

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of Research Location

1. Brief History of Islamic Boarding School An-Najah Cindai Alus

An-Najah Islamic Boarding School is one of boarding school that used English language as their first language in daily conversation. An-Najah Islamic Boarding School was founded in 1993 which is located on Jl. Taruna Praja, Cindai Alus village, RT. VII, Martapura districts, Banjar regency, South Kalimantan. An-Najah Islamic Boarding School is a good place for study. In this school we can learn and speak two foreign languages as our first language, both English and Arabic, and forbid to speak another language such as Indonesian language and banjarese.

An-Najah Islamic Boarding School has a lot of experience and there is a lot of achievement that has been reached, such as achievement in sport, art, science, scout, etc. This school also has a good manner and attitude. Most of the students of An-Najah Islamic Boarding School are came from South Borneo such as Banjarmasin, Kotabaru, Amuntai, Barabai, and another city around South Borneo, and also the students are came from Central Borneo and East Borneo. There is nothing different between the students, even though the students came from different city. They have to speak English and Arabic language on different weeks, because there are some regulations and punishment on speaking foreign languages.

2. Description of Students at MTs. An-Najah Cindai Alus

In academic year 2014/2015, the total number of the students who administratively registered as students at An-Najah Islamic Boarding School especially in MTs is 136; there are 47 from class VII, 49 from class VIII and 40 from class IX. All of the students from eighth grade as respondents in main study.

Table 2.1 Respondents Classes

Eighth grade of MTs	Class A	Class B
An-Najah Cindai Alus	25	24

3. Reliability Coefficient Analysis

The Horwitz, Horwitz and Cope's FLCAS scores from the questionnaire survey were analyzed using SPSS version 20 to determine the Cronbach's alpha value of the items for each dimension. A comparison of the result of the reliability coefficients of the main study and the SMP study are shown in the table 2.2.

Table 2.2 A comparisons of Cronbach's alpha for FLCAS

No.	FLCAS Dimension	Main study	SMP study
		Alpha	Alpha
1.	Communication apprehension	0.90	0.93
2.	Fear of negative evaluation	0.77	0.82
3.	Overall anxiety	0.93	0.95

Reliability coefficients were reported very slightly higher for communication apprehension. The Cronbach's alpha value 0.93 for anxiety as

whole the main study were different with the Cronbach's alpha value for overall anxiety reported in the SMP study. In study at SMP the Cronbach's alpha value for overall 0.95 it is shown more high anxiety than the main study.

The possible range of scores on the FLCAS is 20 (lowest anxiety level) to 100 (highest anxiety level) and the real score were 49 to 77.

B. Findings

The result from the data collection and data analyses are presented in this chapter to answer the research questions addressed in the present study. This chapter includes the following section: (1) what is students' anxiety level on speaking English of the eighth grade students of MTs An-Najah Cindai Alus Martapura. (2) Is there the correlation between students' anxiety and English speaking proficiency of the eighth grade students of MTs An-Najah Cindai Alus Martapura.

After doing the research at MTs An-Najah Cindai Alus, the writer presents the data which have been collected. Those data related to the student's anxiety level of the eighth grade students of MTs An-Najah Cindai Alus Martapura and the correlation between students' anxiety and English speaking proficiency is also presented.

1. Students' Anxiety Level

Before examining the relationship between students' anxiety and English speaking proficiency, descriptive analysis of the FLCAS showed the mean scores and standard deviation of language anxiety. Horwitz et al. was cited by Cheng (2009) reported a mean score of $X = 94.5$ in their study of American students

learning Spanish and in Aida's (1994) study of American students learning Japanese, the result showed a mean score of $X = 96.7$. Both Aida and Horwitz et al. used university freshmen as their participants. In comparison with the previous studies using the FLCAS, the mean score in this present study was 66.40. The mean score across items for communication apprehension was 40.24, and the mean score across fear of negative evaluation was 26.16. Clearly the participants reported highest level of anxiety dimensions in communication apprehension, followed by fear of negative evaluation.

The score for two dimensions of anxiety and overall anxiety used were computed to find out the impact the two dimensions were felt by the eighth grade of MTs An-Najah Cindai Alus Martapura. The results are reported in table 2.3 below.

