



The Correlation between Vocational Students' Speaking Anxiety and Speaking Performances in Learning English

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Received: 2022-10-31 Accepted: 2022-12-31

DOI: 10.24256/ideas.v10i2.3148

Abstract

Speaking is one of English skills that needs to be mastered by the students because it is the most fundamental element to build a communication. However, speaking has the complexity that can difficult the students to learn English and reach the goal. This study aims to find out about the correlation between vocational students' speaking anxiety and speaking performances in learning English. This study also find out about their speaking anxiety level, type of speaking anxiety, and their speaking ability in learning English. A correlational study used to conduct this research. The researcher collected the data through FLCAS questionnaire that consists of 24 statements and the students' speaking performance score. The researcher distributed the questionnaire to 70 students of SMK PGRI 3 Malang. After analyzing the findings with SPSS version 24 and Microsoft Excel, the result shows that there is a negative correlation between students' speaking anxiety and speaking performances in learning English. It is correlated at -0.192 which means it is in a very weak correlation. In addition, the students' speaking anxiety level is identified in moderate level. The dominant type of speaking anxiety they have is communication apprehension and their speaking ability is categorized in a very good level.

Keywords: Speaking anxiety, Speaking performances, Vocational high school students

Introduction

English is an international language that needs to be mastered by people from all over the world. Many people use English to communicate with each other in this modern era. In Indonesia, English has become one of the subjects that must be learned by the students at school, especially vocational high school students

(VHS). VHS students are prepared to find a job and become workers. According to Apriliana & Basikin (2021), vocational high school is an education program that is designed for a specific job and equip the students with productive skills and knowledge that relate to employment areas. In every aspect of life, English becomes something crucial that is needed to be mastered. One of the aspects is in the workplace. Khalida and Refnaldi (2020) stated that learning English is an important thing for vocational high school students and teaching English for Specific Purposes (ESP) is recommended for the students because they are designed to have professional skills in a specific field. Thus, learning English is crucial for vocational high school students because it can help them to compete in today's workplace.

English has four skills such as speaking, listening, reading, and writing. The goal of learning English at school is for the students to be able to communicate in English. Among those skills that English has, speaking is the most appropriate way for the students to reach the goal. Speaking is a productive skill that needs to be developed because it is the ability to build communication. According to Mitha et al. (2018), the most fundamental element for communicating ideas in English is speaking. All important roles that can affect people's life start from speaking skill. People can share their thoughts, emotions, and deliver the messages clearly if they can speak well. Fauzia (2019) stated that it is important for the students to state their knowledge and ideas clearly, accurately, and fluently. Therefore, mastering speaking skill is crucial for vocational high school students.

Speaking has the complexity that can make it difficult for the students to learn English and reach the goal. Vocational high school students (VHS) are expected to speak fluently in English because it is a necessary ability to be used in the workplace. Communicating in English can create a good impact for companies because they will get wider relationships with the other companies if they use English as a language to communicate. It becomes the main reason why English teachers expect the students to be active in speaking activity. However, many students find speaking as a difficult skill to master. Most of them still need to give extra effort to speak in English. According to Ikhsaniyah (2022), speaking is a complex skill for students because they have to be aware of the grammatical rules, vocabulary, and comprehension. Al-Roud (2016) also stated that speaking is usually considered as the most challenging skill to master because it requires command of speech choice of grammatical pattern, production sub-skills and sociocultural competence. In addition, speaking contains many things such as grammar which refers to sentences and tenses, vocabulary which refers to the words that used, pronunciation refers to the way of a person produces sound accurately and clearly, fluency refers to a person's ability to speak fluently and accurately, and the last one is comprehension which refers to speaker's understanding about what they are saying (Harmer in Plantika and Adnan, 2021). Due to many requirements that students need to face, it leads to speaking anxiety and affects their speaking ability.

