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THE CORRELATION BETWEEN STUDENTS' ANXIETY (COGNITIVE, AFFECTIVE, BEHAVIOR) AND SPEAKING PERFORMANCE

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ABSTRACT

The aims of this study are to find out the correlation between students' anxiety and their speaking performance and to what extent the students feel anxious about English speaking performance. This research was conducted in Vocational High School, especially in tenth grade with a total of 65 students as participants. A quantitative method was conducted in this research. Questionnaires and students' speaking performance scores were used as instruments. The result indicated there was a negative correlation in medium correlation criteria between students' anxiety and speaking performance. The component that more contributes to the student's speaking performance is the affective component. It can be inferred from the outcome that anxiety can affect their score in speaking performance score, especially the students' affective.

Keywords: *anxiety, speaking performance, cognitive, affective, behavior*

INTRODUCTION

English is a universal language in the world that is learned in some countries, such as Indonesia. The basic skills of English are speaking, reading, listening, and writing. According to Derakhshan et al., (2016) the complex skill that must be taught everywhere is speaking, in addition learning this skill more effectively in groups. It means that English speaking is a challenging language to master, but it is important to learn, and it will be more effective if learners learn or practice in a group. To learn speaking skill, they should have a conversation with others, which can be called communication. Meanwhile, communication in English is difficult for some people, especially students who will speak English in front of the class to convey something, and it can be called a speaking performance. According to Asmarani (2018), speaking performance is a type of oral communication in which one person delivers ideas and information to another by making sounds, gestures, and even moving their entire body, including their face and other facial muscles. The definition of speaking performance can be summarized as a public communication that aims to inform the audience, such as speeches or presentations.

However, when the students are asked to speak in front of the group of students, speaking is the English skill that students fear the most, therefore most the students get anxiety when speaking English, even if they master it. It proved in Lu et al., (2019) that almost all students are afraid to answer questions in class or speak English in public, in comparison to other classes such as the reading class, students in the speaking class experience more anxiety. So, there are some problems when the students lack skill in speaking English, and one of those problems is anxiety. It can be concluded that almost all the students feel more anxious to speak English than to read English.

Furthermore, anxiety defined as the internal sensations of tension, apprehension anxiousness, and worry brought on by an autonomic nervous system arousal, (Alrabai, 2015). Usually, when students feel anxious while speaking English like in front of the class, they will feel uncomfortable, uneasy, stressed, sweaty, apprehensive forget what to say even though they have memorized it, and they will be afraid of mistakes that they made, such as grammar or pronunciation. To overcome the problem of speaking anxiety, the researcher found a previous study discussing reducing English learning anxiety. (Lestari et al, 2019) found the strategies to reduce the English leaning anxiety which divided into three approaches such as cognitive, affective and behavior. Furthermore, cognitive, affective, and behavior is part of attitude components.

In this research, the researcher is focused on the students' anxiety (cognitive, affective, and behavior) and speaking performance supported in the previous study (Asmarani, 2018), the correlation between students' cognitive and affective in speaking performance. Therefore, two research questions was conducted in this research (1) Is there any correlation between students' anxiety and speaking performance? (2) What extent do the students feel anxious on English speaking performance?

REVIEW OF THE LITERATURE

Speaking Performance

According to Asmarani (2018) that a person's process or manner in a play is called performance. It means that Speaking performance is evaluated based on how accurate and fluent it is. In addition, (Fitri, 2020) stated that speaking performance is the use of language skills in actual execution, including information, accepting, producing and processing. Furthermore, she stated that Brown identifies five fundamental kinds of speaking performance, those kinds are imitative,

intensive, responsive, interactive, and extensive. The types of speaking chosen are intensive and extensive. Hence, the student will focus on emphasizing grammar and phonology such as intonation, stress, and rhythm. Furthermore, students will focus on conveying the content during speaking performances such as storytelling, presentation, and speech where the interaction between speaker and listener is very limited or even there is no interaction.

