0{,}1^2)} = 75$$

Rounded up to be 55 students, so n = 75 students.

The sample is taken randomly by using lottery. All the member of population were written in a small paper. Then, the paper is taken 75 papers. The result of lottery was class VIII – 1 is taken 14 persons, VIII- 2 is taken 12persons, class VIII-3 is taken 5 person, class VIII – 4 is taken 6 persons, class VIII-5 is taken 20 persons, class VIII – 6 is taken 8 persons, class VIII-7 is taken 3 persons, class VIII- 8 is taken 2 person, class VIII-9 is taken 2 persons, class VIII- 10 is taken 1 persons, class VIII – 11 is taken 2 persons.

[7] Juliansyah Noor, *Metodologi Penelitian* (Jakarta: Kencana Prenada Media Group, 2011), p.151.
[8] Noor, p.151.
[9] Noor, p.151.

## A. Definition of Operational Variable

Based on the title of the thesis, this research is consisted of two variables, so that the definition of variable as follow

1. Learning Anxiety

   Learning anxiety is feeling of tension, apprehension, nervousness, and worry while learning English. Someone who feels tense even nervous while learning it means he is anxious.

2. Speaking mastery

   Speaking mastery is the accomplishing goals of teaching and learning of speaking especially by effort, skill, courage, etc. Speaking is the process that build meaning that involves, produces, receives, and processes information.

## B. Instrument of the Research

Research instruments are tool used to collect data or information useful to answer the problem research. The instruments used by researchers are test and questionnaire. Test will be used to measure speaking ability, questionnaire will be used to measure English learning anxiety.

### 1. Questionnaire

Questionnaires is an instrument consist of a series of question for purpose of gathering information from respondents. Questionnaires should always have a definite purpose that is related to the objective of the research. The researcher use foreign language classroom anxiety scale (FLCAS) as questionnaire developed by Horwitz to collect the research

data because Learning English in Indonesia is categorized as learning foreign language.

The questionnaire consist of 33 items in a form of 5- point Likert scale, ranging from Strongly agree, agree, neutral, disagree and strongly disagree. Item 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 25, 27, 29, 30, 31, 33 represent high anxiety which categorized as favorable. The range score started from 33 to 165.

Favorable item will be scored from strongly disagree (1 point), disagree ( 2 points), neutral ( 3 points), agree ( 4 points), and strongly agree ( 5 points). Item 2, 5, 8, 11, 14, 18, 22, 28, 32 represent lack anxiety which categorized as unfavorable . Unfavorable item will be scored from strongly disagree (5 point), disagree ( 4 points), neutral ( 3 points), agree ( 2 points) to strongly agree (1 points).[10] The item are divided into components of learning anxiety in the table below

[10] Gay, Mills, and Airasian, *Educational Research : Competencies for Analysis*, p.157.

**Table 3.2 Indicator of Learning Anxiety**[11]

| Components of anxiety | Questionnaire number of item | | Total item |
|---|---|---|---|
| | Favorable | Unfavorable | |
| Communication Apprehension | 1,9, 24, 27, 29 | 14, 18, 32 | 8 |
| Fear of negative evaluation | 3,7,13, 15, 20, 23, 25,31,33 | - | 9 |
| Test anxiety | 10,19 and 21 | 2,8 | 5 |
| English classroom anxiety | 4, 6, 12, 16, 17, 26, 30 | 5, 11, 22, 28 | 11 |
| **TOTAL** | | | **33** |

Source : Fatmawati and Supra, in a Journal entitled Measuring Foreign Language Anxiety among Learners of Different Foreign Languages: In Relation to Motivation and Perception of Teacher's Behaviors.

**Table 3.3 FLCAS Score**[12]

| Range | Level |
|---|---|
| 124-165 | Very Anxious |
| 108-123 | Anxious |
| 87-107 | Midly Anxious |
| 65-86 | Relaxed |
| 33-65 | Very Relaxed |

Source : FLCAS adopted from Oetting in Melyana, Levels of Students anxiety Towards English Teaching Through Songs.

**2. Test**

Test is a method of measuring someone's ability or knowledge. The researcher uses dialogue. The researcher uses test to know students speaking ability. To measure speaking skill, the researcher uses indicator, as follows

[11] Fatmawati Djafri and Supra Wimbarti, "Measuring Foreign Language Anxiety among Learners of Different Foreign Languages: In Relation to Motivation and Perception of Teacher's Behaviors," *Asian-Pacific Journal of Second and Foreign Language Education* 3, no. 1 (2018), https://doi.org/10.1186/s40862-018-0058-y.

[12] Meliyana Imelda and Junia Fajardini, "Levels of Students ' Anxiety towards English Teaching through Songs," *Project Professional Journal of English Education* 1, no. 4 (2018): p.438, https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/1340/pdf.

**Table 3.4 The Indicator of Speaking Skill**

| No | Aspects | Criterions | Score |
|---|---|---|---|
| 1 | Pronunciation | Almost Perfect | 5 |
| | | There are some mistakes but do not interfere the meaning | 4 |
| | | There are some mistakes and interfere the meaning | 3 |
| | | Many mistakes and interfere the meaning | 2 |
| | | Too much mistakes and interfere the meaning | 1 |
| 2 | Intonation | Almost Perfect | 5 |
| | | There are some mistakes but do not interfere the meaning | 4 |
| | | There are some mistakes and interfere the meaning | 3 |
| | | Many mistakes and interfere the meaning | 2 |
| | | Too much mistakes and interfere the meaning | 1 |
| 3 | Fluency | Very good | 5 |
| | | Good | 4 |
| | | Enough | 3 |
| | | Not so bad | 2 |
| | | Bad | 1 |
| 4 | Accuracy | Very good | 5 |
| | | Good | 4 |
| | | Enough | 3 |
| | | Not so bad | 2 |
| | | Bad | 1 |

Source : Wachidah et al., *Buku Guru Bahasa Inggris "When English Rings a Bell.*

## C. Validity and Reliabilty of the Instrument

Validity and reliability are the important thing toward the research. On this research there are two instruments that will be identify the validity and reliability, as follows :

1. Validity

Validity means to see the correctness of an instrument and to measure it. Instrument that will be used in a research should be valid. In this research, the validity of an instrument utilized for questionnaire and test.

a. Questionnaire

The questionnaire categorized valid because questionnaire have been used by an expert named Horwitz and used bay many previous research. So the questionnaires have been valid.

The questionnaire is based on Horwitz scale that is taken from Foreign Language anxiety book in China ; Theory and application in English language teaching by Deyuan.[13] The questionnaire consist of 33 items. The questionnaire had standardized for each item. It had been used to measure anxiety and created by the expert of language learning psychology, Horwitz and Cope. Furthermore, the other researchers have used questionnaire that Horwitz create in measuring foreign language anxiety such English language anxiety. It could be said that the questionnaire was valid.

b. Test

The researcher uses construct validity to find out the validity of instrument for test. Construct validity is a test validity based on the

[13] He, *Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching*, p.147.

judgment of expert.[14] The researcher used responsive speaking or dialogue for instrument of the research.

2. Reliability

An Instrument of the research must reliable. "Reliability is the degree to which a test consistently measure whatever it is measuring."[15] The questionnaire is categorized reliable, because this instrument has applied by previous researcher journal .

## D. Technique of the Data Analysis

After the processed data collection, the researcher analyzed the data by using quantitative data. The statistical process in analyzing data in quantitative research with these following steps :

1. Identified and corrected the answer the subject research from the test and questionnaire.
2. Identified mean, median and modus by using descriptive statistic to arrange and to categorize the score of variable X and Y . It is the second ways of presenting the data analysis. According to Anas Sudijono the formula to identify mean, median, modus as follows :[16]

   a. Know mean score use formula as follow

$$M_x = \frac{\sum x}{N}$$ [17]

[14] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2011), p.352.
[15] Gay, Mills, and Airasian, *Educational Research : Competencies for Analysis*, 630.
[16] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, n.d.), p.79.
[17] Sudijono, p.79.

b. Know median score use formula as follow

$$Mdn = \ell + \left(\frac{\frac{1}{2}N - fk_b}{fi}\right) x\ i$$ [18]

c. Know modus score use formula as follow

$$M_o = \ell + \left(\frac{fa}{fa+fb}\right) x\ i \quad \text{or}$$

$$M_o = U - \left(\frac{fb}{fa+fb}\right) x\ i$$ [19]

**Table 3.5 Interpretation of Mean Score**

| No. | Interval | Predicate |
|---|---|---|
| 1 | 80-100 | Very good |
| 2 | 70-79 | Good |
| 3 | 60-69 | Enough |
| 4 | 50-59 | Less |
| 5 | 0-49 | Fail |

Source :Anas Sudijono, from book *Pengantar Satistik Pendidikan*

3. Identified the Normality Test

Normality test is used to know whether the data of the research is normal or not. To know normality test the researcher use Chi Quadrate Formula, the formula is as follow:

$$X^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$ [20]

Where : $X^2$ = Value of Chi-Square
$F_o$ = Observed Frequency
$F_h$ = Expected Frequency[21]

[18] Sudijono, p.80.
[19] Sudijono, p.80.
[20] Sugiyono, *Statistika Untuk Penelitian*, p.107.

4. To test the Hypothesis

   To know the correlation between variable X and Y, the researcher use the formula of product moment. The hypothesis was accepted If $r_{count} > r_{table}$. The formula of Product Moment explained below:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N.\sum Y^2 - (\sum Y)^2\}}}$$ [22]

   **Where :**
   $r_{xy}$ = Coefficient Correlation between variable X and Y
   $\sum X$ = The scores of variable X
   $\sum Y$ = The scores of variable Y
   $\sum XY$ = Product X dan Y
   N = Total of sample[23]

5. To Examine the Significances of Variables

   To examine the significances Variable X and Y was calculated by :

$$T = \frac{r}{\sqrt{\frac{n-2}{1-r^2}}}$$ [24]

   T = result of t-test
   n = total of sample
   r = coefficient correlation between X and Y[25]

6. To Know the contribution of coefficient correlation between Variable X and Y, the researcher use formula of determinant correlation as follow :

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[21] Sugiyono, p.108.
[22] Darwyan Syah, Supardi, and Abd. Azis Hasibuan, *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press, 2009), p.97.
[23] Syah, Supardi, and Hasibuan, p.97.
[24] Syah, Supardi, and Hasibuan, p.98.
[25] Syah, Supardi, and Hasibuan, p.98.

CD = $r^2$x 100 % [26]

CD = Contribution of coefficient determination
r = Coefficient correlation[27]

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

**Table 3.6 Interpretation Coefficient Correlation of XY**[28]

| **Coefficient Interval** | **Degree** |
|---|---|
| 0,00 - 0,199 | Very low |
| 0,20 - 0,399 | Low |
| 0,40 - 0,599 | Enough |
| 0,60 - 0,799 | High |
| 0,80 - 1,000 | Very High |

Source : Sugiyono , from book *Statistika untuk Penelitian*

[26] Syah, Supardi, and Hasibuan, p.99.
[27] Syah, Supardi, and Hasibuan, p.99.
[28] Sugiyono, *Statistika Untuk Penelitian*, p.231.

# CHAPTER IV

# THE RESULT OF RESEARCH

In this chapter, the researcher discussed the result of this research about the correlation between learning anxiety and speaking mastery to theVIII grade students of SMPN 2 Padangsidimpuan. The researcher has calculated the data by using descriptive method. Applying the quantitative analysis, the researcher used the formulation "r" product moment. Then the researcher describe the data as follow:

## A. Description of the Data

The data described by sequence of variables, description of the research of result from variable (X) was learning anxiety and variable (Y) was speaking mastery. In this part, the researcher showed the result or score of both of the variable.

### 1. Learning Anxiety

After calculating the score, it was gotten that the lowest score was 98 and the highest score was 158. To complete this research data, the researcher also calculate the mean score was 130.45the median score was, 119and the mode was 129.9(See in appendix7). Mean score is the score which represents the general value that was achieved by the students. Median is the middle score or score which divided a distribution of data into equal part and mode is the score which has the most frequency.

So, the score resume of variable X that learning anxiety of the grade VIIIstudents of SMPN 2 Padangsidimpuan has been gotten as table below:

**Table 4.1The Score Resume of Students' LearningAnxiety**

| No | Statistic | Variable X |
|---|---|---|
| **1** | High Score | 158 |
| **2** | Low Score | 98 |
| **3** | Range | 60 |
| **4** | Interval | 9 |
| **5** | Mean score | 130.45 |
| **6** | Median score | 119 |
| **7.** | Mode | 129.9 |

Based on the above table, it showed that mean was 130.45. It means that the students' learning anxiety was in very anxious category. To know revelation of data was done to grouped the variable score of learning anxiety which the total classes 7 and interval 9.

Then, the computed of the frequency distribution of the student's score of group can be applied into table frequency distribution as follows:

**Table 4.2The Frequency Distribution of Learning Anxiety**

| Interval | Mid Point | Frequency | Percentage |
|---|---|---|---|
| 98 -106 | 102 | 4 | 5.40 % |
| 107-115 | 111 | 7 | 9.45 % |
| 116-124 | 120 | 12 | 16.21% |
| 125 -133 | 129 | **21** | 28.3% |
| 134 -142 | 138 | 15 | 20.2% |
| 143-151 | 147 | 10 | 13.5% |
| 152- 160 | 156 | 5 | 6.7% |
| **Total** | | **74** | **100%** |

Based on the above table, it was known that the variable revelation of students' learning anxiety showed that the respondent an interval 98 -

106were 4 students (5.40 %), interval 107-115were 7 students (9.45%), interval 116-124were 12 students (16.21%), interval 125 -133were 21students (28.3%), interval 134 -142were 15 students (20.2%), interval143-151were 10 students (13.5%), and last interval 152- 160were 5 students (6.7%). So based on scoring of FLACS it was known that5.40 % of the total sample categorized as midly anxious students, 9.45% categorized as anxious students, 84.1 % categorized as very anxious students.

