# THE CORRELATION BETWEEN STUDENTS' ANXIETY AND STUDENTS' ENGLISH VOCABULARY

#### **THESIS**

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in Teaching English



By: Fatiha Hafizhu Fitra NIM. D75214055

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHERS TRAINING
UIN SUNAN AMPEL SURABAYA

2021

#### PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama

: Fatiha Hafizhu Fitra

NIM

: D75214055

Jurusan

: Pendidikan Bahasa

1 logiani Stu

Program Studi: Pendidikan Bahasa Inggris

Fakultas

: Tarbiyah dan Keguruan

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul "The Correlation between Students' Anxiety and Students' English Vocabulary" adalah benar-benar merupakan hasil karya sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.

Demikian pernyataan ini dibuat dengan sebenar-benarnya. Apabila pernyataan tidak sesuai dengan fakta yang ada, maka saya selaku penulis bersedia dimintai pertanggung-jawaban sesuai ketentuan peraturan undang-undang yang berlaku.

Surabaya, June 25th 2021

Pembuat Pernyataan

Fatiha Hafizhu Fitra

NIM. D7521055

# ADVISOR APPROVAL SHEET

This thesis by Fattha Hafizhu Fitra entitled "The Correlation between Students' Anxiety and Students' English Vocabulary" has been approved by the thesis advisors for further approval by the Board of Examiners.

Surabaya,June 22" 2021

Advisor I

(Dr. Mohamad Salik, M.Ag) NIP, 196712121994031002

Advisor II

Drs. Muhtarom, M.Ed. Gred. Din. Tesol) NIP. 196512201992031005

#### **EXAMINER APPROVAL SHEET**

This thesis by Fatiha Hafizhu Fitra entitled "The Correlation between Students' Anxiety and Students' English Vocabulary" has been examined on July, 07<sup>th</sup> 2021 and approved by the Board of Examiners.

Dean,

Prof. Dr. Ali Mas'ud, M.Ag. M.Pd.I)

NIP. 196311161989031003

Examiner I,

(Hilda Izzati) Hadjid, MA) NIP.198602102011012012

Examiner II,

(Dr. Siti Asmicah TESOL) NIP.19704142006042003

Examiner III,

(Dr. Mohamad Salik, M.Ag)

NIP.196712121994031002

Examiner IV,

(Drs.Muhtarom, M.Ed. Grad. Dipl.TESOL)

NIP.196512201992031005



### KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300

E-Mail: perpus@uinsby.ac.id

#### LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama	: Fatiha Hafizhu Fitra
NIM	: D75214055
Fakultas/Jurusan	: Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address	: fatihafitra06@gmail.com
UIN Sunan Ampe	gan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan l Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :  Tesis  Desertasi  Lain-lain ()
The Correlation be	etween Students' Anxiety and Students' English Vocabulary
Perpustakaan UIN mengelolanya da menampilkan/men akademis tanpa p	yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini N Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, alam bentuk pangkalan data (database), mendistribusikannya, dan mpublikasikannya di Internet atau media lain secara fulltext untuk kepentingan erlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai lan atau penerbit yang bersangkutan.
	uk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN abaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta saya ini.
Demikian pernyata	aan ini yang saya buat dengan sebenarnya.

Surabaya, 24 September 2021 Penulis

(Fatiha Hafizhu Fitra)

#### **ABSTRACT**

- Fitra, F. H. (2021). *The Correlation between Students' Anxiety and Students' English Vocabulary*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisors: Dr. Mohamad Salik, M.Ag and Drs. Muhtarom, M.Ed., Grad, Dip. TESOL.
- Key Words: Correlation, Anxiety, Students' Anxiety, Vocabulary, Students' Vocabulary, Speaking Performance

Anxiety was frequently cited by college students as a very common factor influencing them in learning the foreign language, particularly when uttering it. The literature has provided certain common issues affecting the anxiety of speaking performance among the English foreign language students. When EFL students speak English or give a presentation, they are anxious due to a variety of factors including a lack of vocabulary, memory dissociation, and English competency. This study looked into whether students' nervousness in speaking English was negatively or favorably correlated with their vocabulary mastery in the context of EFL students' speaking performance. The study was based on the notion that students' vocabulary was influenced by their fear of speaking English as a second language. The objective of the study was to examine the correlation among students' anxiety and students' vocabulary in relation to speaking performance of EFL college students. Using a correlational research design to determine the outcome of the research topic, this study was delivered in the English Teacher Education Department of UIN Sunan Ampel Surabaya. Specifically, the random sampling was used to select 73 first-semester students of the English Teacher Education Department. The Data were taken from Horwitz's Foreign Language Anxiety Scale (FLAS), and Schimt's Vocabulary Level Test (VLT). The results revealed that firstsemester English Teacher Education Department students experienced a moderate level of worry in four different areas including communication apprehension anxiety, test anxiety, negative evaluation, and English classroom anxiety. While the students' vocabulary mastery reported that the five levels in the vocabulary level test, students' achievements were different. The results demonstrated that students' anxiety in speaking English correlated to students' vocabulary mastery. It had a negative correlation where the higher anxiety scale felt by a certain student, the shorter vocabulary skill achieved by them.

#### **ABSTRAK**

Fitra, F. H. (2021). *The Correlation between Students' Anxiety and Students' English Vocabulary*. A Thesis. English Language Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisors: Dr. Mohamad Salik, M.Ag and Drs. Muhtarom, M.Ed., Grad, Dip. TESOL.

Kata Kunci: Korelasi, rasa khawatir, rasa khawatir murid, kosa kata, kosa kata murid, kemampuan berbicara Bahasa inggris.

Rasa khawatir sering dikeluhkan oleh mahasiswa sebagai sebuah faktor umum yang mempengaruhi mereka dalam mempelajari bahasa asing, tersebut. dalam pengucapan bahasa khususnya Literatur membuktikan beberapa isu yang mempengaruhi rasa khawatir siswa bahasa asing dalam pelaksanaan pengucapan Bahasa tersebut. Rasa khawatir, yang dialami siswa ketika berbicara bahasa asing, muncul dari banyak variabel seperti ketidakmampuan kosa kata, disosiasi ingatan, dan kemampuan bahasa inggris. Khusus dalam konteks kemampuan berbicara murid bahasa asing, penelitian ini telah berfokus untuk menginyestigasi apakah rasa khawatir murid berpengaruh terhadap penguasaan kosa kata mereka. Penelitian ini berhipotesis bahwa penguasaan kosa kata Bahasa inggris murid sungguh terkorelasi oleh rasa khawatir mereka dalam berbicara bahasa inggris. Penelitian ini bertujuan untuk menguji korelasi antara rasa khawatir murid dan kemampuan kosa kata murid dalam hubungannya dengan performa berbicara bahasa inggris murid tersebut. Menggunakan metode penelitian relasi untuk menentukan hasil penelitian, penelitian ini telah dilakukan pada Prodi Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya. Terkhusus, sampel acak telah digunakan untuk memilih 73 murid semester pertama Prodi Pendidikan Bahasa Inggris. Data diambil menggunakan Horwitz's Foreign Language Anxiety Scale (FLAS), dan Schmidt's Vocabulary Level Test (VLT). Temuan penelitian menunjukan bahwa 73 murid semester pertama Prodi Pendidikan Bahasa Inggris berada pada skala kekhawatiran sedang. Sedangkan uji kosa kata menunjukan bahwa dari lima level yang telah diujikan, pencapaian murid berbeda-beda secara variatif. Hasil penelitian menunjukan bahwa rasa khawatir siswa dalam berbicara Bahasa Inggris telah memiliki korelasi terhadap kemampuan kosakata murid. Hal tersebut telah memiliki korelasi negatif dimana semakin besar rasa khawatir murid, maka semakin kecil pencapaian kemampuan kosa kata mereka.

# TABLE OF CONTENT

ii
iii
iv
v
vi
vii
viii
x
xii
xiii
xiv
1
1
1
9
9
9
9
12
17
24
29
29
29
29
30
30
31
31

G. Data Analysis Technique	33
CHAPTER IV	38
RESEARCH FINDING AND DISCUSSION	38
A. Research Finding	38
1.Vocabulary Level Test Result	38
2.Score of Students' Anxiety Questionnaire	43
3.Correlation Coefficient	55
B. Research Discussions	57
CHAPTER V	64
CONCLUSION	64
A. Conclusion	64
B. Suggestion	65
REFERENCES	67

# LIST OF TABLES

Table 3.1: Questionnaire Indicators & Items	32
Table 3.2: Students' Anxiety Questionnaire Result	
and Students' Vocabulary Test Score Template	33
Table 3.3: Interpretation of Correlation	
Table 4.1: Students' Vocabulary Level Test (VLT) Result	40
Table 4.2: Students' Anxiety Score Level	45
Table 4.3: Students' Anxiety Level Percentage	45
Communication Apprehension Anxiety Aspect Items Percentage.	
Table 4.4: Item Number: 1	46
Table 4.5: Item Number: 2	46
Table 4.6: Item Number: 5	
Table 4.7:Item Number: 6	47
Table 4.8: Item Number: 8	48
Table 4.9: Item Number: 11	48
Table 4.10: Item Number: 16	
Table 4.11: Item Number: 17	49
Table 4.12: Item Number: 18	50
Table 4.13: Item Number: 20	50
Test Anxiety Aspect Items Percentage.	
Table 4.14: Item Number: 15	51
Table 4.15: Item Number: 21	51
Negative Evaluation Aspect Items Percentage.	
Table 4.16: Item Number: 7	52
Table 4.17: Item Number: 9	52
Table 4.18: Item Number: 10	53

Table 4.19: Item Number: 12	53
Table 4.20: Item Number: 13	54
Table 4.21: Item Number: 14	54
English Classroom Aspect Items Percentage.	
Table 4.22: Item Number: 3	55
Table 4.23: Item Number: 4	55
Table 4.24: Item Number: 19	56
Table 4.25: Item Number: 22	56
Table 4.26: The Correlation between Students' Anxiety	
and Students' Vocabulary	57

# LIST OF CHARTS

Chart 4.1: Percentage of Students' Success	
for Answering VLT in Each Level	41
Chart 4.2: 2000 Words Level VLT Scores	42
Chart 4.3: 3000 Words Level VLT Scores	42
Chart 4.4: 5000Words Level VLT Scores	43
Chart 4.5: 10.000Words Level VLT Scores	43
Chart 4.6: Academic Words Level VLT Scores	44

#### LIST OF APPENDICES

APPENDIX 1 : Students' Vocabulary Size Result

APPENDIX 2 : FLA Questionnaire Score

APPENDIX 3 : SPSS 16 Correlation Result

APPENDIX 4 : VLT Test Sheet

APPENDIX 5 : FLA Questionnaire Sheet

APPENDIX 6 : Instrument Validation

APPENDIX 7 : KartuKonsultasi

APPENDIX 8 : Formulir Persetujuan Pembimbing

untuk Munaqosah Proposal

APPENDIX 9 : Formulir Berita Acara Munaqosah Proposal

APPENDIX 10 : Formulir Persetujuan Pembimbing untuk Ujian

Munaqosah Skripsi

APPENDIX 11 : Formulir Berita Acara Ujian Munaqosah Skripsi

# LIST OF ABBREVIATION

CEFR Common European Framework Reference

EFL English as a Foreign Language

ESL English as a Second Language

FLCAS Foreign Language Classroom Anxiety Scale

SMAN Sekolah Menengah Atas Negeri

UIN Universitas Islam Negeri

UINSA Universitas Islam Negeri Sunan Ampel

VLT Vocabulary Level Test

# CHAPTER 1 INTRODUCTION

This chapter contains the basic ideas linked to the study, which are as follows: background, research question, objectives of the research, hypothesis, and significance of the study, scope and limitation, and definition of significant keywords.

#### A. Background of the Study

In learning English as a second or third language, many students get several obstacles such as the anxiety and fear to speak or do some activities using English language. Anxiety is a very common factor which has a big effect among both college students and the general population while they learn foreign language or speak in front of an audience. Young in 1999 stated that anxiety is an affective variable which has a negative effect and can prevent university students from learning foreign languages. This statement means anxiety can make students feel nervous and afraid to do speaking performance when they learn a foreign language.

As the first semester students of the English Language Education Department, they might still be afraid to speak in front of the class. The education transition from high school to university environment made them find different situations and alteration. When in high school, the students have done their speaking activity in front of the class with different methods. They use Bahasa Indonesia as the way to deliver the speaking performance. However, in the university especially in the English Department they have to use English as their academic language in the classroom to deliver their

<sup>&</sup>lt;sup>1</sup>Sardian Maharani Asnur, 'The Students' Anxiety in Delivering English Presentation', *Alauddin State Islamic University*, p. 41.

<sup>&</sup>lt;sup>2</sup>Era Wahyu Ningsih, 'Kecemasan dalam Berbicara Bahasa Inggris Mahasiswa Semester Empat Akademi Bahasa Asing Balikpapan', *SNITT Politeknik Negeri Balikpapan* (2017), p. 278.

speaking performance. They should consider some aspects like pronunciation, grammar, and ideas before they start to speak.

With those aspects needed by students in speaking English, they should be able to speak in any situations or conditions. Here, students should have a high self-confidence. For mastering speaking skills especially in English, they are not only affected by cognitive factors but also by their affective factor.<sup>3</sup> Brown stated that there are three affective factors that can influence students' learning processes such as motivation, confidence, and anxiety. From those aspects, anxiety became the most influential factor for students in speaking English.<sup>4</sup>Not only when speaking English, but this anxiety can also cause various other difficulties for students in learning English.

A study by Wiryadi and Paramita showed that there are four sources of anxiety that can have an impact on students' ability to communicate in English, those are self-anxiety in English courses, fear of negative evaluation from teacher or classmates, anxiety of doing English tests, and anxiety of communication. Here, some anxiety factors gave a big influence for the English speaking skill of students in SMAN 1 Blah Batu, approximately 79%. This shows a strong relationship and proves that the anxiety factor has a great influence on speaking ability.

