CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains the finding and discussion of the research. The chapter included the descriptions of the data, the normality testing, the hypothesis testing and the discussion.

A. Research Findings

This research studied about the correlation between students' social anxiety disorder and their speaking ability as it is about students' result in speaking test. Thus, to acquire the data, the reseracher fetch MA Ma'arif Bakung Udanawu Blitar's students as the participant. The data of the research variables was obtained by distributing questionnaires and speaking test scores that gotten by the teacher. The purpose of the questionnaire is to get the score of students' social anxiety in speaking English as foreign language while the speaking test is to gain the scores as the outcome. In addition, the analysis of the data includes: normality and hypothesis testing would be explained in this chapter.

1. Data Description

a. Description of student's questionnaire scores

To gain appropriate data of students' social anxiety disorder, the researcher collect data through closed questionnaire by Dr. Michael R. Liebowitz called *Liebowitz Social Anxiety Scale for Children and*

Adolescents, self-report version (LSAS-CA-SR). The questionnaire consist of 24 statements that devided into 12 items of social interaction situations, and 12 items of performance situations. Each item assesses the fear level and the avoidance level on a Likert type scale 1- 3 Where 0=none/never it indicated that the students never (0%) avoid the situations statement so fear or anxiety they have is become none, and 3- severe/usually it indicate that the students (67%-100%) severe/usually avoid the situations statement so fear or anxiety they have become severe. It means that the maximum score is 144 and the minimun score is 0. The questionnaire and classification score will be shown below:

Table 4.1 The result of the questionnaire score

No.	Respondent	Questionnaire Score	The Rank of The Classification
1	Respondent 1	62	3
2	Respondent 2	83	3
3	Respondent 3	90	4
4	Respondent 4	78	3
5	Respondent 5	73	3
6	Respondent 6	74	3
7	Respondent 7	58	2
8	Respondent 8	111	4
9	Respondent 9	77	3
10	Respondent 10	35	2
11	Respondent 11	67	3
12	Respondent 12	44	2
13	Respondent 13	42	2
14	Respondent 14	113	4

Continued

Continuation **Table 4.1 The result of the questionnaire score**

15	Respondent 15	116	4
16	Respondent 16	98	4
17	Respondent 17	98	4
18	Respondent 18	102	4
19	Respondent 19	84	3
20	Respondent 20	53	2
21	Respondent 21	50	2
22	Respondent 22	84	3
23	Respondent 23	100	4
24	Respondent 24	94	4
25	Respondent 25	82	3
26	Respondent 26	45	2
27	Respondent 27	80	3
28	Respondent 28	90	4
29	Respondent 29	73	3
30	Respondent 30	34	2
31	Respondent 31	47	2
32	Respondent 32	50	2
33	Respondent 33	86	3
34	Respondent 34	109	4
35	Respondent 35	103	4
36	Respondent 36	97	4
37	Respondent 37	89	4
38	Respondent 38	75	3
39	Respondent 39	114	4
40	Respondent 40	65	3
41	Respondent 41	50	2
42	Respondent 42	59	3
43	Respondent 43	75	3
Total		3309	133
Mean		76,95348837	3,093023256

Table 4.2 The questionnaire result level explanation

No.	Level	Classification	The rank of classification
1	117-144	very high	5
2	89-116	High	4
3	59-87	Medium	3
4	30-58	Low	2
5	0-29	Very low	1

The table above showed the result after distributing questionnaire by Dr. Michael R. Liebowitz called *Liebowitz Social Anxiety Scale for Children and Adolescents, self-report version (LSAS-CA-SR)* to the respondents. From the table above, we can know that students in the rank 5 is students under level 117- 144 and categorized in very high level while students who are in the rank 1 is students under level 0- 29 categorized in the very low level. The table presented that there is no respondent that got the lower level or the highest either. Based on the total score that gotten by the students, we can know the mean of the score. The mean is 76,95 that classified in medium level.

