

**CORRELATION BETWEEN STUDENT ANXIETY, VOCABULARY  
MASTERY TOWARD SPEAKING SKILL OF THE SECOND GRADE  
STUDENTS OF SMK BATIK 1 SURAKARTA IN THE ACADEMIC YEAR OF  
2022/2023**

**THESIS**

Submitted as A Partial Requirements for Writing the Thesis



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**2023**

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*Assalamu'alaikum wa rahmatullahi wa barakaatuh*

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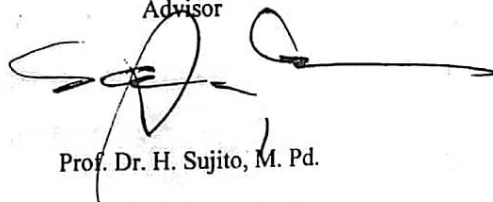
has already fulfilled the requirements to be presented before the Board of Examiners (*munaqasyah*) to attain the degree of *Sarjana Humaniora* in English Letters.

Thank you for the attention

*Wassalamu'alaikum wa rahmatullahi wa barakaatuh*

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## RATIFICATION

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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents Sukarno and Dwi Sih Handayani who give me love, support and prayers in my journey
2. My advisor, Prof. Dr. H. Sujito, M. Pd., who give me advice and support in finishing my thesis
3. My beloved brothers Bayu Dwi Satriawan
4. My grandmother and my extended family who give me support and prayers
5. My bestie in the Astagfirullah Group, Hanifah Dewi Mutiarani and Khoirunnisa Subagiyo who give me support and motivation
6. All my friends”F” who give me support in finishing my thesis.
7. My Almamater UIN Raden Mas Said Surakara

## MOTTO

“Sesungguhnya Allah tidak akan mengubah keadaan suatu kaum, sebelum mereka mengubah keadaan diri mereka sendiri.” – **QS Ar Rad 11**

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.” –  
**QS Al Baqarah 286**

“Angin tidak berhembus untuk menggoyangkan pepohonan, melainkan menguji kekuatan akarnya.” – **Ali bin Abi Thalib**

“Orang yang hebat adalah orang yang memiliki kemampuan menyembunyikan kesusahan, sehingga orang lain mengira bahwa ia selalu senang.” – **Imam Syafi’i**

“Terkadang orang dengan masa lalu paling kelam akan menciptakan masa depan paling cerah.” – **Umar bin Khattab**

“Hiduplah seakan-akan kamu akan mati hari esok dan belajarlah seolah kamu akan hidup selamanya.” – **Mahatma Gandhi**

“Orang positif saling mendoakan, orang negatif saling menjatuhkan. Orang sukses mengerti pentingnya proses, orang gagal lebih banyak protes.”

“The best way to get started is to quit talking and begin doing.” – **Walt Disney**

“Jika kita berbuat baik kepada seseorang, jangan diingat. Jika seseorang berbuat baik kepada kita, jangan pernah dilupakan.” – **Perdana Bagus Prabowo**

## PRONOUNCEMENT

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I hereby sincerely stated that the thesis titled **“CORRELATION BETWEEN STUDENT ANXIETY, VOCABULARY MASTERY TOWARD SPEAKING SKILL OF THE SECOND GRADE STUDENTS OF SMK BATIK 1 SURAKARTA IN THE ACADEMIC YEAR OF 2022/2023”** is my real masterpiece. The things out of my masterpiece in this thesis are sign by citation and referred in the bibliography. If I later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the from repealling my thesis and academic agree.

Surakarta, 12<sup>th</sup> June 2023

Started By,  
  


**TYAS IKA PERMATA SARI**

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## ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Correlation Between Student Anxiety, Vocabulary Mastery Toward Speaking Skill Of The Second Grade Student's Of SMK Batik 1 Surakarta In The Academic Year Of 2022/2023”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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10. The researcher's friends of class "F" English Language Education 2019 for the togetherness and friendship for the researcher.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 12<sup>th</sup> June 2023

The Researcher,

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## ABSTRACT

Tyas Ika Permata Sari. 2023. Correlation Between Student Anxiety, Vocabulary Mastery Toward Speaking Skill Of The Second Grade Student's Of SMK Batik 1 Surakarta In The Academic Year Of 2022/2023. Thesis . Surakarta. English Language Education. Cultures and Languages Faculty.UIN Raden Mas Said Surakarta

Advisor : Prof. Dr. H. Sujito, M. Pd.

Keywords : Student Anxiety, Vocabulary Mastery, Speaking Skill.

The purpose of the study is to know the correlation between student anxiety, vocabulary mastery toward speaking skill of the second grade student of SMK Batik 1 Surakarta in the academic year of 2022/2023. The objective of the research are to determine the correlation between (1) student anxiety and speaking skill; (2) vocabulary mastery and speaking skill; (3) student anxiety, vocabulary mastery toward speaking skill.

This study used correctional research conducted at SMK Batik 1 Surakarta with a total sample of 130 students who were taken using simple random sampling. The instruments in collecting data were questionnaire and test. In analyzing the data, the researcher used Pearson Product Moment Formula on SPSS 26 to know the coefficient correlation between (1) student anxiety and speaking skill; (2) vocabulary mastery and speaking skill.

The result of prerequisite test from the three variables showed that the normality is normal and the linearity is linier. The result of this research that (1) There is a correlation between student anxiety as a variable X1 and speaking skill as a variable Y, because the coefficient correlation ( $r_o$ ) lower than  $r_t$  ( $0,805 > 0,000$ ). (2) There is a correlation between vocabulary mastery as a variable X2 and speaking skill as a variable Y, because the coefficient correlation ( $r_o$ ) lower than  $r_t$  ( $0,538 > 0,000$ ). (3) There is a correlation between student anxiety and vocabulary mastery toward speaking skill because the coefficient of correlation ( $r_o$ ) is higher than  $r_t$  ( $0,639 > 0,000$ ). So, alternative hypothesis is accepted and null hypothesis is rejected. Therefore, the conclusion of this research is there is a positive and significant correlation between student anxiety (X1), vocabulary mastery (X2) toward speaking skill (Y).

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## CHAPTER I

### INTRODUCTION

#### A. Background of study

Information and communication technology development impacts various fields of human life, ranging from social, economic, cultural, health, and education. The ease and openness of access to information and communication globally cause an increase in competency standards in human resource development to compete locally, nationally and globally. These conditions make communication something everyone must master well to improve individual quality, impacting the quality of human resources in a country (Suryanto, B. T., Imron, A. A., & Prasetyo, D. A. R. , 2021).

*Language* is a communication tool used by humans to communicate with other humans. A person's skills in language, from reading, writing to speaking, will determine how that person can develop, especially in today's digital era (Uzer, 2017). These conditions make English a global language that must be mastered well to compete with various individuals.

This is evidenced by the use of English in various products marketed within the national and global scope, in various applications in various electronic media, to the requirements for mastery of English in various jobs. The urgency of mastering English makes the world of education must be able to foster students from kindergarten to college in mastering English using methods tailored to the level and condition of the students. The ability to

master English is one of the areas of study at various levels of education that must be continuously improved.

According to the Education First English Proficiency Index (EF EPI) in 2022, English Proficiency Index data shows that Indonesia is included as a country with a low proficiency level, ranked 81 out of 111 countries that took the test. This shows the need to improve the quality of English education integrated at various levels, especially from reading and writing, to speaking skills, as one of the things needed in the world of work.

Speaking skills are one of the problems often encountered in English education at various levels of education. This is because speaking skills are influenced by various factors, both internal and external, ranging from the use of English in the environment, the quality of environmental support for efforts to improve language skills, and methods in improving English speaking skills. In addition, internal conditions ranging from vocabulary mastery and self-confidence to anxiety affect a person's speaking skills. This research focuses on anxiety conditions and vocabulary mastery that are related to English speaking skills.

Anxiety is one of the factors associated with speaking skills. It is related to a person's confidence level to start speaking in English. Someone often feels anxious or worried about speaking English because they are embarrassed or lack confidence in their language skills (Palupi, R. E. A., Purwanto, B., & Sutriyono, 2022). This condition then causes them to decide to stop or avoid speaking English. For this reason, an appropriate environment or method is



needed to overcome someone's anxiety in speaking English so that they want to start or improve their speaking skills.

Another factor related to English speaking skills is vocabulary mastery. Someone with a good and varied vocabulary mastery it easier to speak English. This is because one of the capital to be able to speak well is mastery of vocabulary in a language. After all, it can expand the options or choices of words used in speaking (Ningsih, 2017) This condition makes reading or listening to stories, songs, or movies an option for expanding English vocabulary.

Research conducted (Adelina, 2017) shows that vocabulary has a relationship or relationship to English speaking skills. In addition, other research conducted (Joni, D. A. A. W., & Dharmayanti, P. A. P., 2016) shows that anxiety influences a person's English language skills, including skills in speaking English. This is because anxiety will reduce the level of confidence of students so that what they master about vocabulary and what they master to be able to speak English is forgotten when it is spoken.

SMK Batik 1 Surakarta is one of the vocational schools in Surakarta City with various majors expected to create a quality workforce following the competencies or fields mastered. High competition makes English one of the lessons expected to be mastered well, especially speaking skills. This is to support students' abilities so that they can compete with other individuals and be able to compete globally. The results of the preliminary study showed the existence of anxiety in students caused by various things such as lack of self-

confidence, often still thinking related to grammar, speech ideas, and vocabulary pronunciation to be used. These conditions make it necessary to improve the quality of appropriate learning to overcome anxiety and vocabulary skills that are still uneven.

The importance of mastering English makes it necessary to know the factors related to students' skills so that they can determine the right strategy for improving students' English skills in the linguistic aspect. The difference between this research and previous research is related to including two factors, vocabulary and anxiety, which have never been combined in one study. The urgency of these two factors makes it necessary for research to determine their relationship to students' English-speaking skills.

Through the phenomenon of student anxiety in learning English and problems related to the relationship between student anxiety and student speaking skills, this study aims to measure **“Correlation Between Student Anxiety, Vocabulary Mastery Towards Speaking Skills of The Second-Grade Students of SMK Batik Surakarta In The Academic Year of 2022/2023.”**

## **B. Identification of study**

Based on the background of study above, there are some problem that may arise. These problem are :

1. Student are afraid of using the wrong word when speaking during the learning process.

2. Mastery of student's vocabulary which is still minimal affects their speaking skills using English.
3. The factor's that can influence student's speaking skill

### **C. The Limitation of the Problems**

There are so many problem that may arise, and it is quite impossible for the writer to handle all of the problem. So, in this study the writer would like to limit the problem as follow the first is the study focuses on three aspects. They are Student's Anxiety, Speaking Skill and Vocabulary Mastery of the second grade students of SMK Batik 1 Surakarta in academic year 2022/2023. And the second limitation of the problem is the study only stresses on their correlation, namely: the Correlation between student's anxiety and speaking skill, the Corellation between Vocabulary Mastery and Speaking skill, the Correlation between student's anxiety, vocabulary Mastery skill of the English of the second grade students of SMK Batik 1 Surakarta in academic year 2022/2023. And the last is, this study focuses on the correlation of student Anxiety, Vocabulary Mastery, and Students' English speaking skills of the second grade students of SMK Batik 1 Surakarta in academic year 2022/2023.

#### **D. Formulation of The Problem**

Based on the phenomena exposed in the background of the research ,this research conducted to answer the following question:

1. Is there any correlation between student anxiety and speaking skill of second grade students of SMK Batik 1 Surakarta in the academic year of 2022/2023?
2. Is there any correlation between vocabulary mastery and speaking skill of second grade students of SMK Batik 1 Surakarta in the academic year of 2022/2023?
3. Is there a positive correlation between student anxiety, vocabulary mastery, and speaking skills of second grade students of SMK Batik 1 Surakarta in the academic year 2022/2023?

#### **E. The Objective of the Study**

The objective of this study are relevant to the problem statement which is to find out:

1. To find out whether there is a positive correlation between Student Anxiety and Speaking Skill of the Second Grade Student's of SMK Batik 1 Surakarta in Academic year 2022/2023.
2. To find out whether there is a positive correlation between Student Anxiety, Vocabulary Mastery and Speaking Skills of the Second Grade Student's of SMK Batik 1 Surakarta in Academic year 2022/2023.

3. To find out whether there is a positive correlation between Student Anxiety, Vocabulary Mastery and Speaking Skills of the Second Grade Student's of SMK Batik 1 Surakarta in Academic year 2022/2023.

#### **F. The Benefit of the Study**

The results of this study are expected to be able to determine the relationship between Student Anxiety, Vocabulary Mastery and Speaking Skills. This can provide information about the importance of Student Anxiety, Vocabulary Mastery and Speaking Skills. The research results can also provide benefits to several other parties as follows:

##### **1. For Students**

This can provide information for second-grade students of SMK Batik 1 Surakarta about Student Anxiety, Vocabulary Mastery and Their Speaking Skills. This research will help students to know more about what they should do to overcome students' anxiety about their speaking skills.

##### **2. For Teachers**

With this research it can be useful for teachers to find out the factors that influence students' speaking skills, will help English teachers in designing teaching materials and methods that can be used in class to maximize learning outcomes.

### 3. For Researchers

The results of this study may be useful for other researchers as a reference for conducting further research related to Student Anxiety, Vocabulary Mastery and Speaking Skills.

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

### **1. Anxiety**

Anxiety is a psychological disorder in which individuals have characteristics in the form of fear, nervousness, and other feelings of worry so that they do not dare to act and act. There are several definitions of anxiety, one of which is according to Leonardo's (2008:11) anxiety is a feeling of worry and fear which is characterized by feelings of tension and excessive worry experienced by students during the teaching and learning process. This situation causes people to lose adjustments.

### **2. Vocabulary Mastery**

In Webster Dictionary (1985:1073), vocabulary is defined as a list or collection of words that are usually arranged and explained alphabetically or lexiconically, a stock of words used in a language or by class, individual, etc. Furthermore, according to define that Brown H.A (1995) vocabulary as a list of words for a particular language or a list or set of words that may be used by individual speakers of the language.

### **3. Speaking Skill**

Speaking is one aspect in learning activities that every student must master. This is very important for students in learning English. According to Wallace (1978) interprets speaking as a meaningful oral practice, so people must understand each of their words because they use a foreign language. This speaking ability will support a person to express his interesting ideas verbally. There is also another opinion of Willson (1983), speaking is defined as the development of the relationship between the listener and the person who speaks. The main purpose of speaking is to create communication by expressing it through creative forms.

## **CHAPTER II**

### **REVIEW ON RELATED THEORIES**

#### **A. Theoretical Description**

##### **1. Review on Speaking**

###### **a. The Definition of Speaking**

Speaking is one aspect in learning activities that every student must master. This is very important for students in learning English. According to Wallace (1978) interprets speaking as a meaningful oral practice, so people must understand each of their words because they use a foreign language. This speaking ability will support a person to express his interesting ideas verbally. There is also another opinion of Willson (1983), speaking is defined as the development of the relationship between the listener and the person who speaks. The main purpose of speaking is to create communication by expressing it through creative forms. The theory above emphasizes that speaking is a communication activity to convey knowledge, ideas, ideas, feelings, information, suggestions, suggestions, objections, sadness, motivation or other things, as the beginning of verbal exchange interactions between fellow human beings.