Anxiety

Anxiety is not a new thing for students who learned in English, almost all the students whose mother language is not English ever feel anxious. One of the difficulties students face when learning English as a second language is anxiety (Annadawy, 2022). According to (Bashori et al., 2022) anxiety is a psychological condition that is brought on by an activation of the autonomic nervous system and this state is clearly defined as feelings of nervousness, tension, worry, or apprehension about doing particular things. Moreover, (Heng et al., 2012) said there are three types of anxiety, those are; state anxiety, trait anxiety and situation-specific anxiety. Based on the types of anxieties above, the researcher chose situation-specific anxiety for this research. The researcher chose this type because based on the phenomenon the anxiety that feels by students refers to situation-specific anxiety.

Cognitive Component

According to (Hoque, 2016) cognitive refers to learning an ability predominantly with the mental thinking process. On the other hand, the cognitive aspect is a learning process for the students that will produce understanding or knowledge. Other research also mentioned the example of the students' cognitive in the learning process that the students pay attention to the teacher to understand the teacher's explanation in English. The example of a cognitive aspect is the comprehension, achievement, and intelligence of student (Asmarani, 2018).

Affective Component

According to (Pham, 2022) affective component refers to the students' emotions, feelings, and psychological states concerning an activity. In addition, the students' attitudes show how they feel about something, such as whether they like or dislike the objects or the environment, (Yuliani et al., 2023). Moreover, (Genelza, 2022) stated that motivation and self-confidence are parts of the affective component. It means that affective component in the learning process it refers to students' self-confidence and motivation which is related to their feelings and emotions. The example of students' affective is they have courage to speak English in front of other students in

class, and they are active in giving their opinion because they will get reward in the end of the learning process.

Behavior Component

The behavior aspect is the way an individual reacts and behaves in particular situations, it stated in (Ahmed et al., 2021). Similar research (Yuliani et al., 2023) stated that the behavior component manages the style where individual acts and responds in specific circumstances. According to (Ahmed et al., 2021) demonstrated that a person with a positive attitude will exhibit positive behavior when learning a new language. It means that when the student has a positive attitude or interest in learning English they keep learning English more broadly. The example of students' behavior is students will show their positive behavior by doing something related to English such as they will ask if they don't understand what the teacher says in English or they will try to study hard to understand it, and they will enthusiasm for learning English during the learning process. Those examples are supported by (Wei et al., 2021) that based on how students behave during learning activities such as watching video lectures, participating in discussion forums, and completing assessments, behavioral outcomes show how much students engage in learning. Moreover, (Eshghinejad, 2016) also stated that such learners are likewise seen to show more excitement to take care of issues, to get what is valuable for day-to-day existence, and emotionally to take part in themselves.

METHODOLOGY

Research Design

The aim of this study is to investigate the correlation between English learning anxiety (cognitive, affective, behavior) and their speaking performance. Based on the problem, this research was conducted by quantitative method because the researcher wants to correlate the students' anxiety with speaking performance and measure which components (cognitive, affective and behavior) that give the most contribution towards speaking performance. Examining the relationships between variables is a method used in quantitative research to test objective theories. Correlation research was used in this study's research design. According to (Ary, 2009) correlational research and ex post facto research are both non-experimental studies that use data derived from preexisting variables.

Population and Sample

This study was conducted in SMKN Mojoagung, especially in the tenth grade. All the students

were taken from two classes in one major, those were X OTKP 1 and X OTKP 2 classes with a range of around 65 participants. They were chosen because they had some characteristics that showed anxiety in speaking English. They feel afraid, panic, difficult to speak or difficult to memorize when students are asked to speak English in front of the class.

Data Collection

Two instruments are used by the researcher in this research to gather the data. The first instrument is questionnaire consists of 15 items on speaking anxiety and it is divided into 5 items for each aspect, aspect cognitive, affective, and behavior. The second instrument used is the students' speaking performance score. The students are required to present their speaking skill in front of the class., and the aim to perform their speaking skill is to get the students' speaking performance score. The students' speaking score was taken by their speaking performance in front of the class. Their performance is storytelling that involves intensive and extensive speaking, and the students' performance assessed by their English teacher.

