CHAPTER I
INTRODUCTION

A. Background of the study

Language is means of communication and also a part of culture and society. Through language, human being expresses his thought and wishes in communication. Basically, the language is tool to express an ideas, thinking, opinion and feeling. Besides that, the ability to speak a language is synonymous with knowing that language since speech is the most basic mean of human communication. It means that both of them are really important in communication. Communication enable someone else to understand what we want to tell, and this often referred to as massage. Language, sooner or later, proves to be a thorn in the flesh of all who govern, whether at national or local level.[1] Communication plays a larger role not only in his social but also in his personal behavior, feeling, and thought".

English is the best foreign language that must be learn as one of the subject in formal school in Indonesia. It is though as a local content in the elementary school and as a compulsory subjects starting from junior high school up to university. That is why English plays an important role as the first foreign language in Indonesia. It means that the government presupposes English is learned by the students' in order to be able to communicate.

There are four fundamental language skills that we have to employ in order to comprehend English. They are listening, speaking,

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[1]IlzamudinMa'mur, *MembangunBudayaLiterasiMeretasKomunikasi Global*, (Banten: IAIN Suhada Press, 2010), h.37.

reading, and writing skill, which fall into two major skill are speaking and writing and the receptive skills are reading and listening.

In this research, the writer wants to discuss about speaking skill. Speaking is one important skills that should be mastered by people who want to communicate with other. According to Jeremy Harmer, speaking is activity provide rehearsal opportunities, good speaking activities can and should be extremely engaging for the students'. And how to teach Speaking, calls speaking-as-skill, where there is a task to complete and speaking is the way to complete it.[2]

In learning spoken language, Indonesia learners might be faced with some difficulties such as lack of vocabulary, how to pronounce English word correctly, how to use a correct grammar and so on. The difficulties also can be caused by less of motivation, exposure, and opportunity, to use a second language in their society. Moreover, speaking class is one of medium for students' to practice English with their friends and teachers. But they are usually apparently unwilling to use English in the class room, especially during communicative activities. Many students' feel nervous when they are asked to speak English with their friends, speak up in front of class or when they are going to have an examination. This problem is also happened because they are afraid of making mistakes, afraid of being laughed at, and afraid if others do not understand what they are talking about. The writer sees this phenomenon as problems that should be overcome by teacher. One of them is the students' anxiety.

Anxiety is a feeling of dread, apprehension, or fear. It is accompanied by physiological arousal, manifested as increased heart

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[2] Jeremy Harmer, *How To Teach English*, (England: Longman,2007), p.123.

rate, perspiration, muscle tension, and rapid breathing. Several studies have been carried out in different contexts to show that the students' in a foreign language classroom are often anxious and that feeling in habits their performance in foreign language. As Arnold says that "anxiety might affect the content and elaboration of second language speech as well as overall fluency and grammar"[3]. Besides that, according to Krebs and Blackman, "people with generalized anxiety often become ineffective at school"[4]. It means that anxiety really influence human's academic performance. From that statement, the writer also consider that language anxiety influence much on students' speaking ability.

Beside on the description above, the writer is interested in discussing the correlation between language anxiety and student speaking ability.

B. The identification of the problem

Base on the background above, the researcher identifies some problems appear as follows ;

1. Students' have difficulties in comprehending their listening.
2. Students' have little motivation ro learn listening comprehnsion.
3. Students' have low acheivement in learning listening comprehension.
4. Teachers tend to use poor learning media in teaching listening.

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[3] Jane Arnold, *Seeing through listening comprehension exam anxiety*,(New York:Longman Inc, 2000), p .47.

[4] Roger Krebs and Dennis-Blackman, *psychology a first encounter, Harcourt Brace Jovanovich*, (New York: 2000),p.126.

5. English teachers tend to apply inappropriate teaching technique in teaching listening comprension.
6. School has lack of teaching and learning media.

C. The limitations of the Research

Based on the identification of the problem above in order to limit the scope of her study the researcher will only focus on the influence of podcast towards students' listening comprehension at the junior high school SMP N 2 KOTA SERANG. In listening lesson, the researcher presents a monolouge presenting in a podcast source in teaching and lerning process.

D. Statement of the Problem

1. How is students' anxiety at second grade Junior High School of SMPN 2 KOTA SERANG
2. How is students' speaking ability at second grade Junior High School of SMPN 2 KOTA SERANG
3. How is the correlation of language anxiety any students' speaking ability at second grade Junior High School of SMPN 2 KOTA SERANG

E. The Aim of the Research

1. To know students' anxiety at second grade Junior High School of SMPN 2 KOTA SERANG
2. To know students' speaking ability at second grade Junior High School of SMPN 2 KOTA SERANG

3. To find out the correlation of language anxiety and students' speaking ability at second grade Junior High School of SMPN 2 KOTA SERANG

F. Assumption

Bassed on the description above, the researcher proposes some assumtions, they are; the technique used by teacher will influence the students' listening comprehension. Teaching listening by using podcast is more effective if it used to teach listening and podcast will give influence towards students' listening comprehension.

G. Hypothesis

Ha: There is an influence of language anxiety on students' speaking ability at second grade Junior High School Of SMPN 2 KOTA SERANG.

Ho: There isn't any influance of language anxieties on students' speaking ability at second grade Junior High School Of SMPN 2 KOTA SERANG.

A. Research Methodology

In conducting the research, the writer applies the correlation method with Ex Post Fasto Design. The design is:

X → Y

X: Students'' language anxiety

Y: Students'' speaking ability

I. The Advanteges of the Research

The results of the study are expected to be beneficial not only theoretically but also practically. The findings of the research are expected to be benefical for :

1. Students'

   The processes of teaching (in this case teaching listening) are expected to be effective ways for students' to improve their motivation in listening section. Thus, these are expected to improve students' listening comprehension though podcast.

2. Teachers

   This study will hopefully be beneficial for English teacher in adopting the ways in teaching listening. It is also expected to contribute to the teacher profession since this study will also investigate students' responses towards the activities done for developing their listening in English.

3. Researcher

   This study wrinter can help the researcher in finding the solution to increase the students' listening comprehension. In this research the researcher tries to implement podcast to make herself knowledgeable and creative in teaching listening.

