The Relationship Between Students' Anxiety Level And English-Speaking Competency In Eleventh-Grade Student Of Sma N 1 Singaraja

Ketut Ivan Yuda Aditya[1], Luh Gede Eka Wahyuni[2], Gede Mahendrayana[3]

[1,2,3] Pendidikan Bahasa Inggris, Universitas Pendidikan Ganesha

[1] ivan.yuda@undiksha.ac.id, [2] ekawahyuni@undiksha.ac.id, [3] mahendrayana@undiksha.ac.id

Abstract: This research investigates the connection between anxiety and English-speaking proficiency among eleventh-grade students at SMA N 1 Singaraja. The objectives of the study are to (1) ascertain the presence of a correlation between the students' anxiety levels and their English-speaking abilities, (2) identify the direction of this correlation, and (3) assess the strength of the correlation between these variables. Employing a correlational design, the study sampled 114 eleventh-grade students through simple random sampling to ensure a balanced representation across the school's three departments. A simple correlation method was used to analyze the data. The findings indicate a significant correlation between students' anxiety levels and their English-speaking competence, with a p-value of .000, which is below the standard significance level of 0.05. The correlation coefficient of -0.378 indicates a low but negative relationship between the variables. Practically, this means that as students' anxiety decreases, their English-speaking competence improves. These results underscore the importance of addressing anxiety in educational settings to enhance students' language performance potentially. Understanding the nature and impact of this relationship can help educators better support students in developing their English-speaking skills.

Keywords: Relationship, Students' anxiety level, English-speaking competency.

INTRODUCTION

English has become a global lingua franca, crucial in communication, technology, academia, economics, and entertainment (Rahman, 2022). Mastery of English, particularly speaking skills, is becoming increasingly important in the context of higher education and the global job market. However, many learners of English as a foreign language (EFL) face significant challenges in developing their speaking skills, mainly due to language anxiety (Horwitz et al., 2021). Speaking anxiety in English has been identified as a major obstacle for many EFL learners. Research by Sutarsyah (2017) and Saputra (2018) shows that students with lower levels of anxiety tend to show better speaking performance. Factors contributing to this anxiety include fear of negative evaluation, lack of preparation and language acquisition, low self-confidence, and cultural and environmental factors (Asysyifa et al., 2019).

Initial observations conducted on May 7, 2024, at SMA N 1 Singaraja revealed that many grade XI students showed symptoms of anxiety when asked to speak in English. This phenomenon reflects the gap between curriculum expectations and the reality on the ground, as revealed by Maharani (2020) and Nguyen and Tran (2019). Common problems identified include lack of

confidence, fear of making mistakes, limited vocabulary and grammar understanding, and lack of environmental support. In addition, excessive smartphone use among students has been identified as a factor affecting their English-speaking ability, especially in the context of communication anxiety (Hawi & Samaha, 2017). Reliance on text-based communication via smartphones can reduce opportunities to practice speaking face-to-face, which is important for improving speaking skills and reducing anxiety (MacIntyre & Gardner, 1991). Given the importance of English-speaking skills for students' academic and professional futures (Brown & Lee, 2015; Ur, 2019), there is an urgent need to understand the relationship between anxiety levels and English-speaking competence. This study aims to explore the correlation, direction, and strength of the relationship between anxiety and English-speaking ability among grade XI students of SMA N 1 Singaraja, in the hope of providing insights for the development of more effective teaching strategies.

Anxiety in foreign language learning, particularly in the context of speaking, has been the focus of significant research. Santosa et al. (2023) and Yanti et al. (2022) defined anxiety as a subjective experience that causes individuals to feel worried, anxious, and uncomfortable in certain situations. Horwitz et al. (1986) developed the Foreign Language Anxiety (FLA) framework which identified three types of related anxiety: communication anxiety, test anxiety, and fear of negative evaluation. Damayanti and Listyani (2020), Muna et al. (2019), and Nugroho (2015) classify anxiety into three types: trait anxiety, state anxiety, and situation-specific anxiety. The synthesis of these theories provides a more comprehensive understanding of anxiety in foreign language learning. Speaking anxiety can manifest in a variety of symptoms, both observable and non-observable. Wardani (2018) notes that anxious students may show signs such as fidgeting, stammering, sweating, and trembling. Meanwhile, unobserved symptoms include restlessness, headaches, and muscle tension (Nugroho, 2015).

