Chapter Four

Result and Discussion

In this chapter, the researcher presents about result and discussion of the research. The results of this research present the result of statistical data analysis that answers the research question of this research. In the discussion of the result, the researcher also presented the result with further explanation in this research.

Result

In this section, the researcher presented results of the three of research questions of this research. The first result was the students' anxiety in speaking class. In order to answer the first question, the researcher used questionnaire which distributed to participants. The second result was the students' achievement in speaking class. In order to answer this second question, the researcher used document score from speaking skill in Listening and Speaking for Formal Setting course. Last result was the correlation between students' anxiety and students' achievement in speaking class. In order to answer last question, the researcher used Pearson Product Moment.

The students' anxiety in speaking class.

The first research question is the students' anxiety in speaking class. The descriptive statistic was used to measure this research question. The researcher used a questionnaire for this research question which was distributed to participants. The questionnaire consisted of 32 items.

Table 3.6

Students' anxiety level

No	Interval	Category
1	32 – 56	Very Low
2	57 – 80	Low
3	81 – 104	High
4	105 – 128	Very High

The category for students' anxiety level in chapter three table 3.6. The statistic application shows that the mean of students' anxiety in speaking class is 78.62. This means the level of students' anxiety in speaking class is low based on the interval category on the table 3.6. Then, the result of statistic is shown as following.

Table 4.1

The result of students' anxiety in speaking class

Statistics

		SUM_Q	AVG_Q
N	Valid	180	180
	Missing	0	0
Mean		78.62	2.3825
Median		80.00	2.4242
Mode		87	2.64
Std. Deviation		17.150	.51971
Skewness		-.162	-.162
Std. Error of Skewness		.181	.181
Kurtosis		.375	.375
Std. Error of Kurtosis		.360	.360
Range		96	2.91
Minimum		32	.97
Maximum		128	3.88
Sum		14152	428.85

The students' achievement in speaking class.

The second research question of this research is students' achievement in speaking class. The descriptive statistic is used to measure this research question. Therefore, to measure this research question, the researcher used document score Listening and Speaking for Formal Setting course. The document score that researcher ask from the three of lecturers is only speaking score for this research.

Table 3.7

Students' achievement in speaking class

No	Interval	Category
1	0 – 17.5	Very Low
2	17.6 – 35.0	Low
3	35.1 – 52.5	High
4	52.6 – 70.0	Very High

The category for students' achievement level in speaking class was in chapter three table 3.7. The SPSS statistic application shows that the mean of students' achievement level in speaking class is 50.09; it means the level of students' achievement in speaking class is high based on the interval category on the table 3.7.

Table 4.2 *The result of achievement in speaking class*

Statistics

N	Valid	180
	Missing	0
Mean		50.0965
Median		52.2600
Mode		47.00[a]
Std. Deviation		8.87159
Skewness		-1.432
Std. Error of Skewness		.181
Kurtosis		2.940
Std. Error of Kurtosis		.360
Range		48.50
Minimum		14.50
Maximum		63.00
Sum		9017.37

a. Multiple modes exist. The smallest value is shown

Normality test

The researcher conducted normality test before assessing two variables with the use of Pearson Product Moment. The normality test used to ensure the normality of the collected data. The normality test shows the students' anxiety and students' achievement in speaking class. Furthermore, the researcher found out that the results were 0.200. This means that the data collected by the researcher was normal. Based on Kolmogorov-Smirnov Z Asymp. Sig. (2-tailed) is higher than 0.05, the data is normal. The data is shown below.

Table 4.3

Result of normality test

One-Sample Kolmogorov-Smirnov Test

		Anxiety	Score of students' speaking
N		180	180
Normal Parameters[a,b]	Mean	78.62	50.0965
	Std. Deviation	17.150	8.87159
Most Extreme Differences	Absolute	.048	.130
	Positive	.048	.073
	Negative	-.043	-.130
Test Statistic		.048	.130
Asymp. Sig. (2-tailed)		.200[c,d]	.000[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The Correlation between Students' Anxiety and Students' Achievement in Speaking Class.

The third research question of this research is the correlation between students' anxiety and students' achievement in speaking class. After conducting normality test, the researcher linked the first and the second variables. The first variable is students' anxiety in speaking class and the second variable is students' achievement in speaking class. The researcher used Pearson product moment to linked both variables. The result of Pearson product moment is shown below:

Table 4.4

Result of Pearson product moment

Correlations

		Anxiety	Score of students' speaking in Listening and speaking for formal setting course
Anxiety	Pearson Correlation	1	-.171*
	Sig. (2-tailed)		.022
	N	180	180
Score of students' speaking in Listening and speaking for formal setting course	Pearson Correlation	-.171*	1
	Sig. (2-tailed)	.022	
	N	180	180

*. Correlation is significant at the 0.05 level (2-tailed).