CHAPTER II
THEORETICAL FRAMEWORK

A. The Nature of language anxiety

1. The definitions of anxiety

The word anxiety has a special meaning in psychology. Anxiety deals with a feeling of dread, especially about what might happen. But anxiety lacks the specific object on which fear focuses. Terri Dixon states: Anxiety is a feeling of dread, apprehension, or fear. It is accompanied by physiological arousal, manifested as increased heart rate, perspiration, muscle tension, and rapid breathing. Anxiety also affects cognition, throwing the individual into a state of confusion and making it difficult to think clearly or to solve problems.[5] Richard G Warga states: Anxiety is fear like emotion about an ill-defined something. It is an emotion of dread anticipation that acts as a stressor. It represents an internal conflict and is forward looking; that is, anxiety is usually the dread of something that is going to happen.[6] Davidoff also states that anxiety is an emotion characterized by unpleasant subjective feelings of anticipated danger, tension, and distress and attended by sympathetic nervous system[7]

Moreover, according to coleman, "anxiety is used to describe a response to danger or threat that is less clearly perceived". On the other

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[5]Terry Dixon, *understanding Anxiety, Help For, New York, 2002. P.9*

[6] Richard G Warga, Personal Awarness (3rded) Houghton Mifflin Company, Boston 1983. P.110-111

[7] Linda L Davidoff, Introduction to Psychology, McGraw-Hill Book Company, New York 1976. P.314

hand, McNamara states that anxiety a compasses feelings of apprehension and fear, physiological symptoms such as increased heart rate, tremors, dizziness, escape and avoidance behavior, and negative thoughts.[8]

Based on the definitions above, it is concluded that anxiety is a feeling of dread, apprehension, or fear of something that is going to happen that less clearly perceived and it really influence on human cognition that can make human difficult to think clearly. In addition, it is also considered that anxiety can also affect human social life and their learning process. In relation to the definition of anxiety, it can be concluded that language anxiety is a feeling of dread, apprehension, or fear of something that is going to happen in using a language especially a foreign language.

2. The causes of anxiety

There are so many sources and factors that caused anxiety such as the different social life, social stress, environment factors, and the way people are thinking. As Davodoff says that: Different psychologists emphasize different sources of anxiety. All these sources-Objective dangers, the anticipation of punishment for the violation of moral laws or the expression of taboo drives, the pairing of a neutral stimulus with an anxiety Probably have the potential to arouse the emotional state we call anxiety.[9]Moreover, Kerbs and Blackman also state: Several factors may be implicated in the determination of anxiety disorders. There may be genetic differences in nervous-system

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[8]Edie McNamara, *Positive Pupil Management and Motivation, David Fulton Publisher*, London, 2000. P. 103

[9]Linda Davidoff, *introduction to Psychology, McGraw-Hill Book Company*, New York, 2006.P.316.

responsiveness that make people unusually vulnerable to anxietyearly childhood experiences may create conflicts that dispose people toward anxiety. As people develop, they may undergo learning experiences that induce fears. Period of social stress may elevate people's levels of anxiety. The way people think about themselves and their environment may affect the way they feel. Singly, or in combination, these factors may lead to the development of an anxiety disorder.[10]

Based on the description above, it can be concluded that every human may have different sources of anxiety. It is depend on their psychologists, genetic, experience, social stress, the way they are thinking, and what they are faced during their life.

3. Dimensions and indicators of anxiety

McNamara mentions three dimensions of anxiety, they are:

A. Maladaptive behaviors.

   The most common reaction to anxiety is avoidance or escape. However anxiety can also result in disrupted learning or memory, and in behaviors such as stuttering, hyperactivity and repetitive behaviors.

B. Physical symptoms

   These are wide ranging and can include stomach-aches, nausea, headaches, palpitations, muscular tension and hot flushes.

C. Worrying thoughts

   Worrying thoughts often contribute to anticipatory anxiety.[11]

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[10]Roger Krebs and Dennis-Blackman, *psychology a first encounter, Harcourt Brace Jovanovich, New York, 2000* P. 120

[11]Edie McNamara, *Positive Pupil Management and Motivation, David Fulton Publisher,* London, 2000. P. 105

From the description above, it can be concluded that the dimensions and the indicator of anxiety there is three they are maladaptive behavior, physical symptoms and the last one is worrying thoughts

4. Symptom of Anxiety

They are several type of anxiety symptom such as affective, cognitive, motivational, interpersonal, physical and also motor symptom that might affect our behaviors. As Krebs and Blackman describe it as follow:

Tabel 2.1

Symptom of Anxiety

Type of symptom	Maladaptive Behaviors
Affective	Experience of “hyperness” dread, fear, irritability, subjective, discomfort, depression
Cognitive	Sense that something bad will happen, lack of sense of control, negative belief about self, expection of negative evaluation from other, inability to concentrate
Motivational	Avoidance, reduction of anxiety
Interpersional	Problems in social relation common, deficits in social skills, avoidance of social occasions
Physical	Inadequate or excessive eating, insomnia, reduction in sexual desire, use of drugs

	(including alcohol), high level of sympathetic arousal
Motor	Stiffness of posture, scratching and rubbing of parts of the body, pacing, trembling, handwringing. [12]

It is clear that anxiety really influence human behaviors. So that, its no doubt that an anxious person will worse either in their social life, their academic performance or their socialization with their environmentally than people who doesn't anxiety.

5. Anxiety and learning

The relationship between anxiety and learning, Davidoff says: People who describe themselves as high anxious generally perform better on simple learning tasks than people who report low anxiety. On complex learning task the situations is reversed: people who report high anxiety typically do worse than those who report low anxiety.[13]

Based on the descriptions above, it can be concluded that anxiety affect human academic performance.Turns out to be very complicated. Anxious students' have long claimed that anxiety can disrupt their learning and keep them from preparing properly for exams. During exams such students often report knowing the right answers, but blocking or chocking up and being unable to reproduce them.

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[12]Roger Krebs and Dennis-Blackman, *psychology a first encounter, Harcourt Brace Jovanovich, New York, 2000* P. 702

[13]Linda Davidoff, *introduction to Psychology, McGraw-Hill Book Company*, New York, 2006.P.316.

B. Speaking Skill

1. The nature of speaking

Speaking is the most important skill that we have to master in order to be able to communicate with others, because through speaking we can express our ideas and wishes to other people. Nunan states, "to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language"[14]. Moreover, according to Bannett, "require better than average speaking skill as part of their success quotient". It means that speaking is really important in communications.[15]

Carter and Nunan state that speaking is typically reciprocal. Any interlocutors are normally all able to contribute simultaneously to the discourse and to respond immediately to each other's contributions[16]. Furthermore, they also state that speaking is physically situated face to face interaction. Usually speakers can see each other and so can refer to the physical context and use a number of physical signals to indicate, for instance attentions to the interaction, their intention to contribute and their attitude towards what is being said.In speaking, people do not only say the words spontaneously but also they have to know about the component of speaking such as grammar,

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[14]David Nunan, *Language Teaching Methodology*, Prentice Hall International, Sydney,1991, P.16.

