CHAPTER IV

FINDINGS AND DISCUSSION

In this discussion, the researcher presented the finding of the research. It presented some discussions dealing with the collected data of students' score of anxiety questionnaire and English test. This chapter covered the description of data, hypothesis testing, and discussion.

A. The Description of Data

The description of data were described by providing numberand tables. The subjects or samples of this research were the freshmen student of Madrasah Aliyah Unggulan which consist of 34 students. The researcher administered anxiety questionnaire and Englishtest. It was done in order to obtain the necessary data related to the two variables. Presenting the data used statistic computation. The results both of them can be seen as follows:

1. Students' anxiety Score (X_1)

Having done collecting the data covering students' anxiety score andEnglish test score, the researcher then comes to present them. The following scores were obtained from 34 students which had been decided to take a part as the samples. The following table showed you clearly the score of students level of anxiety score:

Table 4.1: Table of anxiety Score (X)

No	Name	Score
1	AKM	96
2	AT	80
3	ANL	59
4	BRM	63
5	DP	54
6	DAI	87
7	FF	92
8	IA	66
9	IM	60
10	LS	77
11	LN	82
12	LJD	66
13	MFS	61
14	MSW	52
15	MSG	82
16	NAU	84
17	NDM	58
18	NSW	68
19	NM	45
20	NU	66
21	RN	57
22	RO	75
23	RFN	76
24	SNF	56
25	SM	58
26	SZ	84
27	SS	78
28	SA	84
29	VOS	53
30	YNH	80
31	YSP	85
32	MW	56
33	RDI	92
34	MW	72

Dealing with table above, then the data was computed to know descriptive statistic used SPSS 16.0 program. For the result, you can look the next page (see table 4.2).

Table 4.2: The Descriptive statistic of anxiety survey

N	Valid	34
	Missing	0
Mean		70.71
Median		70.00
Mode		66[a]
Std. Deviation		13.642
Minimum		45
Maximum		96
Sum		2404

By looking the table above, we can say the sum of score from 34 students who answered the anxiety questionnaire were 2404. The mean score or the average score was 70.71. In this case, the median score as large as the mode was 70. Maximum score was 96 and minimum score was 45. The last was standard deviation showed 13.642. Knowing the frequencies of the score, see table 4.3.

Table 4.3: Table Frequency of Anxiety Survey

Anxiaty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	2.9	2.9	2.9
	52	1	2.9	2.9	5.9
	53	1	2.9	2.9	8.8
	54	1	2.9	2.9	11.8
	56	2	5.9	5.9	17.6
	57	1	2.9	2.9	20.6
	58	2	5.9	5.9	26.5
	59	1	2.9	2.9	29.4
	60	1	2.9	2.9	32.4
	61	1	2.9	2.9	35.3
	63	1	2.9	2.9	38.2
	66	3	8.8	8.8	47.1
	68	1	2.9	2.9	50.0
	72	1	2.9	2.9	52.9
	75	1	2.9	2.9	55.9
	76	1	2.9	2.9	58.8
	77	1	2.9	2.9	61.8
	78	1	2.9	2.9	64.7
	80	2	5.9	5.9	70.6
	82	2	5.9	5.9	76.5
	84	3	8.8	8.8	85.3
	85	1	2.9	2.9	88.2
	87	1	2.9	2.9	91.2
	92	2	5.9	5.9	97.1
	96	1	2.9	2.9	100.0

