THE CORRELATION BETWEEN ANXIETY AND SPEAKING PERFORMANCE OF EIGHTH GRADE STUDENTS AT MTSN. 1 LUWU

A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial Fulfillment of The Requirements to Obtain Bachelor's Degree in English Department

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THESIS

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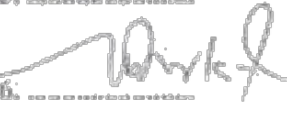FACULTY OF CULTURAL SCIENCES
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AGREEMENT

On 11 May 2024, the Board of Thesis Examination has kindly approved a thesis by Uswatun Hasanah (F041201015) entitled *The Correlation Between Anxiety and Speaking Performance of Eighth Grade Students at MTsN. 1 Luwu* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

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With reference to the letter of the Dean of Cultural Sciences No.1391/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the thesis draft by **Uswatun Hasanah** (F041201015) to be examined at the English Department, Faculty of Cultural Sciences.

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Best Regards,

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ABSTRACT

Uswatun Hasanah. *The Correlation Between Anxiety and Speaking Performance of Eighth Grade Students at MTsN. 1 Luwu* (Supervised by Nasmilah and Marleiny Radjuni)

This study aims to find out what kind of factors that influence students' anxiety in speaking English and to find out the correlation between anxiety and students' speaking performance. The study was conducted on March 22, 2024, and information was collected from 31 eighth-grade students at MTsN. 1 Luwu.

The writer conducted this study using a quantitative method and instruments including the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire developed by Horwitz et al. (1986) and a speaking test with a scoring rubric adapted from Brown (2004).

The result of this research showed that the most dominant type of anxiety among students is communication apprehension and there was a correlation between anxiety and English speaking performance of eighth grade students at MTsN. 1 Luwu. The finding also showed that most of the students had medium level of anxiety and low level of speaking performance. The result of this research showed that the most dominant type of anxiety among students is communication apprehension and there was a correlation between anxiety and English speaking performance of eighth grade students at MTsN. 1 Luwu. The finding also showed that most of the students had medium level of anxiety and low level of speaking performance. It can be concluded that anxiety affects students' speaking performance.

Key words: Anxiety; Speaking Performance; MTsN. 1 Luwu

ABSTRAK

Uswatun Hasanah. *The Correlation Between Anxiety and Speaking Performance of Eighth Grade Students at MTsN. 1 Luwu* (Dibimbing oleh Nasmilah dan Marleiny Radjuni)

Penelitian ini bertujuan untuk mengetahui faktor-faktor apa saja yang mempengaruhi kecemasan siswa dalam berbicara bahasa Inggris dan untuk mengetahui korelasi antara kecemasan dan performa berbicara siswa. Penelitian ini dilakukan pada tanggal 22 Maret 2024, dan informasi dikumpulkan dari 31 siswa kelas delapan di MTsN. 1 Luwu.

Penulis melakukan penelitian ini dengan menggunakan metode kuantitatif dan instrumen termasuk kuesioner FLCAS (Skala Kecemasan Kelas Bahasa Asing) yang dikembangkan oleh Horwitz dkk. (1986) dan tes berbicara dengan rubrik penilaian yang diadaptasi dari Brown (2004).

Hasil dari penelitian ini menunjukkan bahwa jenis kecemasan yang paling dominan di antara siswa adalah kecemasan komunikasi dan ada korelasi antara kecemasan dan kinerja berbicara siswa kelas delapan di MTsN. 1 Luwu. Temuan ini juga menunjukkan bahwa sebagian besar siswa memiliki tingkat kecemasan sedang dan kinerja berbicara yang rendah. Hasil penelitian ini menunjukkan bahwa jenis kecemasan yang paling dominan di antara siswa adalah kecemasan komunikasi dan ada korelasi antara kecemasan dan kinerja berbicara siswa kelas delapan di MTsN. 1 Luwu. Temuan ini juga menunjukkan bahwa sebagian besar siswa memiliki tingkat kecemasan sedang dan kinerja berbicara yang rendah. Dapat disimpulkan bahwa kecemasan mempengaruhi kinerja berbicara siswa.

Kata kunci: Kecemasan; Performa Berbicara; MTsN. 1 Luwu

CHAPTER I

INTRODUCTION

A. Background

Human psychology is important in every learning environment. It has a significant impact on learning English. The factors may have a positive or negative impact on language learning. One of these is anxiety, which is a common emotion that many people experience, especially in academic environments. Anxiety is a disruption in emotion, cognition, and activities. Concentration difficulties, restlessness, and muscle tension are common symptoms of anxiety.