[15] Michael J Baennet, *Four Powers of Communication*, McGraw Hill Inc, New York, 1991. P. 97.

[16] David Nunan& Ronald Carter, The Cambridge Guide to Teaching English to Speakers of other languages, Cambridge University Press, United Kingdom, 2001.P.16.

vocabulary, pronunciation, fluency, and comprehension. So, their partners understand what they are talking about. Although speaking is a complex skill, people can speak well if they practice it regularly wherever and whenever they have time in our daily activity. Bygate in Nunansuggested that oral interaction can be characterized in term of routines.[17]

Based on the definitions above, it is concluded that speaking is the most important skill in communications because through speaking people can interact and also express their idea, wishes, opinion, feeling, and also their through with other people. Moreover, speaking is also the most important aspect of learning a second or foreign language. So, it is clear that speaking is the most important skill that we have to master in order to be able to communicate with other people.

2. The purpose of speaking

Speaking as meaningful interaction between people, the purpose of speaking are:

1) Giving and asking for factual information, e.g. describing, reporting etc.
2) Asking expressing and asking about attitudes, e.g. agreement/disagreement,
3) Knowledge/ignorance, ability, permission;
4) Suasion, e.g. suggesting, requesting, warning;
5) Socializing, e.g. attracting attention, addressing, greeting, introducing;

[17] Ibid P.40

6) Structuring discourse, e.g. opening, summarizing, changing the theme, closing;
7) Communication repair, e.g. signaling non-understanding, appealing for assistance, paraphrasing.[18]

So, it is obvious that speaking is the most important skill in communications. That is to achieve oral communication in order to be able to convey the messages to the others.

3. Basic types of speaking

Brown mentioned five basic types of speaking, they are:

a. Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.
b. Intensive. A second type of speaking frequently employed in assessment contexts is the productions of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. Such as reading aloud, sentence and dialogue completion.
c. Responsive. Interaction and comprehension at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like.
d. Interactive. The differences between responsive and interactive speaking are in the length and complexity of the interaction, which sometime includes multiple participants.
e. Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the

[18]Sari, Luoma, *Assessing Speaking*, Cambridge, New York, 2004. P. 33-34

opportunity for oral interaction from listeners is either highly limited or ruled out altogether.[19]

Based on the definitions above, it is concluded that type of speaking divided into many kinds it is very important to know what types the students anxiety when they are speak or practice with them skill in communications. Moreover, speaking is also the most important aspect of learning a second or foreign language. So, it is clear that speaking is the most important skill that we have to master in order to be able to communicate with other people.

C. The influence of Anxiety on Speaking Ability

The anxious students are usually have some difficulties in their learning process, because most of them who have a high anxiety often have a worse academic performance that students who have low anxiety. It describes that anxiety really influence student's academic performance. Krebs and Blackman say that people with generalized anxiety often become ineffective at school[20]. Furthermore, according to Gaudry and Speilberger , "…anxiety measure was negatively correlated with four performance measures: vocabulary, reading comprehension, mechanical arithmetic, and problem arithmetic"[21]. Moreover, according to Arnold, "anxiety might affect the content and elaboration of second language speech as well as overall fluency and grammar"[22].

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[19]H. Dauglas Brown, *Language Assesment, Principles and Classroom Practice*, Person Educational, Inc, San Francisco, 2004. P.141

[20] Denis Blackman & Roger Kerbs, Psychology a First Enounter, Harcourt Brace Jovanovich, Inc, New York, 1988. P.704.

[21] Eric and Spielberger, D, C. Charles Gaudry, Anxiety and Educational Achievement, JhonWiley&Sons Australasia Pty LTd, Sydney, 1971. P.35

[22] Jane Arnold, *Seeing Through listening comprehension exam anxiety(TESOL QuartelyVol 34. No 4), Longman Inc, New York, 2000. P. 177*

From those statements, It means that anxiety influence much on human academic performance and no doubt that anxiety affect human academic performance and also influence much on human's speaking ability.

CHAPTER III
RESEARCH METHODOLOGY

A. Research time and site

The writer conducted this research on March 11th until 15th, 2016 to at second grade Junior High School of SMPN 2 KOTA SERANG , the location at Jl. RSU. No. 5 Kel. Kota Baru Kec. Serang Prov. Banten

B. Population and Sample

The population of the research is the second grade students' of SMPN 2 KOTA SERANG as many as 1032 students'. The writer uses proportional random sampling technique and only takes 20% sample from the population as suggested by Arikunto that if the number of respondents is more than 100, the sample can be taken 10-15% or 20-25[23], the writer only take from class Nine B the total is 22 students' as the sample.

C. Research Procedure

In this research, the correlation method is used to investigate the correlation between two variables: language anxiety as independent variable and students' speaking ability as dependent variable. Additionally, ordinal scale is used to measure both language anxiety and students' speaking ability test. Then, Ex Post Facto Design is used

[23]SuharsimiArikunto, *Prosedur penelitian Satu Pendekatan Praktik (EdisiRevisi VI),* (Jakarta: PT. Rineka Cipta, 2006), p.61.

to answer the question if there is a influence of language anxiety on students' speaking ability.

The design is:

X ⟶ Y

X: Students' language anxiety

Y: Students' speaking ability

To find out the correlation coefficient value (rxy), the writer uses Pearson Product formula because to involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables

The formula is:

$$r_{xy} = \frac{N\Sigma xy_{-(\sum x)}(\sum y)}{\sqrt{(N\Sigma x^2 - (\sum x)^2(N\Sigma y^2 - (\Sigma y)^{2)}}}$$

There are two instruments which are used to get a data conducted with the variable, they are questionnaire and speaking test. In the questionnaire, the students' are asked to answer all questions by giving checklist (√) to the option given. Then, in speaking test, they are asked to retell about a story.

The questionnaire consists of 30 items and each item has five choices. It concerns about the foreign language anxiety. The item are divided into two, the positive and negative statement. The questioner is made based on the indicator bellow:

D. The Anxiety indicator questioner

Tabel 3.1

The Anxiety indicator questioner

Dimensions	Indicators
Maladaptive behaviors	Stuttering, sleeplessness, hyperactivity, repetitive behaviors, nervousness, dread, subjective discomfort, and depression
Physical symptoms	Stomach-aches, nausea, headaches, muscular tension, hot flushes, increases, heart rate, perspiration, rapid breathing, and tremors.
Worrying thought	Difficult to think clearly, negative beliefs about self, expectation, of negative evaluation from other, inability, to concentrate. [24]

To find out the students' language anxiety, the students' are given questionnaire. Then, to measure the questionnaire, like scale is used as measurement scale. There are five options for each item in the questionnaire. They are Strongly Agree (SA) Agree (A), Hesitant (H), Disagree (D), and strongly Disagree (SD). Each choice has a point. The description below are the range point of the questionnaire for each optional:

[24]Horwitz B Michel, *Foreign Language Classroom Anxiety*, (New York: Blackwell Publishing on behalf of national federation of modern language teacher assocation, 1986), p.129.

