

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of Research Location

1. The Description of Research Location

The establishment of the MtsRaudhatussyubban commenced on the basis of the idea that the Sungai Lulut and villages neighboring have no first-level secondary school, while children who graduated at the primary level from either SD or MI quite a lot who want to continue their education.

With respect to the Madrasah IbtidaiyahRaudhatussyubban coincidence that the building gets a great rehab as much as three classes, that momentum is utilized to establish MTsRaudhatussyubban. That desire based on the expectations of a number of surrounding communities in order to stand the religious secondary schools.

On the initiative of the youth of the Sungai Lulut that still student at IAIN Antasari Muhammad Idris who invite other friends to discuss how utilizing three class rehab, then agreed to set up MTs Raudhatussyubban lesson in 1985-1986.

2. Vision

The realization of a quality institution, helpless to give birth to creative people, kind hearted and cultured as well as the Islamic personality

3. Mission

Attempting to print the muslim cadres who were able to socialize and develop themselves in line imtaq and the development of science and technology with:

- a. Organizing a quality education that orientated on the life of the world hereafter
- b. Organizing a quality education, learned and skilled
- c. Organizes Islamic education that can meet the expectations of society.

4. Goal

Join the educate the nation's faith and pious, noble character, skilled and capable of independent and responsible religion, nation and State

B. Findings

On this data presentation, the writer describes about the result of the research on the field based on the questionnaire and oral test as the primary data to better understand about students' anxiety in speaking and students' score in speaking and the relationship between students' anxiety in speaking and students' score in speaking.

To get the data of students' anxiety in speaking and students' score in speaking at the second grade class A of MTs Raudhatussyubban Sungai Lulut, the writer has studied directly to the research location. Data X (students' anxiety in speaking) was acquired from the questionnaire. There are 15 questions in questionnaire. Meanwhile data Y (students' score in speaking) was acquired from the oral test. The test that had been performed one by one about 5 minutes every student. The students asked to describe their family.

1. Description about Students' Anxiety in Speaking at Second Grade Class A of MTs Raudhatussyubban Academic Year 2014/2015

To better understand about students' anxiety in speaking, the writer conducted a questionnaire on 19 May 2015, students answer the question. The questionnaire consists of 15 questions. It can be seen at the table as follows:

Table 4.1. the score of students' anxiety in speaking

No.	Students	The Level of Students' Anxiety in Speaking
1.	A	80
2.	B	20
3.	C	60
4.	D	60
5.	E	100
6.	F	66.66
7.	G	73.33
8.	H	100

9.	I	60
10.	J	46.66
11.	K	60
12.	L	60
13.	M	46.66
14.	N	86.66
15.	O	73.33
16.	P	46.66
17.	Q	60
18.	R	46.66
19.	S	100
20.	T	53.33
21.	U	86.66
22.	V	40
23.	W	40
24.	X	73.33
25.	Y	40
26.	Z	86.66
27.	AA	46.66
28.	BB	60
29.	CC	53.33
30.	DD	46.66
31.	EE	60
32.	FF	33.33
33.	GG	73.33
34.	HH	100
35.	II	53.33
36.	JJ	86.66
	N = 36	Σ 2279.9

The writer determines the students' anxiety in speaking by applying this formula:

$$M = \sum /$$

Students' anxiety in speaking:

$$M = \sum /$$

$$M = \frac{2279.9}{36} = 63.33$$

After calculating the mean of the students' anxiety in speaking by applying formula above, the writer determines the degree of students' anxiety in speaking by consulting to these following categories:

Table 4.2. Categories.

No.	Score	Categories
1.	80 – 100	High
2.	60 – 80	Average
3.	< 60	Low

Based on the result of questionnaire of the second grade students class A in Hesitate at MTs Raudhatussyubban academic year 2014/2015, it is found the data that the high score is 100 and the lowest score is 20. The accumulated score is 2279.9 and the mean score is 63.33. After consulting

to the categories, the writer can conclude that students' anxiety in speaking is average level.

The report of questionnaire as indicator of students' anxiety in speaking is presented in the table below:

Table 4.3. The frequency distribution of questionnaire number one (while speaking English, I get so nervous; I forget things I really know):

No.	Option	F	%
1.	Yes	30	83,33
2.	No	6	16,66
Total		36	99,99

The data above explain the data of students who get nerves while speaking English and forgot things that they really know, 30 (83,33%) respondents answered yes, and 6 (16,66%) respondents answered no.

Table 4.4. The frequency distribution of questionnaire number two (I feel frightened when the teacher asks me to answer questions in the English class):

No.	Option	F	%
1.	Yes	13	36,11
2.	No	23	63,88
Total		36	99,99

The data above explain the data of students who feel frightened when the teacher asks to answer questions in the English class, 13 (36,11%) respondents answered yes, and 23 (63,88%) respondents answered no.