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

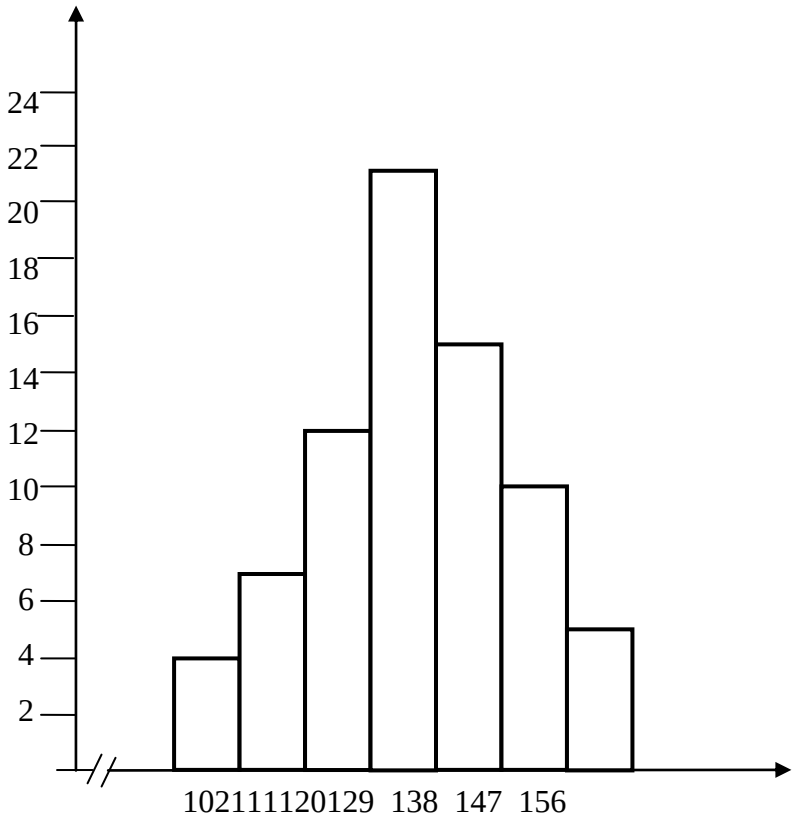


Figure 3: Description Data of Students' Learning Anxiety

From the above histogram, it can be seen that the curve was normal. The degree of students' learning anxiety was highest at the middle position.

**2. Speaking Mastery**

The score resume of variable Y that students' speaking mastery of the grade VIII students of SMPN 2 Padangsidimpuan has been gotten as table below:

**Table 4.3The Score Resume of Students' Speaking Mastery**

| No | Statistic | Variable Y |
|---|---|---|
| **1.** | High score | 80 |
| **2.** | Low score | 20 |
| **3.** | Range | 60 |
| **4** | Interval | 9 |
| **5.** | Mean score | 49.17 |
| **6.** | Median score | 43.5 |
| **7.** | Mode | 50.1 |

Based on the above table, the researcher has gotten high score was 80, low score was 20, mean score 49.17, median score was 71.5, mode score was 50.1(See in appendix 8). The calculation of mean score at students' speaking mastery was in less predicate. To know the revelation of data was done to group the variable score of speaking mastery which the total classes 7 and interval 9.

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 4.4The Frequency Distribution of Students' Speaking Mastery**

| Interval | Mid Point | Frequency | Percentages |
|---|---|---|---|
| 20-28 | 24 | 5 | 6.7% |
| 29-37 | 33 | 10 | 13.5% |
| 38-46 | 42 | 16 | 21.6% |
| 47-55 | 51 | 20 | 27.0% |
| 56-64 | 60 | 13 | 17.5% |
| 65-73 | 69 | 7 | 9.4% |
| 74-82 | 78 | 3 | 4.0% |
| **Total** | | **74** | **100%** |

Based on the above table, it was known that the variable revelation of students' speaking mastery showed that the respondent at interval 20-28were 5 students (6.7%), interval 29-37were 10 students (13.5%), interval 38-46were 16 students (21.6%), interval 47-55were 20 students (27.0%), interval 56-64were 13 students (17.5 %), interval 65-73were 7 students (9.4%) and the last interval 74-82were 3 students (4.0%).

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

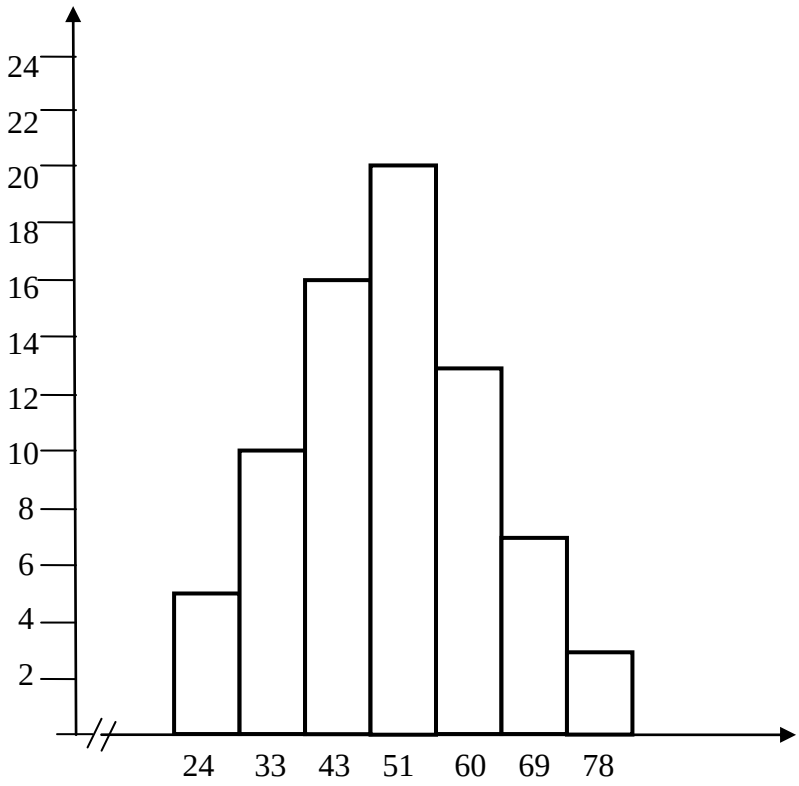


Figure4: Data Description of Students' Speaking Mastery

From the above histogram, it can be seen that the curve was normal. The degree of students in translation mastery was highest at the middle position.

## B. Analysis of the Data

### 1. Normality Test

After getting the resume score of variable X and Y, the data was analyzed by using Chi-Square formula to know the data was normal or not. Normality test was as the requirement of test before go to the testing hypothesis.

**Table 4.5. Normality of Data X and Data Y**

| Class | Normality Test | |
|---|---|---|
| | $t_{count}$ | $t_{table}$ |
| Data X | -368.41 | 92.808 |
| Data Y | -24.68 | 92.808 |

Based on the table above, the score of data X = $x^2_{count} < x^2_{table}$(-- 368.41 < 92.808 ) with n = 70 and Data Y = $y^2_{count} < y^2_{table}$ (-24.68 < 92.808) with n =74, on 5% significant level. It meant that data X and Y were distributed normal (See in appendix11 and 12).

### 2. Hypothesis Testing

The aim of hypothesis testing was to determine the correlation between learning anxiety and speaking mastery to the VIII grade students

of SMPN 2 Padangsidimpuan by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as the table below:

$\sum X = 9801$ $\sum Y = 3635$

$\sum X^2 = 1312915$ $\sum Y^2 = 192075$

$\sum XY = 467620$

By using the values above, calculated the value of correlation between variable X dan Y explained below:

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

$$= \frac{74(467620) - (9801)(3635)}{\sqrt{\{74\,(1312915) - (9801)^2\}\{74(192075) - (3635)^2\}}}$$

$$= \frac{34603880 - 35626635}{\sqrt{\{74(1312915) - 96059601\}\{74(192075) - 13213225\}}}$$

$$= \frac{-1022755}{\sqrt{\{1096109\}\{1000325\}}}$$

$$= \frac{-1022755}{\sqrt{1096465235425}}$$

$$= \frac{-1022755}{1047122.35}$$

$$= -0.976$$

$H_a$ : There is a significant correlation between learning anxiety and speaking mastery at grade VIII students of SMPN 2 Padangsidimpuan.

Based on the above calculating, the product moment has gotten coefficient correlation $r_{xy}$ = -0.976was higher than $r_{table}$ = 0.226 on 5% significant level. The result of $r_{xy}$ is negative. Negative result represent a negative correlation between variables. Negative sign in result of $r_{xy}$

indicates a direction of correlation not as aljabar, therfore $r_{xy}$ = -0.976 can be higher than $r_{table}$ = 0.226. The Negative correlation means that there is an inverse relationship between two variable when one varible increases the otherdecreases, the vice versa is anegative correlation too, in which one varible decreases the other increases.[81] SoThe hypothesis ($H_a$) was accepted namely $r_{count}>r_{table}$(-0.976>0.226) it means there is a correlation between learning anxiety and speaking mastery which is a negative correlation and ($H_0$) was rejected .

The result showed that there was a significant negative correlation between learning anxiety and speaking mastery at grade VIII students of SMPN 2 Padangsidimpuan in very high category. It has been written in the table of coefficient correlation interpretation below.

**Table 4.6Interpretation Coefficient Correlation of XY**

| Coefficient Interval | Degree |
|---|---|
| 0,00 - 0,199 | Very low |
| 0,20 - 0,399 | Low |
| 0,40 - 0,599 | Enough |
| 0,60 - 0,799 | High |
| 0,80 - 1,000 | Very High |

Testing the truth of significant correlation used the formulate $t_{count}$.

$$T_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$T_{count} = \frac{-0.976\sqrt{74-2}}{\sqrt{1-(-0.976)^2}}$$

$$T_{count} = \frac{-0.976\sqrt{72}}{\sqrt{1-0.95}}$$

$$T_{count} = \frac{-0.976(8.4)}{\sqrt{0.05}}$$

$$T_{count} = \frac{-8.198}{0.22} = -37.2$$

[81]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, n.d.), p.180.

Based on the calculation above, the researcher found that $t_{count}$ =-37.2, df = n-2 (74-2 = 72) and $t_{table}$ on 5% significant level = 1.993. So, $t_{count} > t_{table}$(-37.2>1.993). It means that there was a significant negative correlation between two variables that it was said that the validity of the contribution of variable X to variable Y was "accepted".

To look for the contribution of variable X to variable Y as follows:

CD = The score of coefficient determination
r = The score of the coefficient correlation
CD = $r^2$x 100 %
CD = $-0.976^2$x 100 %
CD = 0.9535 x 100 %
CD = 95 %

Based on calculating above, the contribution variable X (Learning Anxiety) toward variable Y (Speaking Mastery) there was 95 %.

To prove the result of this research is negative correlation, it can be seen from the result table of learning anxiety score and speaking mastery score in the table below :

**5.40 % of the total sample categorized as midly anxious students or it can be said it is the low anxiety from the gotten score**

| No | Students | Learning Anxiety score | Speaking Mastery score |
|---|---|---|---|
| 1 | AAL | 98 | 75 |
| 2 | EAA | 98 | 80 |
| 3 | SI | 100 | 75 |
| 4 | SD | 105 | 70 |

**9.45%of the total sample categorized categorized as anxious students**

| No | Students | Learning Anxiety score | Speaking Mastery score |
|---|---|---|---|
| 1 | DAN | 110 | 65 |
| 2 | SA | 110 | 70 |
| 3 | DAL | 114 | 65 |
| 4 | W | 114 | 65 |
| 5 | ZN | 114 | 65 |
| 6 | NN | 115 | 60 |
| 7 | S | 115 | 65 |

**84.1 % of the total sample categorized as very anxious studentsor it can be said it is the higher anxiety from the gotten score**

| No | Students | Learning Anxiety score | Speaking score |
|---|---|---|---|
| 1 | AF | 120 | 60 |
| 2 | AT | 120 | 60 |
| 3 | DP | 120 | 60 |
| 4 | DY | 120 | 60 |
| 5 | LN | 120 | 60 |
| 6 | TK | 120 | 60 |
| 7 | EPA | 123 | 60 |
| 8 | MA | 123 | 60 |
| 9 | MF | 123 | 60 |
| 10 | RG | 123 | 60 |
| 11 | SAL | 123 | 60 |
| 12 | T | 123 | 60 |
| 13 | ALH | 130 | 55 |
| 14 | AR | 130 | 55 |
| 15 | AS | 130 | 55 |
| 16 | SK | 130 | 55 |
| 17 | SN | 130 | 55 |
| 18 | SR | 130 | 55 |
| 19 | AMY | 131 | 55 |
| 20 | NSA | 131 | 55 |
| 21 | RAA | 131 | 55 |
| 22 | WSP | 131 | 55 |
| 23 | AA | 133 | 50 |
| 24 | ADF | 133 | 50 |
| 25 | DAS | 133 | 50 |
| 26 | LPA | 133 | 50 |
| 27 | MRS | 133 | 45 |
| 28 | NA | 133 | 50 |
| 29 | NA | 133 | 50 |
| 30 | NR | 133 | 50 |
| 31 | PNS | 133 | 50 |
| 32 | SDL | 133 | 50 |

| No | Students | Learning Anxiety score | Speaking score |
|---|---|---|---|
| 33 | VS | 133 | 50 |
| 34 | F | 140 | 45 |
| 35 | FT | 140 | 45 |
| 36 | HS | 140 | 45 |
| 37 | IL | 140 | 45 |
| 38 | ASS | 141 | 40 |
| 39 | DAH | 141 | 40 |
| 40 | DSH | 141 | 45 |
| 41 | ADY | 142 | 40 |
| 42 | JZ | 142 | 40 |
| 43 | MI | 142 | 40 |
| 44 | NMH | 142 | 40 |
| 45 | SAM | 142 | 40 |
| 46 | SFN | 142 | 40 |
| 47 | SNS | 142 | 40 |
| 48 | TP | 142 | 40 |
| 49 | MRH | 145 | 35 |
| 50 | RR | 145 | 35 |
| 51 | IFA | 146 | 35 |
| 52 | HH | 150 | 35 |
| 53 | RL | 150 | 35 |
| 54 | AFH | 151 | 30 |
| 55 | AH | 151 | 30 |
| 56 | BA | 151 | 30 |
| 57 | HHH | 151 | 30 |
| 58 | PC | 151 | 30 |
| 59 | RS | 153 | 25 |
| 60 | KAM | 154 | 25 |
| 61 | PJS | 154 | 25 |
| 62 | RA | 154 | 20 |
| 63 | IR | 158 | 20 |
| | | | |

## C. Discussion of the Research

Based on the result of this research, it has proven that learning anxiety gave significant correlation for speaking mastery. Learning anxiety is one of the factor that affect students speaking. Learning anxiety is feeling of tension, apprehension, nervousness, and worry while learning English. Anxiety in learning English that experienced by students, enable students becoming weak and influence the achievement of students' goal in learning English.

Speaking is a process of interaction by constructing meaning and processing information. Speaking is the ability to use language through building and sharing information. Speaking is a skill to communicate and to express idea or feeling.

