

## Chapter Four

### Findings & Discussion

This chapter presents findings of data analysis and discussion of the findings. The findings report the result of the data which researcher had collected to this study. The researcher analyzes the data using Statistical Application. The findings are discussed to answer the research questions of this study. Besides, the discussion explains the finding with detail information.

#### Findings

**Level of students' foreign language anxiety.** The first research question proposed in this research is “How is the level anxiety of ELED students at one private university?” In order to answer that first question, the instrument used was questionnaire.

N	Valid	151
	Missing	0
Mean		81.47
Median		82.00
Mode		85
Std. Deviation		13.121
Skewness		-.230
Std. Error of Skewness		.197
Kurtosis		.102
Std. Error of Kurtosis		.392
Range		70
Minimum		43
Maximum		113
Sum		12302

The data showed that the maximum score for mean was 132. Besides, the minimum score was 33. So, the researcher can make three categorizes based on that data using formula from Supranto (2006), the formula of the interval class as follow:

$$C = \frac{Xn - X1}{K}$$

Description:  $C$  = assumption of the number (class width, class size, class length)

$Xn$  = maximum value

$X1$  = minimum value

$K$  = number of category

Explanation: Maximum Value ( $Xn$ ) =  $33 \times 4 = 132$

Minimum Value ( $X1$ ) =  $33 \times 1 = 33$

Number of category ( $K$ ) = 3 (low, high, moderate)

Table 5.1	
Range of Students' Anxiety Level	
Mean	Category
33 – 66	Low
66.1 – 99	Moderate
99.1 – 132	High

Based on **table. 5.1**, there are three categorizes which consist of low, moderate, high. The range of each categorize is shown on **table 5.1**. The researcher found 81.47 for

the mean score. It means that level of students' foreign language anxiety is considered as moderate category.

**The academic achievement score.** The second research question proposed in this research is "How is the academic achievement score of ELED students at one private university?" In order to answer that question, the instrument used was Grade Point Average (GPA) score of the respondents. The researcher obtained the GPA score of respondents from their response on questionnaire. Then, researcher also asked the students' CGPA of batch 2017 to staff of academic information. The data of GPA score was analyzed using Statistical Application.

N	Valid	151
	Missing	0
Mean		3.483
Median		3.500
Mode		3.2 <sup>a</sup>
Std. Deviation		.3218
Skewness		-.234
Std. Error of Skewness		.197
Kurtosis		-.508
Std. Error of Kurtosis		.392
Range		1.3
Minimum		2.8
Maximum		4.0
Sum		525.9

a. Multiple modes exist. The smallest value is shown

The data on **table. 6** showed that the mean score of variable two was 3.483. Then, the researcher also decided three categories of students' academic achievement which

proposed by the ministry of education number 232/U/2000. The categories of students' academic achievement as follow:

Table 6.1 Category of Students' Academic Achievement	
Mean	Category
2 – 2.75	Satisfactory
2.76 – 3.50	Good
3.51 – 4	Excellent

Based on **table 6.1**, there are three categorizes which consist of satisfactory, good, and excellent. The range of each categorize is shown on **table 6.1**. The researcher found 3.48 for the mean score of variable two. It means that academic achievement score is considered as good category.

**The correlation between students' anxiety in the classroom and their academic achievement.** The third research question proposed in this research is “What is the correlation between students' foreign language anxiety in the classroom and their academic achievement of ELED at one private university?” The data analysis used to find out the correlation between students' foreign language anxiety in the classroom and their academic achievement was inferential statistic.

**Normality test.**

Table 7 Kolmogorof-Smirnov Test			Academic Achievement	Anxiety Of Students
N			151	151
Normal Parameters <sup>a,b</sup>	Mean		3.483	81.47
	Std. Deviation		.3218	13.121
	Most Extreme Differences	Absolute Positive Negative	.070 .057 -.070	.056 .034 -.056
Test Statistic		.070	.056	
Asymp. Sig. (2-tailed)		.065 <sup>c</sup>	.200 <sup>c,d</sup>	

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The normality test of this study showed that both variables were normal. The score of Asymptotic Sig. (2-tailed) was 0.200 for the students' anxiety and 0.065 for the students' academic achievement. The asymptotic significant (2-tailed) score of the data was more than 0.05. If the value of Asymptotic is more than 0.05, the data was revealed as normal (Nachar, 2008). Therefore, it can be summarized that the data distribution is normal.

The result of correlation between students' anxiety level and their academic achievement is presented in **table 8**.

<b>Table 8</b>			
<b>Correlations</b>			
		Academic Achievement	Anxiety of Students
Academic Achievement	Pearson Correlation	1	-.353**
	Sig. (2-tailed)		.000
	N	151	151
Anxiety of Students	Pearson Correlation	-.353**	1
	Sig. (2-tailed)	.000	
	N	151	151

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

As show in **table.8**, the result of Sig. (2-tailed) score is 0.000. Freeman and Young (2009) stated that there will be significant correlation if the value of significance (2-tailed) is less than 0.05. It means that there is significant correlation between foreign language anxiety in the classroom and their academic achievement. It can be concluded that the alternative hypothesis is accepted. While, the result of pearson correlation score is -.353. Based on **table 4**, it means that there is a negative significance correlation between level anxiety of students and their academic achievement with low correlation. Negative correlation is a relationship between two variables in which one variable increases then the other variable decreases (Sarwono, 2006). The finding revealed that there is a low negative correlation between students' anxiety in the classroom and their academic achievement. This means that if level anxiety of students in class increases, the students' academic achievement decrease.