Table 2.3 level of foreign language anxiety of students' foreign language

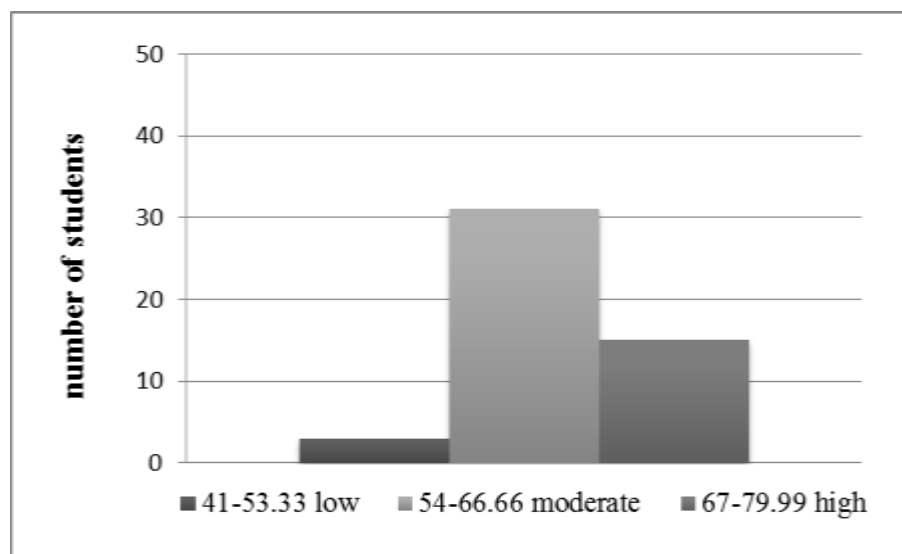
FLCAS Dimension	Mean Score	N
Overall anxiety	66.40	49
Communication apprehension	40.24	49
Fear of negative evaluation	26.16	49

As the mean score for overall anxiety was between 53.33 and 66.66 according to the ordinal level determined, it could be concluded that level of students' anxiety defined was moderate level of anxiety. The mean score for communication apprehension was defined as moderate level anxiety; it was

between 32 and 40. And the other dimension fear of negative evaluation was between 21.33 and 26.66 defined as moderate level anxiety. (Refer to Table 1.2 for details).

The possible range of scores on the FLCAS is 20 (lowest anxiety) to 100 (highest anxiety). And the real score found from the research were 49 to 77. According to the previous ordinal level determined 3 (6.1%) students had low level anxiety, 31 (63.3%) students had moderate level anxiety, and 15 (30.6%) students had high level anxiety.

Figure 1 Overall level of foreign language anxiety



1.1 Communication Apprehension

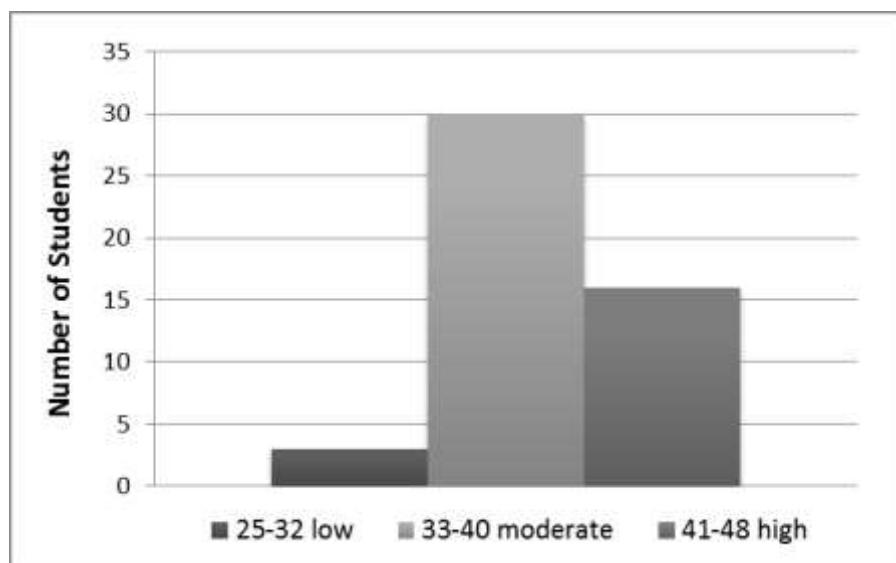
Communication apprehension is the anxiety experienced when speaking with or listening to other individuals. Communication apprehension is an individual's level of anxiety with either real anticipated communication with other person. In this case, communication apprehension includes 12 items of

questionnaires. From the data reliability in table 2.2, that shown very high anxiety about 0.90, and the mean of this item is 40.24. (Refer to table 2.3).