The researcher compared the result of research with other research. There is a significant correlation between learning anxiety and speaking also stated by previous researcher on their research. Mulyani found that the correlation between the students' anxiety level and their speaking ability is high.[82] Likewise the research done by Gita, she found that $r_{xy}$ = -0.370 >$r_t$ 0,398 so there is a correlation between student's

[82]Mulyani, "The Correlation Between Students's Anxiety Level and Their Speaking Ability Ar Second Year of Senior High School 1 Enok Inigari Hilir Regency" (State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2011), repository.uin-suska.ac.id/9367/1/2012_201208.pdf.

anxiety and their speaking ability.[83] Susanto et.al found that the students' anxiety and students' speaking achievement has a correlation, it proved with a finding that $r_{xy}= 0.518 > \alpha = 0.05$.[84] Megawati found that there is a negative correlation between students' anxiety and speaking skill because, the value of correlation coefficient is -0.629<0.5. [85]

Horwitz et.al on a research conclude that, Foreign language learning anxiety have an relation with a performance of speaking. Students who have high on anxiety are afraid to speak foreign language. Anxious students fear that they will not understand the language.[86]

Based on above explanation, it was proved that this research have the result almost same with other research, where the mean score ofstudents' learning anxiety was in high category and the mean score of students' speakingmastery was in low category. It was assumed that many of students low in speaking and high in learning anxiety. So, it is clearly learning anxiety have the significant correlation to students' speaking mastery.It means this research result in line with Horwitz et. al finding.

The last, it was supported by this research and it was proved by testing hypothesis of the research, it is found that learning anxietyhave the

[83]Ghita Calvina Izumi, "The Study Between Students' Anxiety And Speaking Ability At The First Grade Students Of Sma Negeri 1 Kabupaten Tangerang," *University Of Lampung* (University Of Lampung, 2017), digilib.unila.ac.id/28142/2/Skripsi Tanpa Bab Pembahasan.pdf.

[84]Heri Susanto, Risqi Ekanti, and Dyah Atiek, "The Correlation between Student Anxiety and Student Speaking Skill at English Department Students of Muhammadiyah University of Ponorogo," *Jurnal Mahasiswa Universitas Muhammadiyah Ponorogo* 1, no. 1 (2017): 70–80.

[85]Megawati, "The Correlation Between Students ' Anxiety and Speaking Skill at Stkip Kusuma Negara Jakarta ( A Survey Research First Semester Academic Year 2018 / 2019 )," *Journal of English Langugae Teaching* 03, no. 02 (2019): 117–22.

[86]Elani K.Horwitz, Michael B., and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–32, https://doi.org/10.1111/j.1540-4781.1986.tb05256.x.

significant correlation to students' speaking mastery of the grade VIII students of SMPN 2Padangsidimpuan. This fact can be seen from $r_{count} > r_{table}$ (-0.976>0.226)and $t_{count} > t_{table}$(-37.2>1.993).

**D. Limitation of the Research**

There are limitation of this research.The first, the researcher does not know how serious and concentrate the students when they were answering the test. Second, the researcher does not saw the measuring honest aspects of the students in answering the test until possibility the students cheat or guess. Thirdthere is no the original data data from the teacher that showed the original score that students got for one semester.

# CHAPTER V

# THE CONCLUSION AND SUGGESTION

## A. Conclusion

After getting the result of research data, the research came to describe the data as follows:

1. The students' learning anxiety of the grade VIII students SMPN 2 Padangsidimpuan was "in very anxious category" by getting mean score was 130.45.
2. The students' speaking mastery of the grade VIII students SMPN 2 Padangsidimpuan was in "less predicate" by getting mean score was 49.17.
3. Based on the result of data analysis, the hypothesis $H_a$ was accepted whereas $H_0$ was rejected. It was gotten from the value of the correlation product moment $r_{xy}$ between learning anxiety and speaking mastery at VIII grade students of SMPN 2 Padangsidimpuan. The calculating of product moment by getting correlation coefficient $r_{xy}$= -0.976. It can be gotten by using the calculating of product moment formula where coefficient correlation level $r_{count}$ was -0.976 and $r_{table}$ on 5% significant level was 0.226. So, the significant correlation was -0.976 > 0.226 ($r_{count}>r_{table}$). It means there is a correlation between learning anxiety and speaking mastery which is a negative correlation. Then, on calculating the hypothesis testing has gotten $t_{count}$ was - 37.2 with df = n-2 (74-2 = 72) and $t_{table}$ on 5% significant level was 1.993. So, the significant variables were -37.2>1.993 ($t_{count}>t_{table}$) and the hypothesis $H_a$ was accepted.

## B. Suggestion

The researcher has some suggestions as follows:

1. The headmaster of SMPN 2 Padangsidimpuan was hoped to support the English teachers to teach well and provide facilities involves with learning English.
2. The English Teachers
    a. The English teacher should choose the good method in teaching and learning process to improve students' English mastery.
    b. The English teacher should give a wide authority in the selection of teaching methodologies, teaching resource and materials and tying to overcome students learning anxiety using strategies.
    c. The English teacher must be creative, innovative and communicative when teaching English.
3. The researcher hopes that the others researchers who want to conduct a research related to this research to find the other factors that influence of speaking mastery. Because, still there are many factors that affect students' speaking mastery.

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**APPENDIX 1**

**Angket Tentang Hubungan Kecemasan Belajar dengan Speaking Siswa SMP N 2 Padangsidimpuan**

**Nama :**

**Kelas :**

**A. Petunjuk Pengisian**

1. Baca dan Pahamilah setiap pernyataan dengan baik
2. Pertimbangkan jawaban anda, pilihlah satu jawaban yang paling sesuai dengan anda dari setiap pernyataan lalu berikan tanda " ceklis" pada kolom yang tersedia

| No. | Pernyataan | Sangat setuju | Setuju | Netral | Tidak setuju | Sangat tidak Setuju |
|---|---|---|---|---|---|---|
| 1. | Saya tidak pernah merasa yakin dengan diri saya sendiri setiap kali saya berbicara di dalam kelas bahasa Inggris. | | | | | |
| 2. | Saya tidak khawatir membuat kesalahan di dalam kelas bahasa Inggris. | | | | | |
| 3. | Saya gemetar ketika nama saya dipanggil di dalam kelas bahasa Inggris. | | | | | |
| 4. | Saya takut jika saya tidak memahami apa yang dikatakan oleh guru di dalam kelas bahasa Inggris. | | | | | |
| 5. | Tidak masalah bagi saya untuk mengikuti banyak kelas bahasa lain | | | | | |
| 6. | Selama pembelajaran bahasa Inggris, saya sering memikirkan hal- hal lain yang tidak ada hubungannya dengan bahasa Inggris | | | | | |
| 7. | Saya menganggap bahwa siswa lain memiliki kemampuan berbahasa Inggris yang lebih baik dibanding saya. | | | | | |
| 8. | Saya terbiasa merasa nyaman selama tes dalam kelas bahasa Inggris yang saya ikuti. | | | | | |
| 9. | Saya merasa panik ketika harus berbicara tanpa persiapan di dalam kelas bahasa Inggris. | | | | | |
| 10. | Saya merasa khawatir dengan konsekuensi | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | kegagalan belajar bahasa Inggris saya. | | | | | |
| 11. | Saya tidak mengerti mengapa ada beberapa orang yang begitu khawatir dengan kelas bahasa Inggris. | | | | | |
| 12. | Dalam kelas bahasa Inggris, saya bisa menjadi begitu cemas (*nervous*) sehingga melupakan hal-hal yang sebenarnya saya tahu. | | | | | |
| 13. | Saya merasa malu saat menjawab pertanyaan guru di dalam kelas bahasa Inggris. | | | | | |
| 14. | Saya tidak merasa cemas berbicara dalam bahasa Inggris dengan penutur asli (*native speaker*) bahasa tersebut. | | | | | |
| 15. | Saya marah ketika saya tidak mengetahui apa yang dikoreksi oleh guru. | | | | | |
| 16. | Meskipun saya sudah mempersiapkan diri untuk kelas bahasa, saya tetap merasa cemas. | | | | | |
| 17. | Saya sering merasa ingin tidak mengikuti kelas bahasa Inggris. | | | | | |
| 18. | Saya merasa percaya diri ketika berbicara di dalam kelas bahasa Inggris. | | | | | |
| 19. | Saya takut guru akan memperbaiki setiap kesalahan bahasa Inggris yang saya buat. | | | | | |
| 20. | Saya merasa sangat berdebar ketika guru memanggil nama saya dalam kelas bahasa Inggris. | | | | | |
| 21. | Semakin keras saya belajar untuk persiapan tes, saya menjadi semakin bingung. | | | | | |
| 22. | Saya tidak merasakan adanya tekanan untuk melakukan persiapan yang baik dalam kelas bahasa Inggris. | | | | | |
| 23. | Saya selalu merasa bahwa siswa-siswa lain berbicara bahasa Inggris lebih baik dibandingkan saya. | | | | | |
| 24. | Saya merasa tidak percaya diri berbicara bahasa Inggris di depan siswa yang lain. | | | | | |
| 25. | Pelajaran bahasa Inggris terlalu cepat , saya | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | takut ketinggalan pelajaran. | | | | | |
| 26. | Saya merasa tertekan dan bingung saat pelajaran bahasa Inggris daripada pelajaran lainnya. | | | | | |
| 27. | Saya merasa gugup dan bingung ketika saya melakukan Speaking ( berbicara bahasa Inggris) di dalam kelas. | | | | | |
| 28. | Saat menuju kelas bahasa Inggris, saya merasa percaya diri dan rileks. | | | | | |
| 29. | Saya cemas ketika tidak memahami setiap kata yang diucapkan oleh guru. | | | | | |
| 30. | Saya merasa kewalahan dengan banyaknya aturan- aturan dalam mempelajari bahasa Inggris.. | | | | | |
| 31. | Saya takut siswa-siswa yang lain akan menertawai saya ketika saya berbicara dalam bahasa Inggris. | | | | | |
| 32. | Saya merasa nyaman berada di dekat penutur asli (*native speake*r) bahasa Inggris. | | | | | |
| 33. | Saya merasa gugup ketika guru menanyakan pertanyaan yang belum saya persiapkan sebelumnya. | | | | | |

Adopted from Foreign Language Axiety Scale ( FLCAS) by Horwitz

**Appendix 2**

## Instrument For Test

Speaking Test

1. Pengantar
   Test ini bertujuan untuk menjaring data dari siswa/i mengenai kemampuan speaking siswa dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.
2. Petunjuk
   a. Lakukanlah percakapan bahasa inggris dengan temanmu di depan kelas.
   b. Apabila kurang jelas, silahkan tanyakan kepada pengawas.
3. Soal
   Do the conversation / dialogue with the topic below with your friend in front of the class using some expressions start from greeting, inviting someone and accepting inviation, asking for opinion and giving opinion, expressing of asking information about "can" and will to do an action.!

   About Aisyah's Birthday

   A_____
   B _____
   A_____
   B _____
   A _____
   B _____
   A_____
   B _____
   A _____
   B _____
   A _____

**Padangsidimpuan, 2019**

**Validator**

**Sri Kartini Siregar, S.Pd**
**NIP. 19710507 200604 2 009**

**APPENDIX 3**

**SCORE RESPONDENT OF STUDENTS' LEARNING ANXIETY**

| NO | Initial | Score |
|---|---|---|
| **1** | **AA** | 133 |
| **2** | **AAL** | 98 |
| **3** | **ADF** | 133 |
| **4** | **ADY** | 142 |
| **5** | **AF** | 120 |
| **6** | **AFH** | 151 |
| **7** | **AH** | 151 |
| **8** | **ALH** | 130 |
| **9** | **AMY** | 131 |
| **10** | **AR** | 130 |
| **11** | **AS** | 130 |
| **12** | **ASS** | 141 |
| **13** | **AT** | 120 |
| **14** | **BA** | 151 |
| **15** | **DAH** | 141 |
| **16** | **DAL** | 114 |
| **17** | **DAN** | 110 |
| **18** | **DAS** | 133 |
| **19** | **DP** | 120 |
| **20** | **DSH** | 141 |
| **21** | **DY** | 120 |
| **22** | **EAA** | 98 |
| **23** | **EPA** | 123 |
| **24** | **F** | 140 |
| **25** | **FT** | 140 |
| **26** | **HH** | 150 |
| **27** | **HHH** | 151 |
| **28** | **HS** | 140 |
| **29** | **IFA** | 146 |
| **30** | **IL** | 140 |
| **31** | **IR** | 158 |
| **32** | **JZ** | 142 |
| **33** | **KAM** | 154 |
| **34** | **LN** | 120 |
| **35** | **LPA** | 133 |
| **36** | **MA** | 123 |
| **37** | **MF** | 123 |
| **38** | **MI** | 142 |
| **39** | **MRH** | 145 |
| **40** | **MRS** | 133 |

| | | |
|---|---|---|
| **41** | **NA** | 133 |
| **42** | **NA** | 133 |
| **43** | **NMH** | 142 |
| **44** | **NN** | 115 |
| **45** | **NR** | 133 |
| **46** | **NSA** | 131 |
| **47** | **PC** | 151 |
| **48** | **PJS** | 154 |
| **49** | **PNS** | 133 |
| **50** | **RA** | 154 |
| **51** | **RAA** | 131 |
| **52** | **RG** | 123 |
| **53** | **RL** | 150 |
| **54** | **RR** | 145 |
| **55** | **RS** | 153 |
| **56** | **S** | 115 |
| **57** | **SA** | 110 |
| **58** | **SAL** | 123 |
| **59** | **SAM** | 142 |
| **60** | **SD** | 105 |
| **61** | **SDL** | 133 |
| **62** | **SFN** | 142 |
| **63** | **SI** | 100 |
| **64** | **SK** | 130 |
| **65** | **SN** | 130 |
| **66** | **SNS** | 142 |
| **67** | **SR** | 130 |
| **68** | **T** | 123 |
| **69** | **TK** | 120 |
| **70** | **TP** | 142 |
| **71** | **VS** | 133 |
| **72** | **W** | 114 |
| **73** | **WSP** | 131 |
| **74** | **ZN** | 114 |

