

CHAPTER I INTRODUCTION

1.1 Background of the Study

Speaking is an interactive process of constructing meaning that involves receiving, processing, and delivering information. Harmer (2007:284) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and language on the spot. In English speaking skill, students need to learn new words and phrases. It can be useful for them to improve their knowledge of speaking. Students also need more oral practice like watching English movies by writing down new words or phrases from the movie and then practice it through sounding the dialogues even speak to themselves in front of the mirror or listening to English song by singing along with the words so that the students can be more confident to speak English. This aspect is really important for students to increase their ability to communicate with others. In speaking class, to create a good atmosphere, students should be active and brave to convey their opinion orally. Moreover, more oral practice will train them to diminish their anxiety and control their emotion to speak in front of the larger group.

Speaking can give the students ability to communicate effectively. This skill allows them to convey their message in a passionate, thoughtful, and convincing manner. A good experience in speaking can lead the students to become speakers and more confident speakers in front of a larger group. A more frequent English speaking experience also can make the students control their feeling and reach great performance. Griffin and Tyrrell (2007:5) argue that if

the students can control their anxiety into a positive feeling instead of being controlled by it, they will reach optimal performance. Moreover, speaking in front of a larger group can make the students feel anxious if students less control their feeling in a positive manner. Experience in speaking English is one of the important learning processes that make the students more expressive to communicate with others. More experience in speaking English can make students easier to express what they want to say. It will be influential for students to speak in front of the class.

The students are capable of thinking positively because they can control their anxiety through the experience. A more socializing attitude can make the students feel more comfortable in public speaking. It will make the students become brave and confident. The more experience the students talk in English in front of the class and in a crowd, the more confident the students will get in their abilities, which can lessen their anxiety about it. Speaking is the biggest cause of anxiety followed by worries about grammatical mistakes, pronunciation, and inability to talk spontaneously. It means the students' anxiety is caused by many factors, such as fear of making mistakes, lack in vocabulary, and lack of pronunciation. It has a correlation to affect each other in speaking English. Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. In addition, according to (Krashen, 1998) debilitating anxiety can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for language acquisition. Anxious students will have difficulties in following lessons and speaking. Even worse, students may have more experiences in speaking, which in turn escalate their anxiety.

The researcher is curious to find out the correlation between anxiety and English speaking skill in SMA PariwisataPGRIDawanKlungkung by doing the interview with the teacher and observing students' ability to speak English. The researcher conducted the observation through an online class when doing an internship in ELT course. The researcher checked the fact of students' anxiety to speak English. This research is important for students to make good communication. Good communication enables students to assimilate more from the learning process by empowering them to ask relevant questions and discuss doubts with the teacher and their classmates. Effective verbal communication nurtures the process of socialization by facilitating new friendships and these in turn aid the learning process. It will help students to overcome their anxiety in speak English. Feelings of incompetence related to speaking is a key contributor to speaking anxiety (Bodie, 2010). It can be said that incompetence to express ideas has a high contribution in speaking skill of the students. When students feeling incompetence to speak English, students hard to find out what kinds of words or sentences students have trouble with and it will become anxiety for them.

Based on the interview and observation in SMA PariwisataPGRIDawanKlungkung, it was found that one thing that makes the students unable to speak well enough is because they have no confidence and brave to speak in front of the class. Even though, they have many ideas in their mind to express. Furthermore, when doing online classes some students have good grammar in written form but when they speak through voice notes they are incapable of doing it as good as the written form because they feel anxiety in

class. As a result, it is important to change the anxiety into positive feelings and emotions to reach a master of speaking skill. Considering those notions, the researcher is interested in finding and researching The Correlation between Anxiety and Speaking Ability of The TenthGrade Students of SMA PariwisataPGRIDawanKlungkung in academic year 2021/2022".

1.2 ResearchProblems

Based on the background above, the problems of this study is formulated in the following questions “Is there any significant correlation between anxiety and speaking ability ofthe tenth grade students of SMA Pariwisata PGRI DawanKlungkungin academic year 2021/2022?”