Asnur stated that Anxiety can be caused by both internal and external factors, which can interfere with students' ability to deliver presentations or engage in other public speaking activities.<sup>7</sup> For internal factors, most students have fear of failure, speech anxiety, fear of criticism, negative experience, fear of being stopped when delivering the presentation, and fear of losing or

<sup>&</sup>lt;sup>3</sup>V. Andres, 'The Influence of Affective Variables on EFL/ESL Learning and Teaching', *The Journal of Language Learning and Teaching*, vol. 7, no. 3 (2003).

<sup>&</sup>lt;sup>4</sup>Ari W. J. and Paramita Dharmayanti, 'Pengaruh Anxiety dalam Speaking Activities', *Jurnal Bhakti Saraswati*, vol. 5, no. 2 (2016), p. 123.

<sup>&</sup>lt;sup>5</sup>*Ibid.*, p. 122.

<sup>&</sup>lt;sup>6</sup>*Ibid.*, p. 130.

<sup>&</sup>lt;sup>7</sup>Sardian Maharani Asnur, 'The Students' Anxiety in Delivering English Presentation', p. 40.

forgetting the material. While some external factors that can affect students such as classroom environment, gender, physical factor, and preparation.

Another study that was conducted by Liu stated that Chinese EFL students reported feeling anxious while speaking English in class or presenting at the front of a class.<sup>8</sup> She stated that some factors that make students anxious were caused by a number of factors, including a lack of vocabulary, memory dissociation, and English proficiency.

Chomsky stated there are linguistic competence and linguistic performance in language knowledge. Linguistic competence is the learners' capability to produce a language. It includes the rules of word formation and vocabulary, pronunciation, and syntax. According to two previous studies about anxiety in students' performance in speaking English, most of them found that fear of communication and lack of vocabulary are the anxiety aspects that commonly happen. Here, it shows that anxiety in speaking performance as the part of language communication has a correlation with vocabulary as the part of linguistic competence.

Puspita et.al already had a study which analyzed the relationship between pupils' anxiety, language mastery, and public speaking ability of high school students. The result of their study showed that those variables have a strong correlation. Students' anxiety and vocabulary mastery gave a contribution to speaking skill. Students with a lack of vocabulary got more anxious. While students who master the vocabulary got more beneficial and made them avoid monotonous use of some words in delivering their speech.

<sup>&</sup>lt;sup>8</sup>Liu M., 'Anxiety in Oral English Classroom: A Case Study in China', *Indonesian Journal of English Language Teaching*, vol. 3, no. 1 (2007), p. 119.

<sup>&</sup>lt;sup>9</sup>Dwi Wahyuni, Diemaroh Ihsan, and Rita Hayati, 'Linguistic Competence and Speaking Performance of English Education Study Program Students of Sriwijaya University', *English Education Study Program Sriwijaya University* (2013), p. 84.

<sup>&</sup>lt;sup>10</sup>Yunita Puspita Sari, Joko Nurkamto, and A. Handoko, 'A Correlational Study between Students' Anxiety, Vocabulary Mastery, and Speaking Skill.' *English Education Study Program Sebelas Maret University Surakarta*, p. 58.

<sup>&</sup>lt;sup>11</sup>*Ibid*.

Some of the previous studies above have the same main focus, namely student anxiety in learning English. Anxiety experienced by students affects their learning performance. One of them is speaking skill performance. From the three previous studies, each student's anxiety is affected by several factors. Here, the factor of lack of vocabulary knowledge is a factor that quite a lot of students have. So this makes students feel anxious when doing speaking performance in their English learning. In other words, students' anxiety in speaking performance as the part of language communication has a correlation with vocabulary as the part of linguistic competence.

Based on those previous researches, there may be a correlation between students' anxiety and students' English vocabulary in students' speaking performances. Then what makes this study clearly different from previous research was the subject of this research focused on university students in the first semester. The variables to be examined are English speaking anxiety as one of the difficulties of learning a foreign language and the level of vocabulary students have. In addition, this study also measures abilities and sees how much vocabulary size is owned by first semester students who become fresh graduates from junior high school.

Through this phenomenon of student anxiety in learning English and problems related to the relationship between student anxiety and one part of linguistic competence, this research aimed to measure the correlation between the students' anxiety and students' vocabulary of first semester in the English Language Education Department of UIN Sunan Ampel Surabaya.

#### **B.** Research Question

According to the background of the study above, the research question then come as follow:

What is the correlation between students' anxiety and students' English vocabulary of the first semester in the English Language Education Department of UIN Sunan Ampel Surabaya?

#### C. Objectives of the Research

Considering the students of the problem question on this study, the objective of the study is to investigate the correlation between students' anxiety and students' English vocabulary of the first semester in the English Language Education Department of UIN Sunan Ampel Surabaya.

# D. Research Hypothesis

A hypothesis test compared and contrasted two opposing hypotheses: the null hypothesis and the alternative hypothesis. The null hypothesis (H0) stated that no link exists between the variables while the alternative hypothesis (H1 or Ha) affirms that there was a relationship between Students' Anxiety and Students' English Vocabulary.

The alternative hypothesis was accepted if the null hypothesis was rejected. Thus, the hypotheses of this study are the following:

- 1. Null hypothesis (H0): There was no correlation between students' anxiety and their vocabulary in the first semester, and the level of students' vocabulary is unrelated to their anxiety.
- 2. Alternative hypothesis (Ha): There was a correlation between students' anxiety and students' vocabulary in the first semester, and the degree of students' vocabulary was completely reliant on the students' anxiety.

#### E. Significance of the Study

The purpose of this study is to measure the between students' anxiety and students' English vocabulary in the first semester of English Education at UIN Sunan Ampel Surabaya. The study's findings are expected to benefit lecturers, students, and other researchers.

#### 1. Lecturers

This study can help the lecturer to know how far and how many students have anxiety while delivering their speaking performance in the classroom. The lecture can measure the students' vocabulary level and

students' competence. The lecture can decide the best additional material to increase students' vocabulary level.

#### 2. Students

Students can know how anxious they are and how many vocabularies that they master so they can study more and increase their competences and solve those problems.

#### 3. Another Researchers

This study is extremely helpful to them in the future when undertaking research on the same issue.

#### F. Scope and Limitation of the Study

This study has three scopes to examine. First, the focus of this study was on students' speaking anxiety when learning a foreign language as the common problem in English speaking performance. The second scope is vocabulary as the part of linguistic competence. There are two types of Vocabulary; the first is Vocabulary Breadth or Vocabulary Size which is a term that refers to the amount of words or how many words that a person knows and the second is Vocabulary Depth which refers to the degree to which the individual understands the word. Here, the study only focuses on Vocabulary Size to be examined.

The limitation of this study is the students of 1<sup>st</sup> semester of 2018//2019 academic year in four General English classes in the English Language Education Department UIN Sunan Ampel Surabaya. The limitation of the amount of the participants is explained in detail in Population and Sample.

\_

<sup>&</sup>lt;sup>12</sup>Saeed Mehrpour, Sayeed Ayatollah R., and Parvaneh Kian, 'The Relationship between Depth and Breadth of Vocabulary Knowledge and Reading Comprehension among Iranian EFL Learners', *Journal of English Language Teaching and Learning*, vol. 53, no. 222 (2011), p. 100.

#### **G.** Definition of Key Terms

To avoid misunderstandings about this study, several significant keywords were used in this research.

#### 1. Anxiety

Anxiety, according to Horwitz and Young, has become a subjective experience of tension, worry, nervousness, and wrongness related with autonomic nervous system arousal.<sup>13</sup> In this research, anxiety has been defined as self-perception, beliefs, feelings of fear, and behavior while delivering English speaking.

# 2. Speaking Anxiety

Speaking anxiety is the feeling of nervousness to speak, express the idea or explain some topics in front of the audience in a certain context.<sup>14</sup> In this study, speaking anxiety refers to the students' feeling of apprehension, nervousness, or fear that can interfere with students before, during, or after performing or delivering the English speaking task in the classroom.

#### 3. Vocabulary

Hornby defined vocabulary as a collection of words that make up the language. A vocabulary list is a collection of words. For language that has meanings which are used. <sup>15</sup> Some aspects that need to be taught of vocabulary are pronunciation, grammar, collocation, word meaning, and

<sup>&</sup>lt;sup>13</sup>Amanda D. Bowen, 'Overcoming the Fear of Speaking in A Foreign Language: A Study of The Role that Selected Humanistic Techniques Play in Reducing Language Anxiety Associated with Oral Performance in The TESOL Classroom' (South Africa: University of South Africa, 2004), p. 28.

<sup>&</sup>lt;sup>14</sup>Kamridah et al., 'Correlation between Level of Anxiety and Public Speaking Performance through Systematic Learning Approach in Foreign Language', *International Journal of Science and Research (IJSR)*, vol. 5, no. 9 (2016), p. 128.

<sup>&</sup>lt;sup>15</sup>Brown C. and Hatch E., *Vocabulary, Semantics, and Language Education* (Oxford: Oxford University Press, 1995), p. 1.

word formation. <sup>16</sup> In this research, vocabulary has the meaning and understanding of several lists of words in English.

# 4. Vocabulary Size Level

Vocabulary size, also known as the number of words which learners have at least some knowledge of the meaning of, was referred to as vocabulary size.<sup>17</sup> It means how many words that person knows. The meaning of the theory that is used in this study is that the vocabulary size refers to how much vocabulary is owned by students in the first semester in the English Language Education Department. Then vocabulary level is the difference in level of receptive vocabulary knowledge which a person has.<sup>18</sup> When it comes to learning English as a foreign language, the vocabulary level refers to the difference in vocabulary knowledge that foreign students have. In this study researchers concluded the level of vocabulary is the level of students in knowing and using English vocabulary in learning

<sup>16</sup>Penny Ur, *A Course in Language Teaching* (United Kingdom: Cambridge University Press, 2009), pp. 60–2.

<sup>17</sup>Nasser Rashidi and Negar Khosravi, 'Assessing the Role of Depth and Breadth of Vocabulary Knowledge in Reading Comprehension of Iranian EFL Learners', *Pacific Association of Applied Linguistics*, vol. 14, no. 1 (2010), p. 82.

<sup>&</sup>lt;sup>18</sup>Norbert Schmitt and Benjamin Kremmel, 'Vocabulary Level Test', *The TESOL Encyclopaedia of English Language Teaching*, vol. 18, no. 1 (2010), p. 1.

# CHAPTER II REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical foundations of this research covering the aspects of speaking, anxiety, vocabulary, and the previous studies.

#### A. Literature Framework

#### 1. Speaking

#### a. Speaking's Nature

One of the four linguistic abilities is speaking. Speaking is a way for people to interact with one another in order to attain certain objectives or convey their ideas. Communication is the primary goal of speech. Monolog and conversation are two different types of speech. The former is more concerned with providing an interrupted oral presentation, whereas the latter is more concerned with communicating with other speakers. Other linguistic skills can be aided by talking. Learning to talk, for example, has been shown to aid in the development of reading, writing, and listening abilities.

#### b. Components in Speaking

Harris found five aspects of language that might affect one's capacity to speak. 19 The first aspect is pronunciation. This aspect has some examples such as the way in which a language is spoken, the manner in which a word is uttered, and the style in which a person speaks the words of language. The second aspect is grammar. Students will learn how to organize words in a phrase, what tense to employ, and how to utilize acceptable utterances using it. Another aspect of language is vocabulary. This could be the first step to speaking English. Students couldn't say what they're trying to say if they don't have a good vocabulary. Because listeners are able to respond to what we say, we must communicate

<sup>&</sup>lt;sup>19</sup>Baihaqi, 'The Influence of Speaking Club in Improving Students' Speaking Ability' (Banda Aceh: Ar-Raniry State Islamic University, 2016), p. 11.

fluently. The ability to completely absorb and become acquainted with a situation or set of facts is referred to as comprehension. It may also refer to the main's ability to see and comprehend; strength to grasp concepts; and ability to know. To summarize, comprehension is critical to avoid miscommunication involving a speaker and a listener.

#### c. Teaching Speaking

The purpose of speaking instruction is to develop pupils' communication abilities. Learners of a language must understand that speaking requires three types of knowledge.

The first type is a mechanic. Pronunciation, grammar, and vocabulary were included in this type. This type required students to use the proper words in the correct sequence and with the correct pronunciation.

The second is functions. There was transaction/ information exchange when students knew the communication clarity was critical and interaction/ relationship development when the students did not exactly understand.

The third type of knowledge is social-cultural, rules, and norms. In this type, there were some examples such as turn-taking, rate of speech, length of pauses between speakers, and participants' relative roles. Here, students were required to know who is communicating to whom, under what conditions, about what, and why.

Many more variables to consider while teaching and learning speaking include: principles for teaching speaking, concepts of language instruction, types of classroom speaking performance, principles for developing speaking procedures, method, tactics, and techniques in teaching speaking, and so on.<sup>20</sup> These variables must be considered as a reference in the assessment and evaluation of learning to speak English.

<sup>&</sup>lt;sup>20</sup>David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p. 127.

# d. Types of Classroom Speaking Performance

Brown discovered six distinct types of classroom speaking performance. <sup>21</sup> Those types that teachers may utilize to guide their design of speaking instruction.

The first is imitative. The goal of this performance is focused on certain specific features of language form, rather than to engage in meaningful conversation. Minimal Pair Repetition, Word/Sentence Repetition, and Sentence Repetition are some examples.

The second is intensive. Through regulated speech production, intensive speaking allows learners to "go over" and employ specific kinds of language. Directed response, Read-aloud (for pronunciation or fluency), Oral sentence completion, Oral cloze method, Dialogue completion, directed replies are all examples of directed responses.

The third is responsive. It entails giving brief responses to questions or remarks posed by the teacher or students. These responses are typically adequate and do not include discussions. Meaningful and genuine speech creation is possible. Picture description or elicitation of directives, Question & Answer, Question elicitation, Instruction elicitation, and paraphrase are some examples.

Transactional (dialogue) is the fourth type of classroom speaking performance. Information-gathering interviews, role plays, and debates are examples of dialogue done for the aim of exchanging information. Role plays, oral interviews, discussions and chats, and games are some examples.