**APPENDIX 4**

## SCORE RESPONDENT OF SPEAKING MASTERY

| NO | Initial | Score |
|---|---|---|
| 1 | AA | 50 |
| 2 | AAL | 75 |
| 3 | ADF | 50 |
| 4 | ADY | 40 |
| 5 | AF | 60 |
| 6 | AFH | 30 |
| 7 | AH | 30 |
| 8 | ALH | 55 |
| 9 | AMY | 55 |
| 10 | AR | 55 |
| 11 | AS | 55 |
| 12 | ASS | 40 |
| 13 | AT | 60 |
| 14 | BA | 30 |
| 15 | DAH | 40 |
| 16 | DAL | 65 |
| 17 | DAN | 65 |
| 18 | DAS | 50 |
| 19 | DP | 60 |
| 20 | DSH | 45 |
| 21 | DY | 60 |
| 22 | EAA | 80 |
| 23 | EPA | 60 |
| 24 | F | 45 |
| 25 | FT | 45 |
| 26 | HH | 35 |
| 27 | HHH | 30 |
| 28 | HS | 45 |
| 29 | IFA | 35 |
| 30 | IL | 45 |
| 31 | IR | 20 |
| 32 | JZ | 40 |
| 33 | KAM | 25 |
| 34 | LN | 60 |
| 35 | LPA | 50 |
| 36 | MA | 60 |
| 37 | MF | 60 |
| 38 | MI | 40 |
| 39 | MRH | 35 |
| 40 | MRS | 45 |

| | | |
|---|---|---|
| **41** | **NA** | 50 |
| **42** | **NA** | 50 |
| **43** | **NMH** | 40 |
| **44** | **NN** | 60 |
| **45** | **NR** | 50 |
| **46** | **NSA** | 55 |
| **47** | **PC** | 30 |
| **48** | **PJS** | 25 |
| **49** | **PNS** | 50 |
| **50** | **RA** | 20 |
| **51** | **RAA** | 55 |
| **52** | **RG** | 60 |
| **53** | **RL** | 35 |
| **54** | **RR** | 35 |
| **55** | **RS** | 25 |
| **56** | **S** | 65 |
| **57** | **SA** | 70 |
| **58** | **SAL** | 60 |
| **59** | **SAM** | 40 |
| **60** | **SD** | 70 |
| **61** | **SDL** | 50 |
| **62** | **SFN** | 40 |
| **63** | **SI** | 75 |
| **64** | **SK** | 55 |
| **65** | **SN** | 55 |
| **66** | **SNS** | 40 |
| **67** | **SR** | 55 |
| **68** | **T** | 60 |
| **69** | **TK** | 60 |
| **70** | **TP** | 40 |
| **71** | **VS** | 50 |
| **72** | **W** | 65 |
| **73** | **WSP** | 55 |
| **74** | **ZN** | 65 |

APPENDIX 5

## QUESTIONNAIRE RESULT OF LEARNING ANXIETY

| No | Initial | Number of Questionnaire | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 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 | |
| 1 | AA | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 2 | 3 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 133 |
| 2 | AAL | 3 | 3 | 3 | 2 | 4 | 2 | 2 | 3 | 4 | 2 | 3 | 4 | 3 | 2 | 2 | 4 | 2 | 3 | 3 | 4 | 3 | 1 | 4 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 98 |
| 3 | ADF | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 3 | 4 | 5 | 2 | 3 | 4 | 5 | 3 | 4 | 5 | 5 | 4 | 4 | 5 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 133 |
| 4 | ADY | 5 | 4 | 5 | 5 | 1 | 5 | 5 | 5 | 3 | 2 | 5 | 5 | 5 | 1 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 1 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 142 |
| 5 | AF | 4 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 120 |
| 6 | AFH | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 2 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 151 |
| 7 | AH | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 2 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 151 |
| 8 | ALH | 4 | 4 | 4 | 3 | 4 | 4 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 2 | 3 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 130 |
| 9 | AMY | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 3 | 4 | 5 | 2 | 3 | 4 | 5 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 131 |
| 10 | AR | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 130 |
| 11 | AS | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 130 |
| 12 | ASS | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 3 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 3 | 4 | 4 | 4 | 5 | 141 |
| 13 | AT | 4 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 120 |
| 14 | BA | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 2 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 151 |
| 15 | DAH | 5 | 4 | 4 | 3 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 3 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 4 | 5 | 141 |
| 16 | DAL | 3 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 1 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 4 | 114 |
| 17 | DAN | 3 | 4 | 4 | 2 | 4 | 2 | 2 | 3 | 4 | 2 | 3 | 4 | 3 | 2 | 2 | 4 | 2 | 3 | 3 | 4 | 4 | 1 | 4 | 3 | 4 | 3 | 5 | 3 | 5 | 5 | 5 | 3 | 5 | 110 |
| 18 | DAS | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 2 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 133 |
| 19 | DP | 4 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 120 |
| 20 | DSH | 4 | 4 | 4 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 4 | 4 | 141 |
| 21 | DY | 4 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 120 |
| 22 | EAA | 3 | 3 | 3 | 2 | 4 | 2 | 2 | 3 | 4 | 2 | 3 | 4 | 3 | 2 | 2 | 4 | 2 | 3 | 3 | 4 | 3 | 1 | 4 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 98 |
| 23 | EPA | 4 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 123 |
| 24 | F | 5 | 4 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 3 | 4 | 5 | 4 | 4 | 140 |
| 25 | FT | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 2 | 3 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 4 | 4 | 140 |
| 26 | HH | 5 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 1 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 150 |
| 27 | HHH | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 2 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 151 |
| 28 | HS | 4 | 4 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 3 | 3 | 5 | 4 | 4 | 140 |
| 29 | IFA | 4 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 1 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 146 |
| 30 | IL | 4 | 4 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 2 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 5 | 5 | 4 | 4 | 140 |
| 31 | IR | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 158 |
| 32 | JZ | 4 | 4 | 4 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 5 | 4 | 142 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **33** | **KAM** | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 2 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 154 |
| **34** | **LN** | 4 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 120 |
| **35** | **LPA** | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 2 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 133 |
| **36** | **MA** | 4 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 123 |
| **37** | **MF** | 4 | 4 | 3 | 5 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 5 | 5 | 5 | 4 | 4 | 4 | 123 |
| **38** | **MI** | 4 | 4 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 5 | 5 | 4 | 142 |
| **39** | **MRH** | 4 | 4 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 5 | 5 | 5 | 145 |
| **40** | **MRS** | 4 | 4 | 5 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 2 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 133 |
| **41** | **NA** | 4 | 4 | 5 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 2 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 133 |
| **42** | **NA** | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 2 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 133 |
| **43** | **NMH** | 4 | 4 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 3 | 5 | 4 | 142 |
| **44** | **NN** | 3 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 1 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 5 | 115 |
| **45** | **NR** | 5 | 5 | 4 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 1 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 5 | 133 |
| **46** | **NSA** | 5 | 4 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 131 |
| **47** | **PC** | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 2 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 151 |
| **48** | **PJS** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 2 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 154 |
| **49** | **PNS** | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 2 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 5 | 133 |
| **50** | **RA** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 2 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 154 |
| **51** | **RAA** | 5 | 4 | 5 | 3 | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 2 | 3 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 131 |
| **52** | **RG** | 4 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 5 | 5 | 5 | 4 | 123 |
| **53** | **RL** | 4 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 1 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 150 |
| **54** | **RR** | 4 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 1 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 4 | 145 |
| **55** | **RS** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 153 |
| **56** | **S** | 3 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 1 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 5 | 115 |
| **57** | **SA** | 3 | 4 | 4 | 2 | 4 | 2 | 2 | 3 | 4 | 2 | 3 | 4 | 3 | 2 | 2 | 4 | 2 | 4 | 3 | 5 | 5 | 1 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 110 |
| **58** | **SAL** | 4 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 123 |
| **59** | **SAM** | 5 | 4 | 5 | 5 | 2 | 5 | 5 | 5 | 3 | 2 | 5 | 3 | 5 | 1 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 3 | 5 | 5 | 142 |
| **60** | **SD** | 3 | 4 | 4 | 2 | 4 | 2 | 2 | 3 | 4 | 2 | 3 | 4 | 3 | 2 | 2 | 4 | 2 | 3 | 3 | 4 | 4 | 1 | 4 | 3 | 3 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 105 |
| **61** | **SDL** | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 5 | 2 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 133 |
| **62** | **SFN** | 3 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 1 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 4 | 4 | 142 |
| **63** | **SI** | 3 | 3 | 3 | 2 | 4 | 2 | 2 | 3 | 4 | 2 | 3 | 4 | 3 | 2 | 2 | 4 | 2 | 3 | 3 | 4 | 4 | 1 | 4 | 3 | 3 | 2 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 100 |
| **64** | **SK** | 5 | 4 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 130 |
| **65** | **SN** | 5 | 4 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 130 |
| **66** | **SNS** | 5 | 4 | 5 | 5 | 2 | 5 | 4 | 5 | 3 | 2 | 5 | 3 | 5 | 1 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 142 |
| **67** | **SR** | 5 | 4 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 130 |
| **68** | **T** | 3 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 5 | 4 | 5 | 4 | 4 | 5 | 123 |
| **69** | **TK** | 4 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 120 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **70** | **TP** | **4** | **5** | **5** | **3** | **4** | **5** | **5** | **5** | **4** | **4** | **4** | **4** | **5** | **1** | **3** | **5** | **4** | **5** | **4** | **5** | **5** | **4** | **4** | **5** | **5** | **5** | **5** | **4** | **3** | **4** | **4** | **5** | **5** | 142 |
| **71** | **VS** | **5** | **4** | **5** | **3** | **4** | **5** | **5** | **5** | **4** | **3** | **4** | **4** | **4** | **2** | **3** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **5** | **3** | **4** | **5** | **4** | **3** | **4** | **5** | **4** | **4** | 133 |
| **72** | **W** | **3** | **4** | **3** | **3** | **4** | **3** | **2** | **3** | **4** | **3** | **3** | **4** | **3** | **2** | **3** | **4** | **4** | **3** | **4** | **4** | **4** | **1** | **4** | **4** | **3** | **4** | **4** | **3** | **4** | **4** | **4** | **4** | **5** | 114 |
| **73** | **WSP** | **4** | **4** | **4** | **3** | **4** | **4** | **5** | **5** | **4** | **3** | **4** | **4** | **5** | **2** | **3** | **4** | **5** | **5** | **4** | **4** | **5** | **4** | **4** | **4** | **3** | **4** | **4** | **4** | **3** | **4** | **3** | **5** | **4** | 131 |
| **74** | **ZN** | **3** | **4** | **3** | **3** | **4** | **3** | **2** | **3** | **4** | **3** | **3** | **4** | **3** | **2** | **3** | **4** | **4** | **3** | **4** | **4** | **4** | **1** | **4** | **4** | **3** | **4** | **4** | **3** | **4** | **4** | **5** | **4** | **4** | 114 |

**APPENDIX 6**

## THE RESULT OF SPEAKING MASTERY

| NO | Initial | | Pronunciation | Intonation | Fluency | Accuracy | Score |
|---|---|---|---|---|---|---|---|
| 1 | AA | | 3 | 3 | 2 | 2 | 10/20 x 100 = 50 |
| 2 | AAL | | 4 | 4 | 4 | 3 | 15/20 x 100 = 75 |
| 3 | ADF | | 3 | 2 | 3 | 2 | 10/20 x 100 = 50 |
| 4 | ADY | | 2 | 2 | 3 | 1 | 8/20 x 100 = 40 |
| 5 | AF | | 4 | 3 | 3 | 2 | 12/20 x 100 = 60 |
| 6 | AFH | | 2 | 2 | 1 | 1 | 6/20 x 100 = 30 |
| 7 | AH | | 2 | 2 | 1 | 1 | 6/20 x 100 = 30 |
| 8 | ALH | | 3 | 4 | 3 | 1 | 11/20 x 100 = 55 |
| 9 | AMY | | 3 | 4 | 3 | 1 | 11/20 x 100 = 55 |
| 10 | AR | | 3 | 3 | 3 | 2 | 11/20 x 100 = 55 |
| 11 | AS | | 4 | 3 | 3 | 1 | 11/20 x 100 = 55 |
| 12 | ASS | | 2 | 2 | 2 | 2 | 8/20 x 100 = 40 |
| 13 | AT | | 4 | 3 | 3 | 2 | 12/20 x 100 = 60 |
| 14 | BA | | 1 | 2 | 1 | 2 | 6/20 x 100 = 30 |
| 15 | DAH | | 2 | 3 | 2 | 1 | 8/20 x 100 = 40 |
| 16 | DAL | | 4 | 4 | 2 | 3 | 13/20 x 100 = 65 |
| 17 | DAN | | 4 | 4 | 3 | 2 | 13/20 x 100 = 65 |
| 18 | DAS | | 3 | 3 | 2 | 2 | 10/20 x 100 = 50 |
| 19 | DP | | 4 | 3 | 3 | 2 | 12/20 x 100 = 60 |
| 20 | DSH | | 2 | 2 | 3 | 2 | 9/20 x 100 = 45 |
| 21 | DY | | 4 | 2 | 3 | 3 | 12/20 x 100 = 60 |
| 22 | EAA | | 4 | 4 | 4 | 4 | 16/20 x 100 = 80 |
| 23 | EPA | | 4 | 4 | 3 | 1 | 12/20 x 100 = 60 |
| 24 | F | | 3 | 3 | 2 | 1 | 9/20 x 100 = 45 |
| 25 | FT | | 2 | 3 | 3 | 1 | 9/20 x 100 = 45 |
| 26 | HH | | 2 | 2 | 2 | 1 | 7/20 x 100 = 35 |
| 27 | HHH | | 2 | 2 | 1 | 1 | 6/20 x 100 = 30 |
| 28 | HS | | 2 | 2 | 2 | 3 | 9/20 x 100 = 45 |
| 29 | IFA | | 2 | 2 | 2 | 1 | 7/20 x 100 = 35 |
| 30 | IL | | 2 | 2 | 3 | 2 | 9/20 x 100 = 45 |
| 31 | IR | | 1 | 1 | 1 | 1 | 4/20 x 100 = 20 |
| 32 | JZ | | 2 | 3 | 2 | 1 | 8/20 x 100 = 40 |
| 33 | KAM | | 1 | 2 | 1 | 1 | 5/20 x 100 = 25 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **34** | **LN** | | **4** | **3** | **3** | **2** | **12/20 x 100 = 60** |
| **35** | **LPA** | | **2** | **3** | **2** | **3** | **10/20 x 100 = 50** |
| **36** | **MA** | | **4** | **4** | **2** | **2** | **12/20 x 100 = 60** |
| **37** | **MF** | | **4** | **4** | **3** | **1** | **12/20 x 100 = 60** |
| **38** | **MI** | | **2** | **3** | **1** | **2** | **8/20 x 100 = 40** |
| **39** | **MRH** | | **2** | **2** | **2** | **1** | **7/20 x 100 = 35** |
| **40** | **MRS** | | **2** | **3** | **3** | **1** | **9/20 x 100 = 45** |
| **41** | **NA** | | **2** | **3** | **3** | **2** | **10/20 x 100 = 50** |
| **42** | **NA** | | **3** | **3** | **2** | **2** | **10/20 x 100 = 50** |
| **43** | **NMH** | | **3** | **2** | **2** | **1** | **8/20 x 100 = 40** |
| **44** | **NN** | | **4** | **4** | **2** | **2** | **12/20 x 100 = 60** |
| **45** | **NR** | | **3** | **3** | **2** | **2** | **10/20 x 100 = 50** |
| **46** | **NSA** | | **4** | **4** | **2** | **1** | **11/20 x 100 = 55** |
| **47** | **PC** | | **1** | **2** | **1** | **2** | **6/20 x 100 = 30** |
| **48** | **PJS** | | **1** | **2** | **1** | **1** | **5/20 x 100 = 25** |
| **49** | **PNS** | | **2** | **3** | **2** | **3** | **10/20 x 100 = 50** |
| **50** | **RA** | | **1** | **1** | **1** | **1** | **4/20 x 100 = 20** |
| **51** | **RAA** | | **3** | **3** | **3** | **2** | **11/20 x 100 = 55** |
| **52** | **RG** | | **3** | **4** | **2** | **2** | **11/20 x 100 = 60** |
| **53** | **RL** | | **2** | **2** | **2** | **1** | **7/20 x 100 = 35** |
| **54** | **RR** | | **2** | **2** | **2** | **1** | **7/20 x 100 = 35** |
| **55** | **RS** | | **1** | **1** | **1** | **1** | **4/20 x 100 = 20** |
| **56** | **S** | | **4** | **3** | **3** | **3** | **13/20 x 100 = 65** |
| **57** | **SA** | | **4** | **4** | **4** | **2** | **14/20 x 100 = 70** |
| **58** | **SAL** | | **3** | **4** | **3** | **2** | **12/20 x 100 = 60** |
| **59** | **SAM** | | **f** | **2** | **2** | **2** | **8/20 x 100 = 40** |
| **60** | **SD** | | **4** | **4** | **3** | **3** | **14/20 x 100 = 70** |
| **61** | **SDL** | | **3** | **3** | **3** | **1** | **10/20 x 100 = 50** |
| **62** | **SFN** | | **2** | **2** | **2** | **2** | **8/20 x 100 = 40** |
| **63** | **SI** | | **4** | **4** | **4** | **4** | **15/20 x 100 = 75** |
| **64** | **SK** | | **4** | **3** | **2** | **2** | **11/20 x 100 = 55** |
| **65** | **SN** | | **4** | **3** | **2** | **2** | **11/20 x 100 = 55** |
| **66** | **SNS** | | **3** | **3** | **1** | **1** | **8/20 x 100 = 40** |
| **67** | **SR** | | **3** | **3** | **3** | **2** | **11/20 x 100 = 55** |
| **68** | **T** | | **3** | **4** | **3** | **2** | **12/20 x 100 = 60** |
| **69** | **TK** | | **4** | **3** | **3** | **2** | **12/20 x 100 = 60** |
| **70** | **TP** | | **3** | **3** | **1** | **1** | **8/20 x 100 = 40** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **71** | **VS** | | **4** | **2** | **1** | **3** | **10/20 x 100 = 50** |
| **72** | **W** | | **4** | **4** | **3** | **2** | **13/20 x 100 = 65** |
| **73** | **WSP** | | **4** | **4** | **2** | **1** | **11/20 x 100 = 55** |
| **74** | **ZN** | | **4** | **4** | **3** | **2** | **13/20 x 100 = 65** |