Anxiety has been shown to have an impact on performance, particularly speaking performance. Students must be able to speak clearly and articulately in order to participate in class presentations, discussions, and debates. However, anxiety can impair speaking ability, resulting in poor speaking performance and a negative emotional experience.

In the field of English language education in Indonesia, proficiency in speaking is frequently used as the primary indicator of achievement for English learners. English proficiency is usually evaluated by assessing an individual's oral communication skills. In the Indonesian job market, the hiring process often involves an English interview, and candidates with excellent proficiency in English will have an advantage. Speaking skills are itized above other competencies. This demonstrates that English ledge is seen as a valuable skill that is highly sought after.

The source of influence can come from within themselves as well as from their external environment, such as teachers and classmates. In the classroom environment, anxiety in students usually arises due to feelings of fear of speaking in front of the class, shyness, and fear of making mistakes. This hinders students' performance in English speaking and inhibits their participation in English-speaking activities. During learning activities like discussions, students often choose to stay silent due to fear or embarrassment. Therefore, they struggle to effectively communicate or remember the ideas they intended to express.

Multiple studies have found a negative correlation between students' speaking abilities and their anxiety levels toward learning a new language. Students with high levels of anxiety show poor speaking performance. Several students struggle to speak effectively in English due to a limited vocabulary, weak knowledge of grammar, lack of confidence, and other factors as well.

According to Alla et al., (2020), the teacher-centered approach to teaching foreign languages placed a strong emphasis on speech form and grammatical accuracy, which contributed to students' fear of making mistakes. The nature of communication was reduced to a teacher-student question-answer exchange that was practically devoid of spontaneity, which increased the anxiety associated with speaking without preparation. tionally, she argued that shyness brought on by having to speak English teachers and other students is known as communication anxiety. These

particular anxiety symptoms include problems that occur when working in groups or pairs (anxiety related to oral communication) or when listening (anxiety related to the perception of oral speech by ear). Clearly, among all classes of foreign language learning, communication anxiety is the most prevalent. The subsequent symptoms readily identifiable as communication apprehension include clenching or wringing of the hands, moving back and forth, pocketing hands, and experiencing extreme panic and self-consciousness when speaking in front of other students in a language class without adequate preparation.

Studies have shown that speaking is one of the most challenging aspects of learning English, and students may experience anxiety when attempting this task. Speaking is the most nerve-wracking aspect of learning a new language. Students' anxiety has been linked to negative outcomes in their academic performances, including lower scores and less motivation in learning. Wolfe (2005) Anxious feelings are typically accompanied by thoughts of potential self-destructive events. According to this viewpoint, anxiety is a future-focused emotion that keeps a person from concentrating on the feelings they are going through right now as they deal with the world. There could be an internal or external threat that is perceived or imagined. As a result, anxiety is defined as a student's uncontrollable and excessive worry, which is centered around the performance that the student has or will give.

will affect a problem they are currently experiencing.

Despite the significance of speaking skills and the negative effects of anxiety, there is a lack of research examining the negative effects of anxiety on students' speaking performance. This research aims to fill this gap by examining the relationship between anxiety and speaking performance. This research aims to examine the factors that can cause anxiety in students during speaking performances, as well as the correlation between anxiety and students' speaking performance. The findings of this study will have major implications for the development of strategies to overcome students' speaking anxiety and enhance their speaking performance.

B. Identification of Problem

Based on the statement of background above, the writer finds several problems as follows:

- Speaking tasks are often avoided by language learners

- Many language learners lack of confidence and courage during speaking performance in class

- Language learners are not used to English public speaking

- Some of the language learners found it difficult to pronounce or spelling of words

- Some of the language learners are lack of mastering English vocabulary to support their speaking ability

- Speaking is the most difficult skill for language learners to master in learning English

C. Scope of the Research

The writer in this study identifies the limitations in order to achieve the research's objectives. Avoid a scope that is overly broad and may cause the original objective of the study to be overlooked. The writer has focused on the factors that cause students speaking anxiety and the correlation between students' anxiety and speaking performance. The limitation of this study is that the writer just concentrates on speaking and she only conducts research on eighth grade students who attend MTsN. Luwu. The writer does not concentrate on another skill or component (reading, writing, or listening).

