

Chapter Four

Findings and Discussion

In this chapter, the researcher reports the findings and the discussions based on the data analysis and the discussions of the findings. This chapter presents the research finding and discussion about correlation between students' learning anxiety and their speaking achievement at ELED of an Islamic private university in Yogyakarta. In addition, it provides the data analysis results from the questionnaires and students' scorers.

Findings

This chapter showed the results of this study to reveal the research questions. The researcher found three results in this research. The results found were about students' learning anxiety level, students' achievement level, and the correlation between students' learning anxiety and their speaking achievement at an ELED of an Islamic private university. Each result is explained in the following paragraphs.

Students' learning anxiety. Students' learning anxiety was one of the problems faced by the students in learning proceeds. Mega (2014) found that the positive and negative emotions in educational psychology of students affect to their academic achievement. Besides, the researcher investigated the level of the students' learning anxiety. The first research question wanted to know the level students' learning anxiety. The researchers' assumption based on the observation was the learning anxiety in the classroom isin high level, and the reality on the

data showed that the learning anxiety had a low level in learning anxiety. For the results of learning anxiety were shown in the following table.

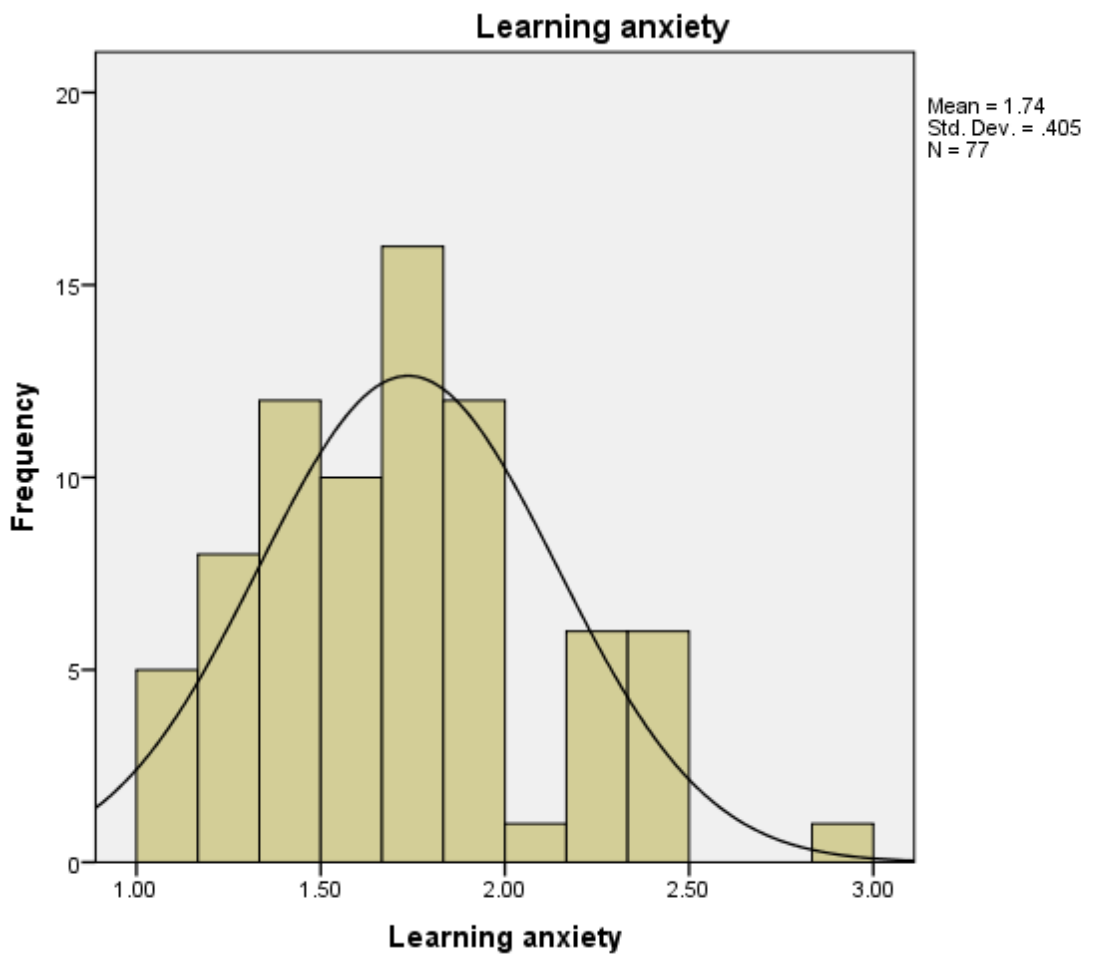
No	Question	Means
1	Saya merasa bahwa mahasiswa lain berbicara bahasa Inggris lebih baik daripadasaya.	1.43
2	Saya merasa takut ketika saya tidak paham apa yang dikatakan dosen dikelas.	1.69
3	Saya tidak berani berbicara bahasa Inggris dengan mahasiswa lain.	2.01
4	Saya khawatir saya tidak dapat berkomunikasi dengan menggunakan bahasa inggris karena kemampuan bahasa inggris saya yang rendah.	1.83
5	Saya menjadi gugup saat dosen mengajukan pertanyaan tak terduga dan saya harus menjawabnya secara lisan.	1.65
6	Saya tidak tahu apa yang saya bicarakan ketika saya merasa gugup di kelas yang berbahasa Inggris.	1.65
7	Saya khawatir pelafalan bahasa Inggris saya yang salahakan menjadi lelucon ketika saya ingin mengajukan pertanyaan.	1.79
8	Saya takut dikritik atau dicemooh oleh teman-teman selama diskusi dalam tim karena bahasa Inggris saya yang buruk.	1.96
9	Karena takut ditertawakan orang lain, saya tidak berani bertanya bahkan saat menemui kata-kata yang tidak dikenal.	2.16
10	Saya khawatir tentang pandangan negative dosen terhadap saya karena pemahaman saya dalam latihan mendengarkan bahasa Inggris buruk.	1.94
11	Saya tidak pernah merasa cukup yakin ketika saya berbicara di kelas berbahasa Inggris.	1.82
12	Saya gemetar saat mengetahui bahwa saya akan mendapat giliran di kelas.	1.83
13	Saya mulai panic ketika saya harus berbicara di kelas tanpa persiapan.	1.55
14	Bahkan sekalipun saya sudah siap dikelas, saya tetap merasa khawatir.	1.78
15	Saya merasa gugup dan bingung saat berbicara di kelas.	1.74
16	Saya merasa gugup ketika saya tidak mengerti setiap kata yang dikatakan oleh dosen.	1.75
17	Saya takut mahasiswa lain akan menertawakan saya saat saya berbicara bahasa Inggris.	2.04
18	Saya merasa gugup ketika dosen mengajukan pertanyaan yang belum saya persiapkan sebelumnya.	1.61