Interpersonal (dialogue) is the fifth type of classroom speaking performance. Personal interviews or informal chat role play are examples of dialogue used to develop or sustain social relationships.

\_

<sup>&</sup>lt;sup>21</sup>H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001), p. 271.

#### 2. Anxiety

# a. The Concept of Speaking Anxiety

Anxiety is defined as a subjective concept by psychology like sensation of tension, apprehension, uneasiness, and wrongness connected with an activation of the autonomic neural system, according to Horwitz et al. in 1986. Anxiety becomes the most universal emotional state that a person may experience. Everyone will be concerned about anything that occurred in their lives, especially if they are required to speak.<sup>22</sup> Of course there were several factors that may underlie this.

If anxiety is not managed, it can have a detrimental influence on a person's personality. Mayer stated in 2008 that anxiety is a natural part of life and being human, and that it also has a good side. Griffin and Tyrrell both contend that pupils will achieve their best results if they can channel their worry into good feelings.<sup>23</sup>The way that students do to overcome this is certainly not easy.

For example, suppose a student consistently receives a poor grade on an assignment and feels underachieved because she or he does not want to put in any effort. They begin to be concerned about failing their studies or receiving a poor mark. Then their nervousness fades, and they become more motivated to be a good student because they want to pass their class. Anxiety, on the other hand, can become an issue if it produces mental distress and interferes with pupils' ability to learn English as a foreign language. As a result, it is linked to speaking ability because when people are anxious, they talk cautiously. Therefore, students sometimes repeat many words in their speech.

Speaking anxiety was defined as a sensation of fear, uneasiness, or worry that might disrupt students' speaking performance before, during, or after completing or delivering a speaking assignment in the classroom.

<sup>&</sup>lt;sup>22</sup>E. K. Horwitz and D. Young, *Language Anxiety: From Theory and Research to Classroom Implications* (New York: Prentice Hall, 1991), p. 125.

<sup>&</sup>lt;sup>23</sup>J. Griffin and I. Tyrell, *How to Master Anxiety* (United Kingdom: The Bath Press, 2007), p. 5.

# b. Types of Anxiety

Anxiety, according to Pappamihiel, is a multifaceted term that includes not just one's sentiments of self-efficacy but also prospective and perceived risks in certain scenarios. As a result, psychologists Cattell & Schier classified numerous different forms of anxiety.<sup>24</sup> There were three types' categories of anxiety.<sup>25</sup>

The first is Trait Anxiety. This type means individual variations in responses to a perceived threat in the environment. The second is State Anxiety. State anxiety describes mental and physical responses to stimuli seen as a threat in a specific situation. The last is Situation-Specific Anxiety. It is anxiety that is caused by situations that cause anxiety to rise during certain occurrences. Stage fright, test anxiety, giving a speech, and language anxiety are all instances of situation-specific anxiety. Circumstance-specific anxiety develops when a person feels apprehensive in a certain situation, as seen by the examples.<sup>26</sup> There will be different factors that can affect this anxiety in each situation.

This study classifies anxiety while giving a speech or presentation as a situation-specific form of anxiety, according to the idea of anxiety types.

# c. Psycholinguistic Factors of Language Anxiety

The lack of vocabulary, bad grammar, and concerns of making mistakes, according to Thornburry, might enhance the likelihood of speaking improperly and produce an extreme sensation of anxiety.<sup>27</sup> It is a truth that communicating in a second or foreign language necessitates the acquisition of a second or foreign language. The challenges of learning a

<sup>&</sup>lt;sup>24</sup>P.D. ManIntyre and R. Clement, 'Willingness to Communicate: Antecedents and Consequences', *Communication Quarterly*, vol. 47, no. 2 (1999), p. 63.

<sup>&</sup>lt;sup>25</sup>*Ibid.*, p. 220.

<sup>&</sup>lt;sup>26</sup>*Ibid.*, p. 228.

<sup>&</sup>lt;sup>27</sup>Scott Thornbury, *How to Teach Speaking* (Harlow: Pearson Education Limited, 2005), p. 28.

second/foreign language, on the other hand, might induce language anxiety among EFL/ESL students.

Tanveer explored the psychological and linguistic components of language anxiety.<sup>28</sup> Language anxiety can arise at any of input, processing, and output which the three stages of language learning explained below:

#### 1) Input Anxiety

The first stage is input anxiety. The initial stage of language acquisition is input. The worry that learners feel when they meet a new phrase or term in the target language is referred to as anxiety during the input stage. Receiver uneasiness while receiving information from auditory and visual sources is known as input anxiety.<sup>29</sup> Input anxiety is more likely to result in misinterpretation of the message conveyed by the interlocutors, which can lead to a breakdown in communication and an increase in worry.

# 2) Processing Anxiety

The fear pupils feel when conducting cognitive processes on new knowledge is referred to as processing anxiety. Working with the Information Processing Model, researchers have attempted to understand how these cognitive activities are carried out in the human brain, as well as the learners' inability to apply everything they have learned about a language at any given moment. Another major source of language anxiety for EFL/ESL students is difficulties obtaining and remembering vocabulary items when speaking in the target language, which may be explained by the Cognitive Processing Model.

### 3) Output Anxiety

Learners' uneasiness or fear when forced to demonstrate their competence to apply previously learnt content is referred to as anxiety

\_

<sup>&</sup>lt;sup>28</sup>M. Tanveer, *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language.* (Glasgow: University of Glasgow, 2007).

<sup>&</sup>lt;sup>29</sup>*Ibid.*, p. 20.

during the output stage.<sup>30</sup> The student's ability to communicate in the target language may be hampered by their high degree of fear at this point.

# d. Level of Anxiety

Analyzing the anxiety level of speaking, there were three levels: those are low, medium, and high levels of anxiety.<sup>31</sup> The anxiety level of a person can be seen from a person's ability to respond to several particular problems.<sup>32</sup> Based on that theory, the research adapted and specified the indicators of anxiety level.

#### 1) Low Anxiety Level

In this lower level of anxiety, students feel confident about the situation in their experience. They do not feel embarrassed to interact with others though they have difficulty in their experiences and appear relaxed.

#### 2) Medium Anxiety Level

Students feel less confident about the situation in their experience with doubt in their abilities and still need help from others in certain conditions. They will also be comfortable if they get help and support from others. Students appeared heart pounding, slip of tongue and cold in this medium level.

#### 3) High Anxiety Level

Students with high anxiety levels feel unconfident in their capabilities that make them afraid to do something although in the

<sup>30</sup>R. Baker Clement and P.D. MacIntyre, 'Willingness to communicate in a second language: The effects of context, norms, and vitality.' *Journal of Language and Social Psychology*, vol. 22, no. 2 (2003), p. 30.

<sup>&</sup>lt;sup>31</sup>E. K. Horwitz and D. Young, Language Anxiety: From Theory and Research to Classroom Implications, pp. 27–39.

<sup>&</sup>lt;sup>32</sup>Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, 'Foreign Language Classroom Anxiety', *The Modern Language Journal*, vol. 70, no. 2 (1986), p. 30.

imperative condition. Students appeared sweat pouring, trembling hands, blank, and confused.

People who can be categorized as low level of anxiety are people who feel confident about the situation in their experience so that they do not feel embarrassed to interact with others though they have difficulty in their experiences.<sup>33</sup> After that, people who can be categorized as medium level of anxiety are people who feel less confident about the situation in their experience with others in certain conditions, whereas people who can be categorized as high level of anxiety are people who feel unconfident on their capabilities that make them afraid to do something although in the imperative condition.<sup>34</sup>

Specifically, the research used this standard to measure level anxiety of speaking in English speaking class. These categories can be helped by research to make information about level anxiety of students in speaking.

#### e. Effects of Anxiety in EFL Learning

Speaking anxiety has a detrimental impact on students' academic, cognitive, social, and personal performance. Anxiety has a significant influence on kids' academic performance. A nervous student is less focused, forgetful, has a faster heart rate, and sweats more, all of which can lead to undesirable behavior such as skipping class or doing their homework. <sup>35</sup> Finally, because high-anxious students perform and accomplish lower than low-anxious students in the class, these behaviors might have an impact on their cognitive competency. In this example, if pupils' anxiety levels rise, their academic performance falls.

Additionally, anxiety has been found to have detrimental effects on the three phases of cognitive processing: intake, processing, and output in the

.

<sup>&</sup>lt;sup>33</sup>Dwi Fera Andriyani, 'Students' Anxiety on Speaking Performance at The Eighth Grade of Mts. Negeri 5 Karanganyar' (Surakarta: IAIN Surakarta, 2020), p. 38.

<sup>34</sup> Ibid.

<sup>&</sup>lt;sup>35</sup>Horwitz, Horwitz, and Cope, 'Foreign Language Classroom Anxiety'.

effect on students' cognition.<sup>36</sup> As a result, anxious pupils will have a harder time digesting relevant input and will be less sensitive to linguistic output.

In terms of social impacts, the social environment has a variety of implications on language anxiety. Language anxiety can be influenced by a competitive school environment, challenging relationships with teachers, the danger of shame, and the chance to engage with members of the target language group. <sup>37</sup> Furthermore, one of the most common findings on language anxiety, as well as one of its most significant social effects, is that nervous students do not converse as frequently as more calm students. <sup>38</sup> It implies that if pupils are anxious, they continuously avoid connecting with others. The strong anxiety reaction for an individual language learner is one of the most bothersome outcomes of language anxiety. <sup>39</sup>Some language students with significant anxiety would prefer to ignore or avoid their language lesson rather than follow it. As a result, this sort of impact is seen to be the most devastating effect of language anxiety.

# 3. Vocabulary

#### a. Defining Vocabulary

The Oxford English Dictionary defines vocabulary as "the entire number of words in a language, words known to a person, a list of terms and their meanings, especially on the back of a book intended to teach a foreign language". Vocabulary is a collection of words that may be organized into wider categories like phrase, clause, or sentence. Those patterns result in concepts that others can comprehend. In 1997,

<sup>36</sup>R.C. Gardner and P.D. MacIntyre, 'The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language', *Language Learning Journal*, vol. 44 (1994), p. 138.

<sup>37</sup>ManIntyre and Clement, 'Willingness to Communicate: Antecedents and Consequences', p. 38.

<sup>38</sup>P.D. MacIntyre, S. Conrod, and S.C. Baker, 'Willingness to communicate, social support, and language-learning orientations of immersion students.' *Studies in Second Language Acquisition*, vol. 23 (2001), p. 298.

<sup>39</sup>ManIntyre and Clement, 'Willingness to Communicate: Antecedents and Consequences', p. 39.

Webster's Dictionary defined vocabulary as a list of words and phrases that are generally ordered alphabetically and explained or defined. Vocabulary is the total number of words used by a language group, individual, or work, or in reference to the linguistic breadth of a subject. It is also defined as a collection of words and phrases taught or utilized from a foreign language textbook.

Furthermore, vocabulary, according to Richards, was an essential component of linguistic ability. since it determines how effectively learners talk, listen, read, and write. Learners who lack a large vocabulary and techniques for expanding their vocabulary frequently fall short of their potential and are discouraged from taking advantage of language possibilities available to them.

Apart from other language components such as grammar and pronunciation, vocabulary is an essential factor of foreign language acquisition and teaching. Vocabulary is a crucial component in any language instruction, according to Allen and Valette. As they learn structures, students must continue to acquire terms.

Based on the aforementioned definitions, the researcher believes that vocabulary is a significant component of the language that is built alphabetically and has a meaning, and that it should be taught in language teaching and learning.

#### b. Vocabulary as Linguistic Competence

According to Hamerka in 2009, the term competency is used in linguistics to characterize a learner's ability to create a language. Language competence, according to Fromkin and Rodman, is the linguistic system that comprises sounds, structures, meaning, words, and norms.

Linguistic competence, according to Chomsky's thesis, is the unconscious understanding of languages and their organizational principles. He also claimed that linguistic competence encompasses the

principles of word creation or vocabulary, as well as pronunciation and sentence building.<sup>40</sup>

In this case, vocabulary is a component of linguistic competence, which is itself a component of communicative competence. According to the Common European Framework of Reference (CEFR) in 2011 there are two communicative competences.

#### 1) Linguistic Competence

There are five types of linguistic competence. The first type in this competence is a lexical. It is the capacity to understand and utilize a language's lexicon, which is made up of lexical and grammatical parts. The second is grammatical. This is the knowledge and ability to use a language's grammatical resources. Phonology is the third type of linguistic competence. It is the knowledge and skill of perceiving and producing sound-units (phonemes). The next is orthographic. It refers to a person's understanding of and ability to perceive and produce symbols. The last is sociolinguistic. It means this type relates to the socio-cultural contexts in which people use language such as rules of etiquette, conduct, gender, classes, and social groupings, as well as language use in certain contexts.

#### 2) Pragmatic Competence

Functional and Discourse are the types of pragmatic competence. In functional, it has to do with the communicative function of utterances, such as language function creation and speech actions. On the other hand, discourse refers to the mastery of discourse, cohesion, and coherence, as well as the identification of text kinds and forms that are related to text organization and structure.

<sup>40</sup>Wahyuni, Ihsan, and Hayati, 'Linguistic Competence and Speaking Performance of English Education Study Program Students of Sriwijaya University', p. 84.

digilib ujachy ac id digilib

#### c. Breadth of Vocabulary and Depth of Vocabulary

Qian created a conceptual framework regarding the dimensions of vocabulary knowledge between Vocabulary Size and Vocabulary Depth in 2002. The amount of terms for which a student has at least a basic understanding is referred to as vocabulary size. While the word "knowledge" refers to all phonemic, morphemic, syntactic, semantic, and collocation properties of words. The term "depth of vocabulary" refers to all lexical characteristics.

Another idea that has been described in a variety of ways, here the term "Breadth of Vocabulary" refers to the quantity of a person's vocabulary, or the number of words they know. Depth of Vocabulary, on the other hand, relates to the quality of a person's knowledge of a term.<sup>41</sup>

Shen has already established the terms "breadth" and "depth" of vocabulary in 2008. The amount of words a person knows is referred to as their vocabulary breadth. Depth of Vocabulary, on the other hand, refers to a person's understanding of numerous elements of a word, including pronunciation, spelling, meaning, morphological, syntactic, and collocation.