Factors that contribute to speaking anxiety include lack of preparation, lack of speaking experience, and environmental factors (Hidayatullah & Yahya, 2017; Damayanti & Listyani, 2020; Siagian & Adam, 2017). Beidel et al. (2011), Craske & Stein (2016), Barlow (2014), and Purdon & Harrington (2020) identified four aspects of anxiety: physical, emotional, cognitive, and behavioural. Speaking competence itself is defined by Tini Mogea (2023) as students' ability to communicate with reasonable accuracy and without excessive hesitation when speaking English. Important aspects of speaking competence include pronunciation, grammar, vocabulary, fluency, and comprehension (Hilaliyah, 2017; Nunan, 1995; Brown & Abeywickrama, 2010).

The relationship between anxiety and speaking competence has been proven by various studies. Blöte et al. (2009), Eryılmaz (2012), Hofmann & DiBartolo (2014), and Mathers (2009) showed that anxiety can affect speaking performance through physiological, cognitive, and

behavioral effects. Conversely, good speaking skills can help reduce anxiety through increased confidence, positive experiences, and good feedback from the environment (Raja, 2017; Dwyer & Davidson, 2012; Bodie, 2010).

METHOD

This study utilized a correlational research design to explore the relationship between student's anxiety levels and their English-speaking competence (Abdullah et al., 2021). The study population consisted of 386 grade 11 students of SMA N 1 Singaraja, with a sample of 114 students selected using the simple random sampling method to represent the three departments in the school (Soegiyono, 2011). Data collection was conducted through questionnaires and speaking tests. The questionnaire used combined the Foreign Language Anxiety (FLA) theory of Horwitz et al. (1986) with the classification of anxiety types from Damayanti and Listyani (2020), Muna et al. (2019), and Nugroho (2015). The speaking test was scored using a scoring rubric that included aspects such as fluency, grammar, vocabulary, pronunciation, and comprehension.

The validity of the instrument was tested using Gregory's formula, with the results showing high content validity (Gregory, 2000). The reliability of the instruments was tested using Cronbach's Alpha, with the results showing that both instruments were reliable (coefficient alpha > 0.70). Data were analyzed using simple correlation techniques, specifically the Spearman rank correlation coefficient (ρ), to measure the strength and direction of the monotonic relationship between the anxiety (X) and speaking competence (Y) variables (Samadi, 2023). Statistical significance was determined using a p-value with a significance level of 0.05 (Soegiyono, 2011).

FINDIGNS AND DISCUSSION

This study performed several preliminary tests before conducting a simple correlation analysis to ensure the data met the necessary statistical assumptions. These tests primarily include the descriptive statistical test, the normality test and the linearity test. Using the Kolmogorov-Smirnov method, the normality test checks if the data follows a normal distribution. Data is generally distributed if the significance value is more significant than 0.05. Meanwhile, the linearity test examines whether there is a linear relationship between the independent and dependent variables, with the relationship deemed linear if the significance value for deviation from linearity exceeds 0.05. The results of these two tests will determine whether the simple correlation analysis can proceed as planned, or whether additional steps such as data transformation or the use of non-parametric statistical methods are required.

a. Descriptive Statistical Test

Table 1 The result of descriptive statistical analysis

Statistics		Anxiety	Speaking
N	Valid	114	114
	Missing	0	0
Mean		101.92	80.14
Median		102.50	80.00
Mode		107ᵃ	72
Std. Deviation		11.737	10.481
Range		65	44
Sum		11619	9136
a. Multiple modes exist. The smallest value is shown			

For the *Anxiety* variable, the mean value is 101.92 with a median of 102.50. The most frequently occurring value (mode) is not single, but the smallest value of the existing mode is 107. The standard deviation for this variable is 11.737, indicating a fairly large spread of data. The range or range of values for Anxiety is 65, with a total value (sum) of 11619. Meanwhile, for the *Speaking* variable, the mean value is 80.14 with a median of 80.00. The most frequently occurring value (mode) is 72. The standard deviation is 10.481, slightly smaller than the Anxiety variable. The range for Speaking is 44, smaller than Anxiety, with a total value of 9136.