The table showed that the result mean of students' learning anxiety from the questionnaire. The table showed that the question number 9 had a 2.16 in high level. From the statement mentioned, the student felt anxiety when the other students were better at speaking in classroom. The students felt nervous and confused when they had to speak English. Besides, the question number 1 had 1.43 in moderate level anxiety. In this question, the students felt fear of being laughed at by other students, and they did not dare to ask when students found unknown words. The dominant high level anxieties on the question number 9 had 2.16 students who answered disagree. Hence, the students felt that other students were better in speaking English.

The researcher assumed that the students learning anxiety was in high level, and the reality on the data showed was about the school had a low level in anxiety. Thus, the research data showed that the mean of students' learning anxiety was in moderate level. Then, data are showed at below on the histogram of students' learning anxiety table.

Figure 2

Histogram of Students' Learning Anxiety



The data showed that the students' learning anxiety level was very low based on the interval category range. On the other hand, the data also showed that the students' learning had high anxiety. Based on the Histogram table showed,

some students had moderate anxiety and high anxiety. The detailed results of the students' learning anxiety based on range of interval were shown below.

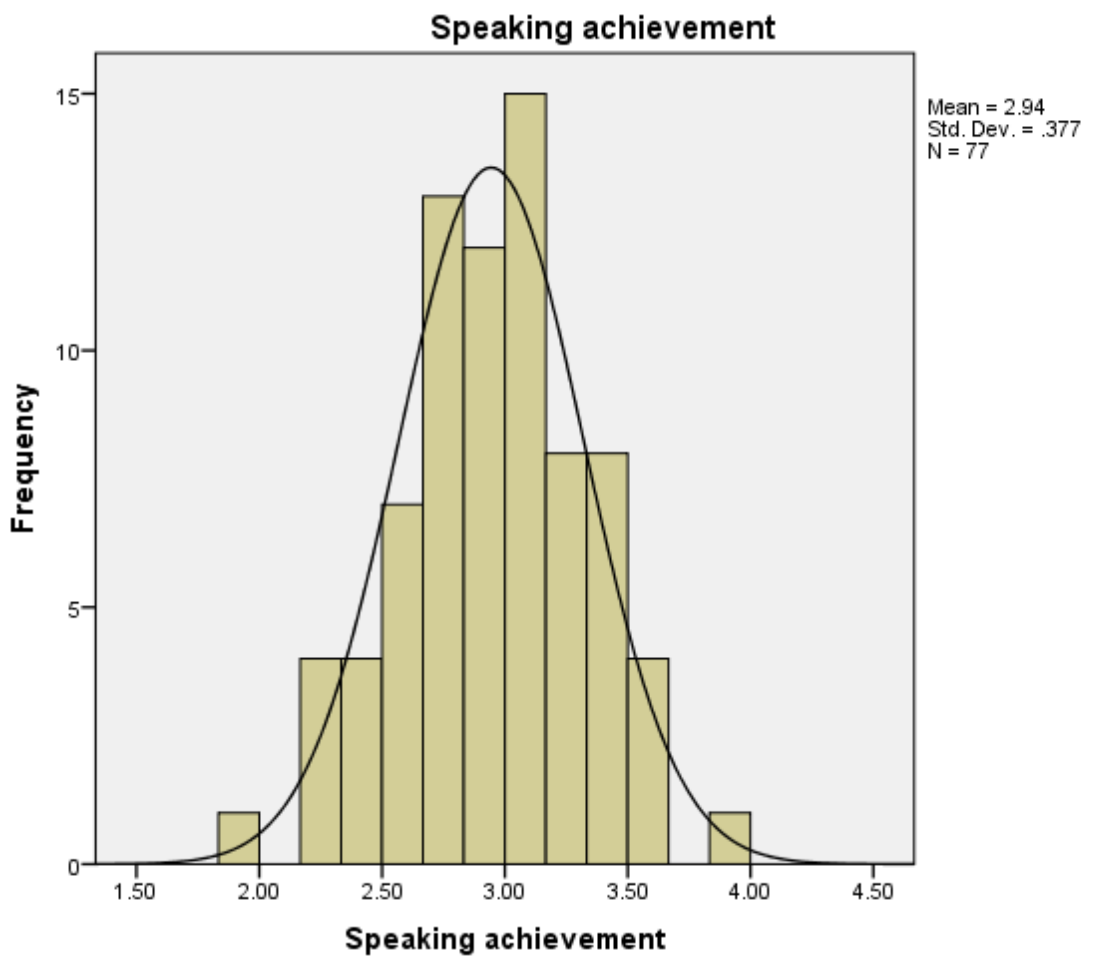
Table 8		
<i>Result of the Students' Learning Anxiety based on interval</i>		
Range of Interval in	Students' Learning	Category
Very Low Level	Anxiety	
1.00 – 1.75	1.74	Very Low

Students' speaking achievement. The students' speaking achievement was one of the important skills in learning English. The students must be able to speak English in every condition (Mayasari, 2014). The researcher assumed that the students' speaking achievement was high level. The reality showed that the result of the data in the students' speaking achievement was high. The second research question of this research was about the students' speaking achievement level.