The breadth of vocabulary or the extent of the student's vocabulary will be one of the criteria considered in this study. A Vocabulary Level Test (VLT) was used in this study to evaluate student vocabulary size, and it was explained in depth in the research instrument section.

# d. Level of Vocabulary

The level of receptive abilities in pupils' vocabulary knowledge is referred to as vocabulary level. There are five different levels of English vocabulary words.<sup>42</sup> The first is 2000 word level. Students at this level

<sup>&</sup>lt;sup>41</sup>Mehrpour, Ayatollah R., and Kian, 'The Relationship between Depth and Breadth of Vocabulary Knowledge and Reading Comprehension among Iranian EFL Learners', p. 100.

<sup>&</sup>lt;sup>42</sup>I.S.P. Nation, *Learning Vocabulary in another Language* (Cambridge: Cambridge University Press, 2001), p. 16.

may engage in a normal conversation. In the 3.000words level, students are required to comprise the most often used English terms. The third level is 5.000 words. At this level, students learn to read real literature. In the 10.000 words level, students enrolling in an academic degree program. The last is University/Academic level. This level contains terminology that appears often in a wide range of academic literature. This level was created primarily for instructors to utilize as part of a program preparing students for advanced level study or for students to master the most important terms that they might need to study at colleges and universities.<sup>43</sup>

Vocabulary level that students have can also be identified as having a relationship with *Common European Framework of Reference* in *Languages (CEFR)* although with different results from each case study that examines it.<sup>44</sup> CEFR is a guideline by the European Council which used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries.<sup>45</sup> This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications.<sup>46</sup>

Milton J and T. Alexiou in 2010 estimated each level of CEFR requires a linear increase of vocabulary size level. The following was an estimate of the vocabulary size level of students in terms of their CEFR level with the Communicative Activities and Communicative Language Competencies estimation scale:

<sup>44</sup>Elin Agernäs, 'Vocabulary Size and Type Goals in Advanced EFL and ESL Classrooms', *Gothenburg University*, vol. 15 (2014), p. 18.

<sup>&</sup>lt;sup>43</sup>*Ibid.*, p. 17.

<sup>&</sup>lt;sup>45</sup>Cambridge Assessment, 'International Language Standards', *Cambridge English* (7 Dec 2021), p. 1, https://www.cambridgeenglish.org/exams-and-tests/cefr/.

<sup>46</sup>Ibid.

#### 1) Beginner (A1)

Students in the beginner level have 300-600 words of vocabulary size level. Here, they had basic vocabulary words and phrases related to a particular concrete situation. In written production, students can write simple phrases and sentences. Students were able to produce simple, mainly phrases about people and places. In reading comprehension, students can understand very short and simple texts, single words and basic phrases and reading.

#### 2) Elementary (A2)

Students in this level have approximately 600 – 1,200 words of vocabulary size level. Here, students can regulate a limited repertory dealing with certain day-to-day demands. They had a sufficient vocabulary for the expression of basic communicative needs. Students were able to write a series of simple phrases and sentences linked with simple connectors. They can give a simple description or presentation of people, living or working conditions, daily routines, short series of simple phrases and sentences. Students can understand short, simple texts on familiar matters that consist of high frequency every day or job-related language.

#### 3) Intermediate (B1)

1,200 – 2,500 words of vocabulary size level at least owned by students at this intermediate level. Students showed good control of elementary vocabulary but major errors still occurred. They had a sufficient vocabulary to express their shelf with some circumlocutions on most topics to his everyday life such as family, hobbies and interests, work, travel, and current events. At this level, students can write straightforward connected texts on a range of familiar subjects. They are also able to reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest. In reading comprehension, students in this level can read

straightforward factual texts on subjects related to his/her field and interest.

## 4) Upper-Intermediate (B2)

Students in the upper-intermediate level have 2,500 – 5,000 words of vocabulary size level. Lexical accuracy was generally high in vocabulary control. They had a good range of vocabulary for matters connected to his field and most general topics. At this level, students can write clear, detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments. Students were able to give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest. They can read with a large degree of independence, adapting style and speed of reading to different texts, purposes, and have a broad active reading vocabulary.

## 5) Advanced (C1)

Students in this level have approximately 5,000 – 10,000 words of vocabulary size level. In advanced level, there were occasional minor slips, but no significant vocabulary errors. Students had a good command of a broad lexical repertoire like idiomatic expressions and colloquialisms. They were able to write clear, well-structured texts of complex subjects, underlining the relevant issues, expanding and supporting points of view. Students also can give clear, detailed descriptions and presentations on complex subjects. In reading comprehension, they can understand in detail lengthy, complex texts.

## 6) Proficiency (C2)

10,000 – 20,000 words and above of vocabulary size level at least owned by students at this proficiency level. Students had consistently correct and appropriate use of vocabulary. They had a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms. In written production, students can write clear, smoothly flowing, complex texts in an appropriate and effective style

and a logical structure. While in the spoken production, they can produce clear, smoothly flowing well-structured speech with an effective logical structure. Students also were able to understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.

#### **B.** Review of Previous Studies

To support and to prove the originality of this research, there are some relevant previous studies. These studies have been explored.

The first was by Ningsih. The focus of this study was on how anxiety affects students' capacity to communicate throughout the teaching and learning process. The focus of this study was on employing a brief lecture as one of the speaking performances. The participants in this study were fourth-semester Foreign Language Academy of Balikpapan students. This study utilized the descriptive qualitative approach, which involves describing what happened throughout the research process through the use of words in an explanation process. The findings revealed that the majority of pupils studying English had linguistic anxiety. The outcomes of this study are summarized based on the study's two major objectives. First, there were several variables that caused pupils to be apprehensive about speaking English. One of these causes was their fear of making a mistake in their speech owing to mistakes in pronunciation, intonation, fluency, and vocabulary. Another element discovered in this study was the students' aspirations for overcoming their fear.

Septy Indrianty published the second prior investigation on the phenomenon of this research in 2016. This study looked at students' fears about

-

<sup>&</sup>lt;sup>47</sup>Ningsih, 'Kecemasan dalam Berbicara Bahasa Inggris Mahasiswa Semester Empat Akademi Bahasa Asing Balikpapan', p. 277.

<sup>&</sup>lt;sup>48</sup>*Ibid.*, p. 281.

speaking English in a Bandung Hotel and Tourism College. 49 Anxiety kinds and causes of anxiety were investigated in this study. This study followed the guidelines of a case study. The information was gathered through observing and interviewing students in class. To address the research question, the data were descriptively examined and interpreted. Students Anxiety in Speaking English: A Case Study in One Hotel and Tourism College in Bandung showed two findings linked to research topics in the study titled Students Anxiety in Speaking English: A Case Study in One Hotel and Tourism College in Bandung. First, there were two forms of anxiety found: trait anxiety and state/situational anxiety. Second, in English speaking class, students' generated from three primary causes nervousness was of worry: communication apprehension, exam anxiety, and fear of unfavorable assessment. Furthermore, as evidenced by the interview data, students' anxiety of speaking has been attributed to lack of vocabulary and preparations. These findings imply that the instructor should be more aware of the students' apprehension in order to awaken their motivation to speak up fearlessly and eloquently in an English speaking class. 50 As a result, teachers are encouraged to be rather inventive when it comes to creating better methods.

There are parallels in findings between the two prior research described, notably the presence of numerous variables that might create anxiety in students' speaking performance. One of them is a role in students' inability to talk or explain something in speaking class due to a lack of English vocabulary. Based on this, the researcher discovered numerous prior studies examining the importance of vocabulary as a linguistic skill in student speaking performance or the impact of vocabulary on learning English, particularly in speaking performance.

Wahyuni et al. conducted a study in 2013 on Linguistic Competence and Speaking Performance of English Education Study Program Students at

<sup>&</sup>lt;sup>49</sup>Septy Indriaty, 'Students' Anxiety in Speaking English: A Case Study in One Hotel and Tourism College in Bandung', *ELTIN Journal*, vol. 4, no. 1 (2016), p. 28.

<sup>&</sup>lt;sup>50</sup>*Ibid.*, p. 37.

Sriwijaya University to determine the relationship between linguistic competence and speaking performance, as well as the role of linguistic competence in speaking performance.<sup>51</sup> A correlation study was used as the research approach. In the academic year 2013/2014, Sriwijaya University's fourth, sixth, and eighth semester English Education Study Program students made up the population. A total of 100 students were included in the sample. The students were given two types of exams to assess the two primary factors in this study: a language competency test and a speaking test. There was a high correlation between students' language ability and their speaking performance, according to the data. 52 The correlation coefficient between linguistic competence and speaking ability was 0.315, indicating a low or weak association. Furthermore, it was shown that language ability had a 9.9% effect on speaking performance. It was determined that linguistic competency influenced pupils' speaking abilities. The norms of word creation, vocabulary, pronunciation, and sentence building are all part of linguistic competence, according to the study. The pupils' language competency score revealed the importance of linguistic knowledge.<sup>53</sup> The students with the highest linguistic competency test results demonstrated that they knew enough English to apply it to their speaking performance. As a result, the students' language abilities affected their performance.

Linguistic competence and speaking performance have a significant relationship, according to a prior study, which might impact students' language acquisition. This might lead to nervousness when pupils have to speak in front of a class or perform speaking tasks.

Speaking Anxiety: Factors Contributing to the Anxiety in Speaking Class of the First Year Students of the English Department Faculty of Letters, Jember University was the title of a 2015 research performed by Imam Wahyudi

<sup>&</sup>lt;sup>51</sup>Wahyuni, Ihsan, and Hayati, 'Linguistic Competence and Speaking Performance of English Education Study Program Students of Sriwijaya University', p. 83.

<sup>&</sup>lt;sup>52</sup>*Ibid.*, p. 88.

<sup>&</sup>lt;sup>53</sup>*Ibid.*, p. 89.

Antoro et al. They said that anxiety arises as a consequence of a variety of circumstances, such as a lack of understanding, a lack of preparedness, a fear of making mistakes, and difficulties understanding the teacher's instructions. The goal of their research was to find out what variables contribute to speaking anxiety and why it occurs among first-year English Department Faculty of Letters students at Jember University. A total of 50 students took part in this study. A questionnaire and an interview are used to collect data. The findings reveal that Self-perception or self-esteem, classroom presentation, fear of making mistakes, social environment, gender, cultural differences, and formal classroom setting are all factors that contribute to participants' speaking anxiety. Meanwhile, the following factors contribute to the occurrence of speaking anxiety: self-perception, which is caused by linguistic issues (lack of vocabulary, anxiety about structure, and speaking English correctly), concern about other people's perceptions, low self-confidence, lack of desire, and a lack of communication. Another source of anxiety for students during their classroom presentation was the worry of making mistakes due to a lack of mastery of the topic, as well as a lack of vocabulary and pronunciations.

Dyah Ari Cendani's work, Students' Anxiety Level in Speaking in General English Class: A Case Study at the English Teacher Education Department at UIN Sunan Ampel, was another study that looked at the phenomenon. She concentrated on the anxiety levels of the students and discovered a link between their speaking performance and their anxiety levels. This study employs qualitative methods. This study's population consists of 91 students enrolled in the first semester of General English Class at UIN Sunan Ampel Surabaya during the academic year 2016/2017. Male and female volunteers ranging in age from 19 to 24 years old took part in the study. The researcher chose 9 students at random from the whole first semester class for interviews, dividing them into three groups of three students from each level to determine their influence and validate the questionnaire guide they had completed. According to the findings, the majority of students' in General English classes were apprehensive when speaking. The fear of negative evaluation, which

suggests that pupils are afraid of receiving negative feedback from the instructor while speaking in front of the class, was one of the most prevalent variables that impacts students' anxiety levels in speaking.

Previous study on students' anxiety and speaking ability, as well as the relationship between linguistic competence and speaking performance, has persuaded that anxiety can occur when learning a foreign language. While there is a linguistic competence that students need to acquire in order to learn a foreign language, there is also a cultural competence that students should master.

There was a resemblance between those 5 prior researches and this investigation, which would examine the anxiety among students' language knowledge. Previous studies, on the other hand, have mostly focused on language learners in senior high school and university. In contrast to prior study, the research attempted to explore students' concern about their first semester university speaking performance. Presentation is one of the speaking performances that is picked by the researcher. As a result, this study was important in determining the relationship between three variables: students' anxiety, vocabulary, and speaking abilities.

# CHAPTER III RESEARCH METHOD

This chapter discusses the research method, which includes the research design, data and data sources, data collection technique, research procedure, research instrument, and data analysis technique.

## A. Research Design and Approach

This study used a correlational design to determine the outcome of the research topic. According to Creswell, correlational design is a non-experimental quantitative method in which the researcher uses a correlational statistic to define and assess the degree of association in comparison to two or more variables or sets of scores. <sup>54</sup>This design was used to determine the relationship between two or more variables in order to determine their influence on one another.

The researcher was attempting to determine the relationship between two types of variables in this study. There was an independent variable which is students' anxiety (X) and students' vocabulary (Y) as the dependent variable.

## **B.** Research Setting

This research was conducted in the English Teacher Education Department at UIN Sunan Ampel Surabaya. It is located at JL. Ahmad Yani, 117, Surabaya.

This research was conducted in December 2018 in the General English class during the first semester.

<sup>&</sup>lt;sup>54</sup>John W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*, 4th edition (USA: SAGE Publications, 2014), p. 41.

## C. Population and Sample

Students in the first semester of the English Language Education Department at UINSA Surabaya took part in this study. The researcher collected the research data in the General English class. General English is one of the English subjects taught at UIN Sunan Ampel Surabaya. General English is designed for first-semester students to learn about English in general, with the expectation that students were able to master English in all areas. This is in accordance with the purpose of the research objectives to find the correlation of their anxiety in speaking with their vocabulary size. According to the UINSA Integrated Information System, there are 4 classes of General English which each class consists of 22 students (year 2018).