E. The Anxiety indicator questioner

Tabel 3.2

Anxiety Measurement Scale

Optional	Positive questions	Negative questions
SA	1	5
A	2	4
H	3	3
D	4	2
SD	5	1[25]

To get the total score for every students', the score is calculated according to the students' answer. Since there is no reference of interpretation score, the writer makes own interpretation about the score. The students' who get score 30-90 will be grouped as students' with low language anxiety and the students' who get score 91-150 will be grouped as students' with high language anxiety. The interpretation is made based on 30 items X 5 point = 150, so 150 is the highest point, the lowest point is 30, and the middle score is 90.

F. Test of spoken English (TSE)

Tabel 3.3

Test of spoken English (TSE)

Rating scale is used to measure the students' speaking ability

60	**Communication almost always effective: task performed very competently; speech almost never marked by non-native characteristics** Function performed clearly and effectively Appropriate response to audience/ situation Coherent, with effective use of cohesive devices Almost always accurate pronunciation, grammar, fluency and vocabulary

[25] Ibid. p.130

50	**Communication generally effective: task performed competently, successful use of compensatory strategies; speech sometimes marked by non-native characteristics** Function performed clearly and effectively Generally appropriate response to audience/ situation Coherent, with effective use of cohesive devices Generally always accurate pronunciation, grammar, fluency and vocabulary
40	**Communication somewhat effective: task performed somewhat, some successful use of compensatory strategies; speech regularly marked by non-native characteristics** Functions performed somewhat and ineffectively Somewhat appropriate response to audience/ situation Somewhat coherent, with effective use of cohesive devices Somewhat accurate pronunciation, grammar, fluency and vocabulary
30	**Communication generally effective: task performed somewhat, some successful use of compensatory strategies; speech regularly marked by non-native characteristics** Function performed somewhat and ineffectively Generally inappropriate response to audience/ situation Generally incoherent, with effective use of cohesive devices Generally inaccurate pronunciation, grammar, fluency and vocabulary
20	**No effective communication: no evidence of ability to perform task, no effective use of compensatory strategies; speech almost always marked by non-native characteristics** No evidence that functions were performed Incoherent, with no use of cohesive devices No evidence of ability to respond appropriately to audience/ situation almost always inaccurate pronunciation, grammar, fluency, and vocabulary.[26]

The following are steps to conduct the research and calculate the data. First of all, the questionnaire is calibrated to find out its

[26]H. Dauglas Brown, *Language Assesment, Principles and Classroom Practice*, Person Educational, Inc, San Francisco, 2004. P.141

validity and reliability. Internal consistency technique is used for reliability test. The steps are as follows:

1. The answer from the sample is divided into two groups; they are upper group and lower group, according to the total score.
2. Find out the discrimination index by using t-test formula

$$t = \frac{\overleftarrow{X_A} - \overleftarrow{X_B}}{S_{AB}\sqrt{\frac{1}{N_A} + \frac{1}{N_A}}}$$

t = Score

$\overleftarrow{X_A}$ = Average score of upper group

$\overleftarrow{X_B}$ = Average score of lower group

S_{AB} = Varian score of upper group and lower group

N_A = Number of upper group respondent

N_B = Number of lower group respondent

3. To find reliability test, split half method is used with the Sperman Brown technique, as follows:

a. The sum score of odd number and even number of the questionnaire are calculated. After that, it is calculated using Person Product formula to find out the correlations coefficient value. The formula is:

$$r_{xy} = \frac{N\Sigma xy_{-(\sum x)}(\sum y)}{\sqrt{(N\Sigma x^2 - (\sum x)^2(N\Sigma y^2 - (\Sigma y)^{2)}}}$$

$Note$

r_{xy} = Correlation coefficient

$\sum X$ = The sum of the raw X scores

$\sum X$ = The sum of raw Y scores

$\sum XY$ = The sum of the product of each X multiplied by each Y

$\sum X^2$ = the sum of squares of each X score

$\sum Y^2$ = the sum of squares of each Y score

N = Number of respondent

b. To calculate the reliability test, it used Sperman Brown technique the formula is as follow:

$$r = \frac{2 \text{ x } r_{xy}}{1 + r_{xy}}$$

If the result of validity test of questionnaire shows the observed –t is higher than t- table, it can be said that the questionnaire is valid. Moreover, if the result of reliability test of questionnaire shows the observed –r is higher than r-table, it can be said that the questionnaire is reliable.

After that, the questionnaire is given to the students'. Then, their speaking ability is tasted. The data obtained from the research will be analyzed using Person Product Moment correlation with 0,05 level of significance.

There are some steps to calculate the data. First, the students' language anxiety and speaking ability are scored. Second, it is calculated range, mean, standard deviation, and the degree of freedom. Then, the data is analyzed using Pearson Product Moment Correlation. The formula is:

$$r_{xy} = \frac{N\Sigma xy_{-(\sum x)}(\sum y)}{\sqrt{(N\Sigma x^2 - (\sum x)^2(N\Sigma y^2 - (\Sigma y)^{2)}}}$$

r_{xy} = Correlation coefficient

$\sum X$ = The sum of the raw X scores

$\sum X$ = The sum of raw Y scores

$\sum XY$ = The sum of the product of each X multiplied by each Y

$\sum X^2$ = the sum of squares of each X score

$\sum Y^2$ = the sum of squares of each Y score

N = Number of respondent

Score of observed –r would be compared to r- score listed on the table of r. if the result shows that observed –r is higher than table –r, it indicates that null hypothesis is rejected and research hypothesis is accepted. It means that there is a negative correlation between language anxiety and students' speaking ability.

CHAPTER IV
DESCRIPTION AND ANALYSIS DATA

A. Description Of the data

In this chapter, the writer would like to present the description of the data obtained. The population of this study was the second grade students' of SMP NEGERI 2 KOTA SERANG about as 671 students'. The writer uses proportional random sampling technique and only takes 20% sample from the population as suggested by Arikunto that if the number of respondents is more than 100, the sample can be taken 10-15% or 20-25[27], the writer only take from class Nine B which the total is 30 students' as the sample.

Description in this chapter is divided into three parts, as follows:

1. The first part shows the description of the data, this part has an aim to present the students' language anxiety scores after receiving the instrument.
2. After getting the score of students' language anxiety, speaking test was given to the respondent to measure their speaking ability, based on TSE (Test of Spoken English).

