

# CORRELATION BETWEEN STUDENTS' SPEAKING ANXIETY AND DISCUSSION ACTIVITY

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**Abstract:** One of the factors influence students activity in discussion is speaking anxiety. The objective of the research is to find out whether there is correlation between students' anxiety and their activity in discussion to fourth semester students in English Education Study Program of Sintuwu Maroso University Poso. The type of the research is quantitative method. The population of the research is the fourth semester students of English Education Study Program. The sample of the research is the population of the research. The data are collected by giving the questionnaire. The data from questionnaire is analyzed by correlation product moment of SPSS 16.0. The result of the research is there is no correlation between students' activity in discussion and students' anxiety.

**Keywords:** *Anxiety, Discussion Activity*

The application of discussion is expected all students are active in learning process, so that the objectives can be managed properly in accordance was previous planned. When students are less active in discussion, of course, pre-planned objectives will not be achieved. Students learn actively in learning, especially in learning speaking using the discussion method, because in implementation of discussion method, the students have to put forward ideas and opinions, but the invisible obstacles are often rise such as; anxiety and fear in expressing his opinion.

Communication process that occurs between students and teachers actually depend on the two sides is communicating. Teachers take more control, then the responsibility for effective communication lies in the hands of many teachers. The success of teachers in developing these responsibilities depend on the skills of teachers in communication, interpersonal communication skills are absolutely controlled by the teacher.

Similarly, in the learning process, especially in a demanding learning activity of students, the student should be working harder to practice speaking skills because what would be expressed not be hampered by anxiety communicate.

Based on the phenomena described above, the phenomenon of anxiety is excited to be studied by taking the title: Correlation between students' speaking Anxiety and their activity in Discussions to Fourth Semester of English Study Program at Sintuwu Maroso Poso.

The objective of the research is to find out the correlation between students' speaking anxiety and their activity in discussions to fourth semester students in

English Study Program at Sintuwu Maroso University Poso.

## Speaking Anxiety

Rogers (2004) said that speaking anxiety is an uncomfortable feeling of nervousness experienced by individuals when making a presentation in public, fear to speak in public as well as the difficulties experienced by a person when they have to speak in front of many people.

Mc Crosskey (Febiyanti, 2007) stated that speaking anxiety is a condition when the other individuals in a variety of common situations, individuals, or groups, their communication anxiety cause someone scared, nervous, not interested in the conversation and not feeling comfortable when involved in a conversation face to face or group, so that individuals who have experienced an anxiety communicate communication barriers or apprehension that these individuals then tend to withdraw and avoid the situations of speaking.

Furthermore, according to Barker (Ahmad, 2006) said that speaking anxiety is a condition when the other individuals in a variety of situations, both formal and informal, individually or in groups. The existence of speaking anxiety causes a person does not want to engage in a conversation, cannot listen well, and to understand others.

## Discussion Method

Discussion method is a method of learning that exposes students to a problem. The main purpose of this method is to solve a problem, answer a question, add knowledge and understanding of students, and to make a decision. (Sanjaya, 2008). Because the discussion is not a debate that is pitted arguments. Discussion is to exchange experiences to determine the specific decisions together.

Hasibuan and Moedjiono (2008) said that the discussion method is a way of presenting the lesson materials that teachers provide and give opportunities for students or groups of students to conduct scientific debate in order to collect opinions, make conclusions, or develop various alternative solutions to a problem.

Ali (2007) said that the discussion method has a high enough level of activeness. Liveliness here include physical and spiritual. In general, physical and spiritual liveliness includes:

- 1) Activeness Sense  
This liveliness include hearing, sight, feeling, etc., students are stimulated to use the tool senses as possible.
- 2) The activity of Intellect  
Liveliness sense point is that students should be active or activated to solve problems, to weigh, prepare opinions and decision-making.
- 3) liveliness Memory  
Liveliness memory means is on active learning time students must receive learning materials delivered and save the brain, then a current can be raised again.
- 4) liveliness Emotion  
Liveliness here means students should strive to love learning, thus will increase the results of his study.