Table 4.3 The result of the questionnaire classification scores

No.	Level	Frequency	Classification	The Rank of Classification
1	117-144	0	very high	5
2	89-116	15	high	4
3	59-87	17	medium	3
4	30-58	11	low	2
5	0-29	0	very low	1

From the table above, it can be seen that there are 15 students who got high score (rank 4), 17 students who got medium score (rank 3) and 11 students who got low score (rank 2). From the result we can know that most of students social anxiety is in the rank 3 or medium level.

b. Description of students' speaking scores

For the students' speaking scores, as the researcher said above, the score gotten from gathering the teachers' data when they conducting daily test in their English class. They have the material which emphasize speaking ability like expression or talking about something. The teacher give and explain the material to be used for the test, and then asking the students to write down their own conversations based on the material has been given and memorize it. For the next, the students are told to perform in front of the class while the teacher assesing by considering speaking aspect like accuracy, fluency, and appropiateness.

Table 4.4 Students' speaking test score

No.	Respondent	Speaking Score	The Rank of The Classification
1	Respondent 1	88	5
2	Respondent 2	90	5
3	Respondent 3	89	5
4	Respondent 4	75	4
5	Respondent 5	88	5

Continued

Continuation **Table 4.4 Students' speaking test score**

6	Respondent 6	85	5
7	Respondent 7	75	4
8	Respondent 8	80	4
9	Respondent 9	85	5
10	Respondent 10	70	4
11	Respondent 11	89	5
12	Respondent 12	89	5
13	Respondent 13	80	5
14	Respondent 14	75	4
15	Respondent 15	80	4
16	Respondent 16	87	5
17	Respondent 17	87	5
18	Respondent 18	85	5
19	Respondent 19	85	5
20	Respondent 20	75	4
21	Respondent 21	80	4
22	Respondent 22	90	5
23	Respondent 23	88	5
24	Respondent 24	87	5
25	Respondent 25	88	5
26	Respondent 26	75	4
27	Respondent 27	89	5
28	Respondent 28	85	5
29	Respondent 29	78	4
30	Respondent 30	75	4
31	Respondent 31	78	4
32	Respondent 32	85	5
33	Respondent 33	91	5
34	Respondent 34	90	5
35	Respondent 35	88	5
36	Respondent 36	85	5
37	Respondent 37	95	5
38	Respondent 38	87	5
39	Respondent 39	90	5
40	Respondent 40	90	5
41	Respondent 41	75	4
42	Respondent 42	78	4
43	Respondent 43	85	5

Continuation **Table 4.4 Students' speaking test score**

Total	3609	201
Mean	83,93023256	4,674418605

The table above showed that the result of the speaking test that researcher taken from the teacher. Based on the total score that students got, we can know the mean of the score is 83,9 which categorized in high. From the data above, the researcher will present the frequency distribution tabel below:

Table 4.5 The classification of the speaking test scores

No.	Level	Frequency	Classification	The Rank of The Classification
1	81-100	29	very high	5
2	61-80	14	High	4
3	41-60	0	medium	3
4	21-40	0	Low	2
5	0-20	0	very low	1

Based on the table presented above, we can know that 29 students got score in range 81-100, and the rest which is 14 students got score in range 61-80. there are no students got a lower score than that. According to the score classification above we can know that mostly the students are in the rank 5 which means they got very high score.

2. Data Analysis

a. Normality Testing

The normality test is a key step in determining central tendency measurements and statistical methodologies for data processing. It is used to examine whether a data collection is well-modeled by a normal distribution and calculate the probability which a random variable underlying the data set is normally distributed. The researcher will use SPSS 25 to test the normality of the data. The value of the significance (α) = 0.01. The data get will be compared with 0.01 (1%) to take the decision based on:

b. The precentage of the significance (Sig.)/probality >0.01 it means the distribution data is normal.

c. The precentage of the significance (Sig.)probality <0.01 it means the distribution data is not normal.