The subjects were chosen through random selection by the researcher in collecting data. The random sampling method means that the required numbers of samples were chosen at random from a population.<sup>56</sup> The required number of samples of a specific population can be determined by Creswell theory, which states that approximately 30 samples are regarded as sufficient for relating variables in correlational study.<sup>57</sup>

### D. Data and Source of Data

#### 1. Data

The anxiety questionnaires and vocabulary level test scores of the students were used as data in this study.

.

<sup>&</sup>lt;sup>55</sup>Dyah Ari Cendani, 'Students' Anxiety Level in Speaking on General English Class A Case Study at English Teacher Education Department UIN Sunan Ampel Surabaya' (Surabaya: UIN SunanAmpel Surabaya, 2018), p. 7.

<sup>&</sup>lt;sup>56</sup>Louis Cohen, Lawrence Manion, and Keith Morisson, *Research Methods in Education* (London: Routledge, 2009), p. 100.

<sup>&</sup>lt;sup>57</sup>John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edition (University of Nebraska: Lincoln Pearson Education, 2012), p. 146.

#### 2. Source of Data

The data for this study came from a vocabulary level test and the results of a student questionnaire. Then, those sources of the data are analyzed in a correlation method.

## E. Data Collection Technique

The data for this study were gathered through the use of a test and a questionnaire. The test is used to obtain vocabulary data from students. and English presentations by students. The chosen test was Vocabulary Level Test (VLT) by Norbert Schmitt. While the questionnaire was adapted from Horwitz and Cope's Foreign Language Anxiety Scale (FLAS), it was used to collect data on student anxiety. The questionnaire was given to the students in bilingual language. There were English sentence and *Bahasa Indonesia* to make students understandable the meaning of each item and avoid misunderstanding

### F. Research Instruments

This study's findings necessitated the collection of data. The instruments used for data collection in this research are vocabulary level test and Foreign Language Classroom Anxiety Scale (FLCAS).

# a. Vocabulary Level Test (VLT)

This English vocabulary test was designed to assess a learner's vocabulary knowledge. This test is a revised version of Nation's VLT, which was developed by Schmitt et al in 2001. In this test there are five different levels which are 2.000-word level, 3000, 5000, 10.000, and academic level.<sup>58</sup>

VLT is made up of 30 elements that are matched in numerous ways. Three elements equal 100 words from any vocabulary. Items are organized into ten groups. Each cluster is presented to learners with six words in a column on the left and the associated meaning on the right with a single word. This test

.

<sup>&</sup>lt;sup>58</sup>Rashidi and Khosravi, 'Assessing the Role of Depth and Breadth of Vocabulary Knowledge in Reading Comprehension of Iranian EFL Learners', p. 86.

requires students to recognize the form, and the options are words rather than definitions.<sup>59</sup>

The VLT test uses a form-recognition matching format, in which the stem is the definition, and the options are the target words. Each cluster of items contains three stems and six options. Below was a sample cluster:

You must choose the right word to go with each meaning. Write the number of that word next to its meaning.

- 1. concrete
  2. era
  3. fiber
  4. hip
  5. loop
  6. summit
  5 circular shape
  7 circular shape
  8 do no fa mountain
  9 a long period of time
  9 summit
- b. Foreign Language Classroom Anxiety Scale (FLCAS)

FLCAS is an anxiety scale that was developed by Horwitz et.al in 1986. The scale of FLCAS integrates three related components which are communication apprehension, test anxiety, and fear of negative evaluation. Researchers can use this scale to assess the anxiety of foreign language learners and investigate the impact of anxiety on learning in various circumstances.<sup>60</sup>

FLCAS contains 33 items which range from "Strongly Agree (SA)" to "Strongly Disagree (SD)". The anxiety level was represented by a score in 3 levels. The high level of anxiety is more than 144. The medium level is 108 to 144. The last is no anxiety level less than 108.<sup>61</sup>

In this study, the researcher adapted the questionnaire and omitted some items which have the same points and indicators. The result of adaptation there were 22 items in the questionnaire with 4 aspects.

<sup>&</sup>lt;sup>59</sup>Schmitt and Kremmel, 'Vocabulary Level Test', p. 1.

<sup>&</sup>lt;sup>60</sup>Yuan Cao, 'Comparison of Two Models of Foreign Language Classroom Anxiety Scale', *Philippine ESL Journal*, vol. 7 (2011), p. 74.

<sup>&</sup>lt;sup>61</sup>Kriangkrai Yaikhong and Siriluck Usaha, 'A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability', *Canadian Center of Science and Education*, vol. 5, no. 12 (2012), p. 24.

**Table 3.1 Questionnaire Indicators and Items** 

Aspects	Indicators	Items Number	Total
communication	self-confident, physical	1, 2, 5, 6,	10 items
apprehension anxiety	characteristics, cognitive	8, 11, 16,	
	characteristics	17, 18, 20	
test	Language and grammar	15, 21	2 items
anxiety	error, test scoring		
negative evaluation	fear of lecture	7, 9, 10,	6 items
	assessments, classmate's	12, 13, 14	
	opinion		
English classroom	Classroom situation,	3, 4, 19,	4 items
	learning process	22	

## G. Data Analysis Technique

The researcher used the Correlational approach to evaluate the data. The data was collected through test results and questionnaires. SPSS 16.0 is used to analyze the data using the approach. The formula to find out the strength of the relation between two variables is using *Pearson Product Moment Formula*. The following steps are used to analyze data:

- The early phase is to gather some of the most important aspects of the checking instrument of students' anxiety by using Foreign Language Anxiety Questionnaire and students' vocabulary Using Vocabulary Level Test (VLT).
- 2. The second stage is to maintain count of everything. After all of the instruments had been cleared, the researcher measured the scales of students' questionnaires based on FLCAS Scale by Horwitz. Following that, the vocabulary test results are scored. The final step is to enter the vocabulary test score and the result of the students' anxiety questionnaire in the Excels.

Table 3.2: Template of Students' Anxiety Questionnaire result and Students' Vocabulary Test score.

S	tudents' Anxiety Qu	estionnaire	Students' Vocabulary Test
No.	Students' Initials	Score	Score
	11		
	197		

3. The data is then calculated using the *Pearson Product Moment Formula* in the third step to define the magnitude of the link between two variables. Pearson (*r*) correlation is the most widely used correlation statistic to measure the degree of the relationship between linearly related variables. <sup>62</sup> In the parametric process, the Pearson Product Moment formula was as follows:

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

rxy= the correlation coefficient between variable x and y

N = the number of participants

X =the questionnaire scores

Y =the vocabulary scores

 $\sum XY$  = the total of questionnaire scores multiplied by the score on the vocabulary test

 $\sum X$  = the sum of questionnaire scores

 $\sum Y$  = the sum of vocabulary test scores

<sup>62</sup>Kendall, M. G. and Gibbons, J. D, *Rank Correlation Methods* (London: Edward Arnold, 1990).

 $\sum X2$  = the total of the squared questionnaire scores

 $\sum$ Y2 = the sum of vocabulary test scores squared

Pearson correlation was a method of correlation which summarizes the relationship between two variables in a single number. The correlation coefficient (r) represents the degree of correlation. The value of r ranges from -1 r + 1 to 1. If the r values are near to 1, the correlation is strong.

There are 3 types of correlation according to The Basis of Degree of Correlation:<sup>64</sup>

## a) Positive Correlation

A positive correlation is a relationship between two variables in which both variables move in the same direction. Therefore, when one variable increases as the other variable increases, or one variable decreases while the other decreases. The degree of this correlation is indicated by the sign (+). A correlation coefficient which closes to 1 means there was a positive correlation between the two variables. Some examples of this positive correlation are:

"The more you exercise, the more you'll eat."

"The more money you spend, the more items you'll own."

## b) Negative Correlation

A negative correlation is a relationship between two variables in which an increase in one variable is associated with a decrease in the other. The degree of this correlation is indicated by the sign (-). A correlation coefficient which closes to -1 means there was a negative correlation between x and y variables. Some examples of this correlation are:

<sup>63</sup>Statistics Solutions, 'Correlation (Pearson, Kendall, Spearman)', *Complete Dissertation by Statistics Solutions* (2020), p. 3, https://www.statisticssolutions.com/free-resources/directory-of-statistical-analyses/correlation-pearson-kendall-spearman/.

<sup>&</sup>lt;sup>64</sup>McLeod, S. A, 'Correlation Definitions, Examples & Interpretation', *Simply Psychology* (14 Jan 2018), www.simplypsychology.org/correlation.html.

# c) Zero Correlation

A zero correlation exists when there is no relationship between two variables. In other words, as one variable moves one way, the other moves in another unrelated direction. Zero correlation would result in a 0,0.

Some examples that can represent this correlation are:

The guideline for interpreting the coefficient of correlation is provided below.

Table 3.3: Correlation Table Interpretation

The Negative		The <i>Positive</i>
Correlation	Interpretation	Correlation
Coefficient		Coefficient
0,00 - (-0,19)	Very low correlation	0,00-0,19
(-0,20) - (-0,39)	Low correlation	0,20-0,39
(-0,40) - (-0,59)	Moderate correlation	0,40-0,59
(-0,60) - (-0,79)	High correlation	0,60-0,79
(-0.80) - (-1.0)	Very high correlation	0,80 - 1,0

<sup>&</sup>quot;The more money you spend, the less you'll have."

<sup>&</sup>quot;The lower the temperature, the more clothes you'll wear."

<sup>&</sup>quot;The more you exercise, the more you sing."

<sup>&</sup>quot;The less you sleep the more soda you'll drink."

The explanation of the correlation coefficient result was shown in table 3.3. A correlation coefficient of 0.90 - 1.00 shows that the two variables are perfectly correlated or we could say it has a strong positive correlation. If the correlation coefficient is between 0.00 and 0.19, it indicates that there is no connection, or no relationship, between the two variables. If the coefficient has a positive sign, the variable is positively connected. When the correlation coefficient between -0,80 and -1,0 it indicated that there was a strong negative correlation.



<sup>65</sup>Geoffrey R. Marczyk, *Essentials of Research Design and Methodology* (Hoboken, N.J: John Wiley & Sons, 2005), p. 155.

## **CHAPTER IV**

#### RESEARCH FINDING AND DISCUSSION

The findings are presented in this chapter. The data analysis and discussion are also presented in a detailed manner in this chapter.

## A. Research Finding

The findings and discussion of two variables, students' anxiety (x) and students' vocabulary (y), are presented in this section (y). Variable x values were gathered via the questionnaire. The questionnaire has 22 questions with the goal of determining the score for statistical analysis. A total of 73 students in the first semester were given the questionnaire. According to Creswell's idea of random sampling, the respondent in correlation is led by 30 pupils. Nonetheless, the researcher selected 73 students from the sample as respondents. They have an equal and independent probability of being included in the sample in the meantime. Furthermore, as the (y) variable, the Vocabulary Level Test (VLT) was used to assess the pupils' vocabulary.

The data was taken on Wednesday, December 12th, and Friday, December 14th, 2018. The findings are outlined below.

## 1. Vocabulary Level Test Result

Vocabulary Level Test result obtains information about the percentage level of vocabulary. There are five sections in students' vocabulary size level; 2000, 3000, 5000, 10.000, and Academic level. In this vocabulary level test there were 73 students from four General English classes already doing the test. The final score of the vocabulary level test was the total score from five sections vocabulary size level.

<sup>&</sup>lt;sup>66</sup>Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, p. 146.

The researcher scored the test the way of Paul Nation and Batia Laufer who already used some versions of VLT to measure the vocabulary size. If student A got a score of 9 from 12 (75%) on the 2000-word level, then it is estimated to know about 75% (1500 words) of the first 2000 words in English. If we continue to use this logic in other test results (i.e. tests on word level 3000, 5000, 10000, and University Word List), then we can obtain an estimate of the vocabulary size.

Based on the following scoring theory, the students' total score of their Vocabulary Level Test can be drawn into this following table.

Table 4.1: Students' Vocabulary Level Test Result

NO.	STUDENTS	VOCABULARY SIZE					
110.	INITIALS	2000	3000	5000	10000	Academic	TOTAL
1	NS	860	1800	10 <mark>00</mark>	1000	325	4985
2	SP	1660	1590	2000	2300	228	7778
3	MRM	1940	2490	1500	4000	399	10329
4	ENW	460	690	150	0	154	1454
5	FO	2000	2700	3000	2300	473	10473
6	RA	1260	2100	2500	0	382	6242
7	ANP	1260	1890	0	0	0	3150
8	FDR	460	990	650	0	114	2214
9	AZI	1800	2190	1000	0	0	4990
10	WCP	1860	2190	1150	0	0	5200
11	SFM	340	210	0	300	74	924
12	SD	2000	2790	2850	2700	553	10893
13	NAF	1740	2010	4000	1700	382	9832
14	AWK	1200	1200	500	300	382	3582
15	TML	1340	1200	1500	0	188	4228
16	ASA	1940	2790	4500	5000	553	14783
17	LS	800	900	1350	300	171	3521
18	RNA	1400	1410	850	0	131	3791
19	GDP	1000	1290	2000	2700	416	7406
20	AF	1140	1500	850	700	359	4549

From the five levels in the vocabulary level test, there were some students who were able to do the test well and got high scores and there were also students who got low results at each level of this test. The following are the data and the percentage of student test results at each level:

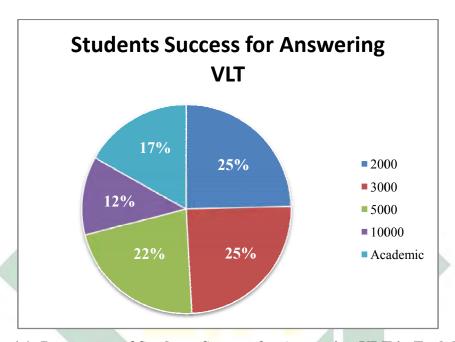


Chart 4.1: Percentage of Students Success for Answering VLT in Each Level

The chart above shows the percentage of students' success answering on the Vocabulary Level Test (VLT) in each level. The success of this answer was based on the time that the researchers gave, which is 30 minutes to work on 5 different levels. At the level of 2000 and 3000 words (25%), all students were able to answer the 30 items that were provided. At the level of 5000 words (22%), there were 8 students who did not succeed. At the level of 10000 words (12%), 36 out of 73 students were able to answer questions. While at the Academic words level (17%), there are 23 students who have not answered questions at this level.