**APPENDIX 7**

## VARIABLE X

## (LEARNING ANXIETY)

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

| | | | | | |
|---|---|---|---|---|---|
| 98 | 98 | 100 | 105 | 110 | 110 |
| 114 | 114 | 114 | 115 | 115 | 120 |
| 120 | 120 | 120 | 120 | 120 | 123 |
| 123 | 123 | 123 | 123 | 123 | 130 |
| 130 | 130 | 130 | 130 | 130 | 131 |
| 131 | 131 | 131 | 133 | 133 | 133 |
| 133 | 133 | 133 | 133 | 133 | 133 |
| 133 | 133 | 140 | 140 | 140 | 140 |
| 141 | 141 | 141 | 142 | 142 | 142 |
| 142 | 142 | 142 | 142 | 142 | 145 |
| 145 | 146 | 150 | 150 | 151 | 151 |
| 151 | 151 | 151 | 153 | 154 | 154 |
| 154 | 158 | | | | |

2. High score = 158
3. Low score = 98
4. Range = high score - low score = 158-98 = 60
5. The total of the classes ( BK) = 1+ 3.3 log n
   = 1 + 3.3 log (74)
   = 1 + 3.3 ( 1.869)
   = 1+ 6.167
   = 7.167
   = 7

6. Interval (i)

$$i = \frac{R}{BK} = \frac{60}{7} = 8.57 = 9$$

7. $$M_x = \frac{\sum fx}{f}$$

| NO | Class Interval | F | X | FX | F kb | F ka |
|---|---|---|---|---|---|---|
| 1 | 98 -106 | 4 | 102 | 408 | **74** | 4 |
| 2 | 107-115 | 7 | 111 | 777 | 70 | 11 |
| 3 | 116-124 | 12 | 120 | 1440 | 63 | 23 |
| 4 | 125 -133 | **21** | 129 | 2709 | **51** | 44 |
| 5 | 134 -142 | 15 | 138 | 2070 | 30 | 59 |
| 6 | 143-151 | 10 | 147 | 1470 | 15 | 69 |
| 7 | 152- 160 | 5 | 156 | 780 | 5 | **74** |
| **Total** | | **74** | | **9654** | | |

Mean Score (X) = $\frac{\sum fx}{f} = \frac{9654}{74} = 130.45$

8. Median

$$Mdn = \ell + \left(\frac{\frac{1}{2}N - fk_b}{fi}\right) x\ i$$

$\ell$ = 124.5
½ N = 37
$fk_b$ = 51
i = 9
fi = 21

$$Mdn = 124.5 + \left(\frac{37-51}{21}\right) x\ 9$$

$$Mdn = 124.5 + (-0{,}66)\ x\ 9$$

Mdn = 119

9. $M_o = \ell + \left(\frac{fa}{fa+fb}\right) x\ i$

$\ell$ = 124.5
$fa$ = 21-12 = 9
$fb$ = 21-15 = 6
i = 9

$M_o = 124.5 + \left(\frac{9}{9+6}\right) x\ 9$

$M_o = 124.5 + 0.6 \text{ x } 9$

$M_o = 124.5 + 5.4$

$M_o = 129.9$

**APPENDIX 8**

## VARIABLE Y

## (SPEAKING MASTERY)

1. Maximal and Minimum score were gotten by setting tthe variable score from low score to high score

| | | | | | |
|---|---|---|---|---|---|
| 20 | 20 | 25 | 25 | 25 | 30 |
| 30 | 30 | 30 | 30 | 35 | 35 |
| 35 | 35 | 35 | 40 | 40 | 40 |
| 40 | 40 | 40 | 40 | 40 | 40 |
| 40 | 45 | 45 | 45 | 45 | 45 |
| 45 | 50 | 50 | 50 | 50 | 50 |
| 50 | 50 | 50 | 50 | 50 | 55 |
| 55 | 55 | 55 | 55 | 55 | 55 |
| 55 | 55 | 55 | 60 | 60 | 60 |
| 60 | 60 | 60 | 60 | 60 | 60 |
| 60 | 60 | 60 | 60 | 65 | 65 |
| 65 | 65 | 65 | 70 | 70 | 75 |
| 75 | 80 | | | | |

2. High score = 80
3. Low score = 20
4. Range = high score - low score = 80-20 = 60
5. The total of the classes ( BK) = 1+ 3.3 log n
   = 1 + 3.3 log (74)
   = 1 + 3.3 ( 1.869)
   = 1+ 6.167
   = 7.167
   = 7

6. Interval (i)

$$i = \frac{R}{BK} = \frac{60}{7} = 8.57 = 9$$

7. Mean Score (X) = $\frac{\sum fi\ xi}{fi}$

| NO | Class Interval | F | X | FX | F kb | F ka |
|---|---|---|---|---|---|---|
| 1 | 20-28 | 5 | 24 | 120 | 74 | 5 |
| 2 | 29-37 | 10 | 33 | 330 | 69 | 15 |
| 3 | 38-46 | 16 | 42 | 672 | 59 | 31 |
| 4 | 47-55 | **20** | 51 | 1020 | 43 | 51 |
| 5 | 56-64 | 13 | 60 | 780 | 23 | 64 |
| 6 | 65-73 | 7 | 69 | 483 | 10 | 71 |
| 7 | 74-82 | 3 | 78 | 234 | 3 | 74 |
| | | | | **3639** | | |

Mean Score (X) = $\frac{\sum fi\ xi}{fi} = \frac{3639}{74} = 49.17$

8. Median

$$Mdn = \ell + \left(\frac{\frac{1}{2}N - fk_b}{fi}\right) x\ i$$

$\ell$ = 46.5
½ N = 37
$fk_b$ = 43
i = 9
fi = 20

$$Mdn = 46.5 + \left(\frac{37-43}{20}\right) x\ 10$$

Mdn = $46.5 + (-0.3)$ x 10

Mdn = $46.5 + (-3)$

Mdn = 43.5

9. $M_o = \ell + \left(\frac{fa}{fa+fb}\right) x\ i$

$\ell$ = 46.5
$fa$ = 20-16 = 4
$fb$ = 20-13 =7
i = 9

$M_o = 46.5 + \left(\frac{4}{4+7}\right) x\ 10$

$M_o = 46.5 + 0{,}36x\ 10$

$M_o = 46.5 + 3.6$

$M_o = 50.1$

**APPENDIX 9**

**The Result of Variable X and Variable Y**

| No | Initial of Students | Variable X | Variable Y |
|---|---|---|---|
| 1 | AA | 133 | 50 |
| 2 | AAL | 98 | 75 |
| 3 | ADF | 142 | 40 |
| 4 | ADY | 133 | 50 |
| 5 | AF | 120 | 60 |
| 6 | AFH | 151 | 30 |
| 7 | AH | 151 | 30 |
| 8 | ALH | 130 | 55 |
| 9 | AMY | 131 | 55 |
| 10 | AR | 130 | 55 |
| 11 | AS | 130 | 55 |
| 12 | ASS | 141 | 40 |
| 13 | AT | 120 | 60 |
| 14 | BA | 151 | 30 |
| 15 | DAH | 141 | 40 |
| 16 | DAL | 114 | 65 |
| 17 | DAN | 110 | 65 |
| 18 | DAS | 133 | 50 |
| 19 | DP | 120 | 60 |
| 20 | DSH | 141 | 45 |
| 21 | DY | 120 | 60 |
| 22 | EAA | 98 | 80 |
| 23 | EPA | 123 | 60 |
| 24 | F | 140 | 45 |
| 25 | FT | 140 | 45 |
| 26 | HH | 150 | 35 |
| 27 | HHH | 151 | 30 |
| 28 | HS | 140 | 45 |
| 29 | IFA | 146 | 35 |
| 30 | IL | 140 | 45 |
| 31 | IR | 158 | 20 |
| 32 | JZ | 142 | 40 |
| 33 | KAM | 154 | 25 |
| 34 | LN | 120 | 60 |
| 35 | LPA | 133 | 50 |
| 36 | MA | 123 | 60 |
| 37 | MF | 123 | 60 |
| 38 | MI | 142 | 40 |
| 39 | MRH | 145 | 35 |
| 40 | MRS | 133 | 45 |

| | | | |
|---|---|---|---|
| 41 | NA | 133 | 50 |
| 42 | NA | 133 | 50 |
| 43 | NMH | 142 | 40 |
| 44 | NN | 115 | 60 |
| 45 | NR | 133 | 50 |
| 46 | NSA | 131 | 55 |
| 47 | PC | 151 | 30 |
| 48 | PJS | 154 | 25 |
| 49 | PNS | 133 | 50 |
| 50 | RA | 154 | 20 |
| 51 | RAA | 131 | 55 |
| 52 | RG | 123 | 60 |
| 53 | RL | 150 | 35 |
| 54 | RR | 145 | 35 |
| 55 | RS | 153 | 25 |
| 56 | S | 115 | 65 |
| 57 | SA | 110 | 70 |
| 58 | SAL | 123 | 60 |
| 59 | SAM | 142 | 40 |
| 60 | SD | 105 | 70 |
| 61 | SDL | 133 | 50 |
| 62 | SFN | 142 | 40 |
| 63 | SI | 100 | 75 |
| 64 | SK | 130 | 55 |
| 65 | SN | 130 | 55 |
| 66 | SNS | 142 | 40 |
| 67 | SR | 130 | 55 |
| 68 | T | 123 | 60 |
| 69 | TK | 120 | 60 |
| 70 | TP | 142 | 40 |
| 71 | VS | 133 | 50 |
| 72 | W | 114 | 65 |
| 73 | WSP | 131 | 55 |
| 74 | ZN | 114 | 65 |
| **Total** | | **9801** | **3635** |

