# CHAPTER IV

# FINDING AND INTERPRETATION

This chapter presents: (1) researh findings, (2) the correlation between students' speaking anxiety, and their speaking achievement, and (3) interpretation.

## 4.1 Researh Findings

There are two kinds of researh findings in this study: (1) the result of students' English speaking anxiety and (2) the result of students' speaking achievement.

### 4.1.1 Result of Students' Speaking Anxiety

The total active students in the eleventh grade students of Madrasah Aliyah Al-Fatah Palembang were 76 students. Thus, 36 students participated in this study because simple random sampling was used to select the sample of the study. The 17 items of Public Speaking Class Anxiety Scale (PSCAS) were used to investigate the participants' speaking anxiety. In answering each questions of questionnaire, the students chose –Strongly Agree to –Strongly Disagree for each statement. After the students choose, the result were analyzed by adding up the answer and wrote the total. For each of the five scales, the researcher substract the smaller total from the larger one and wrote the difference (5-85) and the Likert-scale with the larger total.

The result analysis of descriptive statistics of students' speaking anxiety was described in Table 10.

**Table 10**
**Descriptive Statistics of Speaking Anxiety**
**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| PSCAS | 36 | 35,00 | 81,00 | 55,0278 | 10,00139 |
| Valid N (listwise) | 36 |  |  |  |  |

In descriptive statistics of students' speaking anxiety, it was found that the total number of participants were 36 students. The maximum score was 81,00, and the lowest score was 35,00. The mean of speaking anxiety for the participants was 55,0278 and the standard deviation was 10,00139.

It was revealed that from the questionnaire, the two levels of speaking anxiety were perceived by the students with different numbers. The details were described in table 11.

**Table 11**
**Distribution of Speaking Anxiety**

| Interval | Category | Students | Percentage |
|---|---|---|---|
| $\geq 68$ | High anxiety | 5 | 14% |
| $51 - 68$ | Moderate anxiety | 21 | 59% |
| $\leq 51$ | Little or no anxiety | 10 | 27% |
| Total | | 36 | 100% |

Based on the result analysis of the PSCAS questionnaire, it showed that there were 10 (27%) were scored $\leq 51$ which are included as little or no level of anxiety. Little or no anxiety is a mild level of anxiety and sometimes even has no tendency to anxiety. In addition, there were 21 (59%) students who scored between $51 - 68$ which were included in moderate level of anxiety. Moderate

anxiety is a middle level of anxiety, they have symptoms more often than those who experience mild anxiety, but function better than someone with a severe level of anxiety. Moreover, there were 5 (14%) students who scored ≥68 which are included in high level of anxiety.

**4.1.2 Result of Students' Speaking Achievement**

The result analysis of descriptive statistics of students' speaking achievement was described in table 12.

**Table 12**
**Descriptive Statistics of Speaking Achievement**
**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| SPEAKING | 36 | 5,50 | 10,00 | 7,3194 | 1,13486 |
| Valid N (listwise) | 36 |  |  |  |  |

In descriptive statistics of students' speaking achievement, it was found that the total number of participants were 36 students. The maximum score was 10,00 and the lowest score was 5,50. The mean of the speaking scores for the participants were 7,3194 and the standard deviation was 1,13486.

In distribution of data frequency, the result of students' speaking achievement was described in table 13.

**Table 13**
**Distribution of Speaking Achievement**

| Interval | Category | Students | Percentage |
|---|---|---|---|
| 16 – 20 | Very good | 0 | 0 |
| 11 – 15 | Good | 0 | 0 |
| 6 – 10 | Fair | 34 | 94% |
| 0 – 5 | Poor | 2 | 6% |
| Total | | 36 | 100% |

Based on the result analysis of students' speaking achievement, it showed that there were 2 (6%) students who scored between 0 – 5 which were categorized as poor category. In addition, poor category of students who were low quality of standard or that it was in bad condition. In addition, there were 34 (94%) students who scored between 6 – 10 which were categorized as fair category. Fair category means that the students were averaged in standard of quality, neither very good nor very bad.

**4.2 The Correlation between Students' Speaking Anxiety and Their Speaking Achievement**

This section answered the first research problem by analyzing the result of descriptive statistics for the questionnaire and speaking achievement.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that no correlation was found between speaking anxiety and speaking achievement. The result of Pearson Product Moment Correlation Coefficient was described in table 14.