Data Analysis

As was mentioned in the previous part, this study was done by quantitative method. While the data were gained by using a questionnaire that had been given to participants. After the score data was collected, it will be processed and analyzed using the Pearson product moment algorithm for statistical calculation in IBM Statistical Package for the Social Sciences (SPSS). In addition, (Pallant, 2016) stated that a correlation of 0 demonstrates no relationship by any means, a correlation of 1 demonstrates an ideal positive relationship and a correlation of - 1 shows an ideal negative relationship.

FINDINGS AND DISCUSSION

Finding

This part will present the finding of the data that have been collected by using instruments. Two instruments are used in this research, those are questionnaire and speaking performance score. After analyzing the data, the results identified that there are 34 students had medium levels of anxiety, and 31 students had high levels of anxiety. Furthermore, the result showed that the highest students' anxiety got the score of 66, while the lowest students' anxiety got the score of 38. Meanwhile, the data from speaking scores showed that from 65 students there are 30 students got medium scores, and 35 students got high scores. In addition, the highest students' speaking performance score in class was 89 meanwhile the lowest students' speaking performance was

70. Moreover, the results of correlation calculation have been obtained in the form of a table below.

Table 1. Correlation

		<i>Students' Anxiety</i>	<i>Speaking Performance</i>
<i>Students' Anxiety</i>	Pearson Correlation	1	-.596**
	Sig. (2-tailed)		.000
<i>Speaking Performance</i>	N	65	65
	Pearson Correlation	-.596**	1
	Sig. (2-tailed)	.000	
	N	65	65

*.Correlation is significant at the 0.05 level (2 tailed).

Based on the table above indicated the correlation coefficient equaled $r = -.596$. In addition, the table showed $N = 65$ with $t_{table} = 0.24$ which $-0.596 > 0.24$ which means that there was a negative correlation between the two variables. Meanwhile, based on the interpretation in table 3.5 that $r = -.596$ was located in the range between 0.41 and 0.60 which indicates a medium correlation. While the number of significance $N.Sig = .000$ was used to indicate the hypothesis will be rejected or accepted.

To find out which components that more contribute to students' speaking performance, the researcher provides some tables to show the data. The data can be seen below:

Table 2. Cognitive Component

<i>Component of Students' Anxiety</i>	<i>Mean</i>	<i>Std. Deviation</i>
[COG1] <i>The more I study for speaking in English test, the more confused I get</i>	3.71	1.10
[COG2] <i>Even if I am well prepared for the speaking test in English I feel anxious about it.</i>	4.29	0.76
[COG3] <i>It frightens me when I don't understand what the teacher is saying during the speaking test in English.</i>	4.08	0.91
[COG4] <i>I don't upset when I don't understand what other people are saying in English.</i>	2.17	1.05
[COG5] <i>It would bother me at all to take a speaking test in English.</i>	3.25	1.36
Total	17.50	
Mean	3.50	

Based on the table above demonstrated that the total for mean score of 5 items in the cognitive components section in this research questionnaire was 17.50 while for the mean score in the cognitive components was $M = 3.50$.

Table 2. Affective Component

<i>Component of Students' Anxiety</i>	<i>Mean</i>	<i>Std. Deviation</i>
[AFF1] <i>I don't feel confident when I am required to take a speaking test in English.</i>	3.31	1.38
[AFF2] <i>I can feel my heart pounding when I'm about to be called to take the speaking test in English.</i>	4.55	1.50
[AFF3] <i>It embarrasses me to volunteer to give my opinions during a speaking test in English.</i>	4.06	1.79
[AFF4] <i>I feel shy to speak English to my classmate.</i>	3.57	1.31

<i>[AFF5] I feel shy to speak English to my teacher.</i>	2.51	1.17
Total	18.00	
Mean	3.60	

Based on the table above demonstrated that the total for mean score of 5 items in the affective components section in this research questionnaire was 18.00 while for the mean score in the cognitive components was M=3.60.