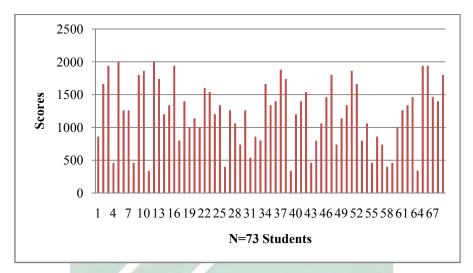


Chart 4.2: 2000 Words Level VLT Scores

Based on chart 4.2 the highest score is 2000 obtained by 2 students for answering all the questions at this level. While the lowest score on the 2000 vocabulary word level is 340 obtained by 3 students where the student can only answer 5 questions out of 30 questions.

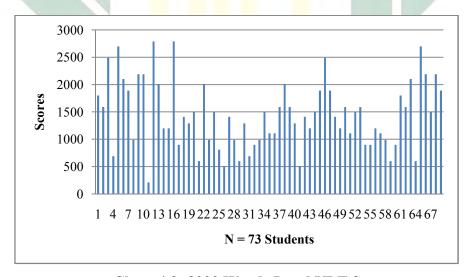


Chart 4.3: 3000 Words Level VLT Scores

Based on chart 4.3 the higher score was 2700 which means the 2 students can answer the questions 28 of 30. While the lowest score in 3000 words was 210 which means the 1 student can answer 2 questions from 30 items.

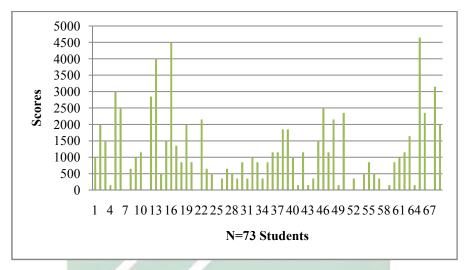
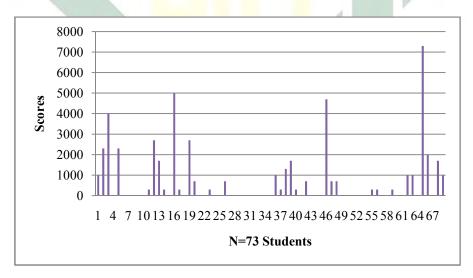


Chart 4.4: 5000 Words Level VLT Scores

Based on chart 4.4 the highest score in this level was 4650 from 1 student which means the students can answer 28 items from 30 questions and the lowest score in 5000 words level was 150 from 6 students which means the students only can answer 1 question and there were also 0 scores from 8 students.



**Chart 4.5: 10000 Words Level VLT Scores** 

Based on chart 4.5 the highest score was 7300 from 1 student which means the students can answer 22 questions. In the lowest score there was 300 from 9 students which means the students only can answer 1 question. There were also 0 scores from 37 students.

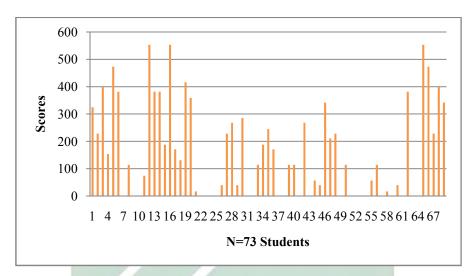


Chart 4.6: Academic Words Level VLT Scores

Based on chart 4.6 the highest score was 553 from 3 students which means the students can answer 29 questions. The lowest score was 17 from 2 students which means the students can answer 1 question. There were 0 scores from 23 students.

# 2. Score of Students' Anxiety Questionnaire

## a. Anxiety scale percentage

Students 'anxiety scores were obtained by students filling out a questionnaire with 22 statement items in it with 5 different opinion scales. The scale starts from Strongly Agree (SA) to Strongly Disagree (SD). To get the final score, researchers used the formula that was used by Liu and Jackson in 2008 in their study of Chinese EFL learners. The formula used was to multiply the number of items in the questionnaire by 5. In Liu and Jackson's research there are 36 items and after multiplied by 5 the total scores obtained are 180. To determine the level of anxiety in students, the total score was reduced by the number of questionnaire items which was 36 so Values greater than 144 were classified as high

<sup>&</sup>lt;sup>67</sup>Yaikhong and Usaha, 'A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability', p. 33.

<sup>&</sup>lt;sup>68</sup>Ibid.

anxiety, scores between 144 and 108 as medium anxiety, and scores less than 108 as mild anxiety.<sup>69</sup>

Based on this formula, the researcher of this research multiplied the number of items in the questionnaire (22 items) by 5 and the total score was 110. Then, the total score was reduced by 22 and became 88. Thus, the scores at each level were illustrated as the table below:

**Table 4.2: Students' Anxiety Score Level** 

Anxiety Level	Scores	
High Anxiety	88-110	
Medium Anxiety	66-88	
Low Anxiety	less than 66	

According to the table above, the researcher have grouped students' anxiety scores into 3 different levels and calculated the percentages. So, the results obtained are written in the table below:

Table 4.3: Students' Anxiety Level Percentage

Anxiety Level	Students' Amount	Percentage
High Anxiety	3	4,1%
Medium Anxiety	38	52%
Low Anxiety	32	43,9%

## b. Questionnaire Items Percentage

According to Foreign Language Anxiety Questionnaire by the researcher there were 22 items of statements given to 73 students. This questionnaire consists of 4 aspects such as communication apprehension

.

<sup>&</sup>lt;sup>69</sup>Ibid.

anxiety, test anxiety, negative evaluation, and English classroom. (See Table 3.1)

# 1) Communication apprehension anxiety aspect.

In this aspect there were 10 items that were given to the students. Those items were found in number 1, 2, 5, 6, 8, 11, 16, 17, 18, 20.

Table 4.4: Communication apprehension anxiety aspect items percentage. Item Number: 1

Statement :	I never feel quite sure of myself while I am speaking English.					
	Scale					
SD	D	D N A SA				
6	17	31	16	3		
(8, 2%)	(23, <mark>3%</mark> )	(42, 5 <mark>%)</mark>	(21, 9%)	(4, 1%)		

Many of them felt Neutral (N) or just plain with this statement. However, compared to (D) and (A), many of them were Disagree if they think they are not confident when speaking English.

Table 4.5: Communication apprehension anxiety aspect items percentage. Item Number: 2

Statement:  I start to panic when I have to speak English without a well preparation						
Scale						
SD	D	D N A SA				
1 12 16 35 9						
(1, 4%)	(16, 4%)	6, 4%) (21, 9%) (47, 9%) (12, 3%)				

Based on the results that have been obtained, students chose to Agree (A) if they were not ready to speak English without good preparation. In other words, they have to prepare themselves so they don't panic when they start speaking English.

Table 4.6: Communication apprehension anxiety aspect items percentage. Item Number: 5

<b>Statement:</b>	I feel cor	I feel confident while I am speaking English.				
	Scale					
SD	D	D N A SA				
2	16	16 33 17 5				
(2, 7%)	(21, 9%)	(45, 2%)	(23, 3%)	(6, 8%)		

A total of 33 students (45.2%) felt Neutral (N) about their self-confidence when speaking English. However, looking at the D and A scales, many of them agreed that they were confident when speaking English, as many as 17 students (23.3%).

Table 4.7: Communication apprehension anxiety aspect items percentage. Item Number: 6

C4a4amaam4 a	I g <mark>et</mark> nerv	ou <mark>s and c</mark> onf	us <mark>ed</mark> when I a	am	
<b>Statement:</b>	sp <mark>eaking</mark>	English.			
Scale					
SD	D	N	A	SA	
1	14	33	22	3	
(1, 4%)	(19, 2%)	(45, 2%)	(30, 1%)	(4, 1%)	
				ı	

There were 22 students (30.1%) who agreed if they were nervous and confused when speaking English. However, more students chose to be neutral towards this statement. This is in contrast to the previous statement, namely item number 5 which chooses to agree if they have self-confidence.

Table 4.8: Communication apprehension anxiety aspect items percentage. Item Number: 8

Statement :	I have no	I have no fear of speaking English.				
	Scale					
SD	D	D N A SA				
7	24 23 12 7					
(9, 6%)	(32, 9%)	(31, 5%)	(16, 4%)	(9, 6%)		

In this statement it was clear that many of them disagree if they have no fear in speaking English. There were 24 students (32.9%) who chose that scale. This was in line with item number 6 that many of them also feel nervous when speaking English.

Table 4.9: Communication apprehension anxiety aspect items percentage. Item Number: 11

Statement :	I f <mark>eel</mark> rela	I feel relaxed while I am speaking English.				
	Scale					
SD	D	D N A SA				
3	22	32	14	2		
(4, 1%)	(30, 1%)	(43, 8%)	(19, 2%)	(2, 7%)		

In this statement, the D scale is greater than A, there were 22 students (30.1%). This shows that many students did not feel calm when speaking English. However, the scale that most students chose was N / Neutral, 32 students (43.8%).

Table 4.10: Communication apprehension anxiety aspect items percentage. Item Number: 16

Statement :		I face the prospect of speaking English with confidence.			
Scale					
SD	D	N	A	SA	
2	14	39	17	1	
(2, 7%)	(19, 2%)	(53, 4%)	(23, 3%)	(1, 4%)	

As many as 39 students (53.4%) more than half of the percentage were still confused and did not understand the statement in number 16. This statement explained that students found many benefits if they were more confident in speaking English.

Table 4.11: Communication apprehension anxiety aspect items percentage. Item Number: 17

Statement :		I dislike using my voice and body expressively while I am speaking English.			
Scale					
SD	D	N	A	SA	
12	29	23	8	1	
(16, 4%)	(39, 7%)	(31, 5%)	(11%)	(1, 4%)	

Many of the students disagree (D) 29 students (39.7%) if they did not like to use expressive body language and voice when speaking English. This explained that they were more comfortable speaking English using expressive body language.

Table 4.12: Communication apprehension anxiety aspect items percentage. Item Number: 18

Statement :		I have trouble coordinating my body movements while I am speaking English.		
Scale				
SD	D	N	A	SA
4	28	24	15	2
(5, 5%)	(38, 4%)	(32, 9%)	(20, 5%)	(2, 7%)

In statement number 18, many students disagree (38.4%) if they find it difficult to control body movements when speaking English. This is in accordance with the previous statement in item number 17 where they would be more comfortable in speaking English by using expressive body movements.

Table 4.13: Commu<mark>ni</mark>cation apprehension anxiety aspect items percentage. Item Number: 20

Statement:  I get nervous when I don't understand every word my English lecturer says.				
Scale				
SD	D	N	A	SA
5	21	20	19	8
(6, 8%)	(28, 8%)	(27, 4%).	(26%)	(11%)

Many students choose the D scale (28.8%) in this statement. They didn't agree if they feel nervous when they don't understand the English utterances made by their lecturers. However, only a slight difference in scale A, where 19 students (26%) felt nervous when they did not understand what the lecturer said in English.

# 2) Test Anxiety

In this aspect there were 2 items that were given to the students. Those items were found in number 15 and 21.

Table 4.14: Test Anxiety aspect items percentage. Item Number: 15

Statement :		tious while I a	am waiting to	speak	
	English.				
	Scale				
SD	D	N	A	SA	
3	11	<b>4</b> 33	18	8	
(4, 1%)	(15, 1%)	(45, 2%)	(24, 7%)	(11%)	

In this statement, the Neutral (N) scale was the most chosen by 33 students (45.2%). However, when the researcher compared the scale between D and A, the scale A was mostly chosen by students. It was 18 students (24.7%). This showed that there were still many students who felt anxious when waiting their turn to speak English.

Table 4.15: Test Anxiety aspect items percentage. Item Number: 21

Statement :		I am afraid that my English lecturer is ready to correct every mistake I make.			
Scale					
SD	D	N	A	SA	
14	23	17	13	6	
(19, 2%)	(31, 5%)	(23, 3%)	(17, 8%)	(8, 2%)	

About 23 students (31.5%) felt that they did not agree if they were afraid that the lecturer would correct mistakes in their English speech. This was also related to the previous statement contained in item number 15. Many students felt not afraid and anxious in facing the English conversation test.

## 3) Negative Evaluation

In this aspect there were 6 items that were given to the students. Those items were found in number 7, 9, 10, 12, 13 and 14.

Table 4.16: Negative Evaluation aspect items percentage. Item Number: 7

	I am nerv	ous when the	e English lectu	arer asks		
Statement :	me to spe	me to speak English or answer a question				
	which I have prepared in advance.					
Scale						
SD	D	N	A	SA		
5	12	25	24	7		
(6, 8%)	(16, 4%)	(34, 2%)	(32, 9%)	(9, 6%)		

Only a difference of 1 student between the Neutral (N) and Agree (A) scales, namely 25 students and 24 students (32.9%) in this statement. This data showed that there were still many students who feel anxious if the lecturer asks them to answer questions or speak English spontaneously or suddenly.

Table 4.17: Negative Evaluation aspect items percentage. Item Number: 9

Statement :		I can feel my heart pounding when I am going				
Statement:		to be called on.				
	Scale					
SD	D	N	A	SA		
7	17	21	20	8		
(9, 6%)	(23, 3%)	(28, 8%)	(27, 4%)	(11%)		

In this statement, around 20 students (27.4%) felt that they agreed that they would feel their heart beating when their name was called by the lecturer. This scale was more numerous than Disagree (D). However, there

was only a difference of 1 student with the Neutral scale (N), which amounts to 21 students.

Table 4.18: Negative Evaluation aspect items percentage. Item Number: 10

Statement :		My body feels very tense and rigid while I am speaking English.		
Scale				
SD	D	N	A	SA
5	21	34	12	1
(6, 8%)	(28, 8%)	(46, 6%)	(16, 4%)	(1, 4%)

There were 34 students (46.6%) who felt normal (Neutral) about their body condition when speaking English. The second place was the Disagree scale (D), which had 21 students. This showed that there were still many students who felt stiff and tense when speaking English.

