CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents some points related to this research including the description of the data, hypothesis testing and discussion.

A. Research Finding

1. The description of Data

Subsequent to the case, both through questionnaire and the students' speaking performance, as the next step to be taken is the description of the data obtained.

Table 4.1 the description of the data

Statistics

		ANXIETY	SCORE
N	Valid	20	20
	Missing	0	0

The data presented form of data from the researcher, they are FLCAS questionnaire and the students' speaking performance test was represented by 20 students of the tenth grade at MA Mujahidin Ngadiluwih Kediri as the sample. Data presented as the mean raw score in order to avoid the slightest mistakes so the result could be closer to the truth. The description of the questionnaire score arranged in accordance with the variables that were the students' anxiety level

and the students' speaking performance score. In addition, the researcher was analyzed both of the variables' data by using Pearson Product moment to know the correlation from the data. The description of the data showing as follows:

a. Students' speaking test

This research is about the correlation between students' anxiety level and their speaking performance in an English class. So, to get the result of the students' speaking score the researcher makes a cooperation with the English teacher. By the result, the researcher got the mean score and the standard deviation after analyzed the data using IBM SPSS 21. The one showed that from all the participants (N=20) the means score of the students' speaking test (X) =83.90, (s=4,778).

Table 4.2 Percentage frequency of speaking test

Level	Class Boundaries	Frequency	Percentage
1	70-80	6	30%
2	81-90	11	55%
3	91-100	3	15%

Based on the table above, the data showed that the biggest percentage of students' speaking test is 55% in the level 2. Means that the most students' came in a moderate speaking score.

b.   Students' anxiety level

For the students' anxiety level data is taken by distributing the questionnaire. The one is consist of 30 items. From the questionnaire, the result shown the means of the students' anxiety level is (Y) =101.65, (s=7.889).

Table 4.3 percentage frequency of students' anxiety level

Level	Class Boundaries	Frequency	Percentage
1	81-95	5	25%
2	96-110	13	65%
3	111-125	2	10%

Based on the table above, the data showed that there are three levels of students' anxiety; low (81-95), moderate (96-110) and high (111-125). The biggest percentage of the students' speaking anxiety is 65%. Means that the most students came in the moderate level of anxiety.

Table 4.4 The Frequency of the speaking performance score

SPEAKING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	1	5,0	5,0	5,0
	80	5	25,0	25,0	30,0
	81	3	15,0	15,0	45,0
	83	2	10,0	10,0	55,0
	85	2	10,0	10,0	65,0
	86	3	15,0	15,0	80,0
	90	1	5,0	5,0	85,0
	91	1	5,0	5,0	90,0
	92	1	5,0	5,0	95,0
	93	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Based on the table 4.5 above, the frequency of the students'
speaking performance score after tested there are 6 of students got
a low score (70-80) in speaking performance. Then, there are 11
students got a moderate score (81-90) in speaking performance. On
the other hand, there are 3 students got a high score (91-100) in
speaking performane.

Table 4.5 calculation of the speaking performance

Statistics

SPEAKING

N	Valid	20
	Missing	0
Mean		83,90
Median		83,00
Mode		80
Std. Deviation		4,778
Variance		22,832
Range		18
Minimum		75
Maximum		93
Sum		1678

After analyzing the data of the students' speaking performance score, the highest score was 93 and the lower is 75 from the 20 students. Besides, the mean of the students' speaking performance score was 83.90 and it can be categorized as moderate. Then, the median was 83.00, the mode was 80.00, standard deviation was 4.778, variance was 22.832, and the range was 18.

Table 4.6 The Frequency of the students' anxiety level

ANXIETY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	84	1	5,0	5,0	5,0
	89	1	5,0	5,0	10,0
	92	1	5,0	5,0	15,0
	93	1	5,0	5,0	20,0
	94	1	5,0	5,0	25,0
	100	2	10,0	10,0	35,0
	101	2	10,0	10,0	45,0
	102	1	5,0	5,0	50,0
	104	1	5,0	5,0	55,0
	105	2	10,0	10,0	65,0
	106	2	10,0	10,0	75,0
	107	2	10,0	10,0	85,0
	110	1	5,0	5,0	90,0
	112	1	5,0	5,0	95,0
	115	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Based on the table 4.7 above, the frequency of the students' speaking anxiety level after tested by using the FLCAS questionnaire, there are 5 of students got a low score (81-95) of anxiety, means their anxiety level was low. Then, there are 13 students got a moderate score (96-110) of anxiety, means that their anxiety level was moderate. Meanwhile, there are 2 students got a high score (111-125) of anxiety, means that their anxiety level was high.