Speaking anxiety is one of the anxiety categories that can be an obstacle for the students to do speaking activity. It can be a complicated problem that students

face because it can affect their success in speaking performances. Horwitz, Horwitz, and Cope (1986) stated that anxiety is a personal's experience of tension, fear, nervousness, and worry linked with an arousal of the autonomic nervous system that can occasionally disturb students from having a successful performance in language learning. In learning English, some students are nervous, afraid and worried when they use English. This kind of situation will lead them to speaking anxiety. According to Hasibuan and Irzawati (2020), students struggle with a variety of speaking issues including shyness in speaking English, anxiety, and a fear of making mistakes. The anxiety they feel in English class tends to relucted them to speak and make them feel afraid of error production. Many studies have been conducted to investigate the correlation between speaking anxiety and speaking performance. Susanto, Palupi, and Mustikawati (2017) found that there is significant correlation between students' speaking anxiety and speaking performance. The finding of the study stated that the students feel worry, nervous, and unconfident when they speak English in front of their friends and class. Moreover, Oktavia and Syahrul (2021) stated that there was a correlation between students' anxiety and students' speaking performance. It was shown that if the students have high anxiety, they will have a low ability in speaking performances and vice versa. However, those studies focused on English Department students and Senior High School students.

Learning English is also important for the VHS students. Many VHS students are afraid of making mistakes in speaking activity, have a lack of confidence and get anxious when English teacher asks them to speak. The speaking anxiety that the VHS students suffer in class can affect their speaking performances. It is important to find the correlation between vocational students' speaking anxiety and speaking performances in learning English because there has not been much research done to explore more about VHS students' speaking skill. Therefore, this study was conducted to find out the correlation between their speaking anxiety and speaking performances so the problem that relates with VHS students' speaking anxiety can be solved significantly.

Method

Research Design

To find the relationship between students' speaking anxiety and speaking performances, quantitative methodology was adopted in this study, particularly a correlational research design. According to Creswell (2012, p.338), correlational research design is tool to explain and predict relationships among variables. Correlational method is used when the researcher wants to find about two or more variables and the result if they can influence each other. There are two variables explored in this research which are students' speaking anxiety and students' speaking performances.

Research Subject

In this study, there were seventy vocational high school students of SMK PGRI 3 Malang in the 2022/2023 academic years which consists of two classes.

The participants of this study were seventy vocational high school students of SMK PGRI 3 Malang in the 2022/2023 academic years which consists of two classes. The total of participants would be described below:

Table 1. The Total Students

CLASS	TOTAL STUDENTS
X. PBB	39 Students
X. DKVA	31 Students
Total	70 Students

Procedures

The instruments of this research were the questionnaire and students' score of speaking performance. The researcher adapted a questionnaire from Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, & Cope (1986). The researcher used FLCAS questionnaires to identify the students' speaking anxiety. The instrument consists of 24 statements which highlight three dimensions. The research used a Likert Scale model that contained strongly disagree (1), disagree (2), agree (3), and strongly agree (4). In collecting the data, the researcher distributed the printed questionnaire to the students. It took 20 minutes to fill out the questionnaire. After that, the data was analyzed by using Microsoft Excel and SPSS 24.

Questionnaire must be valid and reliable before it is distributed to the students. The items of the questionnaire had been approved by the lecturer of the English Education Department at Universitas Brawijaya who is an expert in the speaking field. Then, the questionnaire was being tested on 30 participants. According to Perneger, et al. (2015), the sample size of 30 or more should be preferred to conduct a pretest so a reasonable power can be achieved to detect the problems. In addition, the significance value of each item must be lower than 0.05 so it can be called significance. The result of the validity from the questionnaire is stated in the table below:

Table 2.1. Validity of FLCAS

X1		X2	X3	X4	X5	X6	
TOTAL	Pearson Correlation	.681**	.755**	.669**	.617**	.653**	.866**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30

		X7	X8	X9	X10	X11	X12
TOTAL	Pearson Correlation	.584**	.500**	.627**	.716**	.699**	.569**
	Sig. (2-tailed)	.001	.005	.000	.000	.000	.001
	N	30	30	30	30	30	30
		X13	X14	X15	X16	X17	X18
TOTAL	Pearson Correlation	.572**	.677**	.757**	.623**	.608**	.741**
	Sig. (2-tailed)	.001	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30
		X19	X20	X21	X22	X23	X24
TOTAL	Pearson Correlation	.729**	.681**	.683**	.798**	.640**	.758**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30

The reliability of the items was analyzed by SPSS using Cronbach's Alpha. According to Fraenkel, et al. (2012), reliability items can be accepted if the alpha is .70 and higher. Hence, the reliability of this instrument is acceptable.