1.3 Objectives of the Study

Based on the problems mentioned above, the objectives of the study are:to find out if there is a significant correlation between anxiety and speaking abilityof thetenth grade students of SMA Pariwisata PGRI DawanKlungkung in academic year 2021/2022.

1.4 Limitation of the Study

Limitation of this study to make this study deeper and more specific, it is focused on investigating the significant correlation between anxiety and speaking ability of the tenth grade students of SMA Pariwisata PGRI DawanKlungkung in academic year 2021/2022. The focus of this study was on students' anxiety in cognitive aspect, affective aspect, somatic aspect, and behavior aspect by questionnaire and students' speaking ability in describing the public place. Thus,

the student did monologue speaking test about describing a picture by video. They have to prepare the monologue to perform in front of the camera.

1.5 Significance of the Research

This study focuses on the correlation between students' anxiety and their speaking ability. The result of the study is expected to have its benefit pointed to:

1. Teachers of English of SMA Pariwisata PGRI Dawan Klungkung

Theoretically, this research has fundamental points for all English teachers of SMA Pariwisata PGRI Dawan Klungkung because it presents valuable information in recognizing their students' condition, particularly their eighth grade students. Teachers could design courses with the knowledge of students' foreign language anxiety, create an enjoyable learning atmosphere to meet students' need and allow the students fully exploit available resources. Therefore, they could anticipate their speaking problems caused by foreign language anxiety.

2. Tenth Grade Students of SMA Pariwisata PGRI Dawan Klungkung

This study can provide students with awareness and understanding of their own foreign language anxiety. The process of identifying their own foreign language anxiety gives the students opportunities to make reflections on their learning. They may develop clues and ideas on how to learn effectively and successfully. Then, it can help the students to increase their speaking achievement in the English classroom and build students' confidence to speak up in public. By recognizing the speaking problems, the students are expected to be accustomed to their anxious feelings when they are facing the speaking test, and it is expected that their foreign language anxiety is reduced gradually after knowing the negative impact of being anxious in language learning, particularly

in speaking skill.

3. Other Researchers

Theoretically, this study provides information for other researchers about how anxious feeling affects language learning, especially learning English. It is also hoped that this study may be useful for further research as an enhancer of inspiration in research and can help add a source or references for the researcher. Furthermore, this study is beneficial as this study provides valuable information about the negative impact of being anxious in speaking skill and for further research, it is beneficial to find suitable learning strategies to overcome students' foreign language anxiety in speaking skill

1.6 Definition of Key Term

Key terms are important to be defined in order to avoid misunderstanding in this research. In order to avoid misunderstanding, the researcher needed to give a clear definition of key terms that used in this research. The definition of the terms used in this research is given as follows:

1.6.1 Anxiety

Anxiety is defined as the feeling of the tenth grade students of SMA Pariwisata PGRI Dawan Klungkung in academic year 2021/2022 that they are able to do and finish the task in order to perform oral task. In this study, the researcher highlighted their English speaking performance that can be seen in four aspects, there are: cognitive aspect, affective aspect, somatic aspect, and behavior aspect.

1.6.2 Speaking ability

In this study, speaking focused on student ability of the tenth grade

students of SMA Pariwisata PGRI Dawan Klungkung in academic year 2021/2022 in performing monolog speaking about describing picture related to its grammar, comprehension, fluency and pronunciation. The researcher asked students to make a short video about describing picture, and then submit the video on personal Whatsapp.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of the theories that are related to the conducted study. Furthermore, it was used to support and build this study. In this chapter, the researcher described the prominent points which included theoretical reviews which were related literatures to this study. Moreover, there are some important points to be explaining and discuss based on relevant theoretical reviews that took by the researcher. The theoretical reviews include Anxiety and Speaking Ability.