D. Research Questions

1. What kind of factors that increase the students' anxiety in speaking English?

2. What is the correlation between anxiety and students' speaking performance?

E. Objectives of the Research

1. To determine what kind of factors that influence students' anxiety in speaking English.

2. To discover the correlation between anxiety and students' speaking performance.

F. Significance of the Research

This study helps teachers better understand what causes students' ᴋing anxiety. Teachers can use this information to create strategies for asing students' self-confidence and decreasing their fear of public

speaking. This research can also assist students identify the factors that produce their speaking anxiety, allowing them to enhance their speaking performance. Furthermore, this research can help future researchers to explore additional factors that influence students' speaking anxiety and develop more effective strategies for enhancing students' speaking performances.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

In compiling this study, the writer found several previous studies related to this study. Several writers who have analyzed this issue are discussed, but there are differences with the study to be analyzed. They are Aninda Shinta Fatimatus Siha (2023), Sari Dewi Noviyanti (2022), Nadiatul Ikhsaniyah (2022), Maria Eva Damayanti and Listyani (2020), Nira Erdiana, Bukhari Daud, Diana Fauzzia Sari, and Shindy Khusuma Dwitami (2020), Khairunnisa Fitri (2020), Ahmad Al-Khotaba, Hussein Hammodeh, Eid Hamoudeh Ahmed Alkhataba, Samsiah Abdul-Hamid, and Bashir Ibrahim (2019), Fitri Suci Aulia (2019).

The most current research is conducted by Aninda Shinta Fatimatus Siha (2023) entitled "An Analysis Of Students' Anxiety In Speaking English In Second Semester Students Faculty Of Islamic Economics And Business At UIN Raden Mas Said Surakarta The Academic Year 2022/2023." The aim of this study was to describe students' anxiety in speaking English In the Second Semester of Students Faculty Of Islamic Economics And Business At UIN Raden Mas Said Surakarta The Academic Year 2022/2023. The findings of this study showed 3 factors that contributed to students' anxiety in speaking. There are communication apprehension, test anxiety, and fear of negative [evalu]ation. Most of those factors are caused by a lack of grammar, [pron]unciation, poor vocabulary, and self-confidence. The strategies to

overcome students' anxiety in speaking English are: preparation, relaxation, positive thinking, peer shaking, and resignation.

Sari Dewi Noviyanti (2022) conducted a research entitled "Speaking Anxiety in Online English Class: Causes And Effects" which used descriptive research method with questionnaire to collect the data of the second year students of the Faculty of Ushuluddin and Cultural Sciences UIN Walisongo Semarang in the 2021/2022 academic year. This research revealed that the dominant factor of the students' anxiety was the fear of making mistakes because they do not want to embarrass themselves in front of their friends. The other factors are the lack of vocabulary, lack of self-confidence, and shame. The researcher concludes that high speaking anxiety is felt by most students of Ushuluddin and Humanities Faculty at UIN Walisongo Semarang. Furthermore, the researcher states that the students are purely afraid of making mistakes without any other mixture of anxiety. They feel that if they make a mistake, it will make them feel like they are embarrassing themselves in front of their friends, they feel bad if they give the wrong thing to others, they are afraid of being laughed at by their friends, and fear is unclear in pronunciation.

The other study is written by Nadiatul Ikhsaniyah (2022) entitled "An Analysis of Students' Speaking Anxiety: Possible Causes and Coping Strategy." The purpose of this study was to know the levels of students' king anxiety, identify the factors causing anxiety and find solutions to e it. This study used a mixed method that involved 65 students from the

fourth semester of the English Education Department, UIN Jakarta. In collecting the data, the researcher used An FLCAS questionnaire by Horwitz (1986) and an interview. The results showed that 4 students were at very low anxiety levels, 3 students were included in the very low anxiety, 11 students were at moderate anxiety, 17 students were included in moderately high anxiety and 30 students were at high anxiety levels. Furthermore, after identifying the interview result, the researcher found six factors causing students anxiety: students' poor English skills, the fear of misinterpretation, low self-esteem, fear of making mistakes then being criticized (fear of negative evaluation), lack of preparation, and excessive worry about tests.

Another study conducted by Maria Eva Damayanti and Listyani (2020) entitled "An Analysis of Students' Speaking Anxiety in Academic Speaking Class" the research examined information about what made students feel anxious and what factors triggered students' speaking anxiety in Academic Speaking class in English Language Education Program (ELEP) in a private university in Central Java, Indonesia. The research revealed that students' speaking anxiety in English speaking class was derived from the main factor of anxiety, i.e. communication apprehension, test anxiety and fear of negative evaluation. Furthermore, the writer states that students' anxiety may come from themselves and also their environment, like their teacher and classmates. The writer concludes that the students' anxiety in speaking class because of lack of vocabularies, underestimation of their ability, lack of

preparation, being afraid of making mistakes, and worried of being ashamed of by his/her friends.