Table 4.19: Negative Evaluation aspect items percentage. Item Number: 12

Statement :		It embarrasses me to volunteer answers in English class.			
Scale					
SD	D	N	A	SA	
14	25	29	4	1	
(19, 2%)	(34, 2%)	(39, 7%)	(5, 5%)	(1, 4%)	

There were 29 students (39.7%) who chose to be neutral on this statement. Then there were 25 students (34.2%) who disagreed (D) if they felt embarrassed to volunteer to answer something in English class. This meant that many of them were not afraid to be the first to speak, to answer, or to be a beginner in speaking English.

Table 4.20: Negative Evaluation aspect items percentage. Item Number: 13

Statement :		I am afraid that other students will laugh at me while I am speaking English.			
Scale					
SD	D	N	A	SA	
12	19	20	16	6	
(16, 4%)	(26%)	(27, 4%)	(21, 9%)	(8, 2%)	

In statement number 13, 19 students (26%) disagreed if they were afraid when they spoke English, other classmates laughed at them. This showed that they have a high level of trust. However, there were still many students who chose to be Neutral (N), which were 20 students (27.4%).

Table 4.21: Negative Evaluation aspect items percentage. Item
Number: 14

C4a4amam4 a	I feel that	I feel that other students are better at speaking				
Statement :	English t	han me.	-41			
Scale						
SD	D	N	A	SA		
2	5	12	33	21		
(2, 7%)	(6, 8%)	(16, 4%)	(45, 2%).	(28, 8%)		

There were 33 students who chose to agree (A) with this statement. They felt that other students have a better ability to speak English. They were not satisfied and had doubts about their own abilities. Of course, this result was inversely proportional to the previous statement, which was item number 13 where they were not afraid if other students would laugh at them when speaking English.

# 4) English Classroom

In this aspect there were 4 items that were given to the students. Those items were found in number 3, 4, 19 and 22.

Table 4.22: English Classroom aspect items percentage. Item Number: 3

<b>Statement:</b>		Even if I am very well prepared, I feel anxious about speaking English.			
Scale					
SD	D	N	A	SA	
3	18	19	25	8	
(4, 1%)	(24, 7%)	(26%)	(34, 2%)	(11%)	

The agreed scale (A) was the most chosen, with as many 25 students (34.2%). They agree if they are still anxious about speaking English even though they have had sufficient preparation.

Table 4.23: English Classroom aspect items percentage. Item Number: 4

Statement :		I can get so nervous and forget things I know while starting to speak in front of the class.			
Scale					
SD	D	N	A	SA	
4	11	23	24	11	
(5, 5%)	(15, 1%)	(31, 5%)	(32.9%)	(15, 1%)	

In this statement, 2 students (32.9%) agreed (A) that they would be anxious and could forget about something when they started speaking English even though they had prepared it.

Table 4.24: English Classroom aspect items percentage. Item

Number: 19

Statement :		It feels hard to look at the audience while speaking English.		
Scale				
SD	D	N	A	SA
3	24	24	15	7
(4, 1%)	(32, 9%)	(32, 9%)	(20, 5%)	(9, 6%)

The disagree (D) and neutral (N) scales both have a percentage of (32.9%). This showed that students did not find it difficult to see the audience or the other person when speaking English.

Table 4.25: English Classroom aspect items percentage. Item

Number: 22

Statement :		I want to speak less because I feel shy to speak English.		
Scale				
SD	D	N	A	SA
16	23	23	9	2
(21, 9%)	(31, 5%)	(31, 5%)	(12, 3%)	(2, 7%)

The results on this statement were quite interesting because the disagree (D) and neutral (N) scales were chosen by 23 students so that the respective percentages were (31.5%). Many of them did not want to speak less English just because they feel shy. This meant students still wanted to try to speak more English and get rid of their shyness.

## 3. Correlation Coefficient

This section discussed the relationship between students' worry and their vocabulary in the first semester.

The questionnaire score and vocabulary level test (VLT) score were computed using the Person product moment correlation technique to determine the correlation coefficient. The researcher utilized SPSS 16.0 as the program to determine the association between students' anxiety and their vocabulary, based on the data analysis approach described in Chapter III. The following table shows the relationship between the two variables:

Table 4.26: The Correlation between Students' Anxiety and Students' Vocabulary.

		Anxiety	Vocabulary
Anxiety	Pearson Correlation	1	264
	Sig. (2-tailed)		.024
	N	73	73
Vocabulary	Pearson Correlation	264	1
	Sig. (2-tailed)	.024	
	N	73	73

<sup>\*.</sup> Correlation is significant at the 0.05 level (2-tailed).

The table 4.25 describes the correlation between students' anxiety and students' vocabulary as Pearson Correlation-0.264 and Sig. (2-tailed) = 0.024. It means that the variable was a negative correlation.

If the correlation is negative, it means that if variable X increases, then variable Y decreases and vice versa or has the opposite direction. In this study, variable X was students 'anxiety and variable Y was students' vocabulary. Based on the results that have been obtained, this correlation shows that if students 'anxiety (X) has high scores, then students' vocabulary (Y) has low scores and vice versa. Students with low anxiety have a fairly high vocabulary.

There was a major relationship between students' anxiety and students' vocabulary. Based on the result of Pearson Correlation, the interpretation was Low correlation (see Table 3.3). Furthermore, based on the explanation, it is possible to conclude that the null hypothesis (H0) is rejected and the (Ha) is accepted. It means that there was a correlation between Students' Anxiety and Students' Vocabulary in the first semester, and the degree of students' vocabulary depends on the students' anxiety.

#### **B.** Research Discussions

This study's commentary was provided based on the findings, and it also discussed the review-related theory and data analysis to clarify the findings. At the English Teacher Education Department of UIN Sunan Ampel Surabaya, the researcher focused on the correlation between students' anxiety and their vocabulary. The Pearson Correlation between two variables was -0.264, and the correlation coefficient between two variables was significant (Sign. = 0.024). It indicates there was a negative connection between the variables.

The result of the Students' Anxiety and Students' Vocabulary shown in the following:

## 1. Students' Anxiety Level Results

The researcher put four characteristics into the questionnaire that was used as one of the data collecting tools in order to find the findings of study on student anxiety. Communication apprehension anxiety, exam anxiety, negative assessment anxiety, and English classroom anxiety are the four components. These factors have been broken down into many questionnaire pieces, totaling up to 22 questions.

Horwitz's modification of the Foreign Language Classroom Anxiety Scale (FLCAS) in 1986 was used to include these elements in the questionnaire. Furthermore, a prior study by Ari Wiryadi and Ayu Paramita in 2016 identified these four elements as factors that impact students' speaking activities and those commonly encountered in learning English.

According to the study's findings, what has been done to first semester students at UIN Sunan Ampel Surabaya, the aspect of communication apprehension anxiety became the dominant factor causing the emergence of student anxiety in speaking English. Among them, students feel insecure about their ability to communicate using English. Students feel insecure about their own English language skills. This is evidenced by the data on the results of the questionnaire. They still feel nervous, unsure, afraid, and don't relax when speaking English. This is consistent with Horwitz's idea from 1986, which states that communication apprehension anxiety is a kind of shyness

marked by fear or worry about talking with others, as well as difficulties speaking in groups and in public. The majority of these issues are caused by their lack of language skills, which makes it difficult for them to communicate with one another.<sup>70</sup>

In addition to communication anxiety, the negative assessment component must be addressed because many students experience anxiety as a result of it. Fear of negative evaluation includes concerns about others' judgments, avoidance of evaluating circumstances, and the anticipation that others would adversely judge one. Here, many students still feel panic and anxiety when asked by the lecturer to answer English questions spontaneously. They are afraid that they will unexpectedly get an assessment from the lecturer. This can be seen from the data on the questionnaire item number 7 where as many as 32.9% of students agree with this and 34.2% choose to be neutral. In addition, students also feel insecure and feel that the English-speaking skills of other students or their classmates are better. As many as 45% of students agree with it. So, they are afraid to be laughed at and get judged by their classmates who have better abilities.

This result was also found in the case studies of Ari Wiryadi and Ayu Paramita. In their study, students felt they lost their motivation to compete because of the dominance of students with high English proficiency. In interacting in class, they rarely use English, either with fellow students or with the teacher. As a result, they do not master the use of English and are not trained to pronounce vocabulary outside of using grammar.

According to the findings, it can be stated that first-semester students had a moderate level of worry. This can be seen in table 4.3 regarding students' anxiety level percentage. This is demonstrated by the fact that half of the research samples scored between 66 and 88 on their questionnaire. It's worth

<sup>&</sup>lt;sup>70</sup>Horwitz, Horwitz, and Cope, 'Foreign Language Classroom Anxiety', p. 127.

<sup>&</sup>lt;sup>71</sup>D. Watson and R. Friend, 'Measurement of Social-Evaluative Anxiety', *Journal of Consulting and Clinical Psychology*, vol. 33 (1969), p. 440.

mentioning that nearly half of the people in the sample have a low level of anxiety. Only three children had a high level of anxiousness.

# 2. Students' Vocabulary Level Test Results

From the five levels in the vocabulary level test, there were some students who were able to do the test well and got high scores and there were also students who got low results at each level of this test. This showed that students' vocabulary skills are different.

At the level of 2000 and 3000 words all students were able to answer the 30 items that were provided. The simplest levels are levels 2000 and 3000. The participants at the 2000-word level said the test was still relatively simple. The students' vocabulary at this level was quite familiar to them and it was something they came across frequently in their daily life. There are only two students who had problems. Students' language skills were quite good at this level. Students were still familiar with some of the words offered at this level, as they were at the previous level at 3000 words. Only one kid struggled because they were unable to answer multiple questions.

At the 5000 and 10,000 vocabulary levels, many students did not recognize the vocabulary given by the researcher. It can be concluded if the average vocabulary ability of semester 1 students is still below the 5000-word level. However, there are interesting things that have been found by researchers, namely there is 1 student who is able to answer 28 of the 30 questions at the 5000-word level and there are also students who can answer 22 of the 30 questions at the 10,000-word level. This proves that there are students whose vocabulary skills are very good among other semester 1 students. In addition to these interesting findings, the researchers also found that many students did not succeed in answering the questions within the specified time limit. This is evidenced by the finding of quite a lot of 0 values at these 2-word levels.

As a semester 1 English education student, the use of English in academics is certainly a new thing for them. However, from the results of

this study, many students are familiar with the vocabulary given at the academic level. Here there are 3 students who got marks by successfully answering 29 out of 30 questions. On the other hand, there were also students who did not succeed in answering the question so they got a score of 0.

# 3. The correlation between Students' Anxiety and Students' Vocabulary

The correlations, as well as regression analysis, were done using SPSS version 16.0 to investigate the relationship between students' anxiety and vocabulary. Table 4.26 shows that the association between students' anxiety and vocabulary has significance (Sign. = 0.024) and Pearson Correlation = -0.264. It indicates that pupils' anxiety and vocabulary are highly correlated with one another, with a low degree of correlation. The anxiousness of kids has a negative association with their vocabulary, with a low degree of correlation.

A negative correlation states that as variable X grows, variable Y declines and vice versa or has the opposite direction. In this study, variable X is students 'anxiety and variable Y is students' vocabulary. Based on the results that have been obtained, this correlation shows that if students 'anxiety (X) has high scores, then students' vocabulary (Y) has low scores and vice versa. Students with low anxiety have a fairly high vocabulary. The findings supported hypothesis correlation. If the significant correlation is less than 0.05, there is a correlation between two variables, according to Pearson Product Moment. The degree correlation number is 0-0.199, which is extremely low; 0.20 - 0.399, which is low; 0.40 - 0.599, which is moderate; 0.60 - 0.799, which is high; and 0.80 - 1.0, which is extremely strong. The value of the correlation coefficient, according to Mark Belnaves, shows the strength of the link between the variables.<sup>72</sup>

<sup>&</sup>lt;sup>72</sup>Mark Balnaves, Introduction To Quantitative Research Methods: An Investigative Approach (London: SAGE Publications, 2007), p. 156.

Unlike the previous study conducted by Yunita Puspita Sari and Joko Nurkamto in 2012, they obtained a positive correlation between students' anxiety and vocabulary mastery. In the study, it was believed that vocabulary mastery and students' anxiety gave a contribution to speaking skills. Anxiety that occurs in these students appears when presenting in front of the class, doing group work, lack of vocabulary knowledge, low English proficiency, and weak memory. The correlation between two variables influences each other in a unidirectional and balanced manner. Meanwhile, in studies that have been conducted on first semester students of UIN Sunan Ampel Surabaya, there is a negative correlation between students' anxiety (X) and students' vocabulary (Y) variables. This correlation shows that if one variable has a high value, another variable also has a low value, and vice versa.

4. The Implication of Students' Anxiety and Students' Vocabulary

Correlation with Foreign Language Learning

After knowing that students' anxiety affects their vocabulary mastery, it is better in the foreign language learning process to pay attention to the things that affect students' anxiety. Since the classroom was controlled by the teacher, teachers should be aware of things that can increase students' anxiety.

Students' anxiety also came from the external factors related to the learning environment, such as the teachers, friends, and methods.<sup>74</sup> Rio (2013) also stated that other discovered factors that cause anxiety were type of task, fear of making mistakes, the role of the language teacher, self perception, gap of competence, and limited exposure to English.

<sup>73</sup>Yunita Puspita Sari, Joko Nurkamto, and A. Handoko, 'A Correlational Study between Students' Anxiety, Vocabulary Mastery, and Speaking Skill.' p. 58.

<sup>74</sup>Rio Herwanto, 'Factors that Cause Language Anxiety in The English Classroom Speaking Performance in SMP Negeri 4 Pakem Yogyakarta' (Yogyakarta: Universitas Negeri Yogyakarta, 2013), p. 62.

Those factors were associated with students' confidence and motivation during their performance in speaking class.

Regarding the relationship between student anxiety and vocabulary there were many case studies that have linked it to foreign language learning. A study of Gynan in 1989 investigated the learning practices of foreign language students and found that pronunciation is considered the most important practice in language learning, followed by vocabulary. Students usually lose confidence when encountering unknown words. Therefore, English teachers have to teach vocabulary before carrying on to reading or listening texts. Gradually, knowing a large vocabulary becomes a confidence indicator for learning English. Horwitz in 1988 found that some students believed learning another language was a matter of translation. The most important part of learning was to memorize grammatical rules and vocabulary.