Teachers should emphasize the development of oral communication when teaching English. As stated by Willson (1983) that speaking aims to create communication by expressing it through creative forms.



## **b. The Element of Speaking Skill**

According to Mohammad Ali Nadi (2013), there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

### 1) Grammar

It is needed for students to arrange a correct sentences in conversation. It is in line with explanation suggested by Heaton that students ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility grammar is also to learn the correct way to gain expertise in a language in oral and written forms.

### 2) Comprehension

For oral communication, it certainly requires subject to respond, to speech as well as to initiate it.

### 3) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary pattern in a language.

#### 4) Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Based on this explanation, the writer concludes that without mastering vocabulary sufficiently the English learners will not be able to speak English or write English properly.

#### 5) Fluency

Fluency in spoken language is something that naturally develops as children go through school, as they are using and practising speaking skills every day. Fluency is the ability to hear words and understand them straight away. If they see a word written down, they can read it aloud and pronounce it properly.

### **c. Component of Speaking Skill**

Speaking skill includes two components, namely accuracy and fluency. Byrne (1997) has stated that accuracy is the use of language that depends on mastery of the language system. Accuracy focuses on the correct use of grammar, vocabulary and other skills. Byrne (1997) argues

that fluency is the ability to express oneself clearly, reasonably, accurately and without too much hesitation. Signs of fluency include a reasonable pace of speech and few pauses and fillers. Thornbury (1988) defines the characteristic of fluency as follows:

- 1) Pauses maybe long but not frequent
- 2) Pauses are usually filled
- 3) Pauses occur at meaningful transition points
- 4) There are long runs of syllables and the words between pauses

Speaking accuracy is the use of language by controlling the language focusing on their pronunciation, phonology, and grammar. While speaking fluency refers to the use of language by talking less in pause or significant pauses.

#### **d. The Important of Speaking**

Speaking is the ability to pronounce sounds of language to express or conveying thoughts, ideas or feelings orally (Brown, 2006). The form and meaning of speaking depends on the context in which it occurs, including the participants themselves, their collective experience, physical environment, and speaking goals. Oral communication is a form of communication by pronouncing words orally and directly to the interlocutor (Kusumawati, 2016). Usually oral communication is carried out when the communicator and communicant face to face to communicate. Each student has a goal or intent to achieve in the

interaction. The student must be able to interpret what is said to him and replace with what language he uses in a way that takes into account what has just been said and that reflects his own interaction.

According to Brown H.D (2001), that when a person can speak a language, it means that he can have a conversation quite competently. In addition, he states that the benchmark for successful language acquisition is almost always a demonstration of the ability to achieve pragmatics, goals through interactive discourse.

From the above statement, the researcher concluded that when we speak, surely our listener listens to us as well as our listener, when he speaks we listen to them to understand our speech to each other. In other words, when Students speak confidently and comfortably, they can interact better in real everyday situations. Even for students with elementary level English proficiency. Speaking fluently, of course, involves talking easily and appropriately with others.

## **2. Review on Anxiety**

### **a. Definition of Anxiety**

Anxiety is a state of the soul that is full of fear and worry and fear of what may happen, whether related to limited problems or strange things. In general, anxiety is a feeling of pressure and unsettled, as well as chaotic in mind accompanied by many regrets. According to Freud (2005) says that anxiety is a function of the ego to warn the individual about the

possible arrival of a danger so that an appropriate adaptive reaction can be prepared.

Basically when someone has gained a sign of anxiety they are not doing something normal as usual, they will forget the action, it is easier to forget the material, lose courage and others. This greatly affects the body, until the body feels shivering, causes a lot of sweating, the heart beats fast, the stomach feels nausea, the body feels weak, the ability to produce is reduced. From the above theory It can be concluded that researchers explain about the definition of anxiety, so anxiety is an expression that a person can do anything with normal conditions, they are easier to lose their minds, more than actions, panic, and much more.

Another opinion of Hawari (2008) anxiety is a marked natural disorder of feelings (affective) with a deep feeling of fear/worry in continuation, not experiencing interference in assessing the Reality of Testing Ability / RTA, still good), personality still intact (no rifts personality/ splitting of personality), behavior can be disturbed but still within normal limits.

Theories were developed to explain about anxiety predisposing factors (Stuart, 1998). The theory is developed into five kinds, the explanation is as follows:

### **1) Psychoanalytic Theory**

In the psychoanalytic view *ansietas* is an emotional conflict that occurs between two elements of personality and superego. The id has the impulse of one's primitive instincts and impulses, while the superego reflects one's conscience and is controlled by one's cultural norms. The ego, or me, functions to mediate the demands of two opposing elements and the function of *ansietas* is to inflame the ego that there is danger.

## **2) Interpersonal Theory**

According to the interpersonal view *ansietas* arise from a feeling of fear of the absence of interpersonal acceptance and rejection. *Ansietas* are also associated with the development of trauma, such as separation and loss that gives rise to physical weakness. People with low self-esteem are especially prone to severe development.

## **3) Behavioral Theory**

According to the behavioral view, anxiety is a product of frustration, that is, everything that interferes with a person's ability to achieve the desired goal. Other behavioral experts regard anxiety as an impulse to learn based on an internal desire to avoid pain. Experts on learning believe that individuals who are accustomed to their early lives are faced with excessive fear more often showing anxiety in later life.

#### **4) Family Theory**

Family studies show that anxiety disorders are common in a family. There is an overlap in anxiety disorders and between anxiety disorders and depression.

#### **5) Biological Theory**

Biological studies show that the brain contains receptors specific to benzodiazepines. These receptors may help regulate anxiety. Neuroregulatory aminobutyric-gamma acid (GABA) inhibitors also play a major role in the biological mechanisms associated with anxiety, as is the case with endorphins. In addition, it has been proven that a person's general health has a real effect as a predisposing factor to anxiety. Anxietas may be accompanied by physical impairments and further decrease a person's capacity to cope with stressors.

#### **b. Types of Anxiety**

According to McCroskey (1984), based on the location and the opposite of speaking, speech anxiety is of several types, namely:

##### **1) Public speaking anxiety**

Speech anxiety can occur when individuals communicate in front of a large audience such as during a speech or giving a presentation at a forum.

**2) Anxiety speaks inside the meeting**

Speaking anxiety can occur when the individual is in a formal situation such as during a meeting.

**3) Anxiety speaks in group discussions**

Speaking anxiety can occur when individuals are in a small group. While in a small group discussion individuals provide arguments, responses, and responses in the discussion that involve the assessment and attention of the discussion participants.

**4) Anxiety of speaking during two-way interaction**

Anxiety speaks when individuals have conversations with others.

**c. Aspect of Student Anxiety**

There are different causes that influence anxiety in students during the learning process. According to Horwitz (2001), argues that the communication apprehension ( the fear of communicating with others), the anxiety of tests and the fear of negative evaluations ( worry about how the other person sees the speaker). Here is the explanation:

**1) Communication Apprehension**



This communication apprehension usually arises from one's fear and shame if it has to communicate with others. In this communication apprehension, people are usually afraid of oral communication such as talking and listening. Because, it is usually difficult to understand what people are saying and make others understand what they want to say. For example, such as when a student is told to talk to the teacher in the classroom, he may feel scared and anxious to speak English or maybe he also does not understand what the teacher is saying.

## **2) English Test Anxiety**

Exam anxiety can occur when students have performed poorly at the time of the previous exam. Students develop negative stereotypes about tests and they have irrational perceptions in evaluative situations. It means, the anxiety of facing the exam is related to the student's fear of the exam situation. Anxiety in the exam will also contribute to the moment they sit in the exam, their low scores indicate that the material studied does not seem to be absorbed and digested. In the end, because learning doesn't really happen, their language skills won't develop significantly.

## **3) Fear of Negative Evaluation.**

Talbot (2016) claims that test anxiety often develops due to fear of negative evaluations, this is similar to social phobia, which causes the fear of being judged negatively. These students may spend more of their time worrying about test results and how others rate their performance than the exam itself. Fear of negative judgments, Aydin (2008) claims that fear negative evaluation are observed when foreign students feel unable to make an impression proper social and this is a concern towards the evaluation of others and avoiding evaluative situations. In this context, the fear of negative evaluation refers to concerns about not being able to make a good impression in front others when using a foreign language. It means, if students are not sure of what they are saying, they will feel fear of negative judgments from others and anxious because they do not want to look stupid in front of others. For example, when one of the students speaks in front of the class, the student suddenly falls silent and experiences anxiety. It happened because other students who did not appear criticized the student's appearance. That way, it makes the students who are performing become nervous and talk stammering.

From the explanation above, it can be concluded that the three components of foreign language anxiety have a major impact on the teaching and learning process of students,

especially speaking. In these cases, communication fear, exam anxiety, and fear of negative evaluation were used to measure their anxiety through questionnaires

#### **d. The Causes of Anxiety in Speaking**

Speaking is considered the most frequently anxiety-inducing skill for students. Anxiety as one of the consequences of affective factors that appear due to several things. There are several causes of speaking anxiety in foreign language classes. Anxiety can arise from certain speaking activities experienced by students. According to L Monart (2007) causes affecting the individual experiences speech anxiety, are as follows:

##### **1) Negative Thought Factors**

The thought will trigger a response biological on the contrary sometimes biological responses that reveal anxiety and negative thoughts will accompany it. Negative thoughts that generally arise, First that speaking in front of the class is scary. Secondly, the thought is too excessive to the negative consequences of a social situation. Third, reasoning emotion is a thought about the presence of feelings of anxiety for example abdominal pain will cause the individual expressed opinions badly. Fourth, There is a feeling of lack able to overcome some

difficulties in social situations. Fifth, focus on the negative aspects of a situation and ignoring the positives.

## **2) Avoidant Behavior Factors**

A natural response when experiencing anxiety is how to escape the condition with avoidance strategies. We want to avoid such tense situations as quickly as possible and do not want to return to the situation that same.

## **3) Emotional Factors**

When we show the situation fear, we experience a physiological response, cognitive and behavioral describe the situation so that we ourselves develop a sense of fear of certain situations. Individual those tend to feel feelings anxious, afraid, worried, feeling not easy facing social situations, tension, panic, and nervous about dealing with talking situations in public. When individual avoiding front-talking situations the class, they realized implications for career and social life. It is causes a feeling of depression, moodiness, frustration, hopelessness, and feelings of fear.

### **e. The Effect of Foreign Language Learning Anxiety**

According to Horwitz E.K (2001), anxiety is already a concern for many researchers and they have conducted various studies regarding the

link between anxiety and language learning. The result is that anxiety is very likely to affect language learning and student performance in language learning. Furthermore, Horwitz E.K (2001) argues that anxiety in speech learning better known as Foreign Language Anxiety (FLA) is the cause of poor student performance in learning language. This opinion has been proven by various studies conducted by Kleinmann (1997), Scovel (1978), Horwitz (1986) that FLA greatly affects the poor performance of students in learning languages. Tobias (1986) presents a model of cognitive effects of anxiety on learning from instruction . In this model, learning is divided into three stages: input, processing and output. The explanation is as follows:

#### 1) Input

The input stage consists of the individual's first exposure to a stimulus. If anxiety is aroused during the input stage, internal reactions may Induced Anxiety distract the individual's attention, fewer stimuli may be encoded, and repeated exposure to the task may be necessary to overcome the effects of the anxiety.

#### 2) Processing

At the processing stage, incoming messages are understood and learning occurs as new words are given meaning. If anxiety is aroused at this stage, both second language comprehension and learning may

suffer if the meaning of novel items is not recognized, either based on the learner's experience or in relation to similar native language items.

### 3) Output

And the last during the output stage, second language material is produced in the form of either spoken or written messages. Anxiety arousal at this stage may lead to ineffective retrieval of vocabulary, inappropriate use of grammar rules, or an inability to respond at all.

## **3. Review Vocabulary Mastery**

### **a. Definition of Vocabulary Mastery**

Vocabulary is a familiar set of words in a person's language. Vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the biggest challenges in learning a second language. Although it seems easy, learning English vocabulary is not uncommon to be a barrier for some people.

Vocabulary is an important aspect in teaching language, as stated by Edward (1997), "Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system". According to John (2000) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, a dictionary

– tape definition, or an equivalent word in their own language. In learning vocabulary automatically we have to know the meaning of words it self and can use it in sentences. It means, vocabulary mastery can be defined as a number of words in a language that contain information about their meaning, form and use in the context of communication. Vocabulary mastery is the basic knowledge that students must know before mastering English. It can be known that learning English vocabulary cannot run successfully without English skills because both are very important in the process of teaching and learning English.

According to Harmer (2001) there are several aspects that must be discussed in the mastery of vocabulary, namely: the meaning of words (synonyms, antonyms, connotations and denotations), expanding the use of words such as idioms, combinations of words or collocations, and word grammar consisting of nouns, verbs, adjectives and adverbs.

#### **b. The Importance of Vocabulary Mastery**

The main thing in learning a language is with mastery of vocabulary. Learning a language is considered successful when you can already master vocabulary. A large vocabulary does not guarantee the competence of learners in learning English, but lack of vocabulary will prevent them from succeeding in learning English. According to Mekalungi (2008) vocabulary mastery is the ability to use vocabulary

both in oral and written form. So, students' skills in both spoken and written languages are largely determined by the ability to process vocabulary so that good spoken and written languages will appear. Vocabulary mastery also plays an important role in students' thought processes. Whether or not a student's thought process is good is largely determined by mastery of vocabulary. Tarigan (1993) argues that the quality of a person's language skills depends on their vocabulary. So, whether a person is skilled in using language can be seen from the vocabulary used. From this explanation, it can be concluded that mastery of vocabulary plays an important role both in everyday life and in academic life. A student who studies and studies a field of science must master the vocabulary contained in each field of science because all scientific concepts are accommodated by vocabulary. There are several factors that if met then a person can be said to have successfully achieved mastery of vocabulary. Such factors are: pronunciation, grammar, meaning.

From the explanation it can be concluded that mastery of vocabulary means complete knowledge or great skill from the list of the number of words that each speaker of the language may use for a particular language. This complete knowledge includes knowledge of the meaning of words, pronunciation, grammar and the meanings they carry.

### **c. Types of Vocabulary**



Nation (2001) argues that there are two types of vocabulary namely, receptive and productive vocabulary. Receptive vocabulary refers to words recognized and understood by native speakers and foreign students but are almost never used, as they are used passively in either reading or listening. Meanwhile, productive vocabulary is actively used both when writing and speaking. Reading vocabulary is usually relatively more than the vocabulary of the writing. Meanwhile, the vocabulary listens to more than the vocabulary of the speech. So, it can be concluded that the vocabulary is presented in 4 units. Such as reading vocabulary, listening to vocabulary, speaking vocabulary, and writing vocabulary. This reading vocabulary consists of words that students find when they read. Listening vocabulary is the words that students hear and understand when talking to their opponents. Then, the speaking vocabulary includes the words that students use in daily conversations. Meanwhile, written vocabulary consists of student words used in writing essays, letters, reports, etc. In relation to types of vocabulary, Nation (2001) argues that there are 4 types of vocabulary in the text:

- 1) High frequency words : This word are almost 80% of the running words in the text.
- 2) Academic words : Typically, these words make up about 9% of the running words in the text.