In a study conducted by Nira Erdiana, Bukhari Daud, Diana Fauzzia Sari, and Shindy Khusuma Dwitami (2020) entitled "A Study of Anxiety Experienced by EFL Students in Speaking Performance" which used quantitative study and the data were collected with questionnaires. The aim of this study is to find out the level of students' English-speaking anxiety at one of the junior high schools in Banda Aceh, Indonesia. The findings of this study show that based on the three levels of the students' anxiety which placed them in the rank of low anxiety, moderate anxiety, and high anxiety, most students experienced a moderate level of speaking anxiety in a speaking activity. The researchers found that the main causes of their anxiety were when asked to speak English in front of the class, fear of receiving negative comments from teachers and other students, frightened of being corrected by the teachers for their mistakes in front of others, had no confidence in speaking English in class, and felt confused when speaking English in front of other students.

The other study is conducted by Khairunnisa Fitri (2020) from Syarif Hidayatullah Islamic State University Jakarta entitled "The Correlation Between Anxiety and Students' Speaking Performance in the EFL Classroom." Her quantitative research focuses on the correlation of anxiety speaking performance. The aim of this study was to know whether or not anxiety correlates with students' speaking performance at the tenth-grade

students of SMA PGRI 56 Ciputat. The subjects were 31 students of the tenth-grade students of SMA PGRI 56 Ciputat as the sample of the research. The result of the study revealed that the students get a higher score of speaking performance if they have a lower anxiety level while the students get a lower score of speaking performance if they have a higher anxiety level. There is a negative correlation between students' anxiety and their speaking performance.

In a study conducted by Ahmad Al-Khotaba, Hussein Hammodeh, Eid Hamoudeh Ahmed Alkhataba, Samsiah Abdul-Hamid, and Bashir Ibrahim (2019) entitled "Foreign Language Speaking Anxiety: A Psycholinguistic Barrier Affecting Speaking Achievement of Saudi EFL Learners" which aimed to examine the influence of foreign language speaking anxiety as a psycholinguistic barrier affecting speaking achievement of Saudi EFL learners. The data of the study were collected using questionnaires and speaking achievement tests of Preparatory Year Students studying English at Northern Border University in the Kingdom of Saudi Arabia. The result of the study revealed that there is a weak correlation between the speaking language anxiety and achievement of Saudi EFL learners in speaking. The researchers state that EFL learners with low language anxiety tended to have high speaking achievement and EFL learners who were more anxious about language classroom tended to have low achievement in speaking a second language.

Other researcher named Fitri Suci Aulia (2019) from Islamic University of Sultan Syarif Kasim Riau has been conduct a Descriptive-qualitative research entitled "The Correlation between Students' Anxiety and Their Speaking Ability at The Tenth Grade of Darel Hikmah Vocational High School Pekanbaru." Her quantitative research focuses on EFL learners' speaking anxiety and English speaking ability. The aim of this study was to find out the correlation between students' anxiety and their speaking ability at the tenth grade of Darel Hikmah Vocational High School Pekanbaru. The subjects were 25 students in the tenth grade of Darel Hikmah Vocational High School Pekanbaru. The result of the study revealed that there is significant correlation between students' anxiety and their speaking ability. Students' anxiety is negatively correlated with their speaking ability. Lower scores of speaking ability indicate higher levels of students' anxiety but higher scores of students' speaking ability indicate lower levels of students' anxiety.

According to the findings of the previous research, it can be conveyed that anxiety does impact students' speaking abilities. The focus of each author in the preceding study reveals their individual differences. The concentration of the first author was on students' anxiety in speaking English. The concentration of the second author was on the causes and effects of anxiety on public speaking performance. The third authors focused on analyzing ...nts' speaking anxiety, particularly what could provoke their anxiety in ...emic speaking classes. The fourth author was focused on the levels of

students' speaking anxiety, the factors causing anxiety and finding solutions to reduce it. The fifth and sixth authors were focused on the correlation of anxiety and speaking performance. The concentration of the last author was on to find out the correlation between students' anxiety and their speaking ability. The previous research has relevance to this research because the variables X and Y are the same as this research. As a consequence, the writer attempts to examine previously unexplored concepts. In this case, the writer conducted the research not only to determine the effects of anxiety on students' speaking abilities, but also to determine the correlation between anxiety and speaking of eighth grade students at MTsN. Luwu, which has not previously been explored.