2.1.1 Anxiety

Horwitz, Horwitz and Cope (1986, p 125) state that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Mayer (2008, p. 4) defines anxiety as a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger. The experience of anxiety is unique for each person, but it does have general physical and emotional characteristics. Spancer, DuPont & DuPont (2003, p.11) state that in modern mental health research the word anxiety describes the thoughts, feelings, and behaviors that occur when a person has the perception of serious danger in situations where other people do not perceive danger.

Mayer (2008, p.2) argues that anxiety is a normal aspect of life and of being human, and it has a positive side to it, too. Furthermore, Griffin and Tyrrell

(2007, p. 5) state that if students can control their anxiety into positive feeling instead of being controlled by it, they will reach optimal performance. For example, if a student underachieves because he does not feel like putting out an effort, but begins to worry about not making the grade in middle school, then his anxiety can jump-start him into becoming a good student. However, anxiety becomes a problem when it causes emotional pain and suffering and disrupts the students' ability to function well at school and in daily life. Mayer (2008, p. 3) states that the students will be limited in every area of development in their life because of the intensity of the feelings and symptoms.

Three broad perspectives on the nature of anxiety can be found in literature. In order to understand better what language anxiety means, it will be useful to distinguish among these three. First is trait anxiety, people with high levels of trait anxiety are often quite easily stressed and anxious. Villiers (2009, p. 5) states that trait anxiety can be manifested in language students who are perfectionists. They will perform what they have studied and do not perform their language skill if they do not certain with their knowledge. Perfectionist student are not satisfied with simply communicating in their target language, they want to speak flawlessly, with no grammatical or pronunciation errors, almost native-like. Rather than demonstrating less than perfect language skills, perfectionist language learners would likely prefer to remain silent and wait until they are certain of how express their thoughts.

Next is situation-specific anxiety. According to MacIntyre (1999, p. 28), situation-specific anxiety could be defined as a personal predisposition or tendency to become anxious in one type of situation, that is, a trait anxiety applied

to a particular context. Situation-specific anxiety differs from trait in that the former is applied to a single context or situation only while the latter tends to manifest under any situations. Moreover, the situation-specific anxiety is stable over but not necessarily consistent across situations. This perspective examines anxiety reactions in a —well-defines situations such as public speaking, stage fright, test taking, math problem solving, or in a foreign language class.

MacIntyre (1999, p. 28) states that the third is state anxiety. It is characterized by —subjective feelings of tension, nervousness, and worry, and by activation or arousal of the autonomic nervous system. On the other hand, state anxiety is an experience of unpleasant feelings when confronted with specific situations, demands or a particular object or event. State anxiety arises when the person makes a mental assessment of some type of threat. When the object or situation is perceived as threatening goes away, the person no longer experiences anxiety. Thus, state anxiety refers to a temporary condition in response to some perceived threat.

In summary, anxiety is a normal feeling of a human of being unease, worry, nervous, afraid and uncertain when she/he is in unpleasant situation that can give a good impact if he/she can manage their anxiety into positive feeling instead being controlled by that feeling.

Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes. It can make someone may avoid certain situations out of worry. Anxiety also makes someone have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat. This character is an influence for students when they cannot control their emotion and feeling. Anxiety will

make students feel unconfident and nervous when speaking in front of the class or in front of the larger group. If students can control their emotion, feeling, and thoughts, it will be easier for the students to express without feeling anxiety. It also can diminish their problem to speak well. Griffin and Tyrrell (2007:5) argue that if the students can control their anxiety into positive feeling instead of being controlled by it, they will reach optimal performance.

Anxiety can make student worries about some situations when they try to speak in front of the class. If the students can control the situation well, they are able for performing and showing themselves confidently without being nervous and it directly makes a good performance. The students will get optimal performance if they want try to think positively about their ability. It also students can show a great performance if they can diminish insecurity and fears that arise. The students will not get nervous if they can avoid negative thinking in their minds. Freud (2005:28) states that anxiety is a function of the ego to warn people about the possibility of a hazard that can put an appropriate adaptive response. Anxiety serves as a mechanism to protect the ego. Anxiety signals to us that there is a danger and if not done right then it would increase the danger to the ego defeated. If the students can be defeating their ego, they would control their insecurity in their minds. It can make them reach optimal performance when they speak in front of the class or in front of the larger group. All of the fears that students feel will go if they can change the characteristic become student's confident person. So, it can make them speak well without anxiety. Sumadinata (2004) states that a person who is worried because of a situation that cannot give a clear answer, cannot expect anything for help, and no clear hope will get results.