Anxiaty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	2.9	2.9	2.9
	52	1	2.9	2.9	5.9
	53	1	2.9	2.9	8.8
	54	1	2.9	2.9	11.8
	56	2	5.9	5.9	17.6
	57	1	2.9	2.9	20.6
	58	2	5.9	5.9	26.5
	59	1	2.9	2.9	29.4
	60	1	2.9	2.9	32.4
	61	1	2.9	2.9	35.3
	63	1	2.9	2.9	38.2
	66	3	8.8	8.8	47.1
	68	1	2.9	2.9	50.0
	72	1	2.9	2.9	52.9
	75	1	2.9	2.9	55.9
	76	1	2.9	2.9	58.8
	77	1	2.9	2.9	61.8
	78	1	2.9	2.9	64.7
	80	2	5.9	5.9	70.6
	82	2	5.9	5.9	76.5
	84	3	8.8	8.8	85.3
	85	1	2.9	2.9	88.2
	87	1	2.9	2.9	91.2
	92	2	5.9	5.9	97.1
	96	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Based on the table 4.3, it showed that from the 34 students following the anxiety questionnaire, there were 1 student (2.9%) got score 45, 1 students (2.9%) got score 52, 1 students (2.9%) got score 53, 1 student (2.9%) got score 54, 2 student (5.9%) got score 56, 1 students (2.9%) got score 57, 2 student (5.9%) got score 58, 1 students (2.9%) got score 59, 1 students (2.9%) got score 60, 1 student (2.9%) got score 63, 3 students (8.8%) got score 66, 1 students (2.9%) got score 68, 1 student (2.9%) got score 72, 1 student (2.9%) got75, 1 student (2.9%) got score 76, 1 student (2.9%) got score 77, 1 student (2.9%) got score 78, 2 students (5.9%) got score 80, 2 students (5.9%) got score 82, 3 students (8.8%) got score 84,1 student (2.9%) got score 85, 1 student (2.9%) got score 87, 2 students (5.9%) got score 92, and the last 1 student (2.9%) got score 96. To make them easy to analyze, it is important to make categorization. Furthermore, deibler (2013) divide anxiety level into five categories i.e. minimal/non-significant, mild, moderate, severe and extreme. By this categorization the researcher divide the data into the following table:

Table 4.4: The Frequency and Percentage of Students' Anxiety Level

Interval	Frequency	Percentage	Categories
85-100	5	14.7%	Extreme
70-84	12	35.3%	Severe
55-69	13	38.2%	Moderate
40-54	4	11.8%	Mild
25-39	0	0%	non-significant
Total	**34**	**100%**	

By analyzing the table above, we know that themean score lay in the range 70-84 in which 35.3% of the studentswhose severe anxiety. We know

that it belonged to 12 students. In the another hand, 5 students lay in the range 85-100 in which 14.7% of students whose extreme anxiety.Beside that, it was38.2% of the total students, 13 students, lay in range 41-60 whose moderate anxiety. Meanwhile, the students lay in the range 40-54 in which 11,8% of whole students, 4 students, whose mild anxiety.But no one of the student has non-significant.

2. Students' English Test Score (X_2)

Another instrument which has been administered is English test. The aim of the test is to assess students' english achievement. The scores which students got can be seen in the following table:

Table 4.5: Table of English Test Score

No	Name	Score
1.	AKM	36
2.	AT	52
3.	ANL	68
4.	BRM	72
5.	DP	72
6.	DAI	44
7.	FF	56
8.	IA	64
9.	IM	72
10.	LS	52
11.	LN	48
12.	LJD	60
13.	MFS	80
14.	MSW	80
15.	MSG	52
16.	NAU	76
17.	NDM	68
18.	NSW	64
19.	NM	92
20.	NU	64
21.	RN	76
22.	RO	52
23.	RFN	56

Continued

Continuation

24.	SNF	76
25.	SM	72
26.	SZ	48
27.	SS	52
28.	SA	48
29.	VOS	80
30.	YNH	52
31.	YSP	48
32.	MW	76
33.	RDI	40
34.	MW	40

Like anxiety questionnaire, the data of the test on the table 4.5 was also calculated to find the descriptive statistic used SPSS 16.0 program. For the result as this following table (see table 4.6).

Table 4.6. The descriptive Statistic of English Test

N	Valid	34
	Missing	0
Mean		61.41
Median		62.00
Mode		52
Std. Deviation		14.095
Minimum		36
Maximum		92
Sum		2088

Based on the calculation, it resulted61.41 as average or the mean score. Median score was 62 while mode score was 52. In this test, the students' minimum score was 36 and maximum score was 92. The standar deviation was 14.095. Besides, finding out the frequencies of the score (see table 4.7).