**APPENDIX 10**

## STATISTICAL ANALYSIS OF DATA

| No | Initial | X | Y | $X^2$ | $Y^2$ | XY |
|---|---|---|---|---|---|---|
| 1 | AA | 133 | 50 | 17689 | 2500 | 6650 |
| 2 | AAL | 98 | 75 | 9604 | 5625 | 7350 |
| 3 | ADF | 133 | 50 | 17689 | 2500 | 6650 |
| 4 | ADY | 142 | 40 | 20164 | 1600 | 5680 |
| 5 | AF | 120 | 60 | 14400 | 3600 | 7200 |
| 6 | AFH | 151 | 30 | 22801 | 900 | 4530 |
| 7 | AH | 151 | 30 | 16900 | 3025 | 7150 |
| 8 | ALH | 130 | 55 | 16900 | 3025 | 7150 |
| 9 | AMY | 131 | 55 | 17161 | 3025 | 7205 |
| 10 | AR | 130 | 55 | 16900 | 3025 | 7150 |
| 11 | AS | 130 | 55 | 22801 | 900 | 4530 |
| 12 | ASS | 141 | 40 | 19881 | 1600 | 5640 |
| 13 | AT | 120 | 60 | 14400 | 3600 | 7200 |
| 14 | BA | 151 | 30 | 22801 | 900 | 4530 |
| 15 | DAH | 141 | 40 | 19881 | 1600 | 5640 |
| 16 | DAL | 114 | 65 | 12996 | 4225 | 7410 |
| 17 | DAN | 110 | 65 | 12100 | 4225 | 7150 |
| 18 | DAS | 133 | 50 | 17689 | 2500 | 6650 |
| 19 | DP | 120 | 60 | 14400 | 3600 | 7200 |
| 20 | DSH | 141 | 45 | 19881 | 2025 | 6345 |
| 21 | DY | 120 | 60 | 14400 | 3600 | 7200 |
| 22 | EAA | 98 | 80 | 9604 | 6400 | 7840 |
| 23 | EPA | 123 | 60 | 15129 | 3600 | 7380 |
| 24 | F | 140 | 45 | 19600 | 2025 | 6300 |
| 25 | FT | 140 | 45 | 19600 | 2025 | 6300 |
| 26 | HH | 150 | 35 | 22500 | 1225 | 5250 |
| 27 | HHH | 151 | 30 | 22801 | 900 | 4530 |
| 28 | HS | 140 | 45 | 19600 | 2025 | 6300 |
| 29 | IFA | 146 | 35 | 21316 | 1225 | 5110 |
| 30 | IL | 140 | 45 | 19600 | 2025 | 6300 |
| 31 | IR | 158 | 20 | 24964 | 400 | 3160 |
| 32 | JZ | 142 | 40 | 20164 | 1600 | 5680 |
| 33 | KAM | 154 | 25 | 23716 | 625 | 3850 |
| 34 | LN | 120 | 60 | 14400 | 3600 | 7200 |
| 35 | LPA | 133 | 50 | 17689 | 2500 | 6650 |
| 36 | MA | 123 | 60 | 15129 | 3600 | 7380 |
| 37 | MF | 123 | 60 | 15129 | 3600 | 7380 |
| 38 | MI | 142 | 40 | 20164 | 1600 | 5680 |
| 39 | MRH | 145 | 35 | 21025 | 1225 | 5075 |
| 40 | MRS | 133 | 45 | 17689 | 2025 | 5985 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 41 | NA | 133 | 50 | 17689 | 2500 | 6650 |
| 42 | NA | 133 | 50 | 17689 | 2500 | 6650 |
| 43 | NMH | 142 | 40 | 20164 | 1600 | 5680 |
| 44 | NN | 115 | 60 | 13225 | 3600 | 6900 |
| 45 | NR | 133 | 50 | 17689 | 2500 | 6650 |
| 46 | NSA | 131 | 55 | 17161 | 3025 | 7205 |
| 47 | PC | 151 | 30 | 22801 | 900 | 4530 |
| 48 | PJS | 154 | 25 | 23716 | 625 | 3850 |
| 49 | PNS | 133 | 50 | 17689 | 2500 | 6650 |
| 50 | RA | 154 | 20 | 23716 | 400 | 3080 |
| 51 | RAA | 131 | 55 | 17161 | 3025 | 7205 |
| 52 | RG | 123 | 60 | 15129 | 3600 | 7380 |
| 53 | RL | 150 | 35 | 22500 | 1225 | 5250 |
| 54 | RR | 145 | 35 | 21025 | 1225 | 5075 |
| 55 | RS | 153 | 25 | 23409 | 625 | 3825 |
| 56 | S | 115 | 65 | 13225 | 4225 | 7475 |
| 57 | SA | 110 | 70 | 12100 | 4900 | 7700 |
| 58 | SAL | 123 | 60 | 15129 | 3600 | 7380 |
| 59 | SAM | 142 | 40 | 20164 | 1600 | 5680 |
| 60 | SD | 105 | 70 | 11025 | 4900 | 7350 |
| 61 | SDL | 133 | 50 | 17689 | 2500 | 6650 |
| 62 | SFN | 142 | 40 | 20164 | 1600 | 5680 |
| 63 | SI | 100 | 75 | 10000 | 5625 | 7500 |
| 64 | SK | 130 | 55 | 16900 | 3025 | 7150 |
| 65 | SN | 130 | 55 | 16900 | 3025 | 7150 |
| 66 | SNS | 142 | 40 | 20164 | 1600 | 5680 |
| 67 | SR | 130 | 55 | 16900 | 3025 | 7150 |
| 68 | T | 123 | 60 | 15129 | 3600 | 7380 |
| 69 | TK | 120 | 60 | 14400 | 3600 | 7200 |
| 70 | TP | 142 | 40 | 20164 | 1600 | 5680 |
| 71 | VS | 133 | 50 | 17689 | 2500 | 6650 |
| 72 | W | 114 | 65 | 12996 | 4225 | 7410 |
| 73 | WSP | 131 | 55 | 17161 | 3025 | 7205 |
| 74 | ZN | 114 | 65 | 12996 | 4225 | 7410 |
| **Total** | | **$\sum X$ = 9801** | **$\sum Y$ = 3635** | **$\sum X^2$ = 1312915** | **$\sum Y^2$= 192075** | **$\sum XY$= 467620** |

The result was used to calculated the value of correlation between variable X and Y. This is the calculation of $r_{xy}$.

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

$$= \frac{74(467620)-(9801)(3635)}{\sqrt{\{74\ (1312915)-(9801)^2\}\{74(192075)-\ (3635)^2\}}}$$

$$= \frac{34603880-35626635}{\sqrt{\{74(1312915)-96059601\}\{74(192075)-13213225\}}}$$

$$= \frac{-1022755}{\sqrt{\{1096109\}\{1000325\}}}$$

$$= \frac{-1022755}{\sqrt{1096465235425}}$$

$$= \frac{-1022755}{1047122.35}$$

= -0.976

**APPENDIX 11**

## NORMALITY TEST

RESULT OF NORMALITY DATA X

| Class Interval | F | X | FX | x' | Fx' | $x'^2$ | $Fx'^2$ |
|---|---|---|---|---|---|---|---|
| 98 -106 | 4 | 102 | 408 | 3 | 12 | 9 | 36 |
| 107-115 | 7 | 111 | 777 | 2 | 14 | 4 | 28 |
| 116-124 | 12 | 120 | 1440 | 1 | 12 | 1 | 12 |
| 125 -133 | **21** | 129 | 2709 | 0 | 0 | 0 | 0 |
| 134 -142 | 15 | 138 | 2070 | -1 | -15 | 1 | 15 |
| 143-151 | 10 | 147 | 1470 | -2 | -20 | 4 | 40 |
| 152- 160 | 5 | 156 | 780 | -3 | -15 | 9 | 45 |
| **i = 9** | **74** | | **9654** | | **-12** | | **176** |

$$Mx = M' + i\frac{\sum Fx'}{N}$$

$$= 129 + 9\frac{-12}{74}$$

$$= 129 + (-1.4)$$

$$= 127.6$$

$$SD_t = i\sqrt{\frac{\sum FX'^2}{n} - \left(\frac{\sum Fx'}{n}\right)^2}$$

$$= 9\sqrt{\frac{176}{74} - \left(\frac{-12}{74}\right)^2}$$

$$= 9\sqrt{2.37 - 0.02}$$

$$= 9\sqrt{2.35}$$

$$= 9 \times 1.5$$

$$= 13.5$$

Table of Normality Data Test with Chi Kuadrad Formula

| Interval of Score | Real Upper Limit | Z – Score | Limit of Large of the Area | Large of area | $f_h$ | $f_0$ | $\frac{(f_0-f_h)}{f_h}$ |
|---|---|---|---|---|---|---|---|
| 98 -106 | 97.5 | -2.22 | 0.02169 | -0.03 | -2.22 | 4 | -2.80 |
| 107-115 | 106.5 | -1.56 | 0.05938 | -0.12 | -8.88 | 7 | -1.78 |
| 116-124 | 115.5 | -0.89 | 0.18673 | -0.22 | -16.28 | 12 | -1.73 |
| 125 -133 | 124.5 | -0.22 | 0.41294 | 0.24 | 17,76 | 21 | 0,18 |
| 134 -142 | 133.5 | 0.43 | 0.1664 | -0.19 | -14.06 | 15 | -2.06 |
| 143-151 | 142.5 | 1.10 | 0.3643 | -0.1282 | -8.88 | 10 | -2.12 |
| 152- 160 | 151.5 | 2.43 | 0.4925 | -0.0002 | -0.014 | 5 | -358.1 |
| | 160.5 | 2.44 | 0.4927 | | | | |
| | | | | | | $X^2$ | -368.41 |

Based on the table above, the reseracher found that $x^2_{count}$ = -368.41 while $x^2_{table}$ = 92.808, cause $x^2_{count} < x^2_{table}$ (= -368.41 < 92.808) with degree of freedom (dk) = 74-2 = 72 and significant level $\alpha$ = 5%. So distribution of data X (Learning Anxiety) is normal.

**APPENDIX 12**

## NORMALITY TEST

RESULT OF NORMALITY DATA Y

| Class Interval | F | X | FX | x' | Fx' | $x'^2$ | $Fx'^2$ |
|---|---|---|---|---|---|---|---|
| 20-28 | 5 | 24 | 120 | 3 | 15 | 9 | 45 |
| 29-37 | 10 | 33 | 330 | 2 | 20 | 4 | 40 |
| 38-46 | 16 | 42 | 672 | 1 | 16 | 1 | 16 |
| 47-55 | **20** | 51 | 1020 | 0 | 0 | 0 | 0 |
| 56-64 | 13 | 60 | 780 | -1 | -13 | 1 | 13 |
| 65-73 | 7 | 69 | 483 | -2 | -14 | 2 | 14 |
| 74-82 | 3 | 78 | 234 | -3 | -9 | 3 | 9 |
| **i = 9** | **74** | | | | **15** | | **137** |

$$Mx = M' + i\frac{\sum Fx'}{N}$$

$$= 51 + 9\frac{15}{74}$$

$$= 51 + 1.82$$

$$= 52.8$$

$$SD_t = i\sqrt{\frac{\sum FX'^2}{n} - \left(\frac{\sum FX'}{n}\right)^2}$$

$$= 9\sqrt{\frac{137}{74} - \left(\frac{15}{74}\right)^2}$$

$$= 9\sqrt{1.85 - 0.04}$$

$$= 9\sqrt{1.8}$$

$$= 9 \text{ x } 1.34$$

$$= 12.06$$

Table of Normality Data Test with Chi Kuadrad Formula

| Interval of Score | Real Upper Limit | Z – Score | Limit of Large of the Area | Large of area | $f_h$ | $f_0$ | $\frac{(f_0-f_h)}{f_h}$ |
|---|---|---|---|---|---|---|---|
| 20-28 | 19.5 | -2.76 | 0.00289 | -0.01 | -0.74 | 5 | -7.75 |
| 29-37 | 28.5 | -2.01 | 0.02222 | -0.08 | -5.92 | 10 | -2.8 |
| 38-46 | 37.5 | -1.26 | 0.10383 | 0.03 | 2.22 | 16 | 6.20 |
| 47-55 | 46.5 | -0.52 | 0.06426 | -0.02 | -1.48 | 20 | -14.51 |
| 56-64 | 55.5 | 0.22 | 0.0871 | -0.23 | -17.2 | 13 | -1.75 |
| 65-73 | 64.5 | 0.92 | 0.3212 | -0.13 | -9.62 | 7 | -1.72 |
| 74-82 | 73.5 | 1.71 | 0.4564 | -0.03 | -2.22 | 3 | -2.35 |
| | 82.5 | 2.46 | 0.4931 | | | | |
| | | | | | | $X^2$ | -24.68 |

Based on the table above, the reseracher found that $x^2_{count}$ = -24.68 while $x^2_{table}$ = 92.808, cause $x^2_{count} < x^2_{table}$ (=-24.68 < 92.808) with degree of freedom (dk) = 74-2 = 72 and significant level $\alpha$ = 5%. So distribution of data X (Speaking mastery ) is normal.

## Appendix 13

### Percentage Points of the t Distribution

| Pr | 0.25 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 |
|---|---|---|---|---|---|---|---|
| df | 0.50 | 0.20 | 0.10 | 0.050 | 0.02 | 0.010 | 0.002 |
| 1 | 1.00000 | 3.07768 | 6.31375 | 12.70620 | 31.82052 | 63.65674 | 318.30884 |
| 2 | 0.81650 | 1.88562 | 2.91999 | 4.30265 | 6.96456 | 9.92484 | 22.32712 |
| 3 | 0.76489 | 1.63774 | 2.35336 | 3.18245 | 4.54070 | 5.84091 | 10.21453 |
| 4 | 0.74070 | 1.53321 | 2.13185 | 2.77645 | 3.74695 | 4.60409 | 7.17318 |
| 5 | 0.72669 | 1.47588 | 2.01505 | 2.57058 | 3.36493 | 4.03214 | 5.89343 |
| 6 | 0.71756 | 1.43976 | 1.94318 | 2.44691 | 3.14267 | 3.70743 | 5.20763 |
| 7 | 0.71114 | 1.41492 | 1.89458 | 2.36462 | 2.99795 | 3.49948 | 4.78529 |
| 8 | 0.70639 | 1.39682 | 1.85955 | 2.30600 | 2.89646 | 3.35539 | 4.50079 |
| 9 | 0.70272 | 1.38303 | 1.83311 | 2.26216 | 2.82144 | 3.24984 | 4.29681 |
| 10 | 0.69981 | 1.37218 | 1.81246 | 2.22814 | 2.76377 | 3.16927 | 4.14370 |
| 11 | 0.69745 | 1.36343 | 1.79588 | 2.20099 | 2.71808 | 3.10581 | 4.02470 |
| 12 | 0.69548 | 1.35622 | 1.78229 | 2.17881 | 2.68100 | 3.05454 | 3.92963 |
| 13 | 0.69383 | 1.35017 | 1.77093 | 2.16037 | 2.65031 | 3.01228 | 3.85198 |
| 14 | 0.69242 | 1.34503 | 1.76131 | 2.14479 | 2.62449 | 2.97684 | 3.78739 |
| 15 | 0.69120 | 1.34061 | 1.75305 | 2.13145 | 2.60248 | 2.94671 | 3.73283 |
| 16 | 0.69013 | 1.33676 | 1.74588 | 2.11991 | 2.58349 | 2.92078 | 3.68615 |
| 17 | 0.68920 | 1.33338 | 1.73961 | 2.10982 | 2.56693 | 2.89823 | 3.64577 |
| 18 | 0.68836 | 1.33039 | 1.73406 | 2.10092 | 2.55238 | 2.87844 | 3.61048 |
| 19 | 0.68762 | 1.32773 | 1.72913 | 2.09302 | 2.53948 | 2.86093 | 3.57940 |
| 20 | 0.68695 | 1.32534 | 1.72472 | 2.08596 | 2.52798 | 2.84534 | 3.55181 |
| 21 | 0.68635 | 1.32319 | 1.72074 | 2.07961 | 2.51765 | 2.83136 | 3.52715 |
| 22 | 0.68581 | 1.32124 | 1.71714 | 2.07387 | 2.50832 | 2.81876 | 3.50499 |
| 23 | 0.68531 | 1.31946 | 1.71387 | 2.06866 | 2.49987 | 2.80734 | 3.48496 |
| 24 | 0.68485 | 1.31784 | 1.71088 | 2.06390 | 2.49216 | 2.79694 | 3.46678 |
| 25 | 0.68443 | 1.31635 | 1.70814 | 2.05954 | 2.48511 | 2.78744 | 3.45019 |
| 26 | 0.68404 | 1.31497 | 1.70562 | 2.05553 | 2.47863 | 2.77871 | 3.43500 |
| 27 | 0.68368 | 1.31370 | 1.70329 | 2.05183 | 2.47266 | 2.77068 | 3.42103 |
| 28 | 0.68335 | 1.31253 | 1.70113 | 2.04841 | 2.46714 | 2.76326 | 3.40816 |
| 29 | 0.68304 | 1.31143 | 1.69913 | 2.04523 | 2.46202 | 2.75639 | 3.39624 |
| 30 | 0.68276 | 1.31042 | 1.69726 | 2.04227 | 2.45726 | 2.75000 | 3.38518 |
| 31 | 0.68249 | 1.30946 | 1.69552 | 2.03951 | 2.45282 | 2.74404 | 3.37490 |
| 32 | 0.68223 | 1.30857 | 1.69389 | 2.03693 | 2.44868 | 2.73848 | 3.36531 |
| 33 | 0.68200 | 1.30774 | 1.69236 | 2.03452 | 2.44479 | 2.73328 | 3.35634 |
| 34 | 0.68177 | 1.30695 | 1.69092 | 2.03224 | 2.44115 | 2.72839 | 3.34793 |
| 35 | 0.68156 | 1.30621 | 1.68957 | 2.03011 | 2.43772 | 2.72381 | 3.34005 |
| 36 | 0.68137 | 1.30551 | 1.68830 | 2.02809 | 2.43449 | 2.71948 | 3.33262 |
| 37 | 0.68118 | 1.30485 | 1.68709 | 2.02619 | 2.43145 | 2.71541 | 3.32563 |
| 38 | 0.68100 | 1.30423 | 1.68595 | 2.02439 | 2.42857 | 2.71156 | 3.31903 |
| 39 | 0.68083 | 1.30364 | 1.68488 | 2.02269 | 2.42584 | 2.70791 | 3.31279 |
| 40 | 0.68067 | 1.30308 | 1.68385 | 2.02108 | 2.42326 | 2.70446 | 3.30688 |