Further discussion Hasibuan and Mudjiono (2008) stated that the method has utility and more suitable if the teacher followed the tips below:

- 1) Utilizing a variety of capabilities that exist in students.
- 2) Provide opportunities for students to channel their abilities.
- 3) Obtain feedback from students, whether the goal has been achieved.
- 4) Helping students learn to think critically.
- 5) Help students learn to assess the capabilities and role of themselves and their friends
- 6) Help students realize and are able to formulate the problems seen both from his own experience and from school

#### **Hypothesis:**

1. Ha (Alternative hypothesis)  
There is a significant correlation between students' between students' speaking anxiety and their activity in discussion to fourth semester students of English

Education Study Program at Sintuwu Maroso University, if  $r_{counted} > r_{table}$ .

#### **2. H0 (Null hypothesis)**

There is no significant correlation between students' between students' speaking anxiety and their activity in discussion to fourth semester students of English, if  $r_{counted} < r_{table}$

#### **Method**

The design of the research was correlation method where the purposes of the research was to find out the correlation between students' speaking anxiety and their activity in discussion. The location of the research was located in English Education Study Program of Sintuwu Maroso University Poso in Jalan P. Timor No 1 Poso City. The population of the research fourth semester students of English Education Study Program of Sintuwu Maroso University Poso consist of 36 students and all the population as the sample. The researcher prepared the questionnaire used Likert scale. The questionnaire of anxiety consists of 15 items and the questionnaire of discussion activity consists of 15 items. Then, the data is analyzed in correlation formula with SPSS.

#### **Findings**

The data in this research include the data of students' anxiety in speaking and the data of students' activity in discussion. The data were obtained through the questionnaire. There were 36 students in the class but only 36 students filled the questionnaire. Furthermore, the data of students' anxiety and students' activity in discussion can be seen as follows:

##### **1. The Data of Students Anxiety**

The data of students' anxiety were the total score of students in answering the questionnaire. The scoring for favorable item was 4 for strongly agree, 3 for agree, 2 for disagree and 1 for strongly disagree. The scoring for unfavorable item was 1 for strongly agree, 2 for agree, 3 for disagree and 4 for strongly disagree.

Table 1  
**The Scores of Students Anxiety**

No	Initial of Students Name	Score
1	AK	50
2	AL	51
3	AS	49
4	DB	48

5	DN	46
6	DR	43
7	DS	48
8	FM	49
9	GY	46
10	HS	42
11	IF	45
12	IG	48
13	IS	49
14	IS	52
15	IT	39
16	IT	46
17	IV	52
18	JN	53
19	KR	46
20	LP	48
21	LW	51
22	MA	46
23	MF	48
24	MF	45
25	MU	48
26	NA	47
27	OT	48
28	RN	48
29	SD	44
30	SH	47
31	SH	52
32	SL	44
33	SW	45
34	TR	51
35	TS	46
36	VD	50
Total		1710
Average		47,5

Based on the table 1 above, could be obtained the descriptive statistic of students anxiety showed the number of respondents were 36. Based on 36 respondents, the lowest score was 39, and the high score was 53. The total score of 36 respondents that was equal to 1710. The average score of 36 respondents was 47,5

## 2. The data of Students Activity in Discussion

The data of students' activity in discussion were the total score of student answer of questionnaire. The scoring of favorable item was 4 for strongly agree , 3 for agree, 2 for disagree and 1 for strongly disagree, meanwhile the scoring of unvaorable item was 1 for strongly agree , 2 for agree, 3 for disagree and 4 for strongly disagree The data description can be seen in the following tables:

**Table 2**  
**Scores of Students Activity in Discussion**

No	Initial of Student Name	Score
1	AK	47
2	AL	43
3	AS	44
4	DB	49
5	DN	54
6	DR	51
7	DS	48
8	FM	46
9	GY	42
10	HS	43
11	IF	41
12	IG	49
13	IS	52
14	IS	48
15	IT	52
16	IT	48
17	IV	51
18	JN	53
19	KR	44
20	LP	41
21	LW	52
22	MA	50
23	MF	48
24	MF	49
25	MU	51
26	NA	49
27	OT	55
28	RN	44
29	SD	44
30	SH	46
31	SH	51
32	SL	43
33	SW	47
34	TR	45
35	TS	48
36	VD	53
Total		1721
Average		47,81

Based on the table 4.4, the researcher analyzed the descriptive statistic of students activity in discussion showed the number of respondents were 36. Based on 36 respondents, the lowest score was 41, and the high score was 55. The total score of 36 respondents that was equal to 1721. The average score of 36 respondents was 47,81.

### 3. Testing Hypothesis

The data of students' anxiety score and students' activity in discussion score as the data from the two different variables; the researcher analyzed the correlation of those data. The researcher used the correlation technique of pearson product-moment. In analyzed the correlation of pearson product – moment the researcher found the value of  $r$ .  $r$  showed the coefficient correlation of two variable. To find out the coefficient correlation the researcher used the aid of SPSS 16. The result of coefficient correlation by SPSS present of the table below:

Table 3  
The Result of SPSS Analysis

		students' anxiety	students' activity in discussion
students' anxiety	Pearson Correlation	1	.195
	Sig. (2-tailed)		.254
	N	36	36
students' activity in discussion	Pearson Correlation	.195	1
	Sig. (2-tailed)	.254	
	N	36	36

Based on the table above could be found the coefficient correlation was 0.195. The interpretation of the coefficient correlation is categorized very weak. It means that there was very weak correlation between students' anxiety and students' activity in discussion. Then, the researcher interpreted the hypothesis from the output of Pearson's correlation coefficient analysis. The actual Pearson's correlation coefficient was 0,195 means that there was no minus sign preceding the coefficient, the correlation is positive. In other words, students who got score high in anxiety tended to score high in activity in discussion.

The value of the  $r$  was 0.195. the degree of freedom (df) was  $36-2 = 34$ . In the table of significance of 5%, because the values of  $r$  table for df 34 is 0,329. After comparing the value of  $r$  counted = 0.195 and  $r$  table = 0,329,  $r$  counted was smaller than  $r$  table or  $0,195 < 0,329$ . Therefore, the alternative hypothesis was rejected and the null hypothesis is accepted. It means that there was no significant correlation between students anxiety and students activity in discussion.

### Discussion

Hypothesis alternative in this research was there a significant correlation between students anxiety and students activity in discussion and hypothesis null was there is no significant correlation between students anxiety and students activity in discussion . Based on the testing hypothesis, it could be obtained that the null hypothesis was accepted and alternative hypothesis was rejected. It means that there was no significant correlation between students anxiety and students activity in discussion

The activity of students in the learning process using discuss method was the aspect that support the development of the education in the future, because the higher of students activity will make the creative students in all the subject of the lesson. the students activity in discussion than influence by the anxiety in speaking make the student have not ability in opening the communication, to make wide communication, have not ability in talking the message and finally defense the situation of communication. The finding of the research as long as the statement of Rakhmat (Amir, 2004) stated that the failure of people in communication because of some of the reason one of them is the anxiety in communication in facing with someone.

The speaking anxiety arise when the people face with the new situation or new people. That situation also same with the researcher assumption the students don't answer the lecture if the lecture don't ask the question to the students. The students are keep silent if the lecture asking the students to say their opinion about the lesson. it means that students activity is influenced by how big her or his confident.

### Conclusion

Based on the result of research, it is found that  $r$  counted is smaller than  $r$  table or  $0,195 < 0.361$ . The alternative hypothesis is rejected and the null hypothesis is accepted. It means that there is no significant correlation between students anxiety and students activity in discussion.

### Suggestions

Since the result of the research obtained that there is no correlation between students' speaking anxiety and students' activity in discussion, the researcher recomded to the next researcher will conduct the research with another variable that correlate with students' discussion activity..

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