Anxiety and worry are lightweight that become motivation. While anxiety and worry that a strong and negative can cause physical and physiological disorders. Those aspects will make students get nervous and not confident when they speaking in front of the class. The students have to control the situation become positive energy to avoid the entire obstacle in speaking. It can avoid them in every negative situation that makes every problem in speaking in front of the class or the larger group. Language learners are faced with the problem of anxiety when they happen to speak in front of the classroom without preparation (Mak,2011).

In this research, the researcher focuses on the theory of anxiety that is delivered by Mak. The important things that students do when they want to speak are preparation. The preparation can be more practice at home, school or anywhere. It can diminish student's fear in speaking if they want to try preparing themselves to practice it at home, school or anywhere. It can make them change their mindset about anxiety and brave to speak up in front of the class. The best options for mild anxiety for students are to keep calm, think positively, and control every situation.

2.1.2 Categorization of Foreign Language Anxiety

Horwitz, et. al. (1986, p. 127) state that there are three types of foreign language anxiety that have been identified in order to break down construct into researchable issues. There are three related anxieties as components of foreign language anxiety: communication apprehension (the fear of communicating with other people), text anxiety (fear of exams, quizzes, and other assignments used to evaluate the students 'performance), and fear of negative evaluation (the worry

about how others view the speaker). Here are the brief explanations about three of them:

1. Communication apprehension

Horwitz, et. Al. (1986, p. 127) state that communication apprehension refers to type of shyness characterized as fear of, or anxiety about communicating with people. Furthermore, Shabani (2012, p. 2379) states that communication apprehension in cases where learners lack mature communications skills although they have mature ideas and thoughts. Students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due their limited knowledge of the language, especially in relation to speaking and listening skills (Tsiplakides, 2009, p. 39). It is a fear about real communication with others.

In a foreign language classroom, language learners' oral tasks include not only learning the target language but also performing the language. Oral communication consists of two components: listening and speaking. Liu (2012, p. 120) reports in his research most of students are particularly anxious when they have to speak a foreign language in front of their class. They never have an opportunity to communicate with their teacher or their peers. For example, when a student converses with the teacher in English, he may be anxious and afraid that he might not understand what the teacher is saying. Additionally, a student may lack confidence when he needs to explain something to another student in English.

2. Test anxiety

Mayer (2008, p. 77) argues that every student understands that taking a test means she will be graded, judged, and compared to her classmates, and that

performing will get negative consequences from her teacher and parents. He also mentions that children with test anxiety can experience any number of physical, mental, and emotional symptoms, which can vary. Some children act out their anxiety in overt ways, whereas others suffer in silence. Physical symptoms include heart palpitations, shortness of breath, chest tightening/pain, or sore throat, stomachache, nausea, vomiting, or diarrhea, shaky limbs and trembling, headache and body aches. Those symptoms make the students losing their concentration on the test material or remembering what will study.

Horwitz, et. al. (1986, p. 127) state that test anxiety refers to the type of performance anxiety results from a fear of failure in an academic evaluation setting. According to Shabani (2012, p. 2379), it is a fear of falling in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations. Birjandi and Alemi (2010, p.47) state that there are two reasons for test anxiety. They are (1) lack of preparation as indicated by cramming the night before the exam, poor time management, failure to organize text information, and poor study habits, and (2) worrying about past performance on exams, how friends and other students are doing, and the negative consequences of failure.

Tsiplakides (2009, p. 39) adds that students who experience test anxiety consider the foreign language process, and especially oral production, as a test situation rather than an opportunity for communication and skill improvement. Therefore, teachers need to provide communicative atmosphere at class rather than create a formal situation that just see the students as test takers. This relates to what appropriate language strategy that the teacher takes in

teaching English especially as foreign language.