To know if the data distribution of students'social anxiety and speaking ability frequency is normal or not, the researcher applied One-sample Kolmogorov-Smirnov test by using SPSS 25 to obtain the data. The value of normality test can be seen in the table below:

Table 4.6 Normality table

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		43
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	5,33109218
Most Extreme Differences	Absolute	0,121
	Positive	0,065
	Negative	-0,121
Test Statistic		0,121
Asymp. Sig. (2-tailed)		.116[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

From the data above, it can be seen that the value of significance is 0.116 > significance level 0.01. From the result, it can be concluded that the both data distribution is normal.

d. Correlation Coefficient

After find out that the data distribution was normal, the researcher compute the correlation coefficient between the variables by administering the formula of Product Moment Correlation. The data are shown below:

Table 4.7 Student's social anxiety ranks and their speaking test ranks

No.	Respondent	Rank of Student's Anxiety	Rank of Stundent's Speaking
1	Respondent 1	3	5
2	Respondent 2	3	5
3	Respondent 3	4	5
4	Respondent 4	3	4
5	Respondent 5	3	5
6	Respondent 6	3	5
7	Respondent 7	2	4
8	Respondent 8	4	4
9	Respondent 9	3	5
10	Respondent 10	2	4
11	Respondent 11	3	5
12	Respondent 12	2	5
13	Respondent 13	2	5
14	Respondent 14	4	4
15	Respondent 15	4	4
16	Respondent 16	4	5
17	Respondent 17	4	5
18	Respondent 18	4	5
19	Respondent 19	3	5
20	Respondent 20	2	4
21	Respondent 21	2	4
22	Respondent 22	3	5
23	Respondent 23	4	5
24	Respondent 24	4	5
25	Respondent 25	3	5
26	Respondent 26	2	4
27	Respondent 27	3	5
28	Respondent 28	4	5
29	Respondent 29	3	4
30	Respondent 30	2	4
31	Respondent 31	2	4
32	Respondent 32	2	5
33	Respondent 33	3	5
34	Respondent 34	4	5
35	Respondent 35	4	5
36	Respondent 36	4	5

Continued

Continuation **Table 4.7 Student's social anxiety ranks and their speaking test ranks**

37	Respondent 37	4	5
38	Respondent 38	3	5
39	Respondent 39	4	5
40	Respondent 40	3	5
41	Respondent 41	2	4
42	Respondent 42	3	4
43	Respondent 43	3	5
Total		**133**	**201**

From the data above, it can be noticed that the total number of variable's (X) is 133 and the total number of variable's (Y) is 201. Then, the researcher would be correlate the data from both variables using SPSS to calculate the Spearman Correlation Coefficient. The result of the test was showed below:

Table 4.8 Correlations table

Correlations				
			Social Anxiety	Speaking
Spearman's rho	Social Anxiety	Correlation Coefficient	1,000	.392**
		Sig. (2-tailed)		0,009
		N	43	43
	Speaking	Correlation Coefficient	.392**	1,000
		Sig. (2-tailed)	0,009	
		N	43	43
**. Correlation is significant at the 0.01 level (2-tailed).				

As the data presented above, the researcher obtained that the correlation coefficient (rxy) was 0.392. However, to make it easier in calculating the correlation scores, The researcher determined the table interpretation of product moment scales by Arikunto (2010), as follows:

Table 4.9 Arikunto's interpretation product moment scales

Correlation Value (r)	Interpretation
0,000-0,200	Very low correlation
0,200-0,400	Low
0,400-0,600	Moderate
0,600-0,800	Enough
0,800-1,000	High Correlation

Based on the table of interpretation above, it can be seen that the correlation coefficient (0.392) was in the interval of 0,200-0,400. Thus, it can be conclude that the correlation between Students' social anxiety disorder and their speaking ability was in low correlation which is categorized into positive low correlation because the value of correlation coefficient is a positive number.

e. Hypothesis Testing

This research had done in collecting the data and got the result of the correlation. However, to answer the research problem, the

researcher had to make sure whether the hypothesis was rejected or not. The researcher had two hypothesis as follows:

1) Null hypothesis (Ho) There is no correlation between students' anxiety and their ability in speaking class.