In communication apprehension dimension, item 6, ‘I start to panic when I have to speak English without preparation’ showed the highest rating ($\mu = 3.9$ and $s.d = 0.90$) not only in this dimension but also for overall anxiety. It showed that most of students felt anxious when they had to speak with their friends or the older students without preparation. Item 8, ‘I feel confident when I speak English language’ it showed the lowest rating ($\mu = 2.4$ and $s.d = 1.2$). It showed that most of students feel very anxious when they speak English. (Refer to Appendix C)

According to the ordinal level determined for communication apprehension dimension, 3 (6.1%) students had low level anxiety, 30 (61.2%) students had moderate level anxiety, and 16 (32.7%) students had high level anxiety in communication apprehension.

Figure 2 Level of students’ communication apprehension



Mean score from 49 students in communication apprehension was 40.24. According to the ordinal level determined, it can be concluded that level of students' anxiety in communication apprehension was moderate level.

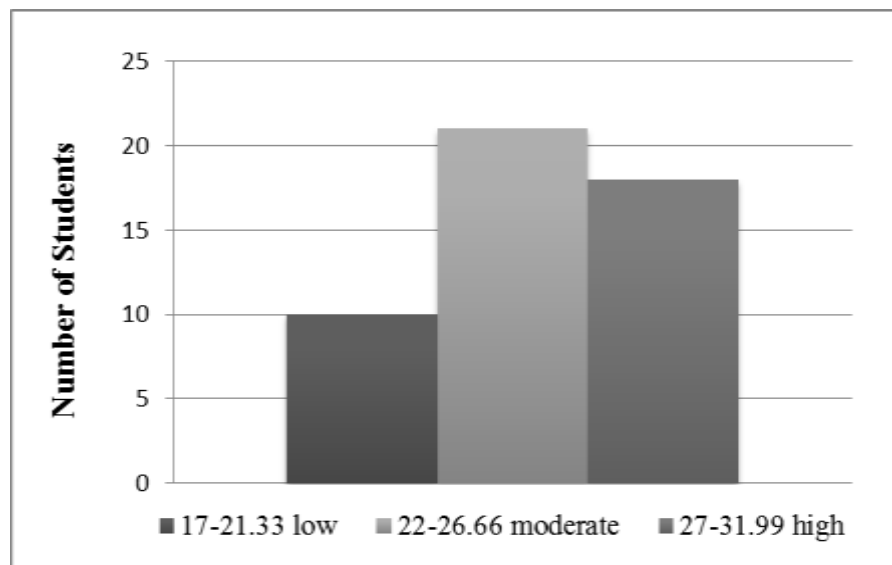
1.2 Fear of Negative Evaluation

Fear of negative evaluation is the anxiety associated with the students' perception of how other onlookers, instructors, or others may negatively view their speaking language ability. In this case, fear of negative evaluation includes 8 items of questionnaire. In reliability table 2.2 of data shown moderate anxiety level about 0.77, and the mean of this item is 26.16.

In fear of negative evaluation dimension, item 16, 'I keep thinking that other students are better at languages than I am' that showed the highest rating in this dimension ($\mu = 4.02$ and $s.d = 1.94$). It means that most of students felt anxious when they speak English, because they thought that their friend's language better than they are and they felt worry be evaluated. And item 2, 'I don't worry about making mistakes in English language' showed the lowest rating ($\mu = 2.46$ and $s.d = 1.14$). It's mean most students worry about making mistakes. (Refer to Appendix C)

According to the ordinal level determined for fear of negative evaluation 10 (20.4%) students had low level anxiety, 21 (42.9%) students had moderate level anxiety, 18 (36.7%) students had high level anxiety in fear of negative evaluation.

Figure 3 Level of students' fear of negative evaluation



Mean score from 49 students in fear of negative evaluation was 26.16.

According to the ordinal level determined, it can be concluded that level of students' anxiety in communication apprehension was moderate level.

2. English Speaking Proficiency

To know about students' English speaking proficiency, the writer conducted a spoken test. The following table below provides the score of their proficiency test in speaking.