Table 2.2. Reliability Statistics of FLCAS

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.947	.948	24

Results

The Level of Students' Speaking Anxiety

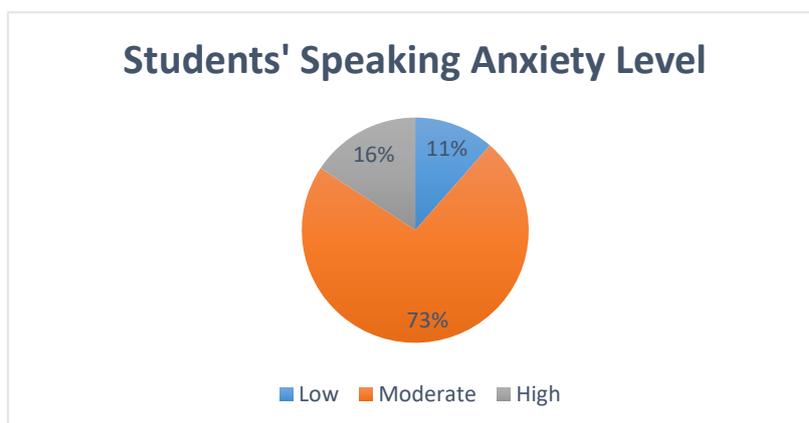


Figure 1. The Percentage of Students' Speaking Anxiety Level.

According to Yaikhong and Usaha (2012), to analyze the questionnaire response and levels of anxiety, it is suggested to multiply the questionnaire items with the five-point Likert scale and subtract it from the total items of the scale. This research used four points Likert scale to measure every item of questionnaire. There are 24 statements in questionnaire. Thus, the total multiplied scores of FLCAS was 96 and then subtracted by 24. The scores higher than 72 were categorized as high speaking anxiety level, between 72-48 as moderate speaking anxiety level, and lower than 48 as low speaking anxiety level.

Based on the graphic above, the students' speaking anxiety level is divided into three levels which are low, moderate, and high. It showed that 11% of students in SMK PGRI 3 Malang have low speaking anxiety level. The total of 8 students categorized in low anxiety with the average score was 41.8 points. The graphic also showed that 73% of students had moderate speaking anxiety level. The 51 students were classified in this level with the average score 63.1 points. In addition, there was 16% of students who classified in high speaking anxiety level. It means 11 students were identified in high anxiety with the average score was 77.6 points. In conclusion, the dominant level of speaking anxiety that the students of SMK PGRI 3 Malang experienced is at a moderate level with the percentage of 73%.

The Type of Speaking Anxiety

Horwitz et al. (1986) stated that communication apprehension, test anxiety, and fear of negative evaluation are three related performance anxieties that can interfere performance evaluation in an academic and social context. Those dimensions were expanded into 24 items which were provided in the questionnaire. A four-point Likert scale was used to get the respond from strongly agree (4), agree (3), disagree (2), and strongly disagree (1). Below are the result of the analysis and interpretation

of FLCAS response based on its dimensions.

a. Communication Apprehension

This dimension was developed into the statements in item 1, 2, 3, 4, 5, 6, 7, 8, and 9 as presented in the table 3.1. below:

Item	Statement	Mean Score
1	I never feel quite sure of myself when I am speaking in my English class	2.61
2	I worry about making mistakes in English class	2.58
3	It frightens me when I do not understand what the teacher is saying in English	2.77
4	It embarrasses me to volunteer answers in my English class	2.48
5	I would be nervous speaking English with English teacher	2.48
6	I do not feel confident when I speak in English class	2.57
7	I feel more tense and nervous in my English class than in my other classes	2.02
8	I get nervous when I do not understand every word the English teacher says	2.62
9	I feel overwhelmed by the number of rules I have to learn to speak English	2.25

Table 3.1. The Detailed Items of Communication Apprehension

The result showed that the highest mean score belongs to the item number 3 (M=2.77). From 70 students, 40 of them chose (60%) agree with the statement. It can be interpreted that most of the students are frightened when they do not understand what the English teacher is saying in English. In addition, the lowest mean score belongs to the item number 7 (M=2.02). There are 34 students (48.6%) who chose disagree with the statement. It means that the students feel more tense and nervous in their other classes instead of English class.

a. Fear of Negative Evaluation

This dimension was developed into the statements in item 10, 11, 12, 13, 14, 15, and 16 as presented in the table 3.2 below:

Item	Statement	Mean Score
10	I keep thinking that the other students are better at English than I am	2.98
11	I worry about the consequences of failing my English class	2.71
12	I get upset when I do not understand what the English teacher is correcting	2.64
13	I always feel that the other students speak English better than I do	2.82
14	I feel very self-conscious about speaking English in front of the students	2.52
15	I am afraid that the other students will laugh at me when I speak English	2.48
16	I get nervous when the English teacher asks questions which I haven't prepared in advance	3.02

Table 3.2. The Detailed Items of Fear of Negative Evaluation.