- 3) Technical words : These words make up about 5% of the running words in the text.
- 4) Low frequency words : These are words that have a moderate frequency that did not make it into the high-frequency list. They make up more than 5% of the words in academic text

#### **d. Assessment of Vocabulary Mastery**

Mastery of vocabulary is the total number of words in a particular language that a person uses, while mastery is thorough knowledge. Then, vocabulary mastery means comprehensive vocabulary mastery. Communication is very important with language, since vocabulary is an important component. Students should not only know the vocabulary but also have to understand its meaning and be able to use it to communicate in actual communication.

Harmer (2005) argues that knowing a word means far more than just understanding one of its meanings. That is, vocabulary competence is some knowledge of words. Ur (1996) revealed that, the assessment of vocabulary in this study includes all knowledge about words, namely: word usage (collocation), word grammar, and word meaning (synonyms, antonyms, and meanings in context).

#### **e. How to Test Vocabulary Mastery**

There are several ways to test a learner's vocabulary. A good command of English vocabulary is important for people who want to use the language. There are several ways to test vocabulary mastery. Here's how to test vocabulary according to (Ur, 1996):

#### 1) Multiple Choice Test

In this multiple choice test, students only need to choose the answer according to them.

#### 2) Dictation

In this dictation test, the examiner will denote the text and the student will write the already depressed word. This dictation is the easiest way for teachers because the preparation is minimal.

#### 3) True or False

The kinds of the test depend on the test or listening, the Student's have to answer the question that given before.

#### 4) Odd One Out

The Student's only meaning is being tested. They have now way of being sure that all the item are known. But this is at least more interesting to do, and usually easy to mark.

#### 5) Gap Filling

Many multiple-choice tasks described can be converted into gap filling or fill in the blank. The student should write or choose a word or phrase in the blank space.

#### 6) Sentence Completion

This test (denotative) meaning only, but is "personalized" and interesting to do and read.

#### 7) Writing Sentence

Spelling and pronunciation of the item are not tested, but most other aspects are. This is a bit boring to do, and difficult to mark objectively but does check the tester's knowledge very well.

#### 8.) Matching

There are two groups of words, students must match one group of words with another.

#### 9) Translation

Students receive a few sentences, after which they must translate them into English.

#### 10) Error Correction

The learner will give some of the sentences with errors, which concern mainly in grammar.

### 11) Cloze Test

This test is usually a paragraph or some of the sentences are still blank or dots that students have to fill in.

Of the many types of ways to test vocabulary, researchers use multiple choice in their research. According to Surapranata (2005) multiple choice is a question whose answer must be chosen from several possible answers that have been provided. Multiple choice is one of the forms of the type of objective test that at this time received attention and is often used in educational evaluations.

### **B. Previous Study**

There has been several researchers conducted a correlation research between speaking skill and some variable. There are “ A Correlation Study between Student's Anxiety, Vocabulary Mastery, and Speaking skill of the eleventh grade student's of SMA Negeri 1 Kartasura in the Academic year of 2011/2012” this research was conducted by Yunita Puspita Sari, Joko Nurkamto. Handoko Pudjobroto (2013). The subject of the research is the eleventh grade student's of SMA N 1 Kartasura in the academic year 2011/2013. The similiaritues from this research is conducting research on second grade student. The result of this research is the study show that there is a positive correlation between student's anxiety, vocabulary mastery, and speaking skill. Both partially and simultaneously. The positive correlation indicates that student's anxiety and vocabulary mastery tend to go up together with speaking skill or they tend to go

down together with speaking skill. Both student's anxiety and vocabulary mastery also give contribution to speaking skill.

The second is a research with the topic “A Correlation Study Between Vocabulary Mastery and Student's Speaking skill on Third Semester Student's of English Department at University of Muhammadiyah Malang”. This research was conducted by Mochamad Fariz (2017). The subject of the research is Third semester student's of English Department at University of Muhammadiyah Malang. The results of this study showed that the correlation coefficient (r-value) was, 525 which is higher than the critical value (r-critical which is 396 in the level significant 5%. Moreover , this study found a strong connection between vocabulary mastery and student's speaking skill.

The third previous study is journal entitled “Correlation Between Student's Vocabulary Mastery and Speaking Ability at Grade 8 of SMP Negeri 26 Padang”. This research was conducted by Aulia Putri and Refnaldi (2020). The result this research is student's vocabulary mastery and speaking ability were fair. They were proved by the means score 65 for vocabulary mastery and 68 for speaking ability. Moreover, there was strong correlation between student's vocabulary mastery and speaking ability. It was shown by the  $rvalue=0,703$ .

The last previous study is “A Study Of Student's Anxiety In Speaking Performance At The Second Semester Of English Education Department Of IAIN Surakarta”. This research was conducted by Rumini Yuliana (2017). The result of this research is the student's of the second semester had some types of anxiety, 5

student's who had trait anxiety, and 22 student's who had situation specific anxiety. The most types of anxiety in the second semester student's are the situation specific anxiety. And the second result from this research is, the researcher also found some factors of anxiety, they are lack of preparation, learners belief about language learning, personal and interpersonal factors, and fear of making mistakes.

Based on the previous study above the similarity of each researcher is the dependent variable for each researcher is speaking skill. While the differences are researcher's thesis is the object of research. The researcher took place in SMK Batik 1 Surakarta, for previous study the researcher took place in SMA Negeri 1 Kartasura, University of Muhammadiyah Malang, SMP N 26 Padang, and IAIN Surakarta. To make it easier for the reader, below the researcher displays a table of previous studies:

**Tabel of Differences and Similarities with the Previous Study**

<b>Researcher</b>	<b>Title</b>	<b>Similarities</b>	<b>Differences</b>	<b>Results</b>
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<p>Yunita Puspita Sari, Joko Nurkamto, Handoko Pudjobroto (2013)</p>	<p>A Correlation Study between Student's Anxiety, Vocabulary Mastery, and Speaking skill of the eleventh grade student's of SMA Negeri 1 Kartasura in the Academic year of 2011/2012</p>	<p>(1) Have the similarities of conducting research on second grade student's.</p>	<p>(1) Subject of research at SMA Negeri 1 Kartasura.</p>	<p>The results of the study show that there is a positive correlation between student's anxiety, vocabulary mastery, and speaking skill. Both partially and simultaneously. The positive correlation indicates that student's anxiety and vocabulary mastery tend to go up together with speaking skill or they tend to go down together with speaking skill. Both student's anxiety and vocabulary mastery also give contribution to speaking skill.</p>
<p>Mochamad Fariz (2017)</p>	<p>A Correlation Study Between Vocabulary Mastery and Student's Speaking skill on Third Semester Student's of English Department at University of</p>	<p>(1) Both use <i>Pearson Product Moment</i> Correlation in analyzing data. (2) Both use two tests in their data collection,</p>	<p>(1) Subject of research at University of Muhammadiyah Malang (2) Using 25 students as a sample from five classes consisting of 235 English</p>	<p>The results of this study showed that the correlation coefficient (r-value) was, 525 which is higher than the critical value (r-critical which is 396 in the level</p>



	Muhammadiyah Malang	the first is the vocabulary mastery test and the second is the speaking skill test	Education Department.	significant 5%. Moreover , this study found a strong connection between vocabulary mastery and student's speaking skill.
Aulia Putri and Refnaldi ( Journal English Language Teaching ) (2020)	Correlation Between Student's Vocabulary Mastery and Speaking Ability at Grade 8 of SMP Negeri 26 Padang	(1) Using 50 multiple choice questions .	(1) The sample of the research was 30 student's of eight grade selected by clustering sampling (2) The subject of research at SMP Negeri 26 Padang	Student's vocabulary mastery and speaking ability were fair. They were proved by the means score 65 for vocabulary mastery and 68 for speaking ability. Moreover, there was strong correlation between student's vocabulary mastery and speaking ability. It was shown by the rvalue=0,703.

Rumini Yuliana (Thesis) (2017)	A STUDY OF STUDENT'S ANXIETY IN SPEAKING PERFORMANCE AT THE SECOND SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF IAIN SURAKARTA	(1) Have similarities about a study that examines students' anxiety in speaking English.	(1) The subject of research at IAIN Surakarta	(1) Student's of the second semester had some types of anxiety, 5 student's who had trait anxiety, and 22 student's who had situation specific anxiety. The most types of anxiety in the second semester student's are the situation specific anxiety. (2) The researcher also found some factors of anxiety, they are lack of preparation, learners belief about language learning, personal and interpersonal factors, and fear of making mistakes.
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Table 2.1 Previous Study

### C. Rationale

#### 1) The Correlation of Student Anxiety and Speaking Skill

Learning a foreign language is not simple; There are many challenges that students have to face. It can be used to distinguish between a mother tongue and a foreign language. Several variables may influence a learner's

decision to learn a foreign language. Anxiety among students is one of them. Despite many obstacles, the student's desire to learn is essential to achieving the goals of the learning process. Anxiety is an emotion of worrying about the possibility of an unclear future that is often accompanied by anxiety and fear, resulting in illogical behavior. Anxiety can develop in a variety of situations, including language class anxiety. Student anxiety will inevitably interfere with their performance in language class. Reading, speaking, listening, and writing are the four skills of English classes. This learner's speaking anxiety may have an impact on the speaking skill interpreted in the sentences the student speaks. Students' speaking skills will decline in English class if they concentrate only on their anxiety. In this English lesson, students' anxiety is felt in the speaking and other abilities. On the other hand, in foreign language classes are more concerned with their final grades. Some students study extensively to prepare for the final step in English, which consists of the student's speaking skill. Students can deal with speech comprehension problems if they can manage their anxiety in English class. As a result, students' anxiety levels can affect speaking skill levels.

## **2) The Correlation Of Vocabulary Mastery And Speaking Skill**

There is another factor in speaking that is, mastery of vocabulary. Mastery of vocabulary is a variety of words and their meanings. Mastery of this vocabulary is also important in learning English, especially in learning to speak. If students can perform mastery on their vocabulary,

then the ability of English especially speaking as their foreign language will improve. Students who can master their English vocabulary will be more confident when they speak English in class as well as in public forums.

### **3) The Correlation of Student Anxiety, Vocabulary Mastery Toward Speaking Skill**

Rules in Speaking Skill look at student anxiety and Vocabulary Mastery. Students should focus on vocabulary Mastery because it will make it easier for them to improve Speaking Skills. Speaking is difficult, however, if students do not have a strong vocabulary mastery. In contrast, student anxiety is an external factor. Anxiety is influenced by their learning environment, especially when learning English, which is under a lot of pressure from learners at school and in the environment. Therefore, it can be expected that students who manage their anxiety will more easily acquire English learning components, such as vocabulary mastery or speaking skills. From the previous description, researchers suspect that there may be a correlation between student anxiety, Vocabulary Mastery, and Speaking Skills. Research is needed to support this assumption.

#### **D. Hypothesis**

Researchers conducted this study to test three hypotheses. Researchers used Pearson's Product Moment formula to address the first and second

variables. Meanwhile, multiple correlation was used by researchers to test the third variable. The action hypothesis can be determined as follow:

1. The first hypothesis

Ho : There is no relationship between student anxiety and student's speaking skills.

Ha : There is a correlation between student anxiety and student's speaking skills.

2. The second hypothesis

Ho : There is no correlation between vocabulary mastery and student's speaking skills.

Ha : There is a correlation between vocabulary mastery and student's speaking skills.

3. The third hypothesis

Ho : There is no correlation between student's anxiety and vocabulary mastery towards speaking skills.

Ha : There is a correlation between student's anxiety and vocabulary mastery towards speaking skill

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method

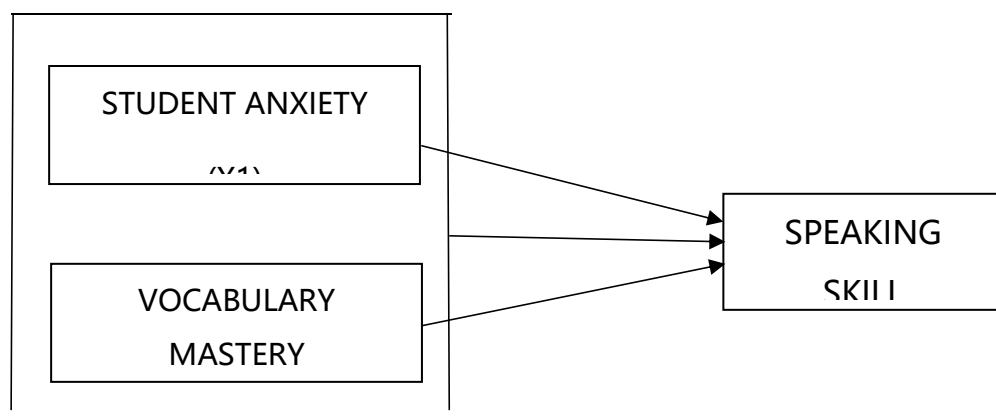
The design of this research is correlation. According to Sarwono (2011) correlation is an analytical technique which includes techniques for measuring associations or relationships (measures of association). The reason for choosing this design is that the researcher wants to know the strength of the relation of two variables based on correlation coefficient.

This result used the correlation method. Correlation or correlational research is a study to determine the relationship and degree of relationship between two or more variables without any effort to influence the variables so that there is no manipulation of the variables Faenkel dan Wallen (2008:328). Based on Ary (2010) Correlation research produces an index that shows the direction and strength of relationships between variables, taking into account the entire range of these variables. This index is commonly referred to as the correlation coefficient. He also argues that the value of the coefficient can range from +1.00 (indicating a perfectly positive relationship) to 0 (indicating that there is no relationship) to -1.00 (indicating a perfect negative relationship).

This research has two kinds of variables, independent variable and dependent variable.

1. The independent variables (predictor variable)
  - a) Student Anxiety (  $X_1$  )
  - b) Vocabulary mastery (  $X_2$  )
2. The dependent variable (criterion variable) is Speaking Skill (Y)

The correlation between three variables can be seen in the figure 3.1



**Table 3.1. the scheme of the correlation between student anxiety,vocabulary mastery and speaking skill**

## **B. The Setting of the Research**

1. The Place of the Research

The research was carried out at the second grade of SMK Batik 1 Surakarta. It is located at Jl. Slamet Riyadi, Kleco, Laweyan, Surakarta, Jawa Tengah.





8.	Final Examination											
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**Table 3.2 Schedule of the research**

## **C. The Population, Sampling, and Sample of the Research**

### **1. The Population of the Research**

Wallnau (2016) define population as the set of all the individuals of interest in a particular study. This means that the population is all the individuals to be studied. The population can be large or small. According to C.Guetterman (2019) that a population is a set of individuals who share common characteristics. From the statement it can be concluded that the population is a whole subject or individual who has the same character in the study.

The sample of this research are five class of the second grade student's of SMK Batik 1 Surakarta in the academic year 2022/2023. The second grade student's of consist of 7 classes.

### **2. The Sampling of the Research**

If the data is collected from the sample, then the sample must be selected from the population before data collection. The selection of samples from the population is called sampling (R.Susanti, 2019). Sampling can be done randomly or not. There are two sampling strategies, namely probability sampling and non-probability sampling (Blaxter, 2010). This probability sampling consists of simple random sampling, systematic

random sampling, stratified random sampling, cluster sampling and multi-stage sampling, while non-probability sampling consists of purposive sampling, accidental sampling and quota sampling.