B. Theoretical Background

1. Definition of Anxiety

According to Spielberger (1966), anxiety states (A-states) are defined by subjective, consciously experienced sensations of fear and tension, followed by or connected with the autonomic nervous system's activity or excitation. Anxiety as a personality trait (A-trait) seems to be an ingrained behavioral motive or tendency that causes a person to perceive situations that do not match reality, such as when they assume an event that is objectively harmless turns dangerous and reacts appropriately with A-state. Objectively, the intensity is out of relation to the size of the risk. Furthermore, Spielberger also explained that anxiety can be distinguished from other unpleasant affective (emotional) states,

such as anger, mourning, or sadness, through a distinct combination of phenomenological and physiological characteristics.

Likewise, Freud viewed anxiety as "a feeling," a distressing affective condition or state for the individual experiencing it. As observed in patients with anxiety-neurosis, the symptoms of this condition are characterized by "all that is encompassed by the term 'nervousness'," apprehension or anxious anticipation, and different discharge phenomena. (Freud, 1924; Spielberger, 1966). Meanwhile, according to Wolman (1989), as cited in Huang (2012), anxiety is a feeling of one's own weakness and inability to cope with real or imaginary threats.

Anxiety will cause people to procrastinate on work or something if they are impulsive. Steel (2010), as cited in Hooda and Saini (2017), indicated the emphasis of procrastination research should be impulsivity, as anxiety is equally likely to encourage people to get started either early or late.

Anxiety has been linked to foreign language learning for a while, and this has recently gained acceptance among linguists. According to Lekkas, Tsianos, Germanakos, Mourlas, and Samaras (2008) research, as cited by Chih-Ming Chen and Tai-Hung Lee (2011), anxiety is most likely the most indicative emotion that affects the performance of earners. In accordance with these studies, anxiety is a significant

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emotion that degrades learning performance throughout the educational process.

2. Components of Academic Anxiety

To comprehend anxiety, it is necessary to examine its components. In their study entitled "Academic Anxiety: An Overview," Hooda and Saini (2017) identified five components of academic anxiety, including worry, emotionality, task generated interference, study skills deficits, and procrastination.

1) Worry

Worry is defined by thoughts that keep you from concentrating on and accomplishing academic tasks. For instance, the anticipation of failure, self-deprecating thoughts, and overly concerned about the outcomes of not performing well. The use of self-hypnosis and the replacement of negative and self-defeating beliefs with more positive and realistic ones are effective methods of controlling this component.

2) Emotionality

Anxiety's biological symptoms include emotionality. This includes a rapid heartbeat, moist palms, and tense muscles. Muscle and respiration relaxation exercises are the most efficient methods for coping with emotionality.

3) Task generated interference

Task generated interference refers to habits that are related to the task at hand, but is counterproductive and hinders efficient performance. Examples include incessantly monitoring the duration throughout exams or spending too much time focusing on unanswerable exam questions. Because these habits may appear in a variety of ways, the most effective method for handling them is to collaborate with an educational skills trainer or a counselor to determine specific challenging habits and devise a plan to get rid of or change them.

4) Study skill deficits

Study skill deficits indicate obstacles with your present methods of study that trigger anxiety. For example, rush preparation for exams resulted in misunderstanding of exam questions, and imprecise lecture notes led to perplexity when completing assignments. Due to deficiencies in study skills, many students suffer from the first three components of academic anxiety. Unless you fix your learning skills, your grades are unlikely to rise if this is the case. This can be assisted by a study techniques instructor.

5) Procrastination

Procrastination is the act of delaying or postponing a task until the next day. Students' behavior, mental wellness, and physical health are impacted by procrastination. Academic procrastination is an educational percolator of procrastination. The act of procrastination

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has been linked to various negative outcomes such as tension, anxiety, a sense of remorse and crisis, health issues, a significant loss of productivity, and social disapproval for failing to fulfill obligations or agreements. These emotions potentially encourage further procrastination.

3. **Definition of Speaking**

Some linguists have offered a variety of definitions of speaking. According to Brown (2004), Speaking is a productive skill that can be directly and empirically observed; however, the accuracy and efficacy of the evaluation taker's ability to listen constantly influence these observations, thereby compromising the validity and reliability of the oral production test (p. 140). Moreover, Nunan (2003) states that speaking is the productive aural/oral ability. It is the systematic production of meaningful verbal expressions. Nunan also explains that in language instruction, the four abilities are defined based on their orientation. Productive language is that which the learner generates (in speech or writing). Receptive language is that which is directed toward the learner (through reading or listening). Another essential concept is the channel, which relates to the source of the information (oral or written) (p. 48).