3. Fear of negative evaluation

Lucas, Miraflores & Go (2011, p. 102) define that fear of negative evaluation is the apprehension about other people's evaluations which may include avoidance of evaluate situation and the expectations that others might evaluate them negatively. According to Shabani (2012, p. 2382), there are seven sources of fear negative evaluation:

1. Fear of leaving unfavorable impression on others;
2. Negative judgment bothers;
3. Fear of saying or doing the wrong things;
4. Fear of negative thoughts of others;
5. Fear of being noted the shortcoming by others;
6. Fear of being found fault by others; and
7. Fear of disapproval by others.

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2.1.3 Speaking Ability

Speaking is any process in which people share information, idea and feeling. It involves of body language, mannerism and style (Hybel and Weaver, 2010). Speaking is the most important skill, because it is one of the abilities to carry out conversation. People learn a language for a variety of reasons, but the most important one is for communication by using that language. So, language teaching in the twentieth century captures in the terms of Communication Language Teaching is an elected blend of the contributions of previous methods

into the best what a teacher can provide in authentic uses of the target language in the classroom. It moves from the teaching of the rules, pattern, definition and the knowledge about the language into the point that the students have to communicate genuinely, spontaneously, and meaningfully in the target language (Brown, 2006,p.19).

Furthermore, speaking is one of four language skills which crucial in generating interaction among its participants. To speak means to be able to use a particular language (Hornby, 2000, p. 1239). Speaking is an active use of the language to express meaning so that other people can make sense of them (Cameron, 2001, p. 40). In delivering meaning to others properly, there are some aspects needed to be taken into consideration. People have to know some knowledge such as the linguistics knowledge itself, psycholinguistics and sociolinguistics.

For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues. Teachers are concerned with the students not only practice speaking in a controlled way in order to produce features of pronunciation, vocabulary, and accurately, but also practice using these features more freely in purposeful communication (Liddicoat and Scarino, 2009, p. 30). Furthermore, Kubiszyn and Borich (2007, p. 214) state that there are four aspects of speaking, they are asfollows:

- (a) Pronunciation - ability to pronounce words correctly,
- (b) Loudness - ability to speak in appropriate word,
- (c) Word usage - ability to use the words correctly, and

(d) Rate - ability to speak in standard rate.

Children, adolescents and adults sometimes are fearful of the challenge of sustained, formal speaking before large groups. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them. They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other student and then before increasingly larger groups. Brown (2004, p. 141 - 142) classifies speaking into five categories, they are:

- (a) Imitative - it is the ability to imitate a word or phrase or possibly a sentence, this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical languages,
- (b) Intensive - the production of short stretches of oral language competence in a narrow band of grammatical phrasal, lexical or phonological. The examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue, completion, limited picture-cued tasks and translation,
- (c) Responsive - it includes interaction and test comprehension at level of very short conversation, standard greetings, small talk, requests and comments,
- (d) Interactive - interactive speaking is the length and complexity of the interaction which includes multiple exchanges or multiple participants. Interaction can take the two forms of transactional language. The purpose is to exchange specific or interpersonal information and maintain social relationship, and
- (e) Extensive - extensive tasks include speeches, oral presentation and

storytelling. From the various categories of speaking proposed by Brown, it is necessary for the teachers of English provide various types classroom activities in order the students can experience all any kinds of speaking genres and they will not get bored in the classroom.

In addition, there are three basic types of activity and then can be considered what each contributes to the development of speaking skill (Liddicoat and Scarino, 2009, p. 67). They are:

- (a) Free discussion – in this activity the students will talk about a range of topics which engage their interest, opinions, histories, and experiences. It provides important opportunities for developing certain aspects of fluency, encourage students to use the language needed to sustain conversation over a period of time by drawing in other speakers, and to practice the strategies required in interpersonal communication,
- (b) Role-play – it refers to a number of different activities, from simple dialogues prompted by specific information on role cards to more complex simulations which pass through a number of stages, and
- (c) Gap activities - it involves each learner in pair or group processing the information which the other learners do not have. These kinds of tasks assist language acquisition, but they do not necessarily involve students in role play or discussion.