The second parts were about the students' speaking achievement, and the score for all questions were 2.94 means from four scores of the participants which were good category. Then, thirty four participants had very good score in speaking achievement. The 31 participants had good score as well. Then, eight participants had average scores, and the six participants had excellent score. Then, the data of students' speaking achievement showed that the mean was 2.94. Therefore, the result presented on the level of students' speaking achievement was good level category. The data are shown in the following figure.

Figure 2

Histogram of Students' speaking achievement



The table above showed that the students' speaking achievement at ELED was based on the students' speaking achievement which was in a high level measured using the intervals range category. Detailed result about students'

speaking achievement was based on range of the intervals. Thus, it is displayed in following table below.

Table 9		
<i>Result of the Students' Speaking Achievement based on the interval</i>		
Scale of Interval in Good level	Student speaking achievement	Category
2.50 - 3.00	2.94	Good

The correlation between students' learning anxiety and their speaking achievement. The third research question proposed in this study is "What is the correlation between students' English learning anxiety and students' speaking achievement at ELED of a Private University". The table shows the result of significance values and the Pearson Correlation Index of students' learning anxiety and speaking achievement level. To analyzed data the researcher use Sig. (2-tailed) values. The Sig. (2-tailed), if the Sig. values is lower than 0.05, H1 is accepted (P-value > 0.05).

The result found out the Sig. (2-Tailed) value between students' learning anxiety and speaking achievement was 0.004. The result is lower than 0.05 (0.004<0.05). The result shows that there was statistically significant correlation between students' learning anxiety and speaking achievement. Thus, the result of the correlation test showed that alternative hypothesis (H1) is accepted for there is statistically significant relationship between students' learning anxiety and

speaking achievement. It implies that students' learning anxiety relate to the speaking achievement in learning process.