Ganschow and Sparks in 1996 stated that language anxiety is caused by low abilities. In other words, low ability may cause language anxiety. Regarding low ability, the study conducted by Ravica Rayani in 2016 found the factors affecting students' anxiety in speaking English in the classroom because students' fear make mistake in speaking English, reading, or pronunciations, difficulty translate in English, and factors the students didn't use English language but with Indonesia language. Less familiar with the pronunciation and vocabulary may not understand and find it difficult to use or apply the English language every day. Here, the fear of making mistakes in the vocabulary understanding became the communication apprehension factor in students' anxiety caused by students' low ability in speaking performance.<sup>77</sup>

<sup>75</sup>Dr. Sangrawee Donkaewbua, 'Developing an Anxiety in Vocabulary Learning through Listening Scale', *International Journal of Language and Linguistics*, vol. 3, no. 6 (2016), p. 65.

<sup>&</sup>lt;sup>76</sup>Ibid.

<sup>&</sup>lt;sup>77</sup>Ravika Rayani, Ummi Rasyidah, and Evi Kasyulita, 'Students' Anxiety in English Learning (A Study at Eight Grade of SMPN 1 Tambusai)', *University of Pasir Pengaraian*, p. 10.

During the learning process, anxiety seems to be an obstacle to English acquisition. The impact of anxiety-provoking causes should be taken into consideration. It is the teachers' duty to create a less threatening atmosphere, to motivate, and to strengthen student confidence. 80 The selection of learning methods is also considered important to reduce student anxiety. Related to students' vocabulary skills, teachers need to determine learning methods that can increase students' vocabulary so that they can easily face the English learning process without any anxiety.

-

<sup>&</sup>lt;sup>78</sup>Xiaoxin Chen, 'A Tentative Study of Vocabulary Learning Anxiety in College English Learning in China', *Canadian Center of Science and Education*, vol. 5, no. 1 (2015), p. 104.

<sup>&</sup>lt;sup>79</sup>*Ibid.*, p. 110.

<sup>&</sup>lt;sup>80</sup>Kun-huei Wu, 'The Relationship between Language Learners' Anxiety and Learning Strategy in the CLT Classrooms', *International Education Studies*, vol. 3, no. 1 (2010), p. 184.

# CHAPTER V CONCLUSION

This chapter provides the research's summary. In order to elaborate the research clearly, the chapter was divided into two different sections, including conclusion and suggestion. Conclusion was written to show the main points of the research. It brought what the research had collected, found, and discussed. While the suggestion was applied to give ideas experienced by the researcher, and to motivate the reader and future researcher to raise the literature resources related to the need of the unlimited acknowledgement.

#### A. Conclusion

The study followed the hypothesis where the students' vocabulary was indeed influenced by their anxiety in speaking English as a foreign language. Horwitz's Foreign Language Anxiety Scale (FLAS) and Schmitt's Vocabulary Level Test (VLT), are then conducted to support the hypothesis.

The findings revealed that first-semester English Teacher Education Department students experienced a moderate degree of worry in four areas: communication apprehension anxiety, exam anxiety, negative assessment anxiety, and English classroom anxiety. Communication apprehension worry has become the most common cause of pupils' nervousness when speaking English. When the data was examined further, it was discovered that the students' language competence had an impact on their communication apprehension.

On the other hand, the students' vocabulary mastery reported that from the five levels in the vocabulary level test, students' achievements were different. The data showed that students' achievement spread evenly to the low until high vocabulary level. There were some students who were able to do the test well and got high scores and there were also students who got low results at each level of this test. This showed that students' vocabulary skills are different.

The data of Language Anxiety Scale (FLAS) and Vocabulary Level Test (VLT) had been examined related to their correlations to each other. The result of the data was similar to the researchers' hypothesis. Finally, the research question had been clearly answered as below. The results demonstrated that students' anxiety in speaking English correlated to students' vocabulary mastery. It had a negative correlation where the higher anxiety scale felt by a certain student, the shorter vocabulary skill achieved by them.

### **B.** Suggestion

The researcher put several suggestions in order to motivate the students, teachers, and future researchers so that they can raise the literature's resources related to the need for unlimited acknowledgement, specifically in the scope of English language teaching. Therefore, the suggestion was divided as follow:

#### 1. Students

The students need to enrich the vocabulary otherwise their anxiety might not be reduced. Increasing the ability in vocabulary is the important one, so that the students are suggested to practice more reading strategy as one of the ways they can improve their vocabulary mastery.

Below are some ideas that can be applied by students to overcome the anxious feeling. Students need to think positively toward your speech and yourself as the speaker, rather than focus on the audiences. Students may need a good preparation before the speaking activities. Bringing a text is more useful rather than keeping quiet and saying nothing. Also, students may do certain simple relaxation before and during the speaking activities.

## 2. Teacher

Since the teachers manage the whole classroom activities, their responsibilities are higher. The English teachers are suggested to motivate the students to have more action in English learning, specifically for the one who has anxiety issues. It was recommended to the teachers to increase students' vocabulary mastery. Exercising the student's vocabulary was more recommended. Since teacher statements during the classroom were crucial,

giving the appropriate feedback (both oral and written) prevented the students from having complex anxiety issues.

#### 3. Future researchers

Finally, for the future researchers, there are still a lot of topics that can be studied in order to increase the literature resources in scope of students' anxiety. Certain common factors impacting the anxiety of speaking performance among English foreign language students have been identified in the literature. EFL students' nervousness when speaking English or making a presentation stems from a variety of factors including a lack of vocabulary, memory dissociation, and English competency. Since this study only focuses on students' lack of vocabularies, there are still other aspects that can be studied such as students' memory dissociation, or students' English proficiency. It never closes the chance that students' anxiety also has the correlation with memory dissociation and English proficiency. Therefore, taking a deeper reading on those topics may suggest for the future researchers.

#### REFERENCES

- Agernäs, Elin, 'Vocabulary Size and Type Goals in Advanced EFL and ESL Classrooms', *Gothenburg University*, vol. 15, 2014.
- Andres, V., 'The Influence of Affective Variables on EFL/ESL Learning and Teaching', *The Journal of Language Learning and Teaching*, vol. 7, no. 3, 2003.
- Baihaqi, 'The Influence of Speaking Club in Improving Students' Speaking Ability', Banda Aceh: Ar-Raniry State Islamic University, 2016.
- Balnaves, Mark, *Introduction to Quantitative Research Methods: An Investigative Approach*, London: SAGE Publications, 2007.
- Bowen, Amanda D., 'Overcoming the Fear of Speaking in A Foreign Language: A Study of The Role that Selected Humanistic Techniques Play in Reducing Language Anxiety Associated with Oral Performance in The TESOL Classroom', South Africa: University of South Africa, 2004.
- Brown, H. Douglas, *Teaching by Principle An Interactive Approach to Language Pedagogy*, San Francisco: Longman, 2001.
- C., Brown and Hatch E., *Vocabulary, Semantics, and Language Education*, Oxford: Oxford University Press, 1995.
- Cambridge Assessment, 'International Language Standards', *Cambridge English*, 7 Dec 2021, https://www.cambridgeenglish.org/exams-and-tests/cefr/.
- Cao, Yuan, 'Comparison of Two Models of Foreign Language Classroom Anxiety Scale', *Philippine ESL Journal*, vol. 7, 2011.
- Cendani, Dyah Ari, 'Students' Anxiety Level in Speaking on General English Class A Case Study at English Teacher Education Department Uin Sunan Ampel Surabaya', Surabaya: UIN Sunan Ampel Surabaya, 2018.
- Clement, R. Baker and P.D. MacIntyre, 'Willingness to communicate in a second language: The effects of context, norms, and vitality.', *Journal of Language and Social Psychology*, vol. 22, no. 2, 2003.
- Cohen, Louis, Lawrence Manion, and Keith Morisson, *Research Methods In Education*, London: Routledge, 2009.
- Creswell, John W., *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*, 4th edition, USA: SAGE Publications, 2014.

- Dr. Sangrawee Donkaewbua, 'Developing an Anxiety in Vocabulary Learning through Listening Scale', *International Journal of Language and Linguistics*, vol. 3, no. 6, 2016.
- Dwi Fera Andriyani, 'Students' Anxiety on Speaking Performance at The Eighth Grade of Mts Negeri 5 Karanganyar', Surakarta: IAIN Surakarta, 2020.
- E. K. Horwitz and D. Young, *Language Anxiety: From Theory and Research to Classroom Implications*, New York: Prentice Hall, 1991.
- Gardner, R.C. and P.D. MacIntyre, 'The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language', *Language Learning Journal*, vol. 44, 1994.
- Griffin, J. and I. Tyrell, *How to Master Anxiety*, United Kingdom: The Bath Press, 2007.
- Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope, 'Foreign Language Classroom Anxiety', *The Modern Language Journal*, vol. 70, no. 2, 1986.
- Indriaty, Septy, 'Students' Anxiety in Speaking English: A Case Study in One Hotel and Tourism College in Bandung', *ELTIN Journal*, vol. 4, no. 1, 2016.
- Kamridah et al., 'Correlation between Level of Anxiety and Public Speaking Performance through Systematic Learning Approach in Foreign Language', *International Journal of Science and Research (IJSR)*, vol. 5, no. 9, 2016.
- Kendall, M. G. and Gibbons, J. D, *Rank Correlation Methods*, London: Edward Arnold, 1990.
- Kun-huei Wu, 'The Relationship between Language Learners' Anxiety and Learning Strategy in the CLT Classrooms', *International Education Studies*, vol. 3, no. 1, 2010.
- M., Liu, 'Anxiety in Oral English Classroom: A Case Study in China', *Indonesian Journal of English Language Teaching*, vol. 3, no. 1, 2007.
- MacIntyre, P.D., S. Conrod, and S.C. Baker, 'Willingness to communicate, social support, and language-learning orientations of immersion students.', *Studies in Second Language Acquisition*, vol. 23, 2001.
- ManIntyre, P.D. and R. Clement, 'Willingness to Communicate: Antecedents and Consequences', *Communication Quarterly*, vol. 47, no. 2, 1999.
- Marczyk, Geoffrey R., Essentials of Research Design and Methodology, Hoboken, N.J.: John Wiley & Sons, 2005.

- McLeod, S. A, 'Correlation Definitions, Examples & Interpretation', *Simply Psychology*, 14 Jan 2018, www.simplypsychology.org/correlation.html.
- Mehrpour, Saeed, Sayeed Ayatollah R., and Parvaneh Kian, 'The Relationship between Depth and Breadth of Vocabulary Knowledge and Reading Comprehension among Iranian EFL Learners', *Journal of English Language Teaching and Learning*, vol. 53, no. 222, 2011.
- Nation, I.S.P., *Learning Vocabulary in Another Language*, Cambridge: Cambridge University Press, 2001.
- Ningsih, Era Wahyu, 'Kecemasan dalam Berbicara Bahasa Inggris Mahasiswa Semester Empat Akademi Bahasa Asing Balikpapan', *SNITT Politeknik Negeri Balikpapan*, 2017.
- Nunan, David, *Practical English Language Teaching*, New York: McGraw Hill, 2003.
- Rashidi, Nasser and Negar Khosravi, 'Assessing the Role of Depth and Breadth of Vocabulary Knowledge in Reading Comprehension of Iranian EFL Learners', *Pacific Association of Applied Linguistics*, vol. 14, no. 1, 2010.
- Ravika Rayani, Ummi Rasyidah, and Evi Kasyulita, 'Students' Anxiety in English Learning (A Study at Eight Grade of SMPN 1 Tambusai)', *University of Pasir Pengaraian*.
- Rio Herwanto, 'Factors that Cause Language Anxiety in The English Classroom Speaking Performance in SMP Negeri 4 Pakem Yogyakarta', Yogyakarta: Universitas Negeri Yogyakarta, 2013.
- Sardian Maharani Asnur, 'The Students' Anxiety in Delivering English Presentation', *Alauddin State Islamic University*.
- Schmitt, Norbert and Benjamin Kremmel, 'Vocabulary Level Test', *The TESOL Encyclopedia of English Language Teaching*, vol. 18, no. 1, 2010.
- Statistics Solutions, 'Correlation (Pearson, Kendall, Spearman)', *Complete Dissertation by Statistics Solutions*, 2020, https://www.statisticssolutions.com/free-resources/directory-of-statistical-analyses/correlation-pearson-kendall-spearman/.
- Tanveer, M., Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language., Glasgow: University of Glasgow, 2007.
- Thornbury, Scott, *How to Teach Speaking*, Harlow: Pearson Education Limited, 2005.

- Ur, Penny, *A Course in Language Teaching*, United Kingdom: Cambridge University Press, 2009.
- W. Cresswell, John, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edition, University of Nebraska: Lincoln Pearson Education, 2012.
- W. J., Ari and Paramita Dharmayanti, 'Pengaruh Anxiety dalam Speaking Activities', *Jurnal Bhakti Saraswati*, vol. 5, no. 2, 2016.
- Wahyuni, Dwi, Diemaroh Ihsan, and Rita Hayati, 'Linguistic Competence and Speaking Performance of English Education Study Program Students of Sriwijaya University', *English Education Study Program Sriwijaya University*, 2013.
- Watson, D. and R. Friend, 'Measurement of Social-Evaluative Anxiety', *Journal of Consulting and Clinical Psychology*, vol. 33, 1969.
- Xiaoxin Chen, 'A Tentative Study of Vocabulary Learning Anxiety in College English Learning in China', Canadian Center of Science and Education, vol. 5, no. 1, 2015.
- Yaikhong, Kriangkrai and Siriluck Usaha, 'A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability', Canadian Center of Science and Education, vol. 5, no. 12, 2012.
- Yunita Puspita Sari, Joko Nurkamto, and A. Handoko, 'A Correlational Study between Students' Anxiety, Vocabulary Mastery, and Speaking Skill.', English Education Study Program Sebelas Maret University Surakarta.