In this research, the researcher applied Simple Random Sampling which belong to probability sampling. The simple random sampling technique is a random sampling technique in the population. According to Sugiyono (2013) explains that “samples from population are taken randomly without regard to the strata in the population”. Using a simple random sampling technique is able to provide more accurate answers to the population without regard to strata of the members of the population selected to be members of sample. The total number of second grade of SMK Batik 1 Surakarta is 187 student’s. The researcher used the Slovin<sup>48</sup>. Then, after conducting the procedure of Simple Random Sampling, the researcher took 130 student’s as the sample of the research.

### **3. The Sample of the Research**

According to Sugiyono (2008) the sample is a part of the whole and characteristics possessed by a population. The sample is partial or representative of the population under study. If the research is carried out by a part of the population, it can be said that the research is a sample study (Arikunto, 2006).

The total samples for this research was 130 student's taken from class XI BPD taken for the try out, class XI TKJ 1, XI TKJ 2, XI AKL 2, XI FARMASI as the research subject.

#### **D. The Technique of Collecting the Data**

Before analyzing the data, the researcher collect the data to carry out the research. The main components of the techniques of collecting the data are follows.

##### **1. The Instrument of Collecting Data**

###### **a. Quisionnare**

A questionnaire is a form that has been prepared by researchers to be distributed for the purpose of getting a response. According Nurdin (2019) the questionnaire is a list of written questions used to obtain information from respondents, can be distributed through a delivery service to be filled out and returned or can also be filled out under the supervision of researchers. In this study, researchers used questionnaires to research and collect information about students' anxiety. This type of questionnaire is a closed questionnaire. A closed questionnaire is a research questionnaire with a list of questions or statements that have been completed with a choice of answers at once. Generally, these closed

questionnaires use answer choices, such as yes or no and so on. So, the respondent only chose one of the appropriate answers.

Researchers used the likert scale as a method for summing data ratings on questionnaires. According to Sugiyono (2012) The Likert scale is a scale used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. For each answer choice scored, then the respondent must describe, support the statement (positive) or not support the statement (negative). It may also be possible to show whether they strongly agree, agree, hesitate, disagree, or even strongly disagree. The score ranges from 1-5, as shown in the table below:

Statement	Option				
	SS	S	R	TS	STS
Positive	4	5	3	2	1
Negative	2	1	3	5	4

**Table 3.3 Category Score of Likert Scale**

SS = Sangat Setuju

S = Setuju

R = Ragu-ragu

TS = Tidak Setuju

STS = Sangat Tidak Setuju

The researcher made the questionnaire based on the aspect of anxiety personality by (Samini, 2014). The questionnaire consist of 40 items and each item has five options with the scale of scoring from 1 to 5.

## **b. Test**

According to Anne Anastasi (1997), the definition of a test is an objective and standardized measurement of a behavioral sample. This study used tests to obtain data on students' vocabulary mastery and speaking skills.

### **1) Test of vocabulary mastery**

The vocabulary mastery test in this study used a multiple choices test that had 4 alternatives (A, B, C, and D) to determine students' vocabulary mastery. There are 40 questions to test vocabulary mastery, the questions consist of 5 indicators:

- a) aspects of meaning (antonyms and synonyms)
- b) grammar
- c) word formation
- d) spelling pronunciation
- e) collocation.

The test score is the correct number of answers. Students will get 1 point for each correct answer and 0 for each incorrect answer.

## 2) Test of speaking skill

To measure students' speaking ability in this study used an oral test. Researchers asked students to create explanation text. Then, students are asked to explain the results of the explanation text that has been made orally in class. The researcher gives 5 minutes to prepare it, then selects students at random to read out the results of the explanation text that had been made . Researchers create tests based on the syllabus of class XI.

The criteria of scoring for the assessment of speaking skill test are presented by Brown H.D (2007) as follows:

Pronunciation	5
Grammar	5
Vocabulary	5
Fluency	5
Comprehension	<u>5+</u>
	25

## 2. Validity and Reliability of Instrument

An instrument can be said to be good if it is confirmed to be valid and reliable. Before the instruments are used, they must be tested first. This test is intended to determine the validity and reliability of the instrument.

### a. Validity of the Instrument

According to Arikunto (1999), validity is a measure that shows the degree of validity of a test. A test is said to be valid if it measures what it wants to measure. A test has a high validity if the results match the criteria, in the sense of having alignment between the test and the criteria. There are two kind of validity; internal and external validity. In this study, the researcher uses internal validity since the researcher analyzes the items of instruments whether or not they are appropriate to use.

To measure the validity of student anxiety and vocabulary mastery the researcher used Product Moment Formula assisted by *SPSS 26 for Windows*. The formula is follows:

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

Information:

$r_{xy}$  : The coefficient of correlation between X and Y

N : The number of the student's

x : The sum of the scores of each item

y : The sum of the scores of each student

The criteria of validity test is that the test is valid if  $r_{obtained}$  is higher than  $r_{table}$  and it is invalid if  $r_{obtained}$  is lower than  $r_{table}$ . In this

computation that used SPSS 26 *program for Windows*, the researcher used level of significance = 0.05 (5%). There are two data of validity instrument, namely; student anxiety and vocabulary mastery.

### **1) Validity of student anxiety**

The criteria of validity instrument of student anxiety become valid if  $\text{Sig.} < \alpha$  and it becomes invalid if  $\text{Sig.} > \alpha$ .

### **2.) Validity of vocabulary mastery**

The criteria of validity instrument of vocabulary mastery becomes valid if  $\text{Sig.} < \alpha$  and it becomes invalid if  $\text{Sig.} > \alpha$ .

### **3) Validity of the Speaking Skill**

A valid instrument means that it is feasible to use to measure an object. To determine whether or not the instrument is valid is used to approach the validity of the content by making a rational assessment, whether the instrument meets the requirements enough to measure all variable indicators. Based on Hopking Siregar (2013:89) who said the determination of the instrument of content validity associated with the logical analysis. To examine content validity instrument, it can use to expert opinions (expert judgment) the instrument is consulted to the expert, then the expert determine whether the instruments is valid or not to measure the variable.

### **b. Reliability of The Instrument**



According to Sugiyono (2005), reliability is a series of measurements or a series of measuring instruments that have consistency when measurements made with measuring instruments are carried out repeatedly. Sukadji (2000), reliability test is how much the degree the test measures consistently the measured goals.

To measure the reliability of student anxiety questionnaire and the reliability of the vocabulary mastery test, the researcher used the Alpha Cronbach formula assisted by SPSS 26 program for windows to compute the reliability test, and the result are as follows:

### 1) Reliability of Student Anxiety

Reliability Statistic

Cronbach's Alpha	N of items
---------------------	------------

### 2) Reliability of Vocabulary Mastery

Reliability Statistic

Cronbach's Alpha	N of item
---------------------	-----------

### 3) Reliability of Speaking Skill

The reliability of speaking skill test is measured by using inter-rater reliability. Inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases (Brown, 2004: 21). To measure the reliability of speaking skill, the researcher compared the speaking test score with the score from the teacher.

### **3. The Technique Analyzing Data**

The next step after collecting the data is to analyze the data to find out if there is a significant positive relationship between students' anxiety and vocabulary mastery of their speaking skills. First, the researcher will check the completeness of the data and then give an assessment of the questionnaire, vocabulary test and speech skills test. Next, the researcher processed the data as follows:

#### **a. The Description of the Data**

##### **1) Mean**

Mean is the total amount of data divided by the number of data (Sekaran, 2016). The mean value is an average value obtained from the total number of scale values divided by the number of sample sizes. In the general case, the mean value can be interpreted

as a single number representing the entire dataset. The average value is obtained from the result of summing all existing values from each data, then divided by the amount of existing data (Ghozali, 2016) . Meanwhile, according to Sugiyono (2007) the mean is a group explanation technique. The mean is obtained by adding up the data of all individuals in the group, then dividing it by the number of individuals in the group.

## 2) Median

The median is the value of the data located in the middle after which the data is define population as the set of all the individuals of interest in a particular study. This means that the population is all the individuals to be studied. The population can be large or small. That a population is a set of individuals who share common characteristics. From the statement it can be concluded that the population is a whole subject or individual who has the same character in the study.

Arranged in order of its values so that it halves equally. The median is a group explanation technique based on the middle value of the data group that has been arranged in order from the smallest to the largest, or vice versa from the largest to the smallest (Sugiyono, 2007).

## 3) Mode

Mode is a group explanation technique that is based on the value that is being used or the value that often appears in the group (Sugiyono, 2007).

#### 4) Range

According to Dayan (1986) range is the result of subtracting the middle value of the last class from the middle value of the first class. The way to find this middle value is to add up the upper limit and lower limit and then divide it by two.

#### 5) Standard Deviation

Standard deviation is a statistical value that is used to determine how the data is distributed in the sample, as well as how close individual data points are to the mean or average sample value (Abdillah, 2022).

#### 6) Histogram

Histogram is a graphical form display to visually show the distribution of data or how often a different value occurs in a data set (Kho, 2021).

### **D. Prerequisite Test**

#### **1. Normality Test**

The normality test aims to find out whether the samples taken from the population are normally distributed or not. In this study, researchers used the Kalmogorov Smirnov formula (KS-Z) through SPSS 26 for Windows with a significant level of 5%. The characteristic used is whether the obtained of KS-Z is higher than 0.05, it means that the data has a normal distribution.

## **2. Linearity Test**

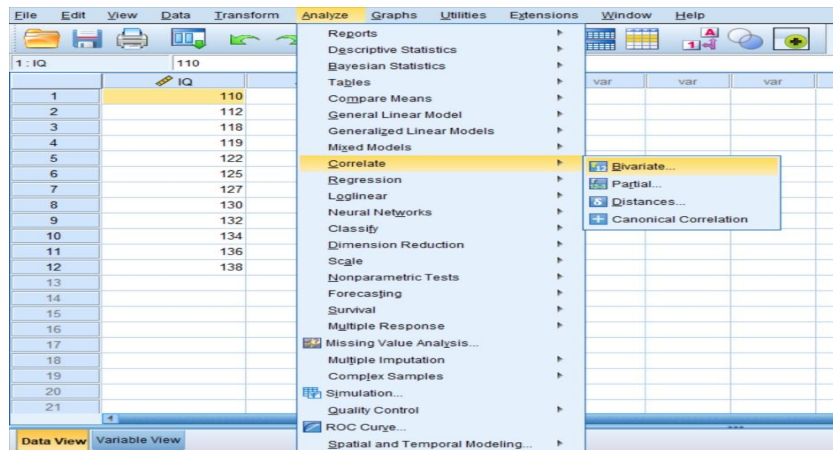
The Linearity Test aims to determine whether two variables have a linear relationship or not significantly. To find out the simple linear regression between the first independent variable (student's anxiety) and the dependent variable (speaking skill) and the second independent variable (vocabulary mastery) and the dependent variable (speaking skill), the researcher uses F test with the significant 0,05 with SPSS 26 for windows. The criteria of this test is if the value of linearity is lower than 0,05.

## **E. Hypothesis Testing**

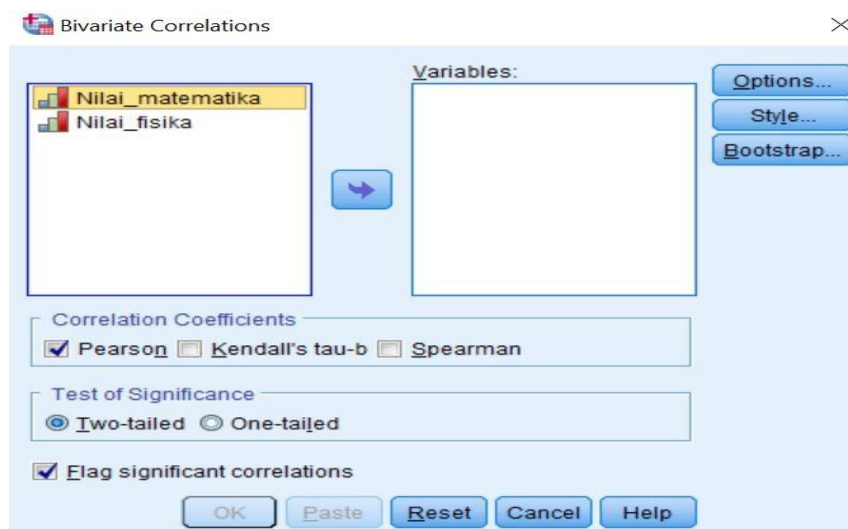
Hypothesis testing is a stage in the research process in order to determine the answer to whether the hypothesis is rejected or accepted. The technique of data analysis used by the researcher is the formula of Pearson's product moment correlation done using statistical test software of SPSS.


The steps of analyse data using Pearson's correlation in SPSS Statistic are explained as follow:

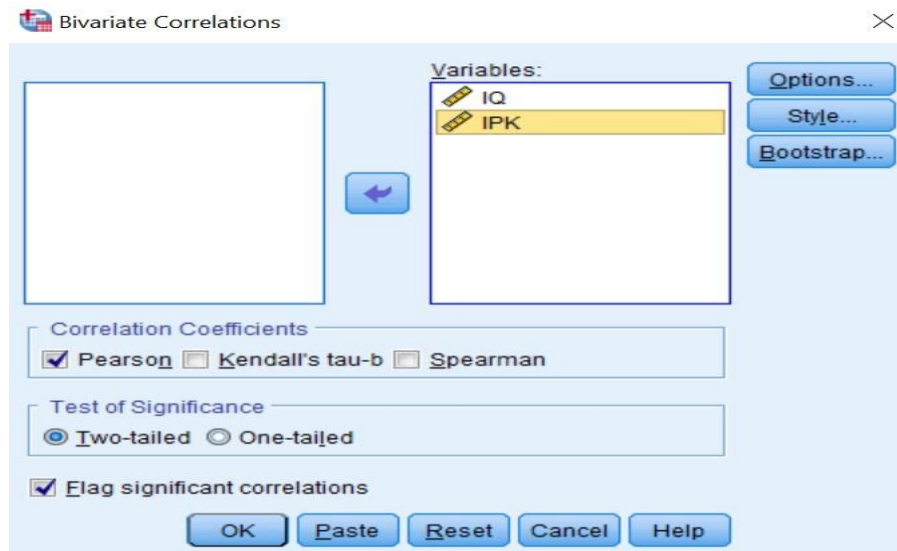
a. Click Analyze > Correlate > Bivariate , on the main menu, as shown below:



b. The **Bivariate Correlation** dialogue box will appear as follow:



c. Transfer the variables into the variables box by dragging and dropping them or by clicking on them and then clicking on the  button as can be seen in a screen similar to the one below:



- d. Make sure that the Pearson's checkbox is selected under the Correlation Coefficients- area (although it is selected by default in SPSS Statistic).
- e. Click on the **option** button and the Bivariate Correlations will appear: Option dialogue box. To generate some descriptives, it can be done by clicking on the relevant checkbox in the statistic area.
- f. Click on the **Continue** button. Then, returned to **Bivariate Correlations** dialogue box.
- g. Click on the **Ok** button. This will generate the results of Pearson's correlation.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

In this chapter, the researcher describes the research findings and their discussions. The research findings consist of description of data and data analysis. There are normality testing, linearity testing, hypothesis testing in the data analysis, and the last is discussions of the research findings.

#### **A. Research Findings**

##### **1. Research Instrument Test**

The questionnaire in this study was used as an analysis tool. Therefore, the analysis carried out relies more on the respondents' scores on each observation. While whether or not the response score is



true depends on data collection. A good data collection instrument must meet 2 important requirements, namely valid and reliable.