## Percentage Points of the t Distribution

| **Pr** | **0.25** | **0.10** | **0.05** | **0.025** | **0.01** | **0.005** | **0.001** |
|---|---|---|---|---|---|---|---|
| **df** | **0.50** | **0.20** | **0.10** | **0.050** | **0.02** | **0.010** | **0.002** |
| **41** | 0.68052 | 1.30254 | 1.68288 | 2.01954 | 2.42080 | 2.70118 | 3.30127 |
| **42** | 0.68038 | 1.30204 | 1.68195 | 2.01808 | 2.41847 | 2.69807 | 3.29595 |
| **43** | 0.68024 | 1.30155 | 1.68107 | 2.01669 | 2.41625 | 2.69510 | 3.29089 |
| **44** | 0.68011 | 1.30109 | 1.68023 | 2.01537 | 2.41413 | 2.69228 | 3.28607 |
| **45** | 0.67998 | 1.30065 | 1.67943 | 2.01410 | 2.41212 | 2.68959 | 3.28148 |
| **46** | 0.67986 | 1.30023 | 1.67866 | 2.01290 | 2.41019 | 2.68701 | 3.27710 |
| **47** | 0.67975 | 1.29982 | 1.67793 | 2.01174 | 2.40835 | 2.68456 | 3.27291 |
| **48** | 0.67964 | 1.29944 | 1.67722 | 2.01063 | 2.40658 | 2.68220 | 3.26891 |
| **49** | 0.67953 | 1.29907 | 1.67655 | 2.00958 | 2.40489 | 2.67995 | 3.26508 |
| **50** | 0.67943 | 1.29871 | 1.67591 | 2.00856 | 2.40327 | 2.67779 | 3.26141 |
| **51** | 0.67933 | 1.29837 | 1.67528 | 2.00758 | 2.40172 | 2.67572 | 3.25789 |
| **52** | 0.67924 | 1.29805 | 1.67469 | 2.00665 | 2.40022 | 2.67373 | 3.25451 |
| **53** | 0.67915 | 1.29773 | 1.67412 | 2.00575 | 2.39879 | 2.67182 | 3.25127 |
| **54** | 0.67906 | 1.29743 | 1.67356 | 2.00488 | 2.39741 | 2.66998 | 3.24815 |
| **55** | 0.67898 | 1.29713 | 1.67303 | 2.00404 | 2.39608 | 2.66822 | 3.24515 |
| **56** | 0.67890 | 1.29685 | 1.67252 | 2.00324 | 2.39480 | 2.66651 | 3.24226 |
| **57** | 0.67882 | 1.29658 | 1.67203 | 2.00247 | 2.39357 | 2.66487 | 3.23948 |
| **58** | 0.67874 | 1.29632 | 1.67155 | 2.00172 | 2.39238 | 2.66329 | 3.23680 |
| **59** | 0.67867 | 1.29607 | 1.67109 | 2.00100 | 2.39123 | 2.66176 | 3.23421 |
| **60** | 0.67860 | 1.29582 | 1.67065 | 2.00030 | 2.39012 | 2.66028 | 3.23171 |
| **61** | 0.67853 | 1.29558 | 1.67022 | 1.99962 | 2.38905 | 2.65886 | 3.22930 |
| **62** | 0.67847 | 1.29536 | 1.66980 | 1.99897 | 2.38801 | 2.65748 | 3.22696 |
| **63** | 0.67840 | 1.29513 | 1.66940 | 1.99834 | 2.38701 | 2.65615 | 3.22471 |
| **64** | 0.67834 | 1.29492 | 1.66901 | 1.99773 | 2.38604 | 2.65485 | 3.22253 |
| **65** | 0.67828 | 1.29471 | 1.66864 | 1.99714 | 2.38510 | 2.65360 | 3.22041 |
| **66** | 0.67823 | 1.29451 | 1.66827 | 1.99656 | 2.38419 | 2.65239 | 3.21837 |
| **67** | 0.67817 | 1.29432 | 1.66792 | 1.99601 | 2.38330 | 2.65122 | 3.21639 |
| **68** | 0.67811 | 1.29413 | 1.66757 | 1.99547 | 2.38245 | 2.65008 | 3.21446 |
| **69** | 0.67806 | 1.29394 | 1.66724 | 1.99495 | 2.38161 | 2.64898 | 3.21260 |
| **70** | 0.67801 | 1.29376 | 1.66691 | 1.99444 | 2.38081 | 2.64790 | 3.21079 |
| **71** | 0.67796 | 1.29359 | 1.66660 | 1.99394 | 2.38002 | 2.64686 | 3.20903 |
| **72** | 0.67791 | 1.29342 | 1.66629 | 1.99346 | 2.37926 | 2.64585 | 3.20733 |
| **73** | 0.67787 | 1.29326 | 1.66600 | 1.99300 | 2.37852 | 2.64487 | 3.20567 |
| **74** | 0.67782 | 1.29310 | 1.66571 | 1.99254 | 2.37780 | 2.64391 | 3.20406 |
| **75** | 0.67778 | 1.29294 | 1.66543 | 1.99210 | 2.37710 | 2.64298 | 3.20249 |
| **76** | 0.67773 | 1.29279 | 1.66515 | 1.99167 | 2.37642 | 2.64208 | 3.20096 |
| **77** | 0.67769 | 1.29264 | 1.66488 | 1.99125 | 2.37576 | 2.64120 | 3.19948 |
| **78** | 0.67765 | 1.29250 | 1.66462 | 1.99085 | 2.37511 | 2.64034 | 3.19804 |
| **79** | 0.67761 | 1.29236 | 1.66437 | 1.99045 | 2.37448 | 2.63950 | 3.19663 |
| **80** | 0.67757 | 1.29222 | 1.66412 | 1.99006 | 2.37387 | 2.63869 | 3.19526 |
| ∞ | | | | | | | |

**APPENDIX 14**

**Table**

**Product Moment**

| N | Taraf Significant | | N | Taraf Significant | | N | Taraf Significant | |
|---|---|---|---|---|---|---|---|---|
| | 5% | 1% | | 5% | 1% | | 5% | 1% |
| 3 | 0,997 | 0,999 | 26 | 0,388 | 0,496 | 55 | 0,266 | 0,345 |
| 4 | 0,950 | 0,990 | 27 | 0,381 | 0,487 | 60 | 0,254 | 0,330 |
| 5 | 0,878 | 0,959 | 28 | 0,374 | 0,478 | 65 | 0,244 | 0,317 |
| | | | 29 | 0,367 | 0,470 | 70 | 0,235 | 0,306 |
| | | | 30 | 0,361 | 0,463 | 75 | 0,227 | 0,296 |
| 6 | 0,811 | 0,917 | 31 | 0,355 | 0,456 | 80 | 0,220 | 0,286 |
| 7 | 0,754 | 0,874 | 32 | 0,349 | 0,449 | 85 | 0,213 | 0,278 |
| 8 | 0,707 | 0,834 | 33 | 0,344 | 0,442 | 90 | 0,207 | 0,270 |
| 9 | 0,666 | 0,798 | 34 | 0,339 | 0,436 | 96 | 0,202 | 0,263 |
| 10 | 0,632 | 0,765 | 35 | 0,334 | 0,430 | 100 | 0,195 | 0,256 |
| 11 | 0,602 | 0,735 | 36 | 0,329 | 0,424 | 125 | 0,176 | 0,230 |
| 12 | 0,576 | 0,708 | 37 | 0,325 | 0,418 | 150 | 0,159 | 0,210 |
| 13 | 0,553 | 0,684 | 38 | 0,320 | 0,413 | 175 | 0,148 | 0,194 |
| 14 | 0,532 | 0,661 | 39 | 0,316 | 0,408 | 200 | 0,138 | 0,181 |
| 15 | 0,514 | 0,641 | 40 | 0,312 | 0,403 | 300 | 0,113 | 0,148 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 16 | 0,497 | 0,623 | 41 | 0,308 | 0,398 | 400 | 0,098 | 0,128 |
| 17 | 0,482 | 0,606 | 42 | 0,304 | 0,393 | 500 | 0,088 | 0,115 |
| 18 | 0,468 | 0,592 | 43 | 0,301 | 0,389 | | | |
| 19 | 0,456 | 0,575 | 44 | 0,297 | 0,384 | 600 | 0,080 | 0,105 |
| 20 | 0,444 | 0,561 | 45 | 0,294 | 0,380 | 700 | 0,074 | 0,097 |
| 21 | 0,433 | 0,549 | 46 | 0,291 | 0,376 | 800 | 0,070 | 0,091 |
| 22 | 0,423 | 0,537 | 47 | 0,288 | 0,372 | | | |
| 23 | 0,413 | 0,526 | 48 | 0,284 | 0,368 | 900 | 0,065 | 0,086 |
| 24 | 0,404 | 0,515 | 49 | 0,281 | 0,364 | | | |
| 25 | 0,396 | 0,505 | 50 | 0,279 | 0,361 | 1000 | 0,062 | 0,081 |