## Discussion

This section discuss the data finding based on each research question. As the study has three research questions, the discussion will be organized using the heading of each reseach question.

**Students' foreign language anxiety in the classroom.** The first research question reads "How is the level anxiety of ELED students at one private university?" The researcher used questionnaire to know the level of students' anxiety. The finding showed the category for level of students' anxiety. It can be decided from the mean score. The mean score was obtained using descriptive statistic. The finding showed that the mean value is 81.47. As show in **table 5.1**, it can be concluded that ELED students batch 2017 at one private university have moderate category for the level of foreign language anxiety in the classroom. Elaldi (2016) stated that students who have moderate level for foreign language anxiety has some characteristics. Those characteristics, such as: less confident on speaking (communication apprehension) and get upset when they don't understand what their teacher is correcting (fear of negative evaluation). Students who have moderate level for language anxiety never feel quite sure of their self when speaking English in class. Then, they get upset when they don't understand what their teacher is correcting. Besides, they feel confused when speak English in class.

Students' foreign language anxiety can be seen by some aspects. Foreign language anxiety can be influenced by communication apprehension (fear to speak in foreign language), test anxiety, and fear of negative evaluation (Horwitz et al., 1986). Horwitz et al. have argued about students who have moderate level of anxiety. They said that students in moderate level of anxiety did not understand all language input, worry

about the consequence of failing in foreign language classroom, fear being less competent than other students, and being negatively evaluated by them. Those aspects reflected moderate level of anxiety in the foreign language classroom.

**Academic achievement score at ELED batch 2017.** The second research question of this study reads “How is the academic achievement of ELED students at one private university?” The researcher used Grade Point Average (GPA) as a score of students’ academic achievement. There were 71 students who have GPA in range 2.76 – 3.50. That range of GPA was indicated to “good” category. Besides, 80 students have score in range 3.51 – 4.00. It was indicative that they are in “excellent” category. The range of each category is decided from the scoring criteria which proposed by the ministry of education number 232/U/2000. In addition, most of the students had “good” and “excellent” category for their GPA score. Then, no student had score below 2.76 as called “satisfactory” category.

The students of ELED at one private university batch 2017 had good category based on the finding in **table 5**. The result showed that the mean value was 3.48. It means that commonly ELED students at one private university batch 2017 had a good achievement while studying. Students who have good category to their academic achievement have good self-concept (Chularut & DeBacker, 2004). Self-concept related to the individual personality and motivation. So, the students who had good academic achievement will have good personality and motivation to their self. Intellectual achievement or academic achievement is a measurement to predict the intelligence of learners based on particular context while learning (Fakeye, 2010). Therefore, GPA is presented as measurement of students’ academic achievement.



**The correlation between the level of students' anxiety in the classroom and their academic achievement.** The last research question is “What is the correlation between students' anxiety and their academic achievement of ELED students at one private university?”

**Normality test.** This study had analyzed the normality of the data. It showed that both variables were normal based on normality analysis result. The data of students' anxiety level and students' academic achievement were showed as normal. It was seen that the score of asymptotic significance (2-tailed) is 0.200 for students' anxiety. Besides, finding of data for students' academic achievement was 0.065. The data distribution was presented as normal. The data was revealed as normal if the value of Asymptotic is more than 0.05 (Nachar, 2008). Therefore, it can be concluded that the data distribution of both variables was normal.

Freeman and Young (2009) stated that there will be significant correlation if the value of significance (2-tailed) is less than 0.05. The finding showed that the result of significant (2-tailed) is 0.000. It means that there is significant correlation between the students' foreign language anxiety and their academic achievement of the ELED students at one private university batch 2017. So, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted. Then, the result of Pearson correlation score is  $-0.353$ . Based on correlation score in **table 3**, range between 0.21 – 0.35 described to low correlation (Cohen & Manion, 1994). It means that there is a significant correlation between level anxiety of students and their academic achievement with low correlation. Then, the correlation value was revealed negative. Negative correlation is a relationship between two variables in which one variable increases then the other variable decreases (Sarwono,

2006). So, there is a low negative correlation between students' anxiety level and their academic achievement. Therefore, if level anxiety of students in class increases, the students' academic achievement decreases.

The finding proved that level of the students' foreign language anxiety in the classroom give correlation significantly to students' academic achievement. It can be seen from the findings of this study after the data had been analyzed. The finding was in line with the theory of previous study. Previous research explained that high rates of students' anxiety had implication to their academic achievement (Al-Qaisy, 2011). In addition, the literature revealed that students' anxiety in the foreign language classroom negatively affects their academic performance. Besides, Syokwaa et al. (2014) found that there was a low negative significant relationship between test anxiety and academic achievement. Students who feel high anxiety will have low for their academic achievement. On the other hand, they will have good score for academic achievement if their anxiety is in low level. Therefore, this study has proven the existing theories.