#### a. Test Validity

Validity testing is very necessary in a study, especially those that use questionnaires in obtaining data. Validity testing is intended to determine the validity of the understanding of the validity between concepts and empirical reality. Validity test is a measure that shows the levels of validity and validity of an instrument. An instrument is said to be valid if it is able to measure what it wants to measure or can express data from the variables studied precisely. The high and low validity of the instrument indicates the extent to which the collected data does not deviate from the description of the variable in question.

Validity testing can be done by correlating each factor or variable with the total factor or variable using the correlation (r) product moment.

The null hypothesis ( $H_0$ ) is accepted if  $r_{\text{pearson}} < r_{\text{table}}$ , while the alternative hypothesis ( $H_a$ ) is accepted if  $r_{\text{pearson}} > r_{\text{table}}$ .

**Table 4.1**  
**Variable Validity Test**

Item	$r_{\text{pearson}}$	Sig.	$r_{\text{table}}$	Keterangan
X1.1	0.405	0.000	0.172	Valid
X1.2	0.409	0.000	0.172	Valid
X1.3	0.403	0.000	0.172	Valid

X1.4	0.469	0.000	0.172	Valid
X1.5	0.677	0.000	0.172	Valid
X1.6	0.481	0.000	0.172	Valid
X1.7	0.456	0.000	0.172	Valid
X1.8	0.671	0.000	0.172	Valid
X1.9	0.701	0.000	0.172	Valid
X1.10	0.723	0.000	0.172	Valid
X1.11	0.479	0.000	0.172	Valid
X1.12	0.706	0.000	0.172	Valid
X1.13	0.529	0.000	0.172	Valid
X1.14	0.707	0.000	0.172	Valid
X1.15	0.773	0.000	0.172	Valid
X2.1	0.503	0.000	0.172	Valid
X2.2	0.587	0.000	0.172	Valid
X2.3	0.547	0.000	0.172	Valid
X2.4	0.542	0.000	0.172	Valid
X2.5	0.485	0.000	0.172	Valid
X2.6	0.430	0.000	0.172	Valid
X2.7	0.663	0.000	0.172	Valid
X2.8	0.327	0.000	0.172	Valid
X2.9	0.631	0.000	0.172	Valid
X2.10	0.444	0.000	0.172	Valid
X2.11	0.545	0.000	0.172	Valid
X2.12	0.362	0.000	0.172	Valid
X2.13	0.444	0.000	0.172	Valid
X2.14	0.525	0.000	0.172	Valid
X2.15	0.273	0.002	0.172	Valid
X2.16	0.450	0.000	0.172	Valid

X2.17	0.581	0.000	0.172	Valid
X2.18	0.570	0.000	0.172	Valid
X2.19	0.486	0.000	0.172	Valid
X2.20	0.521	0.000	0.172	Valid
Y1	0.791	0.000	0.172	Valid
Y2	0.590	0.000	0.172	Valid
Y3	0.751	0.000	0.172	Valid
Y4	0.778	0.000	0.172	Valid
Y5	0.591	0.000	0.172	Valid

Source: Primary Data Processed

From Table 4.6 above it can be seen that the  $r_{\text{value}}$  is calculated  $> 0.3$  or the sig value. Smaller than 0.05 means that each variable item is valid, so it can be concluded that these items can be used to measure research variables.

#### **b. Reliability Test**

Reliability tests show the level of stability, consistency and accuracy of a measuring instrument or test used to determine the extent to which measurements are relatively consistent when re-measured. This test is used to determine the extent to which a person's answers are consistent or stable over time. The reliability testing technique is to use the value of the alpha reliability coefficient. The decision-making criterion is that if the value of the alpha reliability coefficient is greater than 0.6, then the variable is reliable.

**Table 4.2**

### Variable Reliability Test

No.	Variabel	Koefisien Reliabilitas	Keterangan
1	Student's Anxiety	0,863	Reliabel
2	Vocabulary Mastery	0,817	Reliabel
3	Speaking Skill	0,744	Reliabel

Source: Primary data processed

From Table 4.7 it is known that the value of the Cronbach alpha for all variables is greater than 0.6. From the provisions mentioned earlier, all variables used for research are reliable.

## 2. Data Description

### a. Student Anxiety

The data of student anxiety was collected by using quisinnare and computed by using SPSS 26 program for Windows. The data of student anxiety can be seen in table 4.3 below.

**Table 4.3 The statistic Data of Student Anxiety**

Statistics		
Student Anxiety		
N	Valid	130
	Missing	0
Mean		53.98
Std. Error of Mean		.893
Median		54.00

Mode	54
Std. Deviation	10.179
Variance	103.612
Range	53
Minimum	22
Maximum	75
Sum	7018

From the data in Table above, it is know that the maximum score of student anxiety is 75 and the minimum score is 22. The range of student anxiety is 53. The mean is 53,98. It is conclude by summing all scores the diviving the sum by number of score. The standard of error mean is 0,893. The median is 54.00 and the the mode is 54.The standard deviation is 10,179. The variance is 103.612 and the sum of data is 7018.

The frequency of student anxiety score is presented in Table 4.4 below.

**Table 4.4 The frequency of student anxiety**

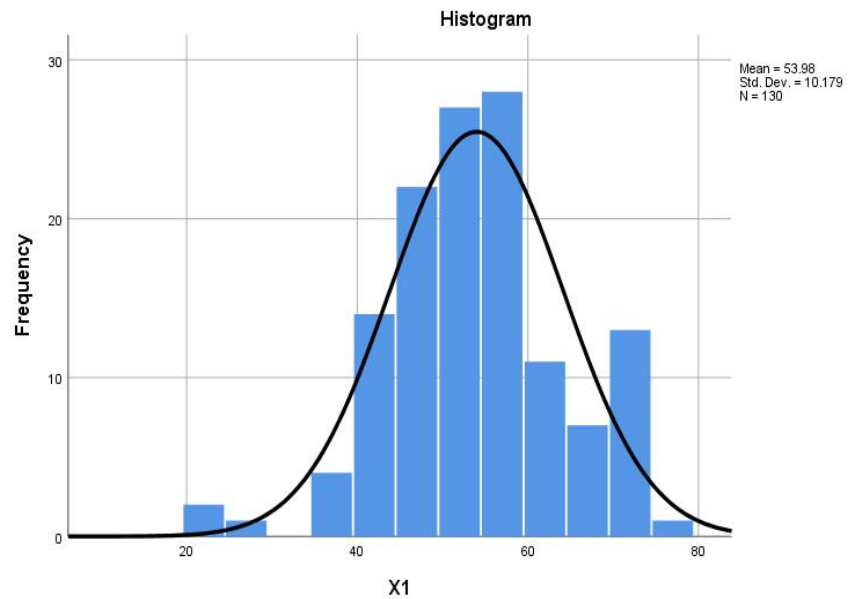
		Student Anxiety			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	22	1	.8	.8	.8
	23	1	.8	.8	1.5
	27	1	.8	.8	2.3
	37	1	.8	.8	3.1
	38	1	.8	.8	3.8
	39	2	1.5	1.5	5.4
	41	4	3.1	3.1	8.5

42	5	3.8	3.8	12.3
43	5	3.8	3.8	16.2
45	2	1.5	1.5	17.7
46	3	2.3	2.3	20.0
47	5	3.8	3.8	23.8
48	6	4.6	4.6	28.5
49	6	4.6	4.6	33.1
50	5	3.8	3.8	36.9
51	4	3.1	3.1	40.0
52	2	1.5	1.5	41.5
53	4	3.1	3.1	44.6
54	12	9.2	9.2	53.8
55	10	7.7	7.7	61.5
56	5	3.8	3.8	65.4
57	3	2.3	2.3	67.7
58	3	2.3	2.3	70.0
59	7	5.4	5.4	75.4
60	2	1.5	1.5	76.9
62	4	3.1	3.1	80.0
63	3	2.3	2.3	82.3
64	2	1.5	1.5	83.8
65	3	2.3	2.3	86.2
66	2	1.5	1.5	87.7
67	2	1.5	1.5	89.2
70	2	1.5	1.5	90.8
71	3	2.3	2.3	93.1
72	5	3.8	3.8	96.9
73	3	2.3	2.3	99.2
75	1	.8	.8	100.0
Total	130	100.0	100.0	

From the table above, there is 1 student who got the score 22 (8%), 1 student who got score 23 (8%), 1 student who got score 27 (8%), 1 student who got score 37 (8%), 1 student who got score 38 (8%), 2 student's who got score 39 (1,5%), 4 student's who got

score 41 (3,1%), 5 student's who got score 42 (3,8%), 5 student's who got score 43 (3,8%), 2 student's who got score 45 (1,5%), 3 student's who got score 46 (2,3%), 5 student's who got score 47 (3,8%), 6 students who got score 48 (4,6%), 6 student's who got score 49 (4,6%), 5 student's who got score 50 (3,8%), 4 student's who got score 51 (3,1%), 2 student's who got score 52 (1,5%), 4 student's who got score 53 (3,1%), 12 student's who got score 54 (9,2%), 10 student's who got score 55 (7,7%), 5 student's who got score 56 (3,8%), 3 student's who got score 57 (2,3%), 3 student's who got score 58 (2,3%), 7 student's who got score 59 (5,4%), 2 student's who got score 60 (1,5%), 4 student's who got score 62 (3,1%), 3 student's who got score 63 (2,3%), 2 student's who got score 64 (1,5%), 3 student's who got score 65 (2,3%), 2 student's who got score 66 (1,5%), 2 student's who got score 67 (1,5%), 2 student's who got score 70 (1,5%), 3 student's who got score 71 (2,3%), 5 student's who got score 72 (3,8%), 3 student's who got score 73 (2,3%), 1 student who got score 75 (8%).

The frequency of student anxiety can also be seen in the histogram 4.1 below:



Histogram 4.1 Histogram student anxiety

### b. The Data of Vocabulary Mastery

The data of vocabulary mastery getting from quisionnare with 20 multiple choice and computed by using SPSS 26 program for Windows. The data of vocabulary mastery can be seen in table below:

**Table 4.5 The Statistic Data of Vocabulary Mastery**

Statistics		
N	Valid	130
	Missing	0
Mean		16.12
Std. Error of Mean		.287
Median		16.00
Mode		20
Std. Deviation		3.270
Variance		10.692



Range	18
Minimum	2
Maximum	20
Sum	2095

From the data in table above, it is known that the Mean score of vocabulary mastery is 16.12, The standard error is 0,287. The median score of vocabulary mastery is 16.00. Mode is 20, standard deviation is 3.270. The variance is 10,692. The range is 18. The maximum score is 20 and the minimum score is 2. And the sum of data is 2095.

The frequency of vocabulary mastery score is presented in table below:

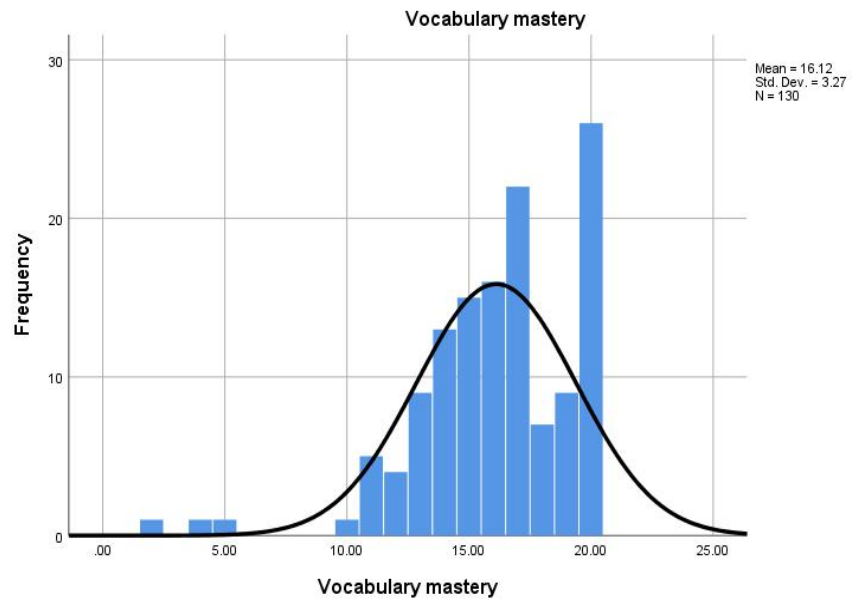
**Table 4.6 Frequency of Vocabulary Mastery**

		Vocabulary Mastery			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	2	1	.8	.8	.8
	4	1	.8	.8	1.5
	5	1	.8	.8	2.3
	10	1	.8	.8	3.1

11	5	3.8	3.8	6.9
12	4	3.1	3.1	10.0
13	9	6.9	6.9	16.9
14	13	10.0	10.0	26.9
15	15	11.5	11.5	38.5
16	16	12.3	12.3	50.8
17	22	16.9	16.9	67.7
18	7	5.4	5.4	73.1
19	9	6.9	6.9	80.0
20	26	20.0	20.0	100.0
Total	130	100.0	100.0	

From the table above, there are 1 student who got score 2 (8%), 1 student who got score 4 (8%), 1 student who got score 5 (8%), 1 student who got score 10 (8%), 5 student's who got score 11 (3,8%), 4 student's who got score 12 (3,1%), 9 student's who got score 13 (6,9), 13 student's who got score 14 (10,0%), 15 student's who got score 15 (11,5%), 16 student's who got score 16 (12,3), 22 student's who got score 17 (16,9), 7 student's who got score 18 (5,4%), 9 student's who got score 19 (6,9%), 26 student's who got score 20 (20%).

The frequency of vocabulary mastery can also be seen in the histogram 4.2 below:



**Histogram 4.2 Histogram of Vocabulary Master**

### c. The Data of Speaking Skill

The data of speaking skill getting from the test and computed by using SPSS 26 program for windows. The data of speaking skill can be seen in table below:

**Table 4.7 Statistic Data of Speaking skill**

Statistics		
Speaking Skill		
N	Valid	130
	Missing	0
Mean		18.40
Std. Error of Mean		.370
Median		18.50
Mode		21
Std. Deviation		4.224
Variance		17.839
Range		18

Minimum	7
Maximum	25
Sum	2392

From the data in table 4.7 above, it is known that the mean score of speaking skill is 18.40. Standard error of mean is 0.370. The median score is 18.50. Mode is 21. Standard deviation is 4.224. The variance is 17.839. Range score is 18. Minimum score is 7 and maximum score is 25. And the sum of the data is 2393.