Table 3. Behavior Component

<i>Component of Students' Anxiety</i>	Mean	Std. Deviation
<i>[BEH1] I want to leave the speaking class.</i>	3.23	1.38
<i>[BEH2] I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.</i>	3.43	1.46
<i>[BEH3] I don't try to understand what the teacher and my friend are saying.</i>	3.12	1.51
<i>[BEH4] I don't enjoy the activities of our speaking class more than those of my other classes.</i>	2.40	1.30
<i>[BEH5] When I have a problem understanding something in my speaking class, I always close myself from the teacher.</i>	3.31	1.41
Total	15.49	
Mean	3.10	

Based on the table above demonstrated that the total for mean score of 5 items in the cognitive components section in this research questionnaire was 15.49 while for the mean score in the cognitive components was M=3.10.

Discussion

The Correlation between Students' Anxiety (Cognitive, Affective, Behavior) and Their Speaking Performance

Based on the result of the data above table 4.23 showed that got the result $r=-.596$ with $N.Sig=.000$ where the significance is < 0.05 . It indicated that the null hypothesis (H_0) was rejected whereas the alternative hypothesis (H_a) was accepted. Hence, the result of this research proved that students English learning anxiety (cognitive, affective, and behavior) and their speaking performance had a negative significant correlation which this result have answer the first research question. This result was supported by (Husna, 2021) that believed there was a significant and positive correlation between speaking ability and anxiety because anxiety is one of the factors which able to impact the students speaking ability. Those factors are anxiety, self-confidence, and motivation, while anxiety is related to this research.

As the researcher already mentioned, if students experience anxiety while learning English, it will affect how well their speaking performance. Many students experience anxiety

when they speak or are asked to speak by the teacher in the classroom (Sharifi & Lashkarian, 2015). Another study, (Petry, 2016) said that if someone shows elevated degrees of communication dread, they will encounter anxiety and frightened in any and every circumstance where they are expected to talk. The result of this research has similar theories by some previous studies above that there is a correlation between students' English learning anxiety (cognitive, affective, behavior) and their speaking performance. This result was supported by (Ayuni et al., 2021) believed that if the students' speaking performance decreases while their anxiety rises, this indicates that they are unable to reduce their anxiety. The explanations above it can be stated that it has answered the first research question.

What extend do the students feel anxious in English speaking performance?

Based on the table 1 showed that the total of mean score for each items was 17.50 while for the mean score for the cognitive component was $M=3.50$. Then, for the table 2 showed that the total of mean score for each items was 18.00 while for the mean score in the affective component was $M=3.60$. Then, for the table 3 showed that the total of mean score for each items was 15.49 while for the mean score in the behavior component was $M=3.10$. It can be conclude that the highest mean score among the three components is the affective component, it means that affective components more contribute to students' speaking performance. Moreover, affective refers to the students' emotions, feelings, and interest in speaking performance.

CONCLUSION

Based on the data that has been calculated in the result and discussion, it showed that the result of the r value in this research is $-.596$ which is $r \text{ value} > t_{\text{table}}$ which indicates that there are correlations between the two variables. Moreover, the r -value of $-.596$ was found in the range between 0.41 and 0.60 which indicates a medium correlation. The result of the r value indicates that there is a negative correlation between students' anxiety and speaking performance. Moreover, the result of significance is $.000$, which $N.\text{Sig}<5\%$ for the hypothesis testing. The result of the data in this research explained that the null hypothesis (H_0) is rejected meanwhile the alternative hypothesis (H_a) is accepted where there were significant between the students' anxiety and their speaking performance. Furthermore, students' anxiety consists of three components those are cognitive, affective, and behavioral one of these components has a greater contribution or influence on students' speaking anxiety. The component that influences or contributes to the students' speaking component is the affective component. In other words, the

students' feeling, emotions, motivation, and self-confidence has an impact on speaking anxiety.

It can be concluded that there is a medium correlation between students' anxiety and their speaking performance. Therefore, if the students get a high score in speaking performance, it can be identified that they have a low level of anxiety. Whereas, if the students get a low score in speaking performance it can be identified their anxiety in high level. Consequently, anxiety can affect their score in speaking performance score, especially the students' affective.

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