Speaking is a crucial aspect of a teacher's evaluation of a student's language proficiency. As noted by Harmer (2002), Reading, writing, speaking, and listening are the four skills that are frequently discussed by

teachers. Where it is separated into two categories. Receptive skills refer to the abilities of reading and listening, whereby the comprehension of meaning is derived from discourse. The productive skills refer to the abilities of students to generate their own language through speaking and writing (p. 265).

4. **Elements of Speaking**

      Language features and mental/social processing are essential elements of speaking according to Harmer (2001, pp. 269, 271). Language features include:

1) **Connected speech**: a proficient English speaker must be able to generate the individual phonemes of English and use 'connected speech' fluently. For this reason, students should engage in activities designed specifically to enhance their connected speaking abilities.

2) **Expressive devices:** native English speakers alter the pitch and stress of particular portions of their utterances, vary the level of volume and pace of their speech, and express their emotions through other physical as well as non-verbal (paralinguistic) means (especially in face-to-face interactions). These devices contribute to the capacity to communicate messages. They help further emotional and intense expression.

3) **Lexis and grammar:** spontaneous speech is characterized by the application of a variety of common lexical phrases, particularly

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when performing particular language functions. Therefore, teachers should provide a variety of expressions for various purposes, such as agreeing or disagreeing, expressing astonishment, shock, or approval.

4) **Negotiation language:** The language we use in negotiations to seek clarification and demonstrate the arrangement of what we convey can enhance our speaking effectiveness.

Moreover, mental/ social processing in speaking is also essential. The following are components of mental/social processing:

1) **Language processing:** Effective speakers must be able to process language in their minds and arrange it in a logical sequence so that what they say is not only understandable, but also conveys the intended message. Language processing encompasses retrieving words and phrases from memory and assembling them into acceptable and comparable proper sequences.

2) **Interacting with others:** In the majority of speaking situations, interaction with one or more Students is required. This implies that effective speaking also requires a substantial amount of listening, an awareness of the way the other Students behave, and the ability to take turns or enable others to do so.

3) **(On-the-spot) information processing:** in addition to responding to the emotions of others, we must also be able to immediately absorb the information they offer. The longer it takes for 'the penny

to drop,' the less effective our immediate communication becomes. It should be noted, however, that this instant response is extremely culture-specific and is not valued by speakers of a great number of other language communities.

5. Types of Speaking

Brown (2004, pp. 141-142) identifies the following as the five types of speaking:

1) **Imitative**. Reproducing a word, phrase, or even a sentence is one of several forms of speaking performances. Despite the fact that this is a strictly phonetic level of oral production, a number of prosody, lexical, and grammatical language characteristics can potentially be contained in the criterion performance.

2) **Intensive.** The creation of short stretches of oral language intended to demonstrate competency in a limited range of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture) is a frequently employed second form of speaking in assessment contexts. In order to respond, it is necessary for the speaker to possess an understanding of the semantics involved. However, the level of interaction required with the interlocutor or test administrator is minimal.

3) **Responsive**. Interaction and comprehension evaluations are incorporated into responsive assessment activities, albeit at a very

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brief and limited level of dialogue, such as standard greetings and small talk, straightforward requests and comments, etc.

4) **Interactive**. Interaction can take the form of transactional language, which is used to communicate specific information, and interpersonal language, which is used for upholding social relationships. Oral production may grow pragmatically complex in interpersonal interactions due to the desire to use a casual register, colloquial language, ellipsis, informal language, humor, and other sociolinguistic conventions.

5) **Extensive (monologue).** Extensive oral production tasks consist of speeches, oral presentations, and storytelling, throughout which the opportunity for auditory interaction with the audience is either severely limited (perhaps to nonverbal responses) or eliminated. For extensive tasks, language style tends to be more deliberate (planning is involved) and formal, however we are unable to rule out informal monologues such as speech given informally.

C. Hypothesis

1. The null hypothesis (Ho): There is a significant correlation between students' anxiety and their speaking performance at the eighth grade of MTsN. Luwu.

2. The alternative hypothesis (Ha): There is no significant correlation between students' anxiety and their speaking performance at the eighth grade of MTsN. Luwu.