**Table 14**
**Correlation between Speaking Anxiety and Speaking Achievement**

**Correlations**

|  |  | PSCAS | SPEAKING |
|---|---|---|---|
| PSCAS | Pearson Correlation | 1 | ,221 |
|  | Sig. (2-tailed) |  | ,196 |
|  | N | 36 | 36 |
| SPEAKING | Pearson Correlation | ,221 | 1 |
|  | Sig. (2-tailed) | ,196 |  |
|  | N | 36 | 36 |

Based on the result of the analysis above, the correlation coefficient or the *r*-otained (0,221) was lower than *r*-table (0,329). Than, the level of probability (*p*) significance (sig.2-tailed) was 0,196. It means that *p* (0,196) was higher than 0,05. Thus, there was no significant correlation between the students' speaking anxiety and their speaking achievement. Thus, it can be stated that the null hypotesis (H$_o$) is accepted and alternative hypotesis (H$_a$) is rejected. Thus, it was not necessary to conduct further investigation to find out their influences.

## 4.3 The Contribution of Students' Speaking Anxiety and Their Speaking Achievement

This section answered the second research problem of the contribute of students' speaking anxiety and their speaking achievement. The contribution of regression in this study was not continued because the results of speaking anxiety and English speaking achievement showed that there was no significant correlation between variables.

## 4.4 Interpretation

In order to strengthen the value of this researh, interpretations were made based on the result of data analyses. Based on the findings, there was no significant correlation between students' speaking anxiety and their English speaking achievement.

Based on the result of Pearson Product Moment Correlation, it was found that there was no significant correlation between speaking anxiety and English speaking achievement of eleventh grade students of Madrasah Aliyah Al-Fatah Palembang (*r*-0,221) and sig.2-tailed was 0,196. It means that speaking anxiety had no relation with the students' speaking achievement. The finding was found

that most the eleventh grade students of MA Al-Fatah Palembang experienced little or no of anxiety in speaking (27%), there were experienced moderate level of anxiety in speaking (59%) and there were very few students (14%) who experienced high level of anxiety in speaking. Based on the results of the students' responses of PSCAS occured due to the fact that most of them (94%) having a fair category in speaking skills and poor category was (6%).

There might be some reason why there was no significant correlation between students' speaking anxiety and speaking achievement test. The significant result probably occured since speaking anxiety was not the only factor that affected the students' speaking achievement. The major factors assumed are motivation or confidence over speaking of English, and lack of grammar, vocabulary, pronunciation.

One of the major factors that is assumed to affect on the students' speaking achievement is motivation. According to Cook (2001) motivation is one of the most important factor among age and personality, which affect the Second Language Acquisition chiefly. Motivation is an impoprtant element in learning English especially in speaking for all levels of education. Because speaking is core of language communication. Thus, it is necessary to have encouragement or motivation from the teacher for their students to be able to develop their English speaking achievement.

Another factor that influnce the students' speaking achievement is confidence. According to Ady (2010), self-confidence is belief in own ability to achieve a target or goal. Self-confidence is an important fartor to supporting the

achievement of foreign language learning, especially in speaking. Therefore, a person with high self-confidence is more likely to achieve positive and successful outcomes. Thus, self-confidence as a belief in something will work well and succeedd.

The result of this present study is in agreement with the study conducted by Widia et al. (2021) which indicated that there was no significant correlation between speaking anxiety and speaking achievement of 27 students at the second semester of English Department students of UNISMA. The acquisition point that there was no significant correlation between speaking anxiety and speaking achievement showed that the r-value is -0,232 and the significance level is 0,245. And the valuable value between speaking anxiety and speaking achievement was 0,245. For the significant score is 0,245>0,05. Which, in common the result was no significant correlation between speaking anxiety and speaking achievement and the result from the researcher in this study was no significant correlation between speaking anxiety and speaking achievement with different participants. They were the students of university level of English Department and senior high school students.

Morever, Yuliana (2014) which entitled "The Correlation between Students' Anxiety and Their Ability in Speaking Class of Fourth Semester Students of English Department at IAIN Tulungagung". The total sample of this study was 20 participant. This study revealed that there was no significant correlation between students' anxiety and their ability in speaking class of fourth semester students of English Department at IAIN Tulungagung. The result

showed that the significant two tailed was 0,558 (p>0,05). Which, in common the result was no significant correlation between speaking anxiety and speaking achievement and the result from the researcher in this study was no significant correlation between speaking anxiety and speaking achievement with different participants. They were the students of university level and senior high school students.

In short, the total contribution of speaking anxiety and speaking achievement showed no significant correlated and influenced. It was possible to happen because every student has their own anxiety when they are learning English and comprehend it well and will influence the result they get.

Finally, this study found there was no significant correlation and influence between speaking anxiety and speaking achievement of eleventh grade students of Madrasah Aliyah Al-Fatah Palembang.