Table 2.4 Students' Proficiency Score in Speaking

No.	Respondents	English Speaking Proficiency Score
1.	A	24
2.	B	20
3.	C	24
4.	D	28
5.	E	18
6.	F	18
7.	G	18
8.	H	24

Continuing of Table 2.4 Students' Proficiency Score in Speaking

9.	I	18
10.	J	28
11.	K	18
12.	L	28
13.	M	18
14.	N	26
15.	O	24
16.	P	22
17.	Q	18
18.	R	18
19.	S	28
20.	T	26
21.	U	18
22.	V	28
23.	W	28
24.	X	16
25.	Y	26
26.	Z	20
27.	AA	24
28.	BB	20
29.	CC	28
30.	DD	22
31.	EE	28
32.	FF	24
33.	GG	20
34.	HH	28
35.	II	16
36.	JJ	28
37.	KK	18
38.	LL	28
39.	MM	24
40.	NN	20
41.	OO	18
42.	PP	24
43.	QQ	28
44.	RR	18
45.	SS	18

Continuing of Table 2.4 Students' Proficiency Score in Speaking

46.	TT	28
47.	UU	24
48.	VV	28
49.	WW	18
	N = 49	$\sum x = 1114$

The data above are about English speaking proficiency test scores. The highest score is 10 points and the lowest score is 2 points. The highest scores is 50 points and lowest scores is 10 points. Based on the table above, it can be seen that the highest English speaking proficiency score is 28 in thirteen frequencies and the lowest score is 16 in four frequencies. The accumulate score of English speaking proficiency is 1114.

$$M = \frac{\sum x}{N} \quad M = \frac{\sum 1114}{49} \quad M = 22.73$$

So, the mean of English speaking proficiency score is 22.73. In short, the students' English speaking proficiency is in the moderate level.

To know the students category level at the test, the writer classifies the data into five criteria, namely excellent, high, sufficient, low and very low.

Table 2.5 Classification of students' English speaking proficiency score

No.	Score	Category	Frequency	Percentage
1.	40 – 50	Excellent	-	-
2.	30 - <40	High	-	-
3.	20 - <30	Sufficient	33	67.3%
4.	10 - <20	Low	16	32.7%

5.	0 -10	Very low	-	-
Total			N = 49	100%

Based on the table 2.6 can be seen that there are 33 students at 67.3% students' English speaking proficiency test on the level sufficient. And 32.7% or 16 students are in low level. There are no students who get excellent, high and very low score.

3. The Correlation between Students' Anxiety and English Speaking Proficiency

3.1 Overall correlation

The Pearson's correlation analysis was conducted to examine the bivariate relationships between independent variable and dependent variable. The detail of correlation analysis is shown in table

Table 2.6 Result for Pearson correlations between students' anxiety and English speaking proficiency

		Students' Anxiety	English Speaking Proficiency
Students' Anxiety	Pearson Correlation	1	-.047
	Sig. (2-tailed)		.748
	N	49	49
English Speaking Proficiency	Pearson Correlation	-.047	1
	Sig. (2-tailed)	.748	
	N	49	49

The table 2.7 shows the correlation between students' anxiety and English speaking proficiency.

A negative correlation is seen between students' anxiety and English speaking proficiency ($r = -0.047$, $p > 0.05$, not significant). The negative correlation means students with high language anxiety tend to achieve low English speaking proficiency and students with low language anxiety tend to achieve high English speaking proficiency.

After interpreting by using standard classification of correlation degree, it would be known the level of correlation.

Table 2.7 Standard classification of correlation degree

The value of "r" Pearson product moment (r_{xy})	Interpretation
0,08 – 1,00	Very High
0,60 – 0, 80	High
0,40 – 0,60	Fair or moderate
0,20 – 0,40	Low
0,00 – 0,20	Very low

Based on the table above, it can be stated that there is a low correlation between students' anxiety and English speaking proficiency. It can be concluded that there is no significant correlation between students' anxiety and English speaking proficiency as a whole. It means that the hypothesis null (H_0) is accepted and hypothesis alternative (H_a) is denied.

3.2 Anxiety level

The report on the analysis of the relationship between students' anxiety and English speaking proficiency and is classified into three anxiety groups based on their total scores on the FLCAS. In the first group, the correlation between students' anxiety and English speaking proficiency of high level anxiety participants are presented. In the second group, the correlation between students'

anxiety and English speaking proficiency of moderate level anxiety participants are presented. And, the correlation between students' anxiety and English speaking proficiency of moderate level anxiety participants are presented in the third group.

a. Low Anxiety Level

Based on the presented data on the previous analysis about students' anxiety level, the result showed three students had low level. It is based on the real score of overall anxiety level. And after doing English speaking proficiency test, the writer get the results are reported in table 2.4 below.