The following are steps to conduct the research and calculate the data. First of all, the questionnaire is calibrated to find out its validity and reliability. Internal consistency technique is used for reliability test. The steps are as follows:

[27]SuharsimiArikunto, *Prosedur Penelitian Satu Pendekatan Praktik (EdisiRevisi VI),* (Jakarta: PT. RinekaCipta, 2006), p.61.

4. The answer from the sample is divided into two groups; they are upper group and lower group, according to the total score.
5. Find out the discrimination index by using t-test formula

$$t = \frac{\overleftarrow{X_A} - \overleftarrow{X_B}}{S_{AB}\sqrt{\frac{1}{N_A} + \frac{1}{N_A}}}$$

t = Score

$\overleftarrow{X_A}$ = Average score of upper group

$\overleftarrow{X_B}$ = Average score of lower group

S_{AB} = Varian score of upper group and lower group

N_A = Number of upper group respondent

N_B = Number of lower group respondent

6. To find reliability test, split half method is used with the Sperman Brown technique, as follows:
   c. The sum score of odd number and even number of the questionnaire are calculated. After that, it is calculated using Person Product formula to find out the correlations coefficient value.

   The formula is:

$$r_{xy} = \frac{N\Sigma xy_{-(\sum x)}(\sum y)}{\sqrt{(N\Sigma x^2 - (\sum x)^2(N\Sigma y^2 - (\Sigma y)^{2)}}}$$

d. To calculate the reliability test, it used Sperman Brown technique which the formula is as follow:

$$r = \frac{2 \text{ x } r_{xy}}{1 + r_{xy}}$$

If the result of validity test of questionnaire shows the observed –t is higher than t- table, it can be said that the questionnaire is valid. Moreover, if the result of reliability test of questionnaire shows the observed –r is higher than r-table, it can be said that the questionnaire is reliable.

After that, the questionnaire is given to the students'. Then, their speaking ability is tasted. The data obtained from the research will be analyzed using Person Product Moment correlation with 0,05 level of significance.

There are some steps to calculate the data. First, the students' language anxiety and speaking ability are scored. Second, it is calculated range, mean, standard deviation, and the degree of freedom. Then, the data is analyzed using Pearson Product Moment Correlation.

The formula is:

$$r_{xy} = \frac{N\Sigma xy_{-(\sum x)}(\sum y)}{\sqrt{(N\Sigma x^2 - (\sum x)^2(N\Sigma y^2 - (\Sigma y)^{2)}}}$$

r_{xy} = Correlation coefficient

$\sum X$ = The sum of the raw X scores

$\sum X$ = The sum of raw Y scores

$\sum XY$ = The sum of the product of each X multiplied by each Y

$\sum X^2$ = the sum of squares of each X score

$\sum Y^2$ = the sum of squares of each Y score

N = Number of respondent

Score of observed –r would be compared to r- score listed on the table of r. if the result shows that observed –r is higher than table –r, it indicates that null hypothesis is rejected and research hypothesis is accepted. It means that there is a negative correlation between language anxiety and students' speaking ability.

B. Research Finding

In collecting the data, the writer used from the result of the questionnaire given about students' language anxiety, the result of the questionnaire about students' language anxiety are shown on table 1.1

Table 1.1.
The Result score of calibrating questionnaire (Variable X)

N	No Item																														Sum
	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	
1	2	3	3	4	2	3	2	1	4	1	4	2	2	4	2	4	5	1	3	2	2	1	1	4	3	3	3	5	3	4	83
2	3	4	2	3	2	4	3	4	4	4	2	3	5	4	5	5	1	4	5	5	5	3	5	5	4	4	5	3	5	4	115
3	4	4	2	4	2	3	4	1	4	3	4	3	4	3	3	4	3	4	4	4	3	4	3	3	3	4	3	2	4	4	100
4	5	4	4	5	4	2	4	4	5	4	4	2	4	2	4	4	5	4	5	2	1	1	2	2	3	4	4	2	4	5	105
5	2	3	1	1	1	2	1	3	4	4	1	3	3	3	2	2	3	1	1	2	3	2	1	3	4	4	3	2	2	1	68
6	2	2	4	4	2	1	3	3	1	2	2	1	2	1	2	2	2	2	2	4	4	2	2	4	3	4	4	2	2	3	74
7	2	4	3	5	3	3	4	3	4	2	5	4	4	2	4	3	4	3	4	3	4	5	4	5	4	5	4	3	4	5	112
8	3	3	4	4	2	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	115
9	1	1	4	3	2	3	3	4	1	3	4	2	2	2	2	5	4	3	2	2	2	2	2	3	3	2	2	3	3	3	78
10	2	2	3	4	3	3	2	1	2	4	2	2	4	2	2	2	1	2	3	3	3	3	4	3	3	2	3	3	2	3	78
11	2	5	4	4	2	4	2	3	1	4	4	5	4	2	2	3	3	3	4	1	1	4	2	3	3	4	3	3	4	4	93
12	2	2	4	1	2	1	1	3	4	2	1	2	1	3	3	2	2	2	2	3	3	3	3	2	2	2	2	2	2	3	67
13	3	3	4	4	5	4	5	4	5	3	5	2	5	5	4	5	3	4	5	2	3	5	5	4	5	3	3	3	1	5	117
14	5	4	5	4	4	5	4	4	4	4	4	4	4	5	4	5	4	4	5	4	4	5	4	4	5	4	5	4	4	5	130
15	4	4	3	3	3	3	4	3	4	3	5	3	4	2	5	3	5	3	4	3	3	3	2	5	4	5	3	3	3	3	105
16	3	2	1	1	1	2	2	2	1	2	1	3	3	1	2	1	2	3	4	4	1	1	1	4	4	3	5	1	2	1	64
17	3	3	3	4	5	3	4	3	2	4	5	5	4	4	5	4	4	3	5	4	4	4	2	5	4	2	2	4	3	2	109
18	4	2	2	3	5	1	3	5	4	2	1	2	5	3	5	4	3	2	5	1	5	1	1	5	4	5	5	5	3	5	101
19	3	2	2	2	1	3	4	3	5	1	2	4	5	1	5	5	3	1	3	3	3	4	2	2	4	2	2	4	3	4	88
20	1	4	1	3	1	1	3	1	4	2	5	2	5	4	5	5	5	3	5	3	5	2	4	3	3	5	4	1	4	3	97
21	2	3	3	5	4	4	3	3	4	3	5	5	4	5	4	3	4	5	3	3	4	5	3	5	3	3	2	5	4	5	114
22	4	4	2	2	2	3	4	3	1	2	3	4	5	2	2	3	4	3	4	4	2	3	2	2	3	3	3	3	4	4	90
	62	68	64	73	58	62	69	64	72	63	73	67	83	64	76	78	74	64	82	66	69	67	59	80	78	77	74	67	70	80	

From the result it was found that there was 60 % of the respondent had score between 91-150 and the rest of it or about 40 % of the respondent had score between 30-90. Based on the interpretation score the questionnaire, the students who get score 30-90 will be grouped as student with low language anxiety and students who get score 91-150 will be grouped as students with high language anxiety. So, it be concluded that there was 60% (13 respondents) had high language anxiety and 40 % (9 respondents) had low language anxiety. The data are shown on table 1.2.