The frequency of speaking skill score is presented in the Table 4.8 below:

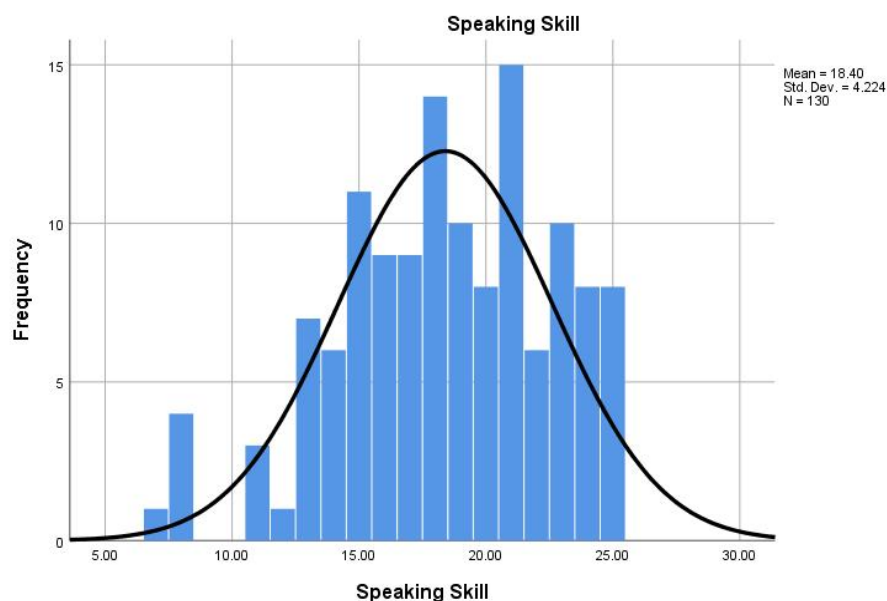
**Table 4.8 The Frequency of Speaking Skill**

		Speaking Skill			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	7	1	.8	.8	.8
	8	4	3.1	3.1	3.8
	11	3	2.3	2.3	6.2
	12	1	.8	.8	6.9
	13	7	5.4	5.4	12.3
	14	6	4.6	4.6	16.9
	15	11	8.5	8.5	25.4
	16	9	6.9	6.9	32.3
	17	9	6.9	6.9	39.2
	18	14	10.8	10.8	50.0
	19	10	7.7	7.7	57.7
	20	8	6.2	6.2	63.8
	21	15	11.5	11.5	75.4
	22	6	4.6	4.6	80.0
	23	10	7.7	7.7	87.7

24	8	6.2	6.2	93.8
25	8	6.2	6.2	100.0
Total	130	100.0	100.0	

From the table above, there are 1 student who got score 7 (8%), 4 student's who got score 8 (3,1%), 3 student's who got score 11 (2,3%), 1 student who got score 12 (8%), 7 student's who got score 13 (5,4%), 6 student's who got score 14 (4,6%), 11 student's who got score 15 (8,5%), 9 student's who got score 16 (6,9%), 9 student's who got score 17 (6,9%), 14 student's who got score 18 (10,8%), 10 student's who got score 19 (7,7%), 8 student's who got score 20 (6,2%), 15 students's who got score 21 (11,5%), 6 student's who got score 22 (4,6%), 10 student's who got score 23 (7,7%), 8 student's who got score 24 (6,2%), 8 student's who got score 25 (6,2%).

The frequency of speaking skill can also be seen in the histogram 4.3 below:



### 3. Data Analysis Result

The data analysis used to determine data patterns and variance and linearity of a data. In this study, researchers used two basic data analysis tests, namely the normality test and the linearity test.

#### a. Normality Test

The purpose of conducting a normality test on a data set is to find out whether the data population is normally distributed or not. This study used Kolmogrov-Smirnov analysis method and graph analysis to distribute normality tests. Data normality is seen from the level of significance, if the significant level is above  $\alpha$  (0.05) then the distribution of data is normal. The following are the results of the normality test with the Kolmogrov-Smirnov analysis method:

**Tabel 4.9. The Result of Normality Test *Kolmogrov-Smirnov***

<b>Variabel</b>	<b><i>Kolmogrov-Smirnov</i></b>	<b>Signifikansi</b>	<b>Bentuk Distribusi</b>
Student's Anxiety	0.863	0.446	Normal
Vocabulary Mastery	1.339	0.056	Normal
Speaking Skill	1.054	0.216	Normal

Based on the results of the normality test on the research data, it can be seen that the scale of the study, namely sausage support and Speaking Skills, is normally distributed. The statistical value of Kolmogrov-Smirnov obtained in the Vocabulary Mastery variable is 1.339, with a significance value of 0.056 which means that the data of this study is normally distributed because it has a significant value of  $p > 0.05$ . The Speaking Skill variable is 0.863, with a significant value of 0.446 which means that the data of this study is normally distributed because it has a significant value of  $p > 0.05$ . The Speaking Skill variable is 1.054, with a significant value of 0.216 which means that the data of this study is normally distributed because it has a significant value of  $p > 0.05$ .

#### **b. Linearity Test**

The second assumption test is the linearity test, where this test aims to find out whether the two variables can correlate linearly or not.

Research data can be said to correlate linearly if the significant value is smaller than 0.05. The linearity test is performed with the F test using the SPSS program.

**Table 4.10. Results of Statistical Analysis of Linearity Test**

Variabel	Sig. Deviation	Keterangan
Student's Anxiety → Speaking Skill	0,077	Linier
Vocabulary Mastery → Speaking Skill	0,628	Linier

Based on the table above, it can be seen that the significant level for the Vocabulary Mastery variable with Speaking Skill is greater than the significant level of 5% or 0.05 and it can be concluded that this variable has a linear relationship. The variable Student's Anxiety with Speaking Skill is greater than a significant level of 5% or 0.05 and it can be concluded that this variable has a linear relationship.

### c. Significant Regression

- 1) Significant Regression of student's Anxiety (X1) and Speaking Skill (Y)

**Table 4.11 Significant Regression of Student Anxiety and Vocabulary Mastery**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1491.432	1	1491.432	235.751	.000 <sup>b</sup>
	Residual	809.768	128	6.326		
	Total	2301.200	129			

a. Dependent Variable: Speaking Skill



b. Predictors: (Constant), Student Anxiety

The result of significant regression of student anxiety ( $X_1$ ) and Speaking Skill (Y) is 235.751. The significant is  $0,000 < 0,05$ .

It means the regression is significant.

2) Significant Regression of Vocabulary Mastery ( $X_2$ ) and Speaking Skill

**Table 4.12 Significant Regression of Vocabulary Mastery ( $X_2$ ) and Speaking Skill (Y)**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	665.399	1	665.399	52.067	.000 <sup>b</sup>
	Residual	1635.801	128	12.780		
	Total	2301.200	129			

a. Dependent Variable: Speaking Skill

b. Predictors: (Constant), Vocabulary Mastery

The result of significant regressions of the vocabulary mastery ( $X_2$ ) and Speaking Skill (Y) is 52.067. The significant is  $0,000 < 0,05$ . It means that the regression is significant.

3) Significant Regression of Student Anxiety ( $X_1$ ), Vocabulary Mastery ( $X_2$ ) Toward Speaking Skill (Y)

**Table 4.13 Significant Regression of Student Anxiety ( $X_1$ ), Vocabulary Mastery ( $X_2$ ) Toward Speaking Skill (Y)**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1491.432	1	1491.432	235.751	.000 <sup>b</sup>
	Residual	809.768	128	6.326		
	Total	2301.200	129			
2	Regression	1493.557	2	746.779	117.429	.000 <sup>c</sup>
	Residual	807.643	127	6.359		
	Total	2301.200	129			

a. Dependent Variable: Speaking Skill

b. Predictors: (Constant), Student Anxiety

c. Predictors: (Constant), Student Anxiety, Vocabulary Mastery

result of significant regression of student anxiety, vocabulary mastery toward speaking skill is 176.590. The significant is  $0,000 < 0,05$ . It means that the regression is significant.

#### 4. Hypothesis Testing

The Pearson Correlation Coefficient Test is a statistical test to test 2 variables that have a data ratio scale that meets the assumption of data normality. To find out whether there is a relationship or not can be seen from the significance value and how strong the relationship can be seen from the value of the correlation coefficient or  $r$ . The correlation value ( $r$ ) ranges from 1 to -1, the value closer to 1 or -1 means the relationship between the two variables is getting stronger, while the value close to 0 means the relationship between the two variables is getting weaker. A positive value indicates a unidirectional relationship (X goes up then Y goes up) and a negative value indicates an inverse relationship (X goes up then Y goes down). The correlation categories can be divided according to the table below:

**Table 4.14**  
**Guidelines for Interpreting the Correlation Coefficient**

<b>Interval koefisien</b>	<b>Tingkat hubungan</b>
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	High
0,80 – 1,000	Very High

When viewed from the significance value, the two variables tested are said to have a relationship if the significance value  $<$

0.05 and there is no relationship if the significance value is  $> 0.05$ .

The results of the correlation test can be seen in table 4.15.

**Table 4.15 Pearson Correlation Test**

		<b>Correlations</b>		
		Student Anxiety	Vocabulary Mastery	Speaking Skill
Student Anxiety	Pearson Correlation	1	.639**	.805**
	Sig. (2-tailed)		.000	.000
	N	130	130	130
Vocabulary Mastery	Pearson Correlation	.639**	1	.538**
	Sig. (2-tailed)	.000		.000
	N	130	130	130
Speaking Skill	Pearson Correlation	.805**	.538**	1
	Sig. (2-tailed)	.000	.000	
	N	130	130	130

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above can answer the third question in this research :

**1. Is there any correlation between student anxiety and speaking skill of second grade students of SMK Batik 1 Surakarta in the academic year of 2022/2023?**

The value of the correlation between Student's Anxiety and Speaking Skill is known that the correlation value of Pearson is 0.805 with sig. of 0.000, a correlation value of 0.805 indicates that Student's Anxiety with Speaking Skill has a relationship with a very high category. The direction of a positive relationship shows that the weaker the Student's Anxiety (because the questionnaire is negative),

the more it will improve Speaking Skills. While with  $p$  value =  $0.000 < 0.05$  ( $\alpha = 5\%$ ), it can be concluded that there is a significant correlation between Student's Anxiety and Speaking Skill.

**2. Is there any correlation between vocabulary mastery and speaking skill of second grade students of SMK Batik 1 Surakarta in the academic year of 2022/2023?**

The value of the correlation between Vocabulary Mastery and Speaking Skill is known that the Pearson correlation value is 0.538 with sig. of 0.000, a correlation value of 0.538 indicates that Vocabulary Mastery with Speaking Skill has a relationship with the medium category. The direction of a positive relationship shows that the stronger the Vocabulary Mastery, the more it will improve Speaking Skills. While with  $p$  value =  $0.000 < 0.05$  ( $\alpha = 5\%$ ), it can be concluded that there is a significant correlation between Vocabulary Mastery and Speaking Skill

**3. Is there a positive correlation between student anxiety, vocabulary mastery, and speaking skills of second grade students of SMK Batik 1 Surakarta in the academic year 2022/2023?**

The value of the correlation between Students's Anxiety and Vocabulary Mastery is known that the Pearson correlation value is 0.639 with sig. At 0.000, a correlation value of 0.639 indicates that Vocabulary Mastery with Student's Anxiety has a high category relationship. The direction of a positive relationship shows that the stronger the Vocabulary Mastery, the more it will increase Student's Anxiety. While with  $p$  value =

$0.000 < 0.05$  ( $\alpha = 5\%$ ), it can be concluded that there is a significant correlation between Vocabulary Mastery and Student's Anxiety.

## **B. Discussions**

This part presents the discussions of the research findings from the results.

The researcher explained several discussions from the results of the study:

### **1. Analysis of correlation between Student Anxiety on Speaking Skill**

The results showed that student anxiety had a significant effect on the speaking skills of the second grade student of SMK Batik 1 Surakarta with a p value of  $0.0446 > 0.05$ . These results support previous research from Yunita Puspita Sari, Joko Nurkamto and Handoko Pudjobroto (2013), Mochamad Fariz (2017), Rumini Yuliana (2017), Aulia Putri and Refnaldi (2020), in their research showing that student anxiety has a significant correlation on speaking skills.

One of the obstacles that students face in speaking in front of the class is anxiety because anxiety is an important factor that negatively impacts students' oral performance. The factor of speech anxiety taken from Santriza (2018) which has been adapted from Horwitz (1986) revealed that the factors that cause anxiety consist of three, namely test anxiety, lack of courage to take risks and unpreparedness. The implications in this study are that students of SMK Batik 1 Surakarta can improve their speaking skills, the second grade English teacher of SMK Batik 1 Surakarta should help students control student anxiety in class by creating a comfortable and enjoyable atmosphere during

English lessons. That way, the second grade students of SMK Batik 1 Surakarta should also be expected to be more able to control their feelings of anxiety.

## **2. Analysis of correlation between Vocabulary Mastery on Speaking Skill**

The results showed that Vocabulary Mastery had a significant effect on the Speaking Skill of second grade students of SMK Batik 1 Surakarta, with a p value of  $0.056 > 0.05$ . The vocabulary mastery by students will certainly affect their speaking skills. This will improve the quality of these students because it also has an impact on the quality of their education. Sakila (2017: 199) stated that improving the quality of education is directed to improve the quality of Indonesian people as a whole through heart, thought, taste, and sports in order to have competitiveness in facing global challenges.

Tarigan (2015: 2) argues that the grade increase of students in school is determined by the quality of their language skills. In other words, classroom learning has an important role in increasing the quantity and quality of students' vocabulary mastery and speaking skills. The implication in this study is that in the learning process the second grade english teacher of SMK Batik 1 Surakarta must also improve the quality of students' language skills because in reality the vocabulary mastery of student is still low. Second grade students of SMK Batik 1 Surakarta are also expected to be able to increase their vocabulary mastery, because vocabulary mastery can not only be done at

school but also outside school, in many ways such as watching movies, listening to English songs and others.

### **3. Analysis of correlation between student anxiety, vocabulary mastery toward speaking skill.**

The result showed that Student Anxiety, Vocabulary Mastery Toward Speaking skill has a significant correlation of second grade students of SMK Batik 1 Surakarta, with a p value of  $0,216 > 0,05$ . The results support previous research from Yunita Puspita Sari, Joko Nurkamto and Handoko Pudjobroto (2013), Mochamad Fariz (2017), Rumini Yuliana (2017), Aulia Putri and Refnaldi (2020), in their research showing that student anxiety, vocabulary mastery toward speaking skill has a significant correlation.

From the conclusion of the discussion above, researchers can conclude that student anxiety and mastery of student vocabulary mastery contribute to speaking skills. Anxiety is experienced of students when speaking English in class or giving presentations in front while at least during group work, many variables such as lack of vocabulary, low English proficiency contribute to student anxiety in class, and most students feel helpless due to anxiety when speaking English in class (Liu, 2007). In addition, when students speak English and they already master the vocabulary, it can be beneficial for them in terms of empowering their speaking skills as students can further explore their speech. Vocabulary is an integral part of understanding language. Mastering vocabulary will allow students with many words that can be used to avoid

monotonous sentences. It also determines whether their speech can be understood by the interlocutor or not.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

This study was conducted to determine the variables of Student's Anxiety and Vocabulary Mastery have a relationship with Speaking Skills. In this study, the independent variables used were Student's Anxiety (X1) and Vocabulary Mastery (X2) variables, while the dependent variable used was Speaking Skill (Y).

The result stated that there is a significant correlation between student anxiety and speaking skill at the second grade students of SMK Batik 1 Surakarta in the academic year of 2022/2023 and have a significant very strong category. It can be seen from the result score of the quisionare.The result showed that Sig.(2-tailed) 0,000 that is lower than 0,05.

The second result stated that there is a significant correlation between vocabulary mastery and speaking skill at the second grade students of SMK Batik 1 Surakarta in the academic year of 2022/2023 and have significant level medium category. It can be seen from the result score of the quisionare. The result showed that Sig.(2-tailed) 0,000 that is lower than 0,05.