Liddicoat and Scarino (2009, p. 68) continue that three basic types of activity can be developed into many communicative activities in different context. In speaking class, it can follow a pattern of preparation, presentation, practice, evaluation and extension. Preparation step is to establish a context and

initiate awareness of the speaking skill to be a target. In presentation, the teacher can provide learners with a preproduction model in order to help learners become more attentive observers of language use. Learners reproduce the language in practice step. Evaluation involves directing attention to the skill being examined and asking learners to monitor and assess their own progress. And extension is activities that ask learners to use the strategy or skill in a different context of authentic communicative situation.

Brown (2004, p. 271) argues that in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore, he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced form if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Here are the macro skills of oral comprehension:

1. Accomplish appropriately communicative functions according to the situation, participants and goals.
2. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
3. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Use facial features, kinetics, body languages, and other nonverbal cues among with verbal language to convey meanings.
5. Develop and use battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

In brief, the indicators of speaking competence can be constructed into pronunciation, vocabulary, grammar, and fluency. Further, these indicators will have used to construct the scoring rubric for assessing speaking.

2.2 Empirical Review

The empirical review is the review of relevant research result which has a function to review the previous researches that are relevant to the present study. The researcher used two previous studies which would be used as a basic consideration to conduct the present study.

The first study was conducted by Mauludiyah (2017) with title “The Correlation between Student’s Anxiety and Their Ability in Speaking Class”. Furthermore, the objective of this study was to investigate the correlation between student’s anxiety and their speaking ability. Moreover, based on the research results using the instruments of speaking test and questionnaires, the result showed that there was a correlation between anxiety and student’s speaking ability, especially about their apprehension and achievement to students. Additionally, students with low anxiety had been good at speaking scores. In contrast, students with high anxiety would have low speaking scores.

Additionally, the strength of the previous study was in its research findings, the findings of the previous research showed that there is correlation between two variables; those are students’ anxiety and speaking achievement. However, there was no specification of the questionnaire used by the previous researcher. In this present study, the researcher provided a clear blueprint of the questionnaire that made the readers easy to identify each item of the questionnaire. The questionnaire is in the form with Bahasa Indonesia to make students easy to filling it.

The second study was conducted by Rustini (2017) with title “The Correlation between Foreign Language Anxiety and Speaking Achievement of the

Eighth Grade Students of Madrasah TsanawiyahParadigma Palembang”. The objective of this study was to find out if there is a significant correlation between foreign language anxiety and speaking achievement of the eighth grade students of MTs.Paradigma Palembang. In addition, the research has been already composed based on good test components which emphasized the purposes of giving more important points. The research findings showed that there is no correlation between students’ foreign language anxiety and speaking achievement of the eighth grade students of MTs.Paradigma Palembang.

In addition, the strength of the research was a clear specification of the questionnaire. There was also no specific aspect explained on the theoretical review related to the aspect of the rubric that made the students unable to know about what was assessed. To avoid the same issues, the researcher in the present study explained the aspects and descriptors used in the rubric clearly.

2.3 Hypothesis

Ha (Alternative Hypothesis) is defined as a hypothesis that there is a relationship between two variables in this study. So, the Ha (Alternative Hypothesis) is formulated as: There is significant correlation between anxiety and speaking ability of tenth grade students of SMA Pariwisata PGRI DawanKlungkungin academic year 2021/2022.

Ho (Null Hypothesis) is defined as a hypothesis that there is no significant relationship between two variables in this study. The formulated of Ho (Null Hypothesis) is: There is no significant correlation between anxiety and speaking ability of tenth grade students of SMA Pariwisata PGRI DawanKlungkung in academic year 2021/2022.