Table 2.8 Students' anxiety and English speaking proficiency score

No.	Students	Students' Anxiety Score	English Speaking Proficiency Score
1.	A	53	24
2.	B	52	28
3.	C	49	18

To detect the relationship between language anxiety and English speaking proficiency through statistical analysis, the Pearson's correlation is processed based on the language anxiety score from the FLCAS and English speaking proficiency scores. The Pearson's correlation analysis was conducted to examine the bivariate relationship between independent and variable and dependent variable. The detail of correlation analysis is shown in table 2.10.

Table 2.9 Result for Pearson correlation between students' anxiety and English speaking proficiency

		Students' Anxiety	English Speaking Proficiency
Students' Anxiety	Pearson Correlation	1	.795
	Sig. (2-tailed)		.415
	N	3	3
English Speaking Proficiency	Pearson Correlation	.795	1
	Sig. (2-tailed)	.415	
	N	3	3

A very high positive correlation is seen between students' anxiety and English speaking proficiency ($r = 0.795$, $p < 0.05$, significant). The positive correlation means students with high language anxiety tend to achieve high English speaking proficiency and students with low language anxiety tend to achieve low English speaking proficiency.

It can be concluded that there is significant correlation between students' anxiety and English speaking proficiency in low anxiety level.

b. Moderate Anxiety Level

Based on the presented data on the previous analysis about students' anxiety level, the result showed thirty one students had low level. It is based on the real score of overall anxiety level. And after doing English speaking proficiency test, the writer get the results are reported in table 2.11 below.

Table 2.10 Students' anxiety and English speaking proficiency score

No.	Students	Students' Anxiety Score	English Speaking Proficiency Score
1.	A	66	22
2.	B	66	18
3.	C	66	18
4.	D	66	28
5.	E	66	26
6.	F	66	18
7.	G	65	28
8.	H	65	28
9.	I	65	16
10.	J	64	26
11.	K	64	20
12.	L	63	24
13.	M	63	20
14.	N	63	28
15.	O	62	22
16.	P	62	28
17.	Q	61	24
18.	R	61	20
19.	S	61	28
20.	T	61	16
21.	U	60	28
22.	V	59	18
23.	W	58	28
24.	X	58	24
25.	Y	57	20
26.	Z	57	18
27.	AA	57	24
28.	BB	56	28
29.	CC	54	18
30.	DD	54	18
31.	EE	54	28

To detect the relationship between language anxiety and English speaking proficiency through statistical analysis, the Pearson's correlation is processed

based on the language anxiety score from the FLCAS and English speaking proficiency scores. The Pearson's correlation analysis was conducted to examine the bivariate relationship between independent and variable and dependent variable. The detail of correlation analysis is shown in the following table.

Table 2.11 Result for Pearson correlation between students' anxiety and English speaking proficiency

		Language Anxiety	English Speaking Proficiency
Language Anxiety	Pearson Correlation	1	.015
	Sig. (2-tailed)		.936
	N	31	31
English Speaking Proficiency	Pearson Correlation	.015	1
	Sig. (2-tailed)	.936	
	N	31	31

A very low positive correlation is seen between students' anxiety and English speaking proficiency ($r = 0.015$, $p > 0.05$, not significant). The positive correlation means students with high language anxiety tend to achieve high English speaking proficiency and students with low language anxiety tend to achieve low English speaking proficiency.

It can be concluded that there is no significant correlation between students' anxiety and English speaking proficiency in moderate anxiety level.

c. High Anxiety Level

Based on the presented data on the previous analysis about students' anxiety level, the result showed fifteen students had high level. And after doing English speaking proficiency test, the writer get the results are reported in table 2.13 below.

Table 2.12 Students' anxiety and English speaking proficiency score

No.	Students	Students' Anxiety Score	English Speaking Proficiency Score
1.	A	77	24
2.	B	75	20
3.	C	72	24
4.	D	72	28
5.	E	71	18
6.	F	71	18
7.	G	70	18
8.	H	70	24
9.	I	70	18
10.	J	70	28
11.	K	68	18
12.	L	68	28
13.	M	68	18
14.	N	67	26
15.	O	67	24

To detect the relationship between language anxiety and English speaking proficiency through statistical analysis, the Pearson's correlation is processed based on the language anxiety score from the FLCAS and English speaking proficiency scores. The Pearson's correlation analysis was conducted to examine the bivariate relationship between independent and variable and dependent variable. The detail of correlation analysis is shown in the following table.