The third or last result stated that there is a significant correlation between student anxiety and vocabulary mastery toward speaking skill at the second grade students of SMK Batik 1 Surakarta in the academic year of 2022/2023

and have significant level high category. It can be seen from the score of the test. The result showed that Sig.(2-tailed) 0,000 that is lower than 0,05.

From the statement above, it can be concluded that there is a significant correlation between student anxiety and speaking skills, vocabulary mastery with speaking skills and correlations between student anxiety, vocabulary mastery toward speaking skills of the second grade student of SMK Batik 1 Surakarta in the academic year of 2022/2023.

## **B. Suggestions**

Based on the conclusions above, several suggestions can be put forward that are expected to be useful for the company and for other parties. The advice given, among others:

### **1. For Teacher**

Teachers should be aware that there are many factors that affect students' speaking skills, such as: student's anxiety and vocabulary mastery.

### **2. For Students**

Researchers suggest that students increase their speaking activity both inside and outside the classroom, as a way to improve speaking and grammar skills.

### **3. For Researcher**

Given that the independent variable in this study is very important in influencing Speaking Skill, it is hoped that the results of this study can be used as a reference for future researchers to develop this research by

considering other variables which are other variables outside the variables that have been included in this study.

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# Appendix

### Appendix 1. Student Anxiety Test

No	Pertanyaan	Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Saya tidak pernah memiliki rasa percaya diri ketika berbicara menggunakan bahasa inggris di kelas bahasa					
2	Badan saya gemetar saat saya tahu saya akan dalam kelas bahasa Inggris					
3	Saya selalu berfikir bahwa siswa lain lebih baik berbahasa inggris daripada saya					
4	Saya mulai panik ketika harus berbicara menggunakan bahasa inggris didepan kelas tanpa persiapan					
5	Saya khawatir tentang konsekuensinya jika saya gagal dalam kelas bahasa inggris					
6	Saya takut ketika guru saya mengoreksi setiap kesalahan yang saya buat					

7	Saya merasa jantung saya berdebar ketika saya akan dipanggil dalam kelas bahasa inggris					
8	Semakin banyak saya belajar, saya semakin merasa bingung					
9	Saya merasa jantung saya berdebar ketika saya akan dipanggil dalam kelas bahasa inggris					
10	Semakin saya belajar untuk presentasi, saya semakin merasa bingung					
11	Saya gugup dan bingung ketika saya berbicara di depan kelas					
12	Saya takut jika saya salah siswa lain akan menertawakan saya ketika saya berbicara bahasa inggris					
13	Pada saat kelas bahasa inggris saya merasa gugup sehingga saya lupa hal-hal yang sudah saya pelajari					
14	Selama kelas bahasa inggris berlangsung, saya sering memikirkan hal-hal yang tidak ada hubungannya dengan pelajaran					
15	Saya merasa takut ketika saya tidak mengerti apa yang dikatakan guru saya menggunakan bahasa inggris					



**Appendix 2. Blue Print of Vocabulary Mastery Test**

Concept of Vocabulary test according to Harmer (2001) argues there are five aspects in knowing word that is needed, as listed on the following table.

<b>Concept</b>	<b>Types of Test</b>
Meaning of words	Multiple Choice
Grammar	Multiple choice
Word Formation	Multiple Choice
Spelling Pronunciation	Multiple Choice
Collocation	Multiple Choice

### Appendix 3. Vocabulary Mastery Test

#### VOCABULARY TEST

- 1) Long and short are ?
  - A. Synonym
  - B. Antonym
  - C. Phrase
  - D. Have the same meaning
  
- 2) Tall and high are ?
  - A. Synonym
  - B. Antonym
  - C. Phrase
  - D. Have the same meaning
  
- 3) When is the independence day of Indonesia ?
  - A. It's on August 17<sup>th</sup>
  - B. It's on December 25<sup>th</sup>
  - C. It's on January 1<sup>st</sup>
  - D. It's on April 21<sup>th</sup>

- 4) What is Indonesian national anthem ?
- A. It's Garuda Pancasila
  - B. It's Jakarta
  - C. It's Indonesia Raya
  - D. Persuasion from Coconut Island
- 5) Mr. Beni a farmer, he works in the?
- A. School
  - B. Rice Field
  - C. Forest
  - D. Office
- 6) My mom wears a .... In her neck
- A. Necklace
  - B. Ring
  - C. Earring
  - D. Brecelet
- 7) I' m planning to go to the party tonight but it is not raining. It' s raining very hard now. I wish ....
- A. It had stopped
  - B. It stop
  - C. It would stop
  - D. It will stop
- 8) I wish you .... Tomorrow
- A. Are going to
  - B. Have gone
  - C. Would go
  - D. Will go
- 9) "If only his son had studied hard" . It means ....
- A. His son never studies hard
  - B. His son did not study hard
  - C. His son has studied hard

D. His son studied hard

10) I wish .... now to watch our play.

- A. He will be here
- B. He is here
- C. He were here
- D. He has been here

11) Your sister always gets up late on Sundays ....?

- A. doesn' t she
- B. isn' t it
- C. does it
- D. will she

12) .... a new language can be very interesting.

- A. In learning
- B. To learning
- C. Learning
- D. Learned

13) You become the winner of championships, so this champion is ....

- A. mine
- B. yours
- C. hers
- D. theirs

14) Budi should this bag to me, so this bag is ....

- A. mine
- B. yours
- C. hers
- D. theirs

15) Ariana is a .... girl, so many boys like her.

- A. beautiful
- B. bad
- C. crazy
- D. busy

16) I have a .... house in this area.

- A. hot
- B. glad
- C. large
- D. funny

17) Liam is very .... So he needs food.

- A. old
- B. brave
- C. cold
- D. hungry

18) If we take this shorts cut we' ll .... some time.

- A. keep
- B. save
- C. throw away
- D. remain

19) We .... Time sitting in a traffic jam. We should' ve taken the train.

- A. Damage
- B. Wasted
- C. Throw away
- D. Remain

20) There have been several robberies in the .... weeks.

- A. past few
- B. few past
- C. next
- D. remain

#### Appendix 4. Validity data of Student Anxiety and Vocabulary Mastery

The data was computed by SPSS 26 windows program consulted at the significance level of 5%. The researcher took N=130.

##### a. The Validity of Student Anxiety

#### Correlations

	Student's anxiety		
	Pearson Correlation	Sig. (2-tailed)	N
X1.1	.405**	.000	130
X1.2	.409**	.000	130
X1.3	.403**	.000	130
X1.4	.469**	.000	130
X1.5	.677**	.000	130
X1.6	.481**	.000	130
X1.7	.456**	.000	130
X1.8	.671**	.000	130
X1.9	.701**	.000	130
X1.10	.723**	.000	130
X1.11	.479**	.000	130
X1.12	.706**	.000	130
X1.13	.529**	.000	130
X1.14	.707**	.000	130
X1.15	.773**	.000	130

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### b. The Validity of Vocabulary Mastery Test

#### Correlations

	Vocabulary mastery		
	Pearson Correlation	Sig. (2-tailed)	N
X2.1	.503**	.000	130
X2.2	.587**	.000	130
X2.3	.547**	.000	130
X2.4	.542**	.000	130
X2.5	.485**	.000	130
X2.6	.430**	.000	130
X2.7	.663**	.000	130
X2.8	.327**	.000	130
X2.9	.631**	.000	130
X2.10	.444**	.000	130
X2.11	.545**	.000	130
X2.12	.362**	.000	130
X2.13	.444**	.000	130
X2.14	.525**	.000	130
X2.15	.273**	.002	130
X2.16	.450**	.000	130
X2.17	.581**	.000	130
X2.18	.570**	.000	130
X2.19	.486**	.000	130
X2.20	.521**	.000	130

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### c. The Validity of Speaking Skill

Correlations		Y
Y1	Pearson Correlation	.791**
	Sig. (2-tailed)	.000
	N	130
Y2	Pearson Correlation	.590**
	Sig. (2-tailed)	.000
	N	130
Y3	Pearson Correlation	.751**
	Sig. (2-tailed)	.000
	N	130
Y4	Pearson Correlation	.778**
	Sig. (2-tailed)	.000
	N	130
Y5	Pearson Correlation	.591**
	Sig. (2-tailed)	.000
	N	130

\*\* . Correlation is significant at the 0.01 level



## Appendix 5. Reliability data

### a. The Reliability of Student Anxiety test

**Case Processing Summary**

		N	%
Cases	Valid	130	100.0
	Excluded <sup>a</sup>	0	.0
	Total	130	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.863	15

Based on analysis above, the value of Cronbach' s Alpha was 0,863 which was higher. It could be said that the quisionnare is reliable.

### b. The Reliability of Vocabulary Mastery

**Case Processing Summary**

		N	%
Cases	Valid	130	100.0
	Excluded <sup>a</sup>	0	.0
	Total	130	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.817	20

Based on analysis above, the value of Cronbach' s Alpha was 0,817 which was higher. It could be said that the quisionnare is reliable.

**c. The Reliability of Speaking Skill test****Case Processing Summary**

		N	%
Cases	Valid	130	100.0
	Excluded <sup>a</sup>	0	.0
	Total	130	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.744	5

Based on analysis above, the value of Cronbach' s Alpha was 0,744 which was higher. It could be said that the quisionnare is reliable.

**Appendix 6. Descriptive Statistic Data****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Student's anxiety	130	22.00	75.00	53.9846	10.17901
Vocabulary mastery	130	2.00	20.00	16.1154	3.26986
Speaking Skill	130	7.00	25.00	18.4000	4.22360
Valid N (listwise)	130				

**Appendix 7. Normalitas Test of Data**

**One-Sample Kolmogorov-Smirnov Test**

		Student's anxiety	Vocabulary mastery	Speaking Skill
N		130	130	130
Normal Parameters <sup>a,b</sup>	Mean	53.9846	16.1154	18.4000
	Std. Deviation	10.17901	3.26986	4.22360
Most Extreme Differences	Absolute	.076	.117	.092
	Positive	.076	.117	.059
	Negative	-.054	-.101	-.092
Kolmogorov-Smirnov Z		.863	1.339	1.054
Asymp. Sig. (2-tailed)		.446	.056	.216

a. Test distribution is Normal.

b. Calculated from data.

## Appendix 8. Analyze of Correlation

		<b>Correlations</b>		
		Student Anxiety	Vocabulary Mastery	Speaking Skill
Student Anxiety	Pearson Correlation	1	.639**	.805**
	Sig. (2-tailed)		.000	.000
	N	130	130	130
Vocabulary Mastery	Pearson Correlation	.639**	1	.538**
	Sig. (2-tailed)	.000		.000
	N	130	130	130
Speaking Skill	Pearson Correlation	.805**	.538**	1
	Sig. (2-tailed)	.000	.000	
	N	130	130	130

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 4.3**

### Guidelines for Interpreting the Correlation Coefficient

Interval koefisien	Tingkat hubungan
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	High
0,80 – 1,000	Very High

## Appendix 9. Distribution Table Data of Student Anxiety and Vocabulary Mastery

### a. Distribution Student Anxiety

Student	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	X1
S.1	3	4	3	4	3	3	3	2	2	2	4	4	2	2	2	43
S.2	5	5	4	5	2	4	5	2	1	5	5	3	5	3	5	59
S.3	4	4	4	4	4	4	4	5	5	5	4	4	5	5	4	65
S.4	4	5	5	4	1	4	4	1	1	1	5	1	4	4	1	45
S.5	4	4	4	5	1	4	4	1	2	2	4	3	5	2	2	47
S.6	4	5	5	5	3	5	4	1	2	2	4	2	4	1	2	49
S.7	4	5	5	4	1	5	4	1	1	1	5	1	4	1	1	43
S.8	4	5	5	4	1	5	4	3	5	4	5	4	4	5	4	62
S.9	4	5	5	3	1	4	2	5	1	1	4	2	1	3	1	42
S.10	5	5	5	2	1	5	4	3	1	4	4	1	1	4	1	46
S.11	4	5	4	4	1	5	4	2	1	4	5	2	5	2	1	49
S.12	4	5	5	4	2	4	5	1	1	4	4	4	2	1	1	47
S.13	5	5	5	5	1	5	4	5	1	1	4	1	5	5	1	53
S.14	4	5	5	3	1	4	2	5	1	1	4	2	1	3	1	42
S.15	4	5	5	3	1	4	2	5	1	1	4	2	1	3	1	42
S.16	4	5	4	4	1	5	4	4	2	4	4	5	4	3	3	56
S.17	5	5	5	2	1	5	4	3	1	4	4	1	3	4	1	48
S.18	5	4	5	5	3	4	4	3	4	4	5	5	4	3	2	60
S.19	4	4	4	5	4	4	3	3	5	4	4	5	5	4	5	63
S.20	5	4	5	4	5	5	4	5	5	4	5	5	5	5	5	71

S.21	5	5	4	5	5	5	5	5	5	5	5	5	4	5	5	73
S.22	5	5	5	5	1	5	5	1	1	1	5	1	5	1	1	47
S.23	4	5	5	4	5	5	4	4	4	4	5	4	5	4	4	66
S.24	4	5	5	4	3	5	4	4	2	3	5	1	4	2	3	54
S.25	4	5	5	5	2	4	5	2	2	2	5	3	4	4	3	55
S.26	3	2	2	1	1	2	2	1	1	1	2	1	2	1	1	23
S.27	4	5	4	4	3	3	4	3	1	3	4	4	4	2	5	53
S.28	4	4	4	1	1	4	4	1	2	2	4	1	2	2	1	37
S.29	5	4	4	4	5	5	5	4	5	5	5	5	4	5	5	70
S.30	4	4	5	5	3	4	5	5	3	5	4	4	4	5	4	64
S.31	3	4	4	3	4	4	4	1	3	3	3	1	4	4	3	48
S.32	5	4	4	4	2	4	4	3	2	2	5	3	4	2	2	50
S.33	4	4	4	5	5	5	5	5	5	5	4	5	5	5	4	70
S.34	3	3	2	2	2	5	4	1	3	3	3	3	4	1	2	41
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S.36	1	5	5	5	1	5	4	1	1	2	5	1	1	1	1	39
S.37	5	4	4	4	2	4	4	2	1	1	4	2	4	2	2	45
S.38	4	4	4	5	4	4	5	1	1	3	4	2	4	3	1	49
S.39	4	5	5	4	1	5	5	1	1	5	5	4	4	1	4	54
S.40	5	5	5	4	1	5	5	3	1	3	4	4	4	2	4	55
S.41	1	4	4	5	4	4	5	4	1	1	5	4	4	4	4	54
S.42	4	4	5	4	1	5	5	1	2	3	3	4	3	3	2	49
S.43	4	5	5	4	1	5	5	1	5	3	5	5	3	3	2	56
S.44	4	4	4	4	2	4	4	2	2	2	5	4	5	2	2	50
S.45	4	5	5	4	1	5	4	2	1	2	5	5	5	1	5	54
S.46	5	4	4	4	3	4	5	3	3	3	5	3	4	4	5	59
S.47	5	5	4	4	4	5	5	5	5	5	5	5	5	5	5	72
S.48	4	4	4	4	3	4	4	4	4	2	4	4	4	3	4	56
S.49	4	4	4	4	1	4	4	1	3	3	4	1	4	4	3	48
S.50	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
S.51	4	5	5	5	5	5	5	5	4	4	5	5	5	5	5	72
S.52	4	4	4	5	3	4	5	3	3	4	5	5	4	3	3	59
S.53	4	4	5	4	2	4	5	1	1	4	5	2	4	4	2	51
S.54	4	5	5	5	1	5	4	1	1	2	2	1	2	2	1	41
S.55	4	5	5	5	1	5	4	1	1	2	2	1	2	2	1	41
S.56	5	4	4	4	1	4	5	1	1	1	5	1	5	1	1	43
S.57	5	4	4	4	1	4	5	1	1	1	4	1	5	1	1	42
S.58	5	4	4	4	1	4	5	1	1	1	4	1	5	1	1	42
S.59	4	4	4	5	2	4	4	3	2	5	4	2	5	3	3	54
S.60	5	5	5	4	1	4	5	1	1	1	4	2	3	3	2	46
S.61	3	4	5	4	3	4	4	3	1	4	4	3	5	4	3	54