According to the table above, it is found that the highest mean score belongs to the item number 16 (M=3.02). The students mostly chose the statement by choosing agree (57.1% of the participants) and strongly agree (24.3% of the participants). It can be concluded that the students seem to get nervous when they get questions without preparing the answer first. On the other hand, the table shows that item number 15 has the lowest mean score. Most of the students (41.4% of the students) disagree with the statement. It means they do not feel worry and afraid if the other students will laugh at them when they speak in English.

a. Fear of Speaking Test

This dimension was developed into the statements in item 17, 18, 19, 20, 21, 22, 23, and 24 as presented in Table 3.3 below:

Item	Statement	Mean Score
17	I tremble when I know that I am going to be called on in English class	2.45
18	I am not usually at ease during my speaking test in my English class	2.47
19	I start to panic when I have to speak without preparation in English class	3.04
20	In speaking test, I can get so nervous I forget things I know	2.88

21	Even if I am well prepared for speaking test, I feel anxious about it	2.87
22	I can feel my heart pounding when I am going to be called on English class	2.60
23	The more I study for an English test, the more confused I get	2.44
24	I get nervous and confused when I am speaking in my English class	2.55

Table 3.3. The Detailed Items of Fear of Speaking Test.

Based on the table above, the highest mean score belongs to item number 19 (M=3.04). From 70 students, 60% of them (42 students) agree with the statement. It shows that most of the students are panic when they have to speak without any preparation in English class. Besides, the item number 23 has the lowest mean score (M=2.44). There are 42.9% of the students (30 students) who chose disagree with the statement. It can be interpreted that when they study more for an English test, they will not get confused and they can understand it.

Therefore, based on the scores calculation regarding the three dimensions (Table 3.4), it was found that communication apprehension is the most dominant type of speaking anxiety that students face in learning English (M= 22.42). The second type of speaking anxiety they face in class is Fear of Speaking Test with the Mean score (M=21.32). The last one is Fear of Negative Evaluation with the Mean score (19.21).

Table 3.4. The Detailed Items of Fear of Speaking Test.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Communication Apprehension	70	11	30	22.42	4.329
Fear of Negative Evaluation	70	8	26	19.21	3.550
Fear of Speaking Test	70	11	32	21.32	3.899

The Students' Speaking Ability in Learning English

Based on the data obtained, there were 17 students (24%) got the score between 90 to 100 (excellent), 40 students (57%) got the score between 80 to 89 (very good), and 13 students (19%) got the score between 75-79 (good). The lowest

score was 75 and the highest score was 94. It can be concluded that the students' speaking ability is categorized in a very good level. Although the students still make some errors with the pronunciation and grammar, their speaking are still understandable.

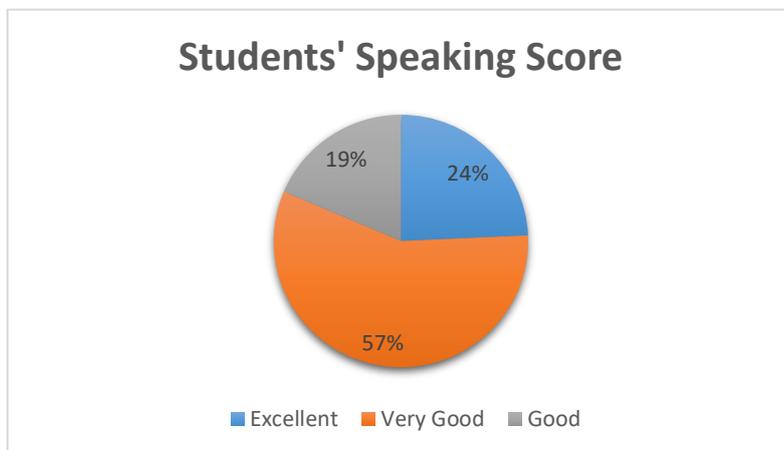


Figure 3.2. The Percentage of Students' Speaking Score

The Correlation between Students' Speaking Anxiety and Their Speaking Performance