The significance value was 0.022 and that significance value is lower than 0.05 (0.022 < 0.05)**.** Based on significance value the H1 is accepted for this research.

This means there is significant correlation between variable one students' anxiety in speaking class and variable two students' achievement in speaking class at English education department in Islamic private university in Yogyakarta batch 2018. Furthermore, according to the result of Pearson product moment (-0.171) showed that the correlation between both variables is negative correlation. The negative correlation means that those variables have correlation; students' anxiety in speaking class was in the lowest level and students' achievement in speaking class was in the highest level. According to Sugiyono (2012), in correlation coefficient there is no negative result for interpretation and criteria. The positive correlate means that both variables are balance correlation. However, if the result is negative, it can prove that there is reverse correlation between students' anxiety in speaking class and students' achievement in speaking class. Meanwhile, the H1 hypothesis is accepted. There is a negative correlation between students' anxiety ad students' achievement in speaking class. Therefore, the degree of correlation for this research is very weak correlation.

Discussions

In this research, the researcher has three research purposes. The first is identifying students' anxiety in speaking class. The second research purpose is to identify students' achievement in speaking class. The third is to identify the correlation between students' anxiety and students' achievement in speaking class. The researcher explains three discussions as follow.

The students' anxiety in speaking class.

Speaking anxiety is feeling of tension and fear that not being able to concentrate in English class, feeling embarrassed to be volunteers in answering question, dislike to speak often in English class, feeling uncomfortable to be center of attention, and feeling afraid that other students will laugh at them (Semmar, 2010). However, anxiety that happen in student usually has come with several symptoms that mention by Mulac and Sherman (1974) in Indrianty (2016). The body movements constantly swinging, trembling, muttering, restlessness, trembling sounds, heavy breathing, monotonous, lack of eye contact, fear and panic attacks, fainting and unwanted urination are several symptoms of anxiety by Mulac and Sherman.

However, there are several symptoms of anxiety but the mean score for students' anxiety in speaking class in this research was 78.62. This means the students batch 2018 at English Language Education Department was in low level anxiety based on interval of anxiety level (please look table 3.6 in chapter three). Al-Shboul et. al. (2013) argued that student who can deal with their anxiety, it can make easier to reduce anxiety feeling in their selves. That proves with this result that shows the students level of anxiety is low. In addition, Hortwitz (1986) stated that State anxiety is not permanent and anxiety happens in a particular situation in respond to outside stimulus. So from that, the students who can deal with their anxiety can easier to reduce the anxiety in their self

The students' achievement in speaking class.

Every person who ever learns in educational institute has academic achievement. This is in line with Arora (2016), academic achievement is the student learning status and it refers to knowledge achieved and skills developed during the learning process by school authorities with help of the teacher that made the standardize of the test.

The second purpose of the research is to find out the students' achievement in speaking class. The researcher found that the means score for students' achievement in speaking class was 50.09. This means the students in batch 2018 at English Language Education Department, based on table 3.7 about students' achievement in speaking class (pg.29) ELED students are on category of high achievement in speaking class. Based on Syah (2008), score is a result from the assessment; it measures students' achievement. In addition, Winkel (2007) stated that the maximum learning achievement is the result achieved by someone after making the learning effort. The high achievement also indicates that the result of students' effort in their study.

The correlation between students' anxiety and students' achievement in speaking class.

The researcher calculated the data of students' anxiety and students' achievement in speaking class using Pearson product moment. The result of Pearson product moment showed that the number of correlation both variables is **-0.171.** based on Sugiyono (2012), r table for 175 is 0.148. Therefore, the r value higher than

r table, it means that there is correlation between students' anxiety and students' achievement in speaking class. The correlation is a negative correlation based on the calculated using statistical application, because the students' anxiety is low and students' achievement is high.

According to Cohen, Manion, and Morrison (2007) "Pearson's product-moment correlation coefficient (r) is ranging statically from -1.0 to +1.0" (p.347). Therefore, the negative result was proven by that expert that the correlation is negative. Hypothesis H1 was accepted, there is a correlation between the students' anxiety and students' achievement in speaking class at English Language Education Department in one of Islamic Private University in Yogyakarta. This current research is related with Hewitt and Stephenson (2011) research. Hewitt and Stephenson (2011) argued that students who showed a lower level of anxiety in foreign language anxiety had higher achievement on oral performance than those who showed high levels of anxiety in language anxiety.

The result of this research also have similarities with research that was conduct by conducted by Amiri and Ghonsooly (2015) in review of related research. The result research Amiri and Ghonsooly (2015) showed that high anxiety affects the students' achievement and there is a correlation between English learning anxiety and students'achievement on examination. The document score was the result whole of the examination in that course. However, the result of this research shows that students' levels of anxiety are low and the students' achievement levels are high. The researcher believes that the different place and different participant who the

researcher conduct the research will find the different finding although has the same

research problem