Table 4.7 The Calculation of the students' anxiety level

Statistics

ANXIETY

N	Valid	20
	Missing	0
Mean		101,65
Median		103,00
Mode		100[a]
Std. Deviation		7,889
Variance		62,239
Range		31
Minimum		84
Maximum		115
Sum		2033

After analyzing the data of the students' anxiety score, the highest score was 115 and the lower is 84 from the 20 students. Besides, the mean of the students' anxiety score was 101.65 and it can be categorized as moderate. Then, the median was 103.00, the mode was 100.00, standard deviation was 7.889, variance was 62.239, and the range was 31.

2. Normality and Homogeneity Testing

1) The result of Normality Testing

In quantitative research, it is very important to know that the data was normal. An assessment of the normality of the data is a terms for some statistical tests, because the one is an underlying assumption in a parametric testing. From the data that the

researcher got from the two variables. The researcher was analyze the data is normal or not by using IBM SPSS 21.0 program. The result can be shown on the table below:

Table 4.8 Normality testing by One-sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		ANXIETY	SCORE
N		20	20
Normal Parameters[a,b]	Mean	101,65	83,90
	Std. Deviation	7,889	4,778
Most Extreme Differences	Absolute	,167	,178
	Positive	,099	,178
	Negative	-,167	-,157
Kolmogorov-Smirnov Z		,748	,796
Asymp. Sig. (2-tailed)		,631	,550

a. Test distribution is Normal.

b. Calculated from data.

From the table above, the distribution of the data is normal. The table of One-Sample Kolomogrov-Smirnov test was obtained probability number/Asymp.Sig.(2 tailed). This percentage will be compared with 0.05 to take the decision based on:

a. The percentage of the significant (Sig.)/probability >0.05 it means the distribution of the data is normal.

b. The percentage of the significant (Sig.)/probability <0.05 it means the distribution of the data is not normal.

As the table show above, the probability number/Asymp.Sig (2 tailed) for Anxiety is 0.631, it is bigger than 0.05. Therefore the data distribution is normal. While, the probability number/Asymp.Sig (2Tailed) for the speaking score is 0.550, it is bigger than 0.05. Means that the data distribution is normal.

2) The result of Homogeneity Testing

Table 4.9 Homogeinity testing

Test of Homogeneity of Variances

ANXIETY

Levene Statistic	df1	df2	Sig.
2,948	4	10	,075

The aim of homogeneity testing was to find out wheater the data homogenous or not. In this research, the researcher used IBM SPSS 21.0 by the significant value (α) 0.05 or 5% and the result after calculating the data can be seen on the table above. From the data above, the table of hommgenity of variances test was obtained probability number/.Sig. This percentage will be compared with 0.05 to take the decision based on:

a. The percentage of the significant (Sig.)/probability >0.05 it means the distribution of the data is homogen.

b. The percentage of the significant (Sig.)/probability <0.05 it means the distribution of the data is not homogen.

As the interpretation show above, the probability number/Sig is 0.075, it is bigger than 0.05. Therefore the data is homogen.

3. **Data Analysis**

Data analysis was done to find out the relationship between students' anxiety level and their speaking performance in English class. From the data gotten, the researcher got the result of each variables. So, this is the result of the correlation between students' anxiety level and their speaking performance in English class.

Table 4.10   analysis result of Pearson Product Moment

Correlations

		ANXIETY	SCORE
ANXIETY	Pearson Correlation	1	,185
	Sig. (2-tailed)		,436
	N	20	20
SCORE	Pearson Correlation	,185	1
	Sig. (2-tailed)	,436	
	N	20	20

The correlation table above showed the correlation coefficient equaled r=.185, which means there was a positive correlation between

those two variables. The r number is used to indicate strengthens of the correlation. Based on the interpretation of correlation by Arikunto, the number of 0.185 is reside between 0.000-0.200. Means, the correlation between the two variables are very low.

B. Hyphotesis Testing

To answer the research problem, the researcher had to measure the result of the data weather the hypothesis was rejected or not. The hypothesis are:

1. Null Hypothesis (Ho)

   There is no correlation between students' anxiety level and their speaking performance.

2. Alternative Hypothesis (Ha)

   There is a correlation between students' anxiety level and their speaking performance.