## Appendix 15

# Z-Table

| Z | 0.00 | 0.01 | 0.02 | 0.03 | 0.04 | 0.05 | 0.06 | 0.07 | 0.08 | 0.09 |
|---|---|---|---|---|---|---|---|---|---|---|
| **-3.9** | 0.00005 | 0.00005 | 0.00004 | 0.00004 | 0.00004 | 0.00004 | 0.00004 | 0.00004 | 0.00003 | 0.00003 |
| **-3.8** | 0.00007 | 0.00007 | 0.00007 | 0.00006 | 0.00006 | 0.00006 | 0.00006 | 0.00005 | 0.00005 | 0.00005 |
| **-3.7** | 0.00011 | 0.00010 | 0.00010 | 0.00010 | 0.00009 | 0.00009 | 0.00008 | 0.00008 | 0.00008 | 0.00008 |
| **-3.6** | 0.00016 | 0.00015 | 0.00015 | 0.00014 | 0.00014 | 0.00013 | 0.00013 | 0.00012 | 0.00012 | 0.00011 |
| **-3.5** | 0.00023 | 0.00022 | 0.00022 | 0.00021 | 0.00020 | 0.00019 | 0.00019 | 0.00018 | 0.00017 | 0.00017 |
| **-3.4** | 0.00034 | 0.00032 | 0.00031 | 0.00030 | 0.00029 | 0.00028 | 0.00027 | 0.00026 | 0.00025 | 0.00024 |
| **-3.3** | 0.00048 | 0.00047 | 0.00045 | 0.00043 | 0.00042 | 0.00040 | 0.00039 | 0.00038 | 0.00036 | 0.00035 |
| **-3.2** | 0.00069 | 0.00066 | 0.00064 | 0.00062 | 0.00060 | 0.00058 | 0.00056 | 0.00054 | 0.00052 | 0.00050 |
| **-3.1** | 0.00097 | 0.00094 | 0.00090 | 0.00087 | 0.00084 | 0.00082 | 0.00079 | 0.00076 | 0.00074 | 0.00071 |
| **-3.0** | 0.00135 | 0.00131 | 0.00126 | 0.00122 | 0.00118 | 0.00114 | 0.00111 | 0.00107 | 0.00104 | 0.00100 |
| **-2.9** | 0.00187 | 0.00181 | 0.00175 | 0.00169 | 0.00164 | 0.00159 | 0.00154 | 0.00149 | 0.00144 | 0.00139 |
| **-2.8** | 0.00256 | 0.00248 | 0.00240 | 0.00233 | 0.00226 | 0.00219 | 0.00212 | 0.00205 | 0.00199 | 0.00193 |
| **-2.7** | 0.00347 | 0.00336 | 0.00326 | 0.00317 | 0.00307 | 0.00298 | 0.00289 | 0.00280 | 0.00272 | 0.00264 |
| **-2.6** | 0.00466 | 0.00453 | 0.00440 | 0.00427 | 0.00415 | 0.00402 | 0.00391 | 0.00379 | 0.03680 | 0.00357 |
| **-2.5** | 0.00621 | 0.00604 | 0.00587 | 0.00570 | 0.00554 | 0.00539 | 0.00523 | 0.00508 | 0.00494 | 0.00480 |
| **-2.4** | 0.00820 | 0.00798 | 0.00776 | 0.00755 | 0.00734 | 0.00714 | 0.00695 | 0.00676 | 0.00657 | 0.00639 |
| **-2.3** | 0.01072 | 0.01044 | 0.01017 | 0.00990 | 0.00964 | 0.00939 | 0.00914 | 0.00889 | 0.00866 | 0.00842 |
| **-2.2** | 0.01390 | 0.01355 | 0.01321 | 0.01287 | 0.01255 | 0.01222 | 0.01191 | 0.01160 | 0.01130 | 0.01101 |
| **-2.1** | 0.01786 | 0.01743 | 0.01700 | 0.01659 | 0.01618 | 0.01578 | 0.01539 | 0.01500 | 0.01463 | 0.01426 |
| **-2.0** | 0.02275 | 0.02222 | 0.02169 | 0.02118 | 0.02068 | 0.02018 | 0.01970 | 0.01923 | 0.01876 | 0.01831 |
| **-1.9** | 0.02872 | 0.02807 | 0.02743 | 0.02680 | 0.02619 | 0.02559 | 0.02500 | 0.02442 | 0.02385 | 0.02330 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **-1.8** | 0.03593 | 0.03515 | 0.03438 | 0.03362 | 0.03288 | 0.03216 | 0.03144 | 0.03074 | 0.03005 | 0.02938 |
| **-1.7** | 0.04457 | 0.04363 | 0.04272 | 0.04182 | 0.04093 | 0.04006 | 0.03920 | 0.03836 | 0.03754 | 0.03673 |
| **-1.6** | 0.05480 | 0.05370 | 0.05262 | 0.05155 | 0.05050 | 0.04947 | 0.04846 | 0.04746 | 0.04648 | 0.04551 |
| **-1.5** | 0.06681 | 0.06552 | 0.06426 | 0.06301 | 0.06178 | 0.06057 | 0.05938 | 0.05821 | 0.05705 | 0.05592 |
| **-1.4** | 0.08076 | 0.07927 | 0.07780 | 0.07636 | 0.07493 | 0.07353 | 0.07215 | 0.07078 | 0.06944 | 0.06811 |
| **-1.3** | 0.09680 | 0.09510 | 0.09342 | 0.09176 | 0.09012 | 0.08851 | 0.08691 | 0.08534 | 0.08379 | 0.08226 |
| **-1.2** | 0.11507 | 0.11314 | 0.11123 | 0.10935 | 0.10749 | 0.10565 | 0.10383 | 0.10204 | 0.10027 | 0.09853 |
| **-1.1** | 0.13567 | 0.13350 | 0.13136 | 0.12924 | 0.12714 | 0.12507 | 0.12302 | 0.12100 | 0.11900 | 0.11702 |
| **-1.0** | 0.15866 | 0.15625 | 0.15386 | 0.15151 | 0.14917 | 0.14686 | 0.14457 | 0.14231 | 0.14007 | 0.13786 |
| **-0.9** | 0.18406 | 0.18141 | 0.17879 | 0.17619 | 0.17361 | 0.17106 | 0.16853 | 0.16602 | 0.16354 | 0.16109 |
| **-0.8** | 0.21186 | 0.20897 | 0.20611 | 0.20327 | 0.20045 | 0.19766 | 0.19489 | 0.19215 | 0.18943 | 0.18673 |
| **-0.7** | 0.24196 | 0.23885 | 0.23576 | 0.23270 | 0.22965 | 0.22663 | 0.22363 | 0.22065 | 0.21770 | 0.21476 |
| **-0.6** | 0.27425 | 0.27093 | 0.26763 | 0.26435 | 0.26109 | 0.25785 | 0.25463 | 0.25143 | 0.24825 | 0.24510 |
| **-0.5** | 0.30854 | 0.30503 | 0.30153 | 0.29806 | 0.29460 | 0.29116 | 0.28774 | 0.28434 | 0.28096 | 0.27760 |
| **-0.4** | 0.34458 | 0.34090 | 0.33724 | 0.33360 | 0.32997 | 0.32636 | 0.32276 | 0.31918 | 0.31561 | 0.31207 |
| **-0.3** | 0.38209 | 0.37828 | 0.37448 | 0.37070 | 0.36693 | 0.36317 | 0.35942 | 0.35569 | 0.35197 | 0.34827 |
| **-0.2** | 0.42074 | 0.41683 | 0.41294 | 0.40905 | 0.40517 | 0.40129 | 0.39743 | 0.39358 | 0.38974 | 0.38591 |
| **-0.1** | 0.46017 | 0.45620 | 0.45224 | 0.44828 | 0.44433 | 0.44038 | 0.43644 | 0.43251 | 0.42858 | 0.42465 |
| **-0.0** | 0.50000 | 0.49601 | 0.49202 | 0.48803 | 0.48405 | 0.48006 | 0.47608 | 0.47210 | 0.46812 | 0.46414 |

**Z-Table**

| z | 0.00 | 0.01 | 0.02 | 0.03 | 0.04 | 0.05 | 0.06 | 0.07 | 0.08 | 0.09 |
|---|---|---|---|---|---|---|---|---|---|---|
| **0.0** | 0.0000 | 0.0040 | 0.0080 | 0.0120 | 0.0160 | 0.0199 | 0.0239 | 0.0279 | 0.0319 | 0.0359 |
| **0.1** | 0.0398 | 0.0438 | 0.0478 | 0.0517 | 0.0557 | 0.0596 | 0.0636 | 0.0675 | 0.0714 | 0.0753 |
| **0.2** | 0.0793 | 0.0832 | 0.0871 | 0.0910 | 0.0948 | 0.0987 | 0.1026 | 0.1064 | 0.1103 | 0.1141 |
| **0.3** | 0.1179 | 0.1217 | 0.1255 | 0.1293 | 0.1331 | 0.1368 | 0.1406 | 0.1443 | 0.1480 | 0.1517 |
| **0.4** | 0.1554 | 0.1591 | 0.1628 | 0.1664 | 0.1700 | 0.1736 | 0.1772 | 0.1808 | 0.1844 | 0.1879 |
| **0.5** | 0.1915 | 0.1950 | 0.1985 | 0.2019 | 0.2054 | 0.2088 | 0.2123 | 0.2157 | 0.2190 | 0.2224 |
| **0.6** | 0.2257 | 0.2291 | 0.2324 | 0.2357 | 0.2389 | 0.2422 | 0.2454 | 0.2486 | 0.2517 | 0.2549 |
| **0.7** | 0.2580 | 0.2611 | 0.2642 | 0.2673 | 0.2704 | 0.2734 | 0.2764 | 0.2794 | 0.2823 | 0.2852 |
| **0.8** | 0.2881 | 0.2910 | 0.2939 | 0.2967 | 0.2995 | 0.3023 | 0.3051 | 0.3078 | 0.3106 | 0.3133 |
| **0.9** | 0.3159 | 0.3186 | 0.3212 | 0.3238 | 0.3264 | 0.3289 | 0.3315 | 0.3340 | 0.3365 | 0.3389 |
| **1.0** | 0.3413 | 0.3438 | 0.3461 | 0.3485 | 0.3508 | 0.3531 | 0.3554 | 0.3577 | 0.3599 | 0.3621 |
| **1.1** | 0.3643 | 0.3665 | 0.3686 | 0.3708 | 0.3729 | 0.3749 | 0.3770 | 0.3790 | 0.3810 | 0.3830 |
| **1.2** | 0.3849 | 0.3869 | 0.3888 | 0.3907 | 0.3925 | 0.3944 | 0.3962 | 0.3980 | 0.3997 | 0.4015 |
| **1.3** | 0.4032 | 0.4049 | 0.4066 | 0.4082 | 0.4099 | 0.4115 | 0.4131 | 0.4147 | 0.4162 | 0.4177 |
| **1.4** | 0.4192 | 0.4207 | 0.4222 | 0.4236 | 0.4251 | 0.4265 | 0.4279 | 0.4292 | 0.4306 | 0.4319 |
| **1.5** | 0.4332 | 0.4345 | 0.4357 | 0.4370 | 0.4382 | 0.4394 | 0.4406 | 0.4418 | 0.4429 | 0.4441 |
| **1.6** | 0.4452 | 0.4463 | 0.4474 | 0.4484 | 0.4495 | 0.4505 | 0.4515 | 0.4525 | 0.4535 | 0.4545 |
| **1.7** | 0.4554 | 0.4564 | 0.4573 | 0.4582 | 0.4591 | 0.4599 | 0.4608 | 0.4616 | 0.4625 | 0.4633 |
| **1.8** | 0.4641 | 0.4649 | 0.4656 | 0.4664 | 0.4671 | 0.4678 | 0.4686 | 0.4693 | 0.4699 | 0.4706 |
| **1.9** | 0.4713 | 0.4719 | 0.4726 | 0.4732 | 0.4738 | 0.4744 | 0.4750 | 0.4756 | 0.4761 | 0.4767 |
| **2.0** | 0.4772 | 0.4778 | 0.4783 | 0.4788 | 0.4793 | 0.4798 | 0.4803 | 0.4808 | 0.4812 | 0.4817 |
| **2.1** | 0.4821 | 0.4826 | 0.4830 | 0.4834 | 0.4838 | 0.4842 | 0.4846 | 0.4850 | 0.4854 | 0.4857 |
| **2.2** | 0.4861 | 0.4864 | 0.4868 | 0.4871 | 0.4875 | 0.4878 | 0.4881 | 0.4884 | 0.4887 | 0.4890 |
| **2.3** | 0.4893 | 0.4896 | 0.4898 | 0.4901 | 0.4904 | 0.4906 | 0.4909 | 0.4911 | 0.4913 | 0.4916 |
| **2.4** | 0.4918 | 0.4920 | 0.4922 | 0.4925 | 0.4927 | 0.4929 | 0.4931 | 0.4932 | 0.4934 | 0.4936 |
| **2.5** | 0.4938 | 0.4940 | 0.4941 | 0.4943 | 0.4945 | 0.4946 | 0.4948 | 0.4949 | 0.4951 | 0.4952 |
| **2.6** | 0.4953 | 0.4955 | 0.4956 | 0.4957 | 0.4959 | 0.4960 | 0.4961 | 0.4962 | 0.4963 | 0.4964 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **2.7** | 0.4965 | 0.4966 | 0.4967 | 0.4968 | 0.4969 | 0.4970 | 0.4971 | 0.4972 | 0.4973 | 0.4974 |
| **2.8** | 0.4974 | 0.4975 | 0.4976 | 0.4977 | 0.4977 | 0.4978 | 0.4979 | 0.4979 | 0.4980 | 0.4981 |
| **2.9** | 0.4981 | 0.4982 | 0.4982 | 0.4983 | 0.4984 | 0.4984 | 0.4985 | 0.4985 | 0.4986 | 0.4986 |
| **3.0** | 0.4987 | 0.4987 | 0.4987 | 0.4988 | 0.4988 | 0.4989 | 0.4989 | 0.4989 | 0.4990 | 0.4990 |
| **3,1** | 0,4990 | 0,4991 | 0,4991 | 0.4991 | 0,4992 | 0,4992 | 0,4992 | 0,4992 | 0,4993 | 0,4993 |
| **3,2** | 0,4993 | 0,4993 | 0,4994 | 0,4994 | 0,4994 | 0,4994 | 0,4994 | 0,4995 | 0,4995 | 0,4995 |
| **3,3** | 0,4995 | 0,4995 | 0,4995 | 0,4996 | 0,4996 | 0,4996 | 0,4996 | 0,4996 | 0,4997 | 0,4997 |
| **3,4** | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4998 |
| **3,5** | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 |
| **3,6** | 0,4998 | 0,4998 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 |
| **3,7** | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 |
| **3,8** | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 |
| **3,9** | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 |

**Appendix 16**

## Chi-Square Table

| Dk | Significant level | | | | | |
|---|---|---|---|---|---|---|
| | 50% | 30% | 20% | 10% | 5% | 1% |
| 1 | 0,455 | 1,074 | 1,642 | 2,706 | 3,841 | 6,635 |
| 2 | 1,386 | 2,408 | 3,219 | 4,605 | 5,991 | 9,210 |
| 3 | 2,366 | 3,665 | 4,642 | 6,251 | 7,815 | 11,341 |
| 4 | 3,357 | 4,878 | 5,989 | 7,779 | 9,488 | 13,277 |
| 5 | 4,351 | 6,064 | 7,289 | 9,236 | 11,070 | 15,086 |
| 6 | 5,348 | 7,231 | 8,558 | 10,645 | 12,592 | 16,812 |
| 7 | 6,346 | 8,383 | 9,803 | 12,017 | 14,067 | 18,475 |
| 8 | 7,344 | 9,524 | 11,030 | 13,362 | 15,507 | 20,090 |
| 9 | 8,343 | 10,656 | 12,242 | 14,684 | 16,919 | 21,666 |
| 10 | 9,342 | 11,781 | 13,442 | 15,987 | 18,307 | 23,209 |
| 11 | 10,341 | 12,899 | 14,631 | 17,275 | 19,675 | 24,725 |
| 12 | 11,340 | 14,011 | 15,812 | 18,549 | 21,026 | 26,217 |
| 13 | 12,340 | 15,119 | 16,985 | 19,812 | 22,362 | 27,688 |
| 14 | 13,339 | 16,222 | 18,151 | 21,064 | 23,685 | 29,141 |
| 15 | 14,339 | 17,222 | 19,311 | 22,307 | 24,996 | 30,578 |
| 16 | 15,338 | 18,418 | 20,465 | 23,542 | 26,296 | 32,000 |
| 17 | 16,338 | 19,511 | 21,615 | 24,769 | 27,587 | 33,409 |
| 18 | 17,338 | 20,601 | 22,760 | 25,989 | 28,869 | 34,805 |
| 19 | 18,338 | 21,689 | 23,900 | 27,204 | 30,144 | 36,191 |
| 20 | 19,337 | 22,775 | 25,038 | 28,412 | 31,410 | 37,566 |
| 21 | 20,337 | 23,858 | 26,171 | 29,615 | 32,671 | 38,932 |
| 22 | 21,337 | 24,939 | 27,301 | 30,813 | 33,924 | 40,289 |
| 23 | 22,337 | 26.018 | 28,429 | 32,007 | 35,172 | 41,638 |
| 24 | 23,337 | 27,096 | 29,553 | 33,196 | 35,415 | 42,980 |
| 25 | 24,337 | 28,172 | 30,675 | 34,382 | 37,652 | 44,314 |
| 26 | 25,336 | 29,246 | 31,795 | 35,563 | 38,885 | 45,642 |
| 27 | 26,336 | 30,319 | 32,912 | 36,741 | 40,113 | 46,963 |
| 28 | 27,336 | 31,391 | 34,027 | 37,916 | 41,337 | 48,278 |
| 29 | 28,336 | 32,461 | 35,139 | 39,087 | 42,557 | 49,588 |
| 30 | 29,336 | 33,530 | 36,250 | 40,256 | 43,773 | 50,892 |