Table 4.7: Table Frequency of English Test Score

Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	2.9	2.9	2.9
	40	2	5.9	5.9	8.8
	44	1	2.9	2.9	11.8
	48	4	11.8	11.8	23.5
	52	6	17.6	17.6	41.2
	56	2	5.9	5.9	47.1
	60	1	2.9	2.9	50.0
	64	3	8.8	8.8	58.8
	68	2	5.9	5.9	64.7
	72	4	11.8	11.8	76.5
	76	4	11.8	11.8	88.2
	80	3	8.8	8.8	97.1
	92	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Relating on the table 4.7, it showed that from the 34 students following the English test, there was 1 student (2.9%) got score 36, 2 students (5.9%) got score 40, 1 student (2.9%) got score 44, 4 students (11.8%) got score 48, 6 student (17.6%) got score 52, 2 students (5.9%) got score 56, 1 student (2.9%) got score 60, 3 students (8.8%) got score 64, 2 students (5.9%) got score 68, 4 students (11.8%) got score 72, 4 students (11.8%) got score 76, 3 students (8.8%) got score 80, 1 students (2.9%) got score 92. The researcher concluded that no one gothighest score (100) and

also got lowest score (0).Moreover, the students' score can be calculated in order to know the percentage and categorization based upon interval of their score (see table 4.8).

Table 4.8: Percentage of Students' English Test Score

Interval	Frequency	Percentage	Categorization
81-100	1	2.9%	Excellent
61-80	16	47.1%	Very good
41-60	14	41.2%	Good
21-40	3	8.8%	Fair
0-20	0	0%	Poor
Total	**34**	**100%**	

Regarding the calculation above, students' average score in Englishtest was 61.41. It lies in the range 61-80 reached47.1% of the students' score which having very good categorization. Here, we know that the score belonged to 16 students in this range. In the other hand, the lowest percentage of the students' score exactly 2.9% whichlies in the range 81-100. This range was onlya student which lies in the excellent categorization. Meanwhile, the students' score lies in the range 41-60 were in good categorization which consists of 14 students. Beside it, there are 3 students who reached range score from 21-40 which8.8% of whole students. The last one, no one of all students got score starting from 0-20.

3. Correlational Testing

As the researcher said in advance that all analysis in this research mainly employed the computation process used SPSS 16.0. One of the role of SPSS 16.0 wasfinding out the correlational significance using *Pearson Product Moment*analysis. Having completely collected the data, researcher

ran the program which finally resulted the coefficient correlation as presented the next page (see table 4.9). The result of correlational testing arised three important interpretation covering the strength of the correlation and the direction of the correlation itself.

Table 4.9: Table of Pearson Product Moment Correlation

Correlations

		Anxiaty	achievement
Anxiaty	Pearson Correlation	1	-.868**
	Sig. (2-tailed)		.000
	N	34	34
Achievement	Pearson Correlation	-.868**	1
	Sig. (2-tailed)	.000	
	N	34	34

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

The correlation value between level of anxiety and English achievement showed by Pearson Correlation was -0.868. That correlation value indicated how strong the correlation between level of anxiety and English achievement were. The result means *high correlation* between those two variables due the appeared coefficient correlation was -0,868 which lies between the intervals 0.800–1.000 that show high correlation. It referred to the interpretation table of coefficient correlation given by arikunto (2010: 257) which had been attached in the previous chapter. The correlation itself belonged to the *negative correlation* as the Pearson correlation value was in negative number. This means that as one variable was increased, but decrease in the other one or vice versa. Under the Pearson correlation, it was

stated the *Sig. (2-tailed)* which was used to measure the significance of correlation and was discussed in the next part later on. The last point came up in the table was the number of the involved sample. It showed 34 which means that all samples or their scores had been included into the calculation.

B. Hypothesis Testing

Given the fact that the coefficient correlation resulted the high correlation, the hypothesis testing hasn't been found yet. To find out whether or not the alternative hypothesis was accepted, the researcher consulted the decision to the similar table used to know the correlation value.