Table 2.13 Result for Pearson correlation between students' anxiety and English speaking proficiency

		Language Anxiety	English Speaking Proficiency
Language Anxiety	Pearson Correlation	1	-.022
	Sig. (2-tailed)		.938
	N	15	15
English Speaking Proficiency	Pearson Correlation	-.022	1
	Sig. (2-tailed)	.938	
	N	15	15

A very low negative correlation is seen between students' anxiety and English speaking proficiency ($r = -0.22$, $p > 0.05$, not significant). The negative correlation means students with high language anxiety tend to achieve low English speaking proficiency and students with low language anxiety tend to achieve high English speaking proficiency.

It can be concluded that there is no significant correlation between students' anxiety and English speaking proficiency in high anxiety level.

Therefore, it can be concluded that there is no significant relationship between students' anxiety and English speaking proficiency as a whole. And there is no significant relationship between students' anxiety and English speaking proficiency in moderate and high level. But, there is significant correlation between students' anxiety and English speaking proficiency in low level.

C. Discussion

The data have been collected from questionnaire and spoken test. And the data was analyzed and reported based on the statement of problem that are about the correlation between students' anxiety and their English speaking proficiency. For further description, it is known from discussed below:

1. Students' anxiety level

After the writer carried out the questionnaire to eighth grade of MTs An-Najah Cindai Alus, the mean score of the students' anxiety for overall anxiety is 66.40, that classified into moderate anxiety. (The description about can be seen on table 1.2)

For the two dimension of English anxiety both communication apprehension and fear of negative evaluation, the mean score of communication apprehension is 40.24, it defined moderate anxiety (refer to table 1.3 for detail). The mean score of fear of negative evaluation is 26.16, it also defined moderate anxiety (refer to table 1.4 for detail).

The reasons for the results can be explored are related to students' self-confidence and lack of vocabularies. In this case the cause is about lack of confidence. The students are often feeling that they are going to be embarrassed by their mistake when they are speaking English. Meng & Wang (2006) was cited by Fadhillah (2009) stated that the more confident a students, the less anxiety he experiences in learning. It means, if the students have high confident, they will have low anxiety in speaking English, and if they have lack confident, they will have high of anxiety.

Lack of vocabularies is the one of causes students' anxiety to speak English. In this case the students will use gesture to exchanges their mean or to anticipate their language.

2. Students' English speaking proficiency

The result show on the calculating about students' score in English speaking proficiency that the mean score is 20.59, this score is categorized as average category. It is mean that students need to more study to increase their score in speaking. Most of students when they are speaking from the test, the most difficult component are in pronunciation, grammar and fluency.

The first component is pronunciation, Longman was cited by Kholidah (2015) stated, pronunciation is the way in which a language or a word is pronounced. The second is grammar, Kennedy was cited by Kholidah (2015), "grammar is a linguist's description of a language, usually expressed in terms of rules". And the last component is fluency, Kholidah (2015) quoted Hornby (1995) fluency is the quality or condition of being fluent, able to speak or written accurately and easily.

The other problems that the students have when they are speaking are inhibition, nothing to say, low or uneven participation and mother tongue use (Kholidah, 2015)

3. The correlation between students' anxiety and English speaking proficiency

The result show based on the calculating by Pearson's correlation analysis that the coefficient correlation between students' anxiety and their English

speaking proficiency can be concluded there is no significant relationship between students' anxiety and English speaking proficiency as a whole, in moderate and high level. And there is significant relationship between students' anxiety and English speaking proficiency in low level.

Although there was not significant relationship between students' anxiety and English speaking proficiency as a whole ($r = -0.047$, $p > 0.05$), and in moderate level ($r = 0.015$, $p > 0.05$), and in high level also did not correlate significantly ($r = -0.22$, $p > 0.05$). In low level correlated significantly ($r = 0.795$, $p < 0.05$).

In this study, there is no significant correlation between students' anxiety and English speaking proficiency as a whole supported the premise that anxiety not influences the English proficiency. And the negative correlation means that the higher anxiety, the lower English proficiency and the lower anxiety, the higher English proficiency. It is assumed that students' anxiety not give effect for their English speaking proficiency. That because students' orientation in learning English is just for not get punishment. It indicated that studying English has instrumental orientation. Gardner & MacIntyre (1993) was cited by Fadhillah (2009) stated that there are two students' orientations in learning English: integrative or instrumental orientations. Most of students in Indonesia, they are learning English just for instrumental orientation. It's different with students in other countries; they are learning English for interaction with other people.

The result of the study, which is, moderate and high anxiety levels not influenced students' English speaking proficiency, and low anxiety level significantly affect their English speaking proficiency. It is assumed that students tend to anxious if they are in low level anxiety and need to reduce their anxiety for improving their English speaking proficiency.