   To get the answer, the researcher used IBM SPSS hypothesis testing based on the number of significant (N.sig). The r number was 0.185 and the N.sig was 0.436. The theories of hypothesis testing based on IBM SPSS calculation as follows:

   a. Ho is accepted if N.sig > 0.05 (α=5%)

   b. Ha is rejected if N.sig < 0.05 (α=5%)

   After analyzing the data, the researcher got the result which stated that the alternative hypothesis (Ha) is rejected. While, the hypothesis testing concluded that N.sig (0.436) is higher than the level

of significant (α) 5%. It means that the null hypothesis (Ho) is not rejected. Thus, there is no correlation between students' anxiety level and their speaking performance of the first grade students at MA Mujahidin Ngadiluwih Kediri.

C. Discussion

The obejctives of the research is to find out weather there is significant correlation between students' anxiety level and their speaking performance of the first grade students at MA Mujahidin Ngadiluwih Kediri academic year 2018/2019. Learning English is very important to face the modern era especially for the young generation. In contrary, learning English is not easy for the EFL learners. Speaking is one of the skill that have to be mastery by the students. In contrary, there are some factor that makes the students feels difficult in mastery speaking. They are anxious, fear of low self-confidence, fear of making a mistake and so on. These factors have a big impact on the students' acquiring the foreign language. According to (Horwitz and Young, 1991) stated that anxiety is consistently associated with problems in language learning such as deficits in listening comprehension, reduced word production, impaired vocabulary learning, lower grades in language courses, and lower scores on standardized tests. In additon Woodrow (2006) stated that Anxiety experienced in communication in English can be debilitating and can influence students' adaptation to the target environment and ultimately the achievement of their educational goals.

In order to achieve the objectives of the research, the researcher did some steps to collect the data from the field. The first was distributing the FLCAS questionnaire sheet to find out the level of students' anxiety. Then the researcher have to collect the students' speaking score. Because the researcher did not conducting a speaking test, so the researcher asked the English teacher about the students' speaking score. The score that needed by the researcher is about on-going assessment because only a test cannot measure the students' speaking ability. Finally, the researcher analyzed the data by using IBM SPSS 21 *Pearson Product Moment* correlation to know whether there is a significant correlation between those two variables or not. In order to answer the research problems, the researcher have been analyzed the findings. Based on the data analysis the value of coefficient 0.185 was very low. It means that the two variables have a positive correlation. According to the sig (2 tailed) value 0.436 was higher than the level of significant (α) 5%. Thus the alternative hypothesis (Ha) is rejected and automatically the Null Hypothesis is accepted (Ho). From the result, it concluded that there was a positive correlation between students' anxiety level and their speaking performance but it is very low correlation. On the other hand, the hypothesis testing stated that there was no correlation both the two variables.

However, as what the researcher stated before if the students had a high level of anxiety means that their speaking performance score is lower. The students also can be failed on their speaking test if they have a hight

level of anxiety because anxiety may be impact on their speaking mastery. Horwitz and Cope (1986) stated that, since the speaking foreign language in the target language seems to be the most threatening aspect in learning language, the current emphasize on the communication competence development which being the particularly great difficulties for the anxious students. Feeling anxious could have a big impact on the process of learning a foreign language. Kondo and Yong (2004) claimed that foreign language anxiety can be a negative effect on the learners' performance. So, if the language learner become a highly anxious, it is hard for them to be successful in mastery the foreign language.

Comparing between what the theories stated and the result of this research. The result was stated that there is no correlation between students' anxiety level and their speaking performance and it was in contra with the theories. The hypothesis testing result was if one of the mean is high so the other too or in reverse. From the hypothesis testing result we can stated that if the students' anxiety level is high, they will get a high score in their speaking test. On the other hand, if the students' level anxiety is low means they will get a low speaking score too. The result of this research was in contra or different with the theories. However the correlation of the two variables are showed very low but there was a correlation between the two variables. The researcher assumed some reasons why does the Ho accepted. The first is about the scoring rubric that the English teacher make is not focusing on the anxiety. In addition,

there are some aspect which have to be scored by the English teacher, one of them is anxiety. So, when the students perform in front of the class the teacher do not considerate the other aspect of the speaking (anxiety) that have to be score. The next is about the process of filling out the questionnaire. A half of the students are positioning themselves on the "Neutral" position, means that they still indecisive on their choices.