This research proposed two hypotheses which had been stated in the previous chapter. Both the coefficient correlation and *Sig (2 tailed)* appeared in the table, then it would be analyzed based on the hypothesis in the research. The critiques of hypothesis testing were:

a. If "r_{count}" > "r_{-table}" (showed in sig.2 tailed column) < level of significance, Ha is accepted

b. If "r_{count}"< "r_{table}" (showed in sig.2 tailed column) > level of significance, H_0 is accepted

Looked at the output of correlation value from SPSS 16.0, it marked by *Sig. (2-tailed)* was 0.000. This was obviously lower than the level of significance (5% or 0.05). It automatically indicated that H_a was accepted. Besides, the analysis could be done by comparing the "r_{count}" and the "r_{table}".

The "r_{count}" (-0,868) was clearly higher than "r_{table}" value in the level of significant 5%(0,3494) and 1% (0,4487) for total number of students= 34. (See

the "r" table in Appendix 3). Thus, it can be concluded that H_1 stating **"There is correlation between level of anxiety and English achievement of freshmen students at madrasah aliyah Unggulan Bandung Tulungagung 2014/2015"** was accepted while H_0 was automatically not accepted.

C. Discussion

In the last part of this chapter, the researcher would fully reviewed the result of this research dealing with the finding up to the hypothesis testing. The researcher began to collect the data by administering anxiety questionnaire and following the English test.

The anxiety questionnaire was required students to evaluate level of students' anxiety. The test consists of 25 items. The maximum raw score for anxiety questionnaire that might be obtained by each student was 100 points. In the opposite, the possibility lowest score is 25. The final score resulted the original score which had been presented the table 4.1 above.

Another instrument that used to assess the students is English test. The test consists of 25 items. The highest point that was possibly got by each student was 100 points and the lowest point is 0 point. To gain 100 score, the original score was multiplied by 4 (final score = original score x 4). All of English test scores showed the table 4.5 above. Finally, the researcher found the highest score for anxiety questionnaire was 96 and the lowest score was 45. In the other hand, the highest score of English test was 92 and the lowest one was 36.

Focus on the correlation value of the anxiety questionnaire and English test, the researcher found that the coefficient correlation (r_{xy}) was -0,868 from the

computation process. Based on the interpretation given by Arikunto (2010: 257), this value is categorized into the *high correlation*.

Continuously, the "r_{count}" also influenced the hypothesis decision making. To know which hypothesis was accepted, the "r_{count}" was compared with the "r_{table}". It found that "r_{count}" was higher than "r_{table}" for degree of freedom 32 and at 5% significance level or 0.868 > 0.3494 for df.32 and at 5% significance level. Consequently, H_1 was accepted (There are any correlation between level of anxiety and students' English achievement) and H_0 must be not accepted (There are no correlation between level of anxiety and students' English achievement).

The computation result showed that the correlation value was -0,868 which automatically considered as a negative high correlation. So that, it affected to the hypothesis testing this accepted the Alternative Hypothesis (Ha). It definitely means that students' level anxiety had correlate to their English achievement. The correlation is negative. It means if the higher in one variable, it must be lower in the opposite.It can be said if the studentscan manage well their anxiety, their English achievement can be well. Inversely, if students can't manage their anxiety, their English achievement can be bed. Therefore, the correlation between students' correlation between level of anxiety and students' English achievementstudents at madrasah aliyah Unggulan Bandung was the negative high level of correlation.

The result of finding in this research is dealing with theory which was proposed by Chan & Wu (2004) which anxiety-provoking potential in learning a foreign language and language learning difficulties could predict anxiety best in foreign language

learning settings. The theories said that relation among anxiety and academic successful was found. It is also supported by swan and howell (1996) which take highlight from their study that negative correlation was found between academic achievement and anxiety. In other hand, the result of the study that was conducted by nelson and harwood (2010) showed students with learning disabilities are significantly more likely to suffer from academic anxiety. not only them, Supricamuryati (2014) found any correlation between anxiety and English achievement. It can be taken underlying that among anxiety and academic successful especially in learning foreign language have relation. If students can decrease their level of anxiety, it can make better their academic achievement and vice versa. By the finding of this research, the students can motivate their selves in hope to decrease their anxiety in learning language. It is also suggested to teacher to determine appropriate learning method and learning strategies to make students comfortable in learning language.