Normality test. In this part, the researcher tested the data normality test using Kolmogorov Smirnov. This test was used to measure whether the data were normal or not. Then, the normality test of this research showed that the Normality test was considered as Normal if the Significance value was > 0.05 ($\alpha > 0.05$). The data in this test found out that Significance value was normal with the score 0.052 and 0.200. Thus, the detailed data are shown in the table below.

Table 10			
<i>Result of Kolmogorov- Smirnov</i>			
Sig	Information	Learning Anxiety	Speaking Achievement
	Normal	0.052	0.200

Homogeneity test. In this section, the researcher tested the homogeneity of the data to know whether the data were homogenous or not. The significance (sig) value was > 0.05 . Thus, the detailed homogeneity is presented in the following table.

Table 11			
<i>Result of Homogeneity Test</i>			
Df	N	F	Sig. Value

67	77	1.518	0.386
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Based on the SPSS, the result of homogeneity test was 0.27. The score was lower than 0.05 (sig > 0.05). Then, the result of homogeneity was < 0.386 which indicated that the data result were in no homogeneity.

Hypothesis Test. In this section, the researcher tested the hypothesis which was conducted to investigate the third research question about the correlation between students' learning anxiety and their students' speaking achievement at ELED. This hypothesis test was to prove whether there is correlation between both variables or not. Therefore, this test used Pearson Correlation Moment (r) to analyze. Besides, the result is presented on the table below.

Table 12				
<i>The result of Hypothesis Test</i>				
Independent Variable (X)	Dependent Variable (Y)	N	Pearson Correlation	Sig.
Students' Learning Anxiety	Students' Achievement	77	0.325	0.004

However, the table showed that the result of Sig. (2-tailed) score was 0.004. Also, there would be significant correlation if the value of significance (2-tailed) was less than 0.05. Regarding the statement mentioned, there was significant correlation between students' learning anxiety and their speaking achievement.

That way, there was significant positive correlation between students' learning anxiety and their speaking achievement. To conclude, the alternative hypothesis (H1) was accepted. Then, the result of Pearson correlation score was 0.325. Based on the table above, there was a significant correlation between level of anxiety and students' speaking achievement and the correlation is low.

Discussion

In this section, the researcher discussed the findings based on each research question provided. Then, the study provided three research questions. The discussion would be organized used the heading of every research question. For more detailed information, each discussion is explained in the following paragraphs.

Students' learning anxiety. The result showed that the mean of students' learning anxiety was in a high level category based on the range of the interval. Then, the data showed that level was in low level, and it indicated that the students' learning anxiety was in a low level anxiety. Moreover, ELED students of batch 2016 at an Islamic private university in Yogyakarta had a low level in learning anxiety based on the data found in this research. Then, this subject had some students' learning anxiety because the result showed that the students' learning anxiety was any in classroom. In fact, mostly the students ELED of batch 2016 had a slight anxiety in speaking achievement.

Students' speaking achievement. In this second research question, it included about how the student got a speaking achievement at ELED of an Islamic private university in Yogyakarta. The result showed that the means of the

students' speaking achievement was on 2.94. Then, the result indicated that the level students' speaking achievement had good category based on the interval range. Therefore, the students' speaking achievement was the students who obeyed the speaking achievement in the classroom to make good score.

The correlation between students' learning anxiety and their speaking achievement at ELED. This study showed that the result of the significant value of the data was 0.004. Besides, the significant value was lower shown in 0.05 (sig. < 0.05) value means which showed the correlation between students' learning anxiety and their speaking achievement. This research was significant because it was less than 0.05. The correlation was found if the variable of the students' learning anxiety was low, and the variable of students' speaking achievement was good. The way of the correlation was opposite. From the statement mentioned, this research had positive correlation, and there was positive significant correlation between students' learning anxiety and their speaking achievement at ELED of an Islamic private university in Yogyakarta. The result of the Pearson correlation was 0.325 which was low. The range between 0.20 and 0.35 described to low correlation based on correlation score mentioned in table 6 (Creswell, 2011). Additionally, there was significant correlation between students' learning anxiety and their speaking achievement. Accordingly, the correlation between students' learning anxiety and their speaking achievement were low.

In conclusion, the discussion of the hypothesis of this research about the correlation between students' learning anxiety and their speaking achievement at ELED at an Islamic private university in Yogyakarta was accepted. From the

finding found from some researchers, it is suggested that the students' learning anxiety also can influence to their speaking achievement.