After getting the score of students' speaking ability, speaking test was given to the respondent to measure their speaking ability. Based on TSE (Test of Spoken English rating scale, the highest score of this test is 60 and the lowest score is 20.from the result of the test, the average score of this test was 34.54. there was 50% (11 respondents) of the respondent got score higher than the average and 50% (11 respondents) of the respondent got score under the average.The data are shown on table 1.2

Table 4.1.

The Result score of calibrtaing of speaking test Varialble Y

N	P	R	M	S	Sum
1	10	10	10	10	40
2	10	10	10	10	40
3	10	20	10	10	50
4	10	10	10	20	50
5	10	10	10	10	40
6	5	10	10	5	30
7	10	10	10	10	40
8	5	10	10	5	30
9	5	10	10	5	30
10	10	10	10	10	40
11	10	5	10	5	30
12	10	10	10	20	50
13	10	10	10	10	40
14	5	10	5	10	30
15	10	10	10	10	40
16	10	10	10	10	40
17	5	10	5	10	30
18	5	5	5	5	20
19	5	5	5	5	20
20	5	10	10	5	30
21	5	5	5	5	20
22	5	5	5	5	20

Note:

N : Number of respondent
P : Performance
R : Respond
M : Media
S : Speaking

The compiled data were analyzed to find out the correlation between language anxiety and students' speaking ability. They are several steps in analyzing the data:

1. Collecting and data calculating the interval data

Table 4.2

R	X	Y	X^2	Y^2	XY
1	64	40	4096	1600	2560
2	67	40	4489	1600	2680
3	68	50	4624	2500	3400
4	74	50	5476	2500	3700
5	78	40	6084	1600	3120
6	78	30	6084	900	2340
7	88	40	7744	1600	3520
8	83	30	6889	900	2490
9	90	30	8100	900	2700
10	93	40	8649	1600	3720
11	97	30	9409	900	2910
12	100	50	10000	2500	5000
13	101	40	10201	1600	4040
14	105	30	11025	900	3150
15	105	40	11025	1600	4200
16	109	40	11881	1600	4360
17	112	30	12544	900	3360
18	114	20	12996	400	2280
19	115	20	13225	400	2300
20	115	30	13225	900	3450
21	117	20	13689	400	2340
22	130	20	16900	400	2600
	2103	760	208355	28200	70220

C. Calculating the range

Rx = Hsx – Lsx

Rx = 130-64

Rx = 66

Ry = Hsy- Lsy

Ry = 50-20

Ry = 30

Note:

Rx = Range variable x

Ry = Range variable y

Hsx = High score of variable x

Hsy = High score of variable y

Lsx = Low score of variable x

Lsy = Low score of variable y

D. Calculating the mean

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{2103}{22} = \frac{760}{22}$$

$$= 95.59$$

$$\overline{Y} = \frac{\sum X}{N}$$

$$= 34.54$$

The mean of variable X is 95.59 and standard deviation of variable Y is 34.54

E. Calculating standard deviation

$$Sx = \sqrt{\frac{\sum X^2}{N}}$$

$$Sx = \sqrt{\frac{208355}{22}}$$

$$Sx = \sqrt{9470.68}$$

$$Sx = 97.31$$

$$Sy = \sqrt{\frac{\sum y^2}{N}}$$

$$Sy = \sqrt{\frac{28200}{22}}$$

$$Sy = \sqrt{1281.81}$$

$$Sy = 35.80$$

5. Calculating the degree of freedom

df = N – 2

= 22-2

= 20

Notes:

df = Degree of freedom

N = Number of respondent

6. Calculating the correlation coefficient

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

$$r_{xy} = \frac{22\ (70220) - (2103)(760)}{\sqrt{\{22(208355) - (2103)^2\}\{22(28200) - (760)^2\}}}$$

$$r_{xy} = \frac{1544840 - 1598280}{\sqrt{(4583810 - 4422609)(620400 - 577600)}}$$

$$r_{xy} = \frac{-\ 53440}{\sqrt{(161201)(42800)}}$$

$$r_{xy} = \frac{-\ 53440}{83062.6438}$$

$$r_{xy} = -0.643$$

From the calculation above, the correlation coefficient is – 0.643. Based on Arikunto's interpretation, it shows that there is a quite high negative correlation between variable X and variable Y. it is the correlation between language anxiety and students' speaking ability.

The interpretation of correlation coefficient r_{xy}

Table 4.3

Value of r Product Moment	Interpretation
0.800 – 1.00	High
0.600 – 0.800	Quite high
0.400 – 0.600	Rather low
0.200 – 0. 400	Low
0.00	Very low/no correlation[28]

Based on the data analysis, it was found that the correlation coefficient value$r_{xy=-0.643}$. it show that there is quite high negative correlation between language anxiety and students' speaking ability. This interpretation is based on table 1.2. Besides, in relation to the table of critical value from Pearson Product Moment on the significant level at 0.005 = 0.423 and at 0.01 = 0.537, the correlation coefficient is significant as the value of r_{xy} is higher than both significant level. So, the hypothesis of the research is accepted and null hypothesis is rejected. It means that student who have high language anxiety obtain lower score in speaking ability than those who have low language anxiety score.

[28]Ibid P. 37

To know the presentation of correlation between language anxiety and students' speaking ability the writer calculated with coefficient determination, the formula is:

c.d $= r^2 \; x \; 100 \; \%$

$= -0.643^2$

= 0.413449 x 100 %

= 41.35 %

From the result above, the negative correlation between language anxiety and student speaking ability is 41.35 %. It means the rest 58.65 % is effected by other factor should be observed.