S.62	4	5	5	5	5	5	5	5	5	5	4	4	5	5	5	72
S.63	2	1	2	2	1	1	1	1	1	2	2	1	2	2	1	22
S.64	5	4	4	5	3	4	4	2	2	3	4	4	4	4	3	55
S.65	4	4	5	5	3	2	5	4	1	5	4	4	5	5	1	57
S.66	4	4	4	4	2	4	4	5	2	3	4	2	5	3	4	54
S.67	4	4	4	5	4	5	5	3	3	3	4	3	5	3	3	58
S.68	4	4	4	4	3	4	4	5	3	4	4	3	4	5	4	59
S.69	5	5	5	4	3	4	4	3	1	4	4	3	3	2	5	55
S.70	5	5	5	4	3	4	4	3	1	4	4	3	3	2	5	55
S.71	4	5	5	5	1	5	5	1	1	4	5	1	4	2	4	52
S.72	4	5	5	5	1	4	5	4	1	1	4	4	5	1	1	50
S.73	4	4	4	4	1	5	4	5	5	5	4	4	5	4	4	62
S.74	4	4	4	3	2	4	5	4	4	2	4	5	4	2	2	53
S.75	3	3	3	4	2	3	5	1	1	2	3	2	4	1	1	38
S.76	5	5	5	5	1	5	5	3	1	5	3	2	4	1	4	54
S.77	4	4	4	4	2	5	4	4	2	2	3	3	4	4	4	53
S.78	4	5	4	4	3	4	4	3	3	5	5	3	3	3	4	57
S.79	4	4	3	4	4	4	3	3	4	4	4	3	3	3	5	55
S.80	4	5	5	4	5	5	4	5	5	5	5	5	5	5	5	72
S.81	4	5	5	4	1	5	4	1	1	4	4	1	5	2	2	48
S.82	5	5	5	3	3	5	4	1	2	4	4	5	4	2	3	55
S.83	4	3	3	4	3	2	3	3	3	3	3	3	5	3	3	48
S.84	5	4	5	4	5	5	5	5	5	5	4	4	5	5	5	71
S.85	4	4	4	4	4	4	4	3	2	4	4	4	4	5	4	58
S.86	4	5	5	5	2	4	4	2	2	2	4	1	3	2	2	47
S.87	4	4	5	5	1	5	4	1	1	2	4	4	5	4	1	50
S.88	5	5	5	5	2	5	5	4	4	4	5	5	4	4	3	65
S.89	4	4	4	5	1	4	4	5	5	4	4	4	4	1	4	57
S.90	5	5	5	4	3	4	4	4	5	5	4	5	4	5	5	67
S.91	5	5	5	4	3	4	4	4	4	5	4	5	4	5	5	66
S.92	5	5	5	4	3	4	5	1	1	5	4	3	4	3	2	54
S.93	5	5	5	4	1	5	4	1	4	4	5	1	5	1	1	51
S.94	4	5	5	5	1	4	5	1	1	1	4	1	4	1	1	43
S.95	4	5	5	4	5	5	5	4	5	5	5	5	5	5	5	72
S.96	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	73
S.97	4	4	4	4	1	4	4	5	2	5	4	2	4	5	4	56
S.98	4	5	5	4	2	4	4	2	2	4	4	3	4	3	4	54
S.99	5	5	5	4	3	4	5	1	1	5	4	3	4	3	3	55
S.100	5	5	5	5	5	5	5	5	5	5	4	3	4	5	5	71
S.101	5	5	5	4	3	4	4	4	4	5	4	4	4	4	4	63
S.102	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	73

S.103	3	3	4	4	4	4	4	4	4	3	3	3	2	5	2	52
S.104	5	5	5	5	1	5	5	1	1	5	5	5	1	1	1	51
S.105	4	5	4	4	5	4	4	5	4	4	4	5	4	4	4	64
S.106	2	5	5	5	3	2	3	5	1	3	4	2	4	3	2	49
S.107	5	5	5	5	1	5	5	2	2	4	3	2	5	3	4	56
S.108	1	1	2	2	2	2	2	2	1	2	3	2	2	1	2	27
S.109	4	4	4	5	1	4	5	2	2	4	4	2	5	3	2	51
S.110	4	4	4	4	1	4	5	4	1	1	4	4	5	1	1	47
S.111	2	3	4	4	5	4	2	2	4	5	5	5	4	5	4	58
S.112	5	5	5	4	5	5	5	4	1	3	4	4	4	4	5	63
S.113	4	4	4	5	2	4	4	4	1	4	5	3	4	3	3	54
S.114	5	5	5	4	3	5	4	5	3	5	4	3	4	4	3	62
S.115	5	5	5	4	2	5	4	2	1	2	4	2	5	2	2	50
S.116	4	4	4	4	3	4	4	5	3	4	4	3	4	5	4	59
S.117	3	4	4	4	2	4	4	4	1	5	5	5	4	2	4	55
S.118	4	5	5	4	3	5	5	3	3	3	5	3	5	3	3	59
S.119	4	5	5	4	1	5	4	4	4	4	5	4	4	2	4	59
S.120	3	5	5	3	2	2	3	2	2	3	3	3	3	2	2	43
S.121	5	5	5	4	2	4	4	4	2	3	4	3	4	3	3	55
S.122	4	4	5	4	2	4	4	2	2	2	4	4	4	2	2	49
S.123	4	5	4	3	2	3	4	2	2	2	4	3	3	3	2	46
S.124	3	5	5	5	4	5	5	5	2	5	4	5	5	4	5	67
S.125	4	5	4	5	3	4	4	3	1	4	4	4	2	4	3	54
S.126	2	3	3	4	2	3	4	2	2	2	3	2	2	2	3	39
S.127	5	5	5	4	2	4	4	5	1	4	4	4	5	5	5	62
S.128	4	5	4	4	1	5	4	1	1	1	1	1	4	1	4	41
S.129	5	3	3	4	4	4	4	2	5	3	3	2	4	1	1	48
S.130	5	5	5	5	1	4	4	5	5	4	4	4	5	4	5	65

**b. Vocabulary Mastery Test**

X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	X2.14	X2.15	X2.16	X2.17	X2.18	X2.19	X2.20	X2
1	1	0	1	0	1	0	1	0	0	0	1	1	0	1	1	1	0	1	1	12
0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	16
1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	17
1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	16
1	1	0	0	0	1	0	1	0	0	0	0	1	1	1	1	1	0	1	1	11
1	1	0	0	0	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	12
1	1	0	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	1	1	14
1	1	0	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	1	1	13
1	1	0	0	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	13
1	1	0	0	0	1	0	1	0	0	0	1	1	0	1	1	1	0	1	1	11
1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	14
1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	13
1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	17
1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	17
1	1	0	0	0	1	0	1	0	0	0	1	1	0	1	1	1	0	1	1	11
1	1	0	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	13
1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	16
1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	19
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1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	17
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	18



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1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	17
1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	15
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	19
1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	14
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1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	16
1	1	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	0	1	1	14
1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	17
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0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	15
1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	17
1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	1	15
1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	17

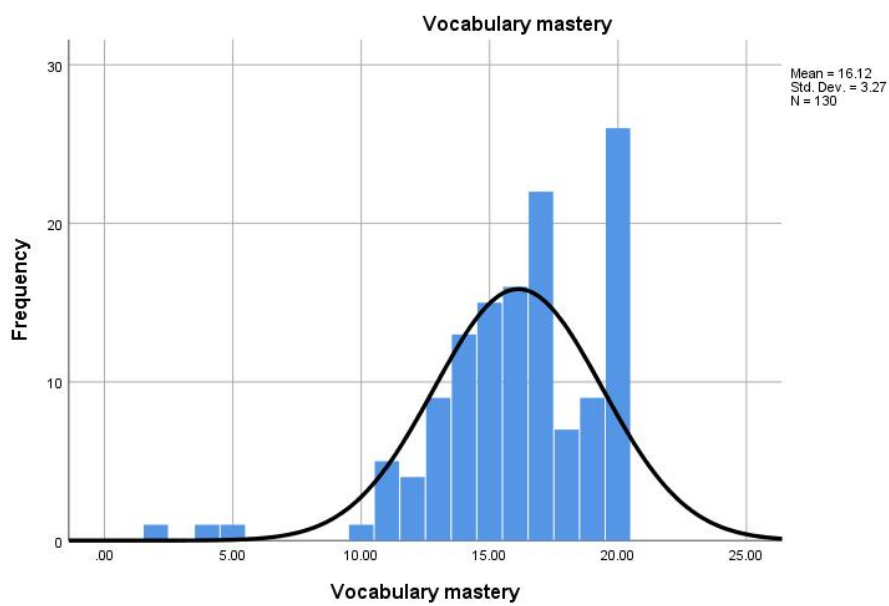
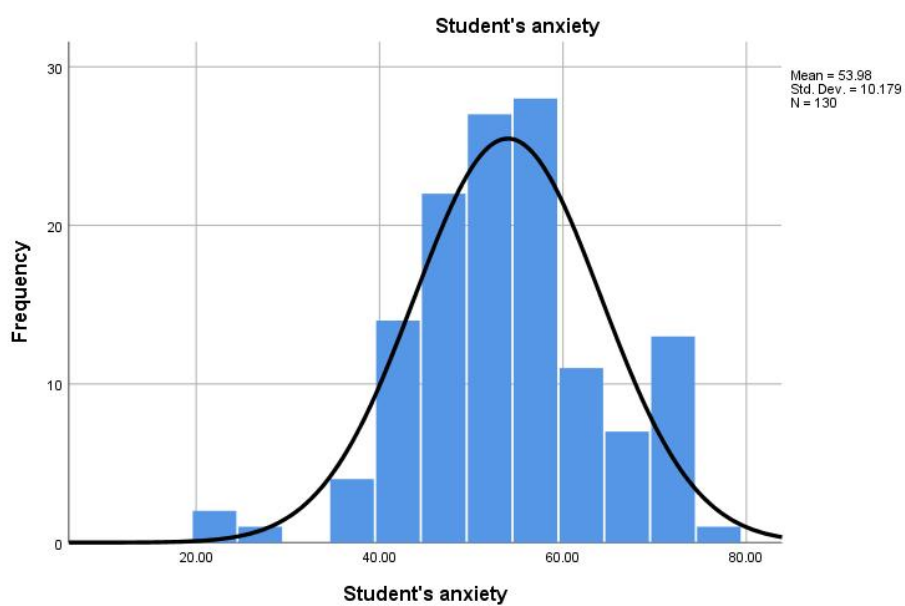


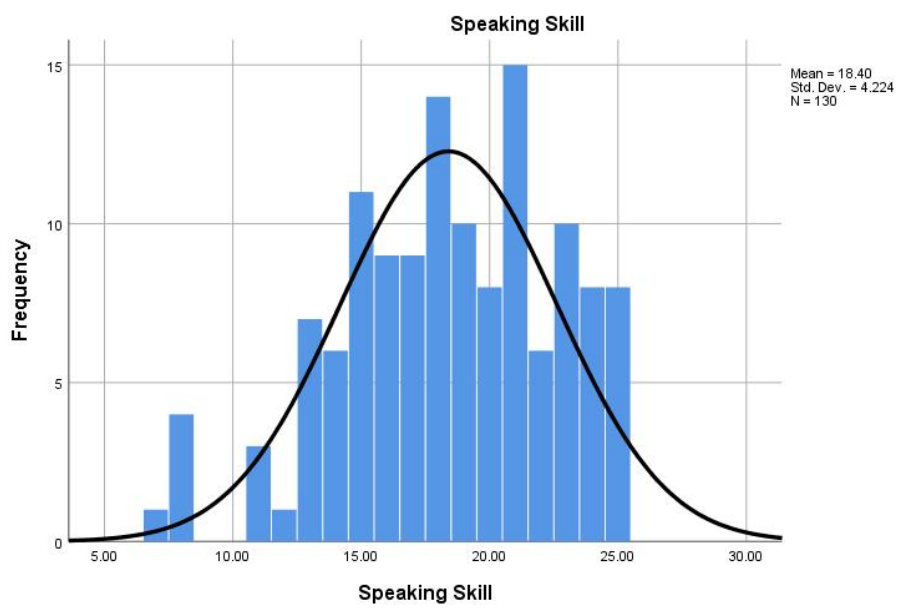
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1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	17
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1	1	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1	1	1	0	13
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1	1	0	1	1	1	0	1	0	1	0	0	0	1	1	0	0	0	1	1	11





## Appendix 10. Histogram





## Appendix 11. Surat Izin Penelitian Dari Cabang Dinas Pendidikan Wilayah VII



**PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS PENDIDIKAN WILAYAH VII**

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**REKOMENDASI  
NOMOR 070/340  
TENTANG  
SURAT IZIN PENELITIAN**

Dasar : Surat dari Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta Nomor: B-1634/Un.20/F.V/PP.00.9/04/2023 Tanggal 11 April 2023 Perihal Permohonan Surat Pengantar Izin Penelitian, Kepala Cabang Dinas Pendidikan Wilayah VII Provinsi Jawa Tengah.

**MENGIZINKAN**

Kepada : Mahasiswa Program S-1 Pendidikan Bahasa Inggris Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta atas nama:  
**NAMA : TYAS IKA PERMATA SARI**  
**NIM : 196121171**

- Untuk :
1. Mengadakan penelitian untuk menyusun Skripsi dalam rangka penyelesaian Studi di Program Sarjana Pendidikan Bahasa Inggris Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta, dengan Judul **"CORRELATION BETWEEN STUDENT ANXIETY, VOCABULR MASTERY TOWARD SPEAKING SKILL OF THE SECOND GRADE STUDENT OF SMK BATIK 1 SURAKARTA IN THE ACADEMIC YEAR 2022/2023"** yang dilaksanakan pada tanggal 13 April 2023 – 19 April 2023 di SMK Batik 1 Surakarta.
  2. Setelah selesai melaksanakan penelitian wajib membuat laporan yang ditujukan pada Kepala Cabang Dinas Pendidikan Wilayah VII Provinsi Jawa Tengah melalui tautan : <https://bit.ly/LAP-IZIN-PENELITIAN-SMK>.
  3. Yang bersangkutan wajib menaati peraturan dan tata tertib yang berlaku serta tidak mengganggu kegiatan belajar mengajar di SMK Batik 1 Surakarta.

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di Surakarta  
pada tanggal 11 April 2023  
Plt. KEPALA CABANG DINAS PENDIDIKAN  
WILAYAH VII  
PROVINSI JAWA TENGAH  
Kepala Taman Budaya Jawa Tengah



Ditandatangani secara elektronik oleh:

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