2) Alternative hypothesis (Ha) There is correlation between students' anxiety and their ability in speaking class.

To know the answer, the researcher used SPSS hypothesis testing based on the N.Sig (number of significance). As the result of correlation above (table 4.8), we get r_{xy}=.0.392, N.Sig= 0.009 . Before the researcher concluded the answer, these were the theories of hypothesis based on SPSS calculation:

a) Ho accepted if N.Sig < 0.01 (α=1%)

b) Ha accepted if N.Sig > 0.01 (α=1%)

The data significance result showed the significance of the correlation is 0.009. The hypothesis testing concluded that N.sig < 1% that indicates Ha is accepted. It showed that there is a significant correlation between social anxiety disorder and their speaking ability.

The alternative hypothesis which said "there is a significant correlation between students' social anxiety disorder and their speaking ability" answered the research problem.

B. Discussion

As the researcher emphasized in the first chapter, the aim of this research is to discover the correlation between students' social anxiety disorder and their speaking ability of the first grade students at MA Ma'arif Bakung Udanawu Blitar in Academic year 2020/2021. In teaching and learning English as foreign language, we can not focus on external aspecs only and ignoring the internal one because it would makes the teaching-learning proccess are not ballance or even deeper predispose students' proficiency and scores. In this research, the internal factors investigated is about students' psychological aspects which is social anxiety disorder that might influence their school activities especially in speaking class since this activitiy force them to speak and interact using foreign language as English which is not commonly speaks by them.

This discussion is derived from the analysis of finding. The score of correlation coefficient obtained is 0.392 which is in the interval 0,200-0,400. Thus, the relationship is categorized into positive low correlation. The significance of the correlation between two the variables is 0,009 which is smaller than 0,01 that indicates hypothesis alternatif is accepted and hypothesis null is rejected. It means Students' social anxiety disorder gives the contribution to the speaking ability for the first grade students at MA Ma'arif Bakung Udanawu Blitar in academic years 2020/2021. The findings of the study found there is a significant correlation between students' social anxiety disoder and their speaking ability of the first grade

students at MA Ma'arif Bakung Udanawu Blitar. It means that the lower social anxiety experienced by the students when speaking English, the better they mastering speaking aspects.

These findings were suitable with the theories from (Freeman Risnadedi, 2001), speaking ability is more nuanced and complicated than most people believe, and study speaking, like other cases in language study, naturalizes many cases to language teachers. This is supported by the theories about anxiety from (Bernstein et al. 2008) that states if social phobia sufferers have poor social skills, poor leadership skills, less focus, and more learning disabilities. More specifically, (Bernstein et al. 2007) found that severity of social anxiety was correlated with deficits in social skills, attention difficulties and learning problems in school settings.

Some previous studies also have similar result (Yuliana Mauludiyah, 2014) entitled *"The Correlation Between Students' Anxiety and Their Ability in Speaking Class"*. In this study, the researcher found a positive correlation between both two variables in very low correlation. But the hypothesis testing showed there was no significant correlation between the two variables because N.Sig>5%, so it means Ho accepted and Ha rejected. In opposite, a studies from (Heri Susanto et. al) entitled *"The Correlation Between Student Anxiety and Student Speaking Skill at English Department Students of Muhammadiyah University of Ponorogo"* from this article, the researcher found that the result from Karl Pearson

Product Moment and SPSS showed that there was a correlation between students' anxiety and students' speaking achievement.

Relate to the statements above, the researcher concluded that social anxiety that experienced by the students has a capacity in affecting students' speaking ability. Students who have a high level of social anxiety, they will get a low score which means that the higher social anxiety experienced by the students, the lower speaking score they get.