Validity Test

Table 4.4

N	X_A	X_Y	X_{A^2}	X_{B^2}
1	130	74	16900	5476
2	101	88	10201	7744
3	93	90	8649	8100
	324	252	35750	21320

Notes

X_A = the score of upper group

X_B = the score of lower group

N = Number of responden

2. Calculating the mean

$\overline{X_A} = \frac{\sum X_A}{N}$ $\overline{X_B} = \frac{\sum X_B}{N}$

$= \frac{324}{3}$ $= \frac{252}{3}$

$= 108$ $= 84$

The mean of upper group is 108 and the maen of lower group is 84

Notes:

$\overline{X_A}$ = average of upper group

X_B= average score of lower group

3. Calculating the varian

$S_A = \sqrt{\frac{\sum \left(X_{A-X_A}\right)2}{N}}$ $S_B = \sqrt{\frac{\sum \left(X_{B-X_B}\right)2}{N}}$

$S_{A=} \sqrt{\frac{758}{3}}$ $S_{A=} \sqrt{\frac{1880}{3}}$

$S_{A=15.89}$ $S_{A=25.03}$

$$S_{AB} = \sqrt{\frac{(N_A - 1)S_{A^2} + (N_B - 1)S_{B^2}}{(N_A + N_B) - 2}}$$

$$S_{AB} = \sqrt{\frac{(3-1)\ 252.4921 + (3-1)\ 626.5009}{(3+3) - 2}}$$

$$S_{AB} = \sqrt{\frac{504.9842 + 1253.0018}{4}}$$

$$S_{AB} = 2.1$$

Notes:

S_A : Varian of upper group

s_B : Varian of lower group

s_{AB} : The complex variant of upper group and lower group

N_A : Number of upper group respondent

N_B : Number of lower group respondent

4. Calculating the validity using t-test formula

$$t = \frac{\overline{X_A} - \overline{X_B}}{S_{AB}\sqrt{\frac{1}{N_A} + \frac{1}{N_B}}}$$

$$t = \frac{108 - 84}{2.1\sqrt{\frac{1}{3} + \frac{1}{3}}}$$

$$t = \frac{24}{2.1\ (0.816)}$$

t = 14.00

5. Calculating the degree of freedom

df = NA + NB -2

= 3+3-2 = 4

The result of calculation shows that observed –t > t-table = 14.00 > 2.123 at 0.05 level of significant with df = 4. It means that the questionnaire is valid

Reliability test

1. Collecting and calculating the interval data

Table 4.5

N	X	Y	X^2	Y	Y.X
1	33	31	1089	961	1023
2	32	36	1024	1296	1152
3	37	37	1369	1369	1369
4	47	41	2209	1681	1927
5	45	45	2025	2025	2025
6	55	42	3025	1764	2310
7	55	46	3025	2116	2530
8	57	55	3249	3025	3135
9	61	56	3721	3136	3416
10	65	65	4225	4225	4225
Σ	487	454	24961	21598	23112

Notes

X : The score of odd number

Y : The score of even number

N : number of respondent

2. Calculating the correlation coefficient

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

$$r_{xy} = \frac{10\ (23112) - (487)(454)}{\sqrt{\{10(24961) - (487)^2\}\{10(21598) - (454)^2\}}}$$

$$r_{xy} = \frac{231120 - 221098}{\sqrt{(249610 - 237169)(215980 - 206116)}}$$

$$r_{xy} = \frac{10022}{\sqrt{(12441)(9864)}}$$

$$r_{xy} = \frac{10022}{11007.8168}$$

$$r_{xy} = 0.904$$

3. Calculating the reliability using Spearman Brown Formula

$$r = \frac{2\ \mathrm{x} r_{xy}}{1 + r_{xy}}$$

$$r = \frac{2\ \mathrm{x}\ 0.904}{1 + 0.904}$$

$$r = \frac{1.808}{1.904}$$

$$r = 0.949$$

Notes:

r =: The reliability of the questionnaire

r_{xy}: The correlation coefficient

The result of the calculation show that observed –r > r-table = 0.949 >0.632 at 0.05 level significant with N = 10. It means that questionnaire is reliable.

Analysis of the data

The writer show description of the data, this part has an aim to present the students' language anxiety score after recieving instrument. After that the writer getting score from of students' language anxiety based on test of speacking english.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the result of the research the writer took the conclusion,

1. That language anxiety at second grade of Junior High School of SMPN 2 KOTA SERANG is high because it is based on the interpretation score of the questionnaire about language anxiety, it is concluded that there was 60% (13 respondents) had high language anxiety and 40 % (9 respondents) had low language anxiety.
2. Students' speaking ability at second grade of Junior High School of SMPN 2 KOTA SERANG is moderate because from the result of the test, the average score of this test was 34.54. It was 50% (11 respondents) of the respondent got score higher than the average and 50% (11 respondents) of the respondent got score under the average.
3. There is negative correlation between language anxiety and students' speaking ability because the r- calculated is – 0.643 and it shows the correlation between both variables is quite high and leads to a negative correlation. The r-calculated as much – 0.643 is significant with the result – 0.643> 0.423 > 0.537. It means that r-calculation with N = 22 is higher than r table critical value of Person Product Formula on the level of significant 0.05 =0.423 and 0.01 = 0.537. So, the hypothesis of the research is accepted and null hypothesis is rejected. It means there is negative correlation between language anxiety and students' speaking ability.

Therefore, the students' who have low language anxiety tend to get higher score in speaking ability than those who have high language anxiety.

From this result, it is concluded that students' speaking ability is really influenced by their language anxiety.

B. Suggestions

Regarding to the research found, there are some suggestion for the teacher and the students'. Firstly. In teaching and learning process, it is better for teacher to give the students' interesting materials and create an enjoyable atmosphere in the class. So, the students' will be more interesting to learn English, feel comfort and relax in the class. Then, do not ever make students' as a listener but let them talk and express their idea, feeling and also their speaking ability will increase and their language anxiety will reduce.

Moreover, in teaching and learning process, students' should be active in the class, be confidence, and do not be afraid to make mistake because mistake is something that can be corrected. So, the students' have to think and learn from their mistake and to do something right in the future.

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APPENDIX

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Instrument I

There are two instruments which are used to get a data conducted with the variable, they are questionnaire and speaking test. In the questionnaire, the students are asked to answer all questions by giving checklist (√) to the option given. Then, in speaking test, they are asked to retell about a story.

The questionnaire consists of 30 items and each item has five choices. It concerns about the foreign language anxiety

Fulfillment Instructions

- Put a mark (√) To answer each of the questions below in the available options column.
- Answer honestly without any influance.
- Choose the answer that suits your condition, Not what you think is ideal.
- No answer you have selected is declared wrong.

Description of answer choice.