Correlations

		Speaking Anxiety	Speaking Performances
Speaking Anxiety	Pearson Correlation	-,192	1
	Sig. (2-tailed)	,112	
	N	70	70
Speaking Performances	Pearson Correlation	1	-,192
	Sig. (2-tailed)		,112
	N	70	70

Table 3.5. The Result of Correlation Test

As seen in the table above, the r-obtained (-.192). Then, the level of probability (p) was (0.112). It means the p was higher than 0.05 ($p > 0.05$). In conclusion, there was negative correlation between students' speaking anxiety and speaking performances in learning English. Based on the correlation interpretation by

Sugiyono in Zhafar (2020), the $r = -0.192$ is in a very weak correlation with negative correlation.

Discussion

According to the data analysis above, it is found that there are four results to be explained in this section. The result revealed that there was a negative correlation between students' speaking anxiety and speaking performances in learning English which mean the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. The r -obtained was -0.192 which means that it has a very weak correlation.

Then another result is about the students' speaking anxiety level. There are 11% of the students (8 participants) who have low level, and 16% of the students (11 participants) have high level. Most of the students are having moderate speaking anxiety level which is 73% of the students (51 participants). It can be concluded that the students' speaking anxiety level is in moderate level which is not low or high. The students might be anxious in doing speaking activity, however the students can still handle it well and capable in doing the speaking activity.

On the table 3.4, it is showed that communication apprehension is the dominant speaking anxiety type that students face while doing speaking activity. Communication apprehension is an anxiety that makes people shy and afraid of communicating with other people. Petry (2016) also states that communication apprehension is the anxiety that people feel before they have to converse in group settings. The students might have trouble with oral communication and it can affect their speaking performances in English class. In addition, the highest mean score in communication apprehension dimension belongs to the item number 3. It means most of the students are afraid when they do not get what the teacher say in English.

On the other hand, the students' speaking ability is in a very good level. Most of the students got the score between 80 to 89 in their speaking performance. The grammatical and pronunciation errors are the challenges that most of the students face in speaking activity. They also tend to speak with low voice because they are shy or think about the next sentence they are going to say. However, the students' speaking ability is still understandable.

Conclusion

The purpose of this study is to find out the correlation between vocational students' speaking anxiety and speaking performances in learning English at the first grade of SMK PGRI 3 Malang. The result of this research showed that there is a very weak correlation between the X (speaking anxiety) and Y (speaking performance). This study also indicated that students' anxiety and their speaking performances have a negative correlation where the Pearson Correlation value -0.192 . It means if the students speaking anxiety goes up then the speaking ability goes down and vice versa. This study also showed the students' speaking anxiety level where the students are at the moderate level. Communication apprehension

becomes the dominant type of speaking the students face when they learn English. They are afraid and frightened when they have to communicate orally in English class. However, their speaking ability is in a very good level because their speaking are still understandable when they do speaking activity in classroom.

This research only focus to discover about the correlation of students' speaking anxiety and speaking performances in learning English. It is suggested for further studies to investigate about how to overcome students' speaking anxiety in learning English so that the students can get a better output in their speaking performance. It is also important for the next researcher to investigate a study that focus with VHS students because the studies about speaking skill of VHS students are still limited.

Acknowledgement

The writer wants to express her appreciation and gratitude to the people who always gives valuable support and contributions.

1. Dian Novita Dewi, S.Pd., M.Li. as my advisor who help and support me a lot during the process of writing this article. I highly appreciate her suggestion, patience, and advice.
2. My beloved family especially my father and mother (Waluyo, S.E. and Sartini). Thank you for the endless support although I am far from home.
3. My best friends (Luciana, Faza, Rahma, Fanny, and Nannette). Thank you so much for the time and energy to support me through my darkest days and help me conduct the research. I also would like to thank my P4 friends (Exora, Rohma, Galang, and Eric) for unforgettable memories, laughter, and love we shared at SMK PGRI 3 Malang.
4. Lastly, I would like to address my gratitude to the school principal of SMK PGRI 3 Malang, Moch. Lukman Hakim, ST,MM, the assistant principal, Mohammad Nurullah, S.T., the English teacher, Hadi Bintoro, S.S., who gave me permission and assistance during the P4 and research. It was an honor to work with them. I also thank X.PBB and X.DKVA students of SMK PGRI 3 Malang for their help and participation so that my research could be finished.

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