A comparison of these two variables reveals that the level of anxiety generally exhibits more significant variation and higher values compared to speaking ability. This is evident from the mean, standard deviation, and range values, which are all larger for the anxiety variable. This analysis offers insight into the distribution and characteristics of the data for both variables. To gain a more detailed understanding of the relationship between anxiety and speaking ability, the researcher employed a statistical analysis using a simple correlation test.

b. Normality of Data Distribution

Table 2 Normality test result with one-sample Kolmogorov-Smirnov test

One-Sample Kolmogorov-Smirnov Test		
	Anxiety	Speaking
N	114	114

Normal Parameters[a,b]	Mean	101.92	80.14
	Std. Deviation	11.737	10.481
Most Extreme Differences	Absolute	.060	.123
	Positive	.046	.123
	Negative	-.060	-.098
Test Statistic		.060	.123
Asymp. Sig. (2-tailed)		.200[c,d]	.000[c]
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			

According to the SPSS results, the normality test was performed using the One-Sample Kolmogorov-Smirnov Test for both the Anxiety and Speaking variables. The Anxiety variable's test statistic was 0.060 with a significance (Asymp. Sig. 2-tailed) of 0.200. Since this significance value is more significant than 0.05, it suggests that the data distribution for the Anxiety variable is normal. Meanwhile, for the Speaking variable, the test statistic value is 0.123 with a significance (Asymp. Sig. 2-tailed) of 0.000. This significance value is smaller than 0.05, which indicates that the data distribution for the Speaking variable is not normally distributed.

c. Linearities Test Result

Table 3 Linearities test result

			Sum of Squares	df	Mean Square	F	Sig.
Speaking * Anxiety	Between Groups	(Combined)	5959.088	41	145.344	1.621	.036
		Linearity	2265.703	1	2265.703	25.273	.000
		Deviation from Linearity	3693.384	40	92.335	1.030	.447
	Within Groups		6454.667	72	89.648		
	Total		12413.754	113			

The SPSS 26 output reveals that, according to the deviation from the linearity table, the significance value is 0.447, which is greater than 0.05. This result indicates that there is a significant linear relationship between the independent variable (anxiety level) and the dependent variable (English-speaking competency).

d. Hypothesis Test

Table 4 Simple correlation test result

			Anxiety	Speaking
Spearman's rho	Anxiety	Correlation Coefficient	1.000	-.378[**]
		Sig. (2-tailed)	.	.000
		N	114	114
	Speaking	Correlation Coefficient	-.378[**]	1.000
		Sig. (2-tailed)	.000	.
		N	114	114
**. Correlation is significant at the 0.01 level (2-tailed).				

The Simple Correlation test results, as shown in the output table, indicate a correlation coefficient of -0.378. This value suggests a weak relationship between anxiety levels and English-speaking competence. According to the ρ-value scale, a coefficient between 0.20 and 0.39 denotes a weak relationship, while -0.378 falls into the category of a moderate relationship. The negative sign of the correlation coefficient indicates an inverse relationship between the two variables. Thus, this suggests that higher anxiety levels are associated with lower English-speaking competence and vice versa. Additionally, the significance value (2-tailed) is 0.000, which is less than 0.05, indicating a significant relationship between anxiety levels and English-speaking proficiency.

CONCLUSION

This study showed a significant relationship between students' anxiety level and English-speaking competence in eleventh-grade of high school students. This indicates that anxiety level has a real influence on students' competency to speak English. Besides, the direction of the relationship between anxiety level and English-speaking competency is negative. It means that the lower the students' anxiety level, the higher English-speaking competence among eleventh-grade of senior high school. Furthermore, the strength of the relationship between students' anxiety level and English-speaking competence is in the low category. It shows that although anxiety has a significant influence, there are still other factors that also contribute to students' English-speaking competence among eleventh-grade of senior high school.

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