- SA = (Strongly Agree)
- A = (Agree)
- H = (Hesitant)
- D = (Disagree)
- SD = (Strongly Disagree)

NO	STATEMENT	SA	A	H	D	SD
1.	I fell comfortable and happy to be in English class					
2.	I was scared when I did not understand what the teacher was saying					
3.	I feel confident when I speak English in front of the class					
4.	I feel scared if I make mistakes when I speak English					
5.	I do not feel afraid to speak English in front of class					
6.	I feel confident in the conversation exam					
7.	I feel more nervous in the conversation lessons than any other lesson					
8.	I am sure that I can answer all questions in English fluently					
9.	When I was instructed to speak in front of the class, I often sweat					
10.	I do not feel nervous to speak in English					
11.	I am afraid that other students will laugh at me when I speak English					
12.	When I talk to teachers in English, my breathing was faster					
13.	I forget what I want to say if the teacher often corrects every word I say					
14.	I often have trouble sleeping when I want to face a conversation exam the next day					
15.	Sometimes I speak with a stammer, ketika saya diperintahkan/ ditanya dalam bahasa inggris					
16.	I feel I am better at speaking English than other students					
17.	My heart beats faster when my teacher calls my name to answer questions					

18.	I feel more relaxed and happy to speak English with my teacher					
19.	I feel dazed while waiting for my turn to be tested in English conversation					
20.	I feel relaxed when I have to answer the teacher's questions in English					
21.	When I am dealing with the teacher during the conversation exam, I can not think clearly					
22.	My breathing was quicker when I had to speak without preparation					
23	My face flushed when I learned that the sentence I was saying was not good and properly arranged					
.24.	When I wait my turn on the conversation exams I often walk around while memorizing the material to be tested					
25.	Despite preparing the material for speaking in English, I still feel worried					
26	When I explained something was kicked out in English class, my legs and hands were trembling					
27	I often move my hands/ feet repeatedly as I wait for my turn to speak in front of class					
28	I feel happy and comfortable using English in everyday conversation					
29	Sometimes I forget the material that I will submit in front of public forums when many people are paying attention to me, even though I have memorized the material					
30	When I have 10 minutes left to prepare myself, and appear in front of many viewers to tell a story without using text, suddenly I often feel headaches, nausea, or stomach pain.					

Instrument II

Assessing Speaking

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella’s father remarries to a woman who has two daughters of her own.Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework.

One day on invitation to the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the hall without her. Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand, helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before thanat the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to danced. He fell in love with her.All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back.Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into

royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears. He orders the messenger to bring forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces. Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly. Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

To identify the student score in speaking skill, the writer will use the scale system that is the measurement tool of speaking test. In speaking test there are 5 components which must be measured. Those areFunction performed, Audience Responds/ situation,Effective use of cohesive devices, Pronunciation, grammar, fluency and vocabulary. The rating sheet of speaking test as follow

Tabel 4: Test of spoken English (TSE)

Rating scale is used to measure the students' speaking ability

60	**Communication almost always effective: task performed very competently; speech almost never marked by non-native characteristics** Function performed clearly and effectively Appropriate response to audience/ situation Coherent, with effective use of cohesive devices Almost always accurate pronunciation, grammar, fluency and vocabulary
50	**Communication generally effective: task performed competently, successful use of compensatory strategies; speech sometimes marked by non-native characteristics** Function performed clearly and effectively Generally appropriate response to audience/ situation Coherent, with effective use of cohesive devices Generally always accurate pronunciation, grammar, fluency and vocabulary
40	**Communication somewhat effective: task performed somewhat, some successful use of compensatory strategies; speech regularly marked by non-native characteristics** Functions performed somewhat and ineffectively Somewhat appropriate response to audience/ situation Somewhat coherent, with effective use of cohesive devices Somewhat accurate pronunciation, grammar, fluency and vocabulary
30	**Communication generally effective: task performed somewhat, some successful use of compensatory strategies; speech regularly marked by non-native characteristics** Function performed somewhat and ineffectively Generally inappropriate response to audience/ situation Generally incoherent, with effective use of cohesive devices Generally inaccurate pronunciation, grammar, fluency and vocabulary

20	**No effective communication: no evidence of ability to perform task, no effective use of compensatory strategies; speech almost always marked by non-native characteristics** No evidence that functions were performed Incoherent, with no use of cohesive devices No evidence of ability to respond appropriately to audience/ situation almost always inaccurate pronunciation, grammar, fluency, and vocabulary.[29]

[29]H. Dauglas Brown, *Language Assesment, Principles and Classroom Practice,* Person Educational, Inc, San Francisco, 2004. P.141

DOCUMENTATION

The Teacher is Giving Direction

Activities in the Classroom

Students are doing Practical Exams According to the Teacher's direction

Moment of Teacher and student after finished studying teaching

The Result of speaking test as Varialble Y (Based on Test of Spoken English)

Category : The message of the retelling story delivered to the students

NO	NAME	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
1	Abdurrahman			3		
2	Agus Wahyu Falah			3		
3	Ayu Amelia			3		
4	Ayub Al Mahmudi		2			
5	Dandi Setiawan			3		
6	Ega Diani		2			
7	Eka Herlina		2			
8	Iip Fauziah		2			
9	M. Nur Ziad		2			
10	M. Rizki Wahyudi			3		
11	M. Sanjai Rama		2			
12	Muhammad Abdullah			3		
13	Muhmad Edo			3		
14	Najuyoh		2			
15	Neni			3		
16	Nur Alfi		2			
17	Okta Aji Surya		2			
18	Ricky Rinaldi	1				
19	Rosnawati	1				
20	Sahroni		2			
21	Sahrul Nabhani	1				
22	Saipul	1				
23	Salahudin Wahid		2			
24	Siiti Anisatul Fitriah		2			
25	Siti Alfi Qaroh			3		
26	Siti Nurbae'ah			3		
27	Siti Nurkhaeriyah	1				
28	Sri Artianingsih		2			
29	Syamsudin		2			
30	Tedi Setiawan		2			

Collecting and calculating the interval data

R	X	Y	X2	Y2	XY
1	64	3	4096	9	192
2	67	3	4489	9	201
3	68	3	4624	9	204
4	74	2	5476	4	148
5	78	3	6084	9	234
6	78	2	6084	4	156
7	88	2	7744	4	176
8	83	2	6889	4	166
9	90	2	8100	4	180
10	93	3	8649	9	279
11	97	2	9409	4	194
12	100	3	10000	9	300
13	101	3	10201	9	303
14	105	2	11025	4	210
15	105	3	11025	9	315
16	109	2	11881	4	218
17	112	2	12544	4	224
18	114	1	12996	1	114
19	115	1	13225	1	115
20	115	2	13225	4	230
21	117	1	13689	1	117
22	130	1	16900	1	130
23	105	2	11025	4	210
24	105	2	11025	4	210
25	109	3	11881	9	327
26	78	3	6084	9	234
27	78	1	6084	1	78
28	88	2	7744	4	176
29	109	2	11881	4	218
30	112	2	12544	4	224
	2887	65	286623	155	6083