Table 4.5. The frequency distribution of questionnaire number three (I never feel quite sure of myself when I am speaking in the English class):

No.	Option	F	%
1.	Yes	27	75
2.	No	9	25
Total		36	100

The data above explain the data of students who never feel quite sure of themselves when they are speaking in the English class, 27 (75%) respondents answered yes, and 9 (25%) respondents answered no.

Table 4.6. The frequency distribution of questionnaire number four (I feel nervous when I have to speak in the English class without preparing):

No.	Option	F	%
1.	Yes	32	88,88
2.	No	4	11,11
Total		36	99,99

The data above explain the data of students who feel nervous when they have to speak in the English class without preparing, 32 (88,88%) respondents answered yes, and 4 (11,11%) respondents answered no.

Table 4.7. The frequency distribution of questionnaire number five (I feel shy when I speak English in front of the class):

No.	Option	F	%
1.	Yes	15	41,67
2.	No	21	58,33
Total		36	100

The data above explain the data of students who feel shy when they speak English in front of the class, 15 (41,67%) respondents answered yes, and 21 (58,33%) respondents answered no.

Table 4.8. The frequency distribution of questionnaire number six (I feel confused by rules I have to learn to speak English):

No.	Option	F	%
1.	Yes	29	80,55
2.	No	7	19,44
Total		36	99,99

The data above explain the data of students who feel confused by rules they have to learn to speak English, 29 (80,55%) respondents answered yes, and 7 (19,44%) respondents answered no.

Table 4.9. The frequency distribution of questionnaire number seven (My heart beats faster when the teacher asks me to answer in the English class):

No.	Option	F	%
1.	Yes	19	52,77
2.	No	17	47,22
Total		36	99,99

The data above explain the data of students who they heart beats faster when the teacher asks them to answer in the English class, 19 (52,77%) respondents answered yes, and 17 (47,22%) respondents answered no.

Table 4.10. The frequency distribution of questionnaire number eight (I feel afraid that the other students will laugh at me when I speak in the English class):

No.	Option	F	%
1.	Yes	22	61,11
2.	No	14	38,88
Total		36	99,99

The data above explain the data of students who feel afraid that the other students will laugh at them when they speak in the English class, 22 (61,11%) respondents answered yes, and 14 (38,88%) respondents answered no.

Table 4.11. The frequency distribution of questionnaire number nine (I always feel that my classmates speak English better than me):

No.	Option	F	%
1.	Yes	29	80,55
2.	No	7	19,44
Total		36	99,99

The data above explain the data of students who always feel that their classmates speak English better than them, 29 (80,55%) respondents answered yes, and 7 (19,44%) respondents answered no.

Table 4.12. The frequency distribution of questionnaire number ten (I feel worried when I make grammatical mistakes while speaking in the English class):

No.	Option	F	%
1.	Yes	31	86,11
2.	No	5	13,88
Total		36	99,99

The data above explain the data of students who feel worried when they make grammatical mistakes while speaking in the English class, 31 (86,11%) respondents answered yes, and 5 (13,88%) respondents answered no.

Table 4.13. The frequency distribution of questionnaire number eleven (I feel afraid that the English teacher is ready to correct every mistake I make):

No.	Option	F	%
1.	Yes	22	61,11
2.	No	14	38,88
Total		36	99,99

The data above explain the data of students who feel afraid that the English teacher is ready to correct every mistake that they make, 22 (61,11%) respondents answered yes, and 14 (38,88%) respondents answered no.

Table 4.14. The frequency distribution of questionnaire number twelve (I always feel that my classmates will laugh at me when I speak in the English class):

No.	Option	F	%
1.	Yes	17	47,22
2.	No	19	52,77
Total		36	99,99

The data above explain the data of students who always feel that their classmates will laugh at them when they speak in the English class, 17 (47,22%) respondents answered yes, and 19 (52,77%) respondents answered no.

Table 4.15. The frequency distribution of questionnaire number thirteen (I always make pronunciation errors while speaking in the English class):

No.	Option	F	%
1.	Yes	17	47,22
2.	No	19	52,77
Total		36	99,99

The data above explain the data of students who always make pronunciation errors while speaking in the English class, 17 (47,22%) respondents answered yes, and 19 (52,77%) respondents answered no.

Table 4.16. The frequency distribution of questionnaire number fourteen (I worry about the English teacher who might have negative feelings about me due to my bad performance on the English class):

No.	Option	F	%
1.	Yes	16	44,44
2.	No	20	55,55
Total		36	99,99

The data above explain the data of students who worry about the English teacher who might have negative feelings about them due to their bad performance on the English class, 16 (44,44%) respondents answered yes, and 20 (55,55%) respondents answered no.

Table 4.17. The frequency distribution of questionnaire number fifteen (I forget the answers while speaking English if students and teacher keep looking at me):

No.	Option	F	%
1.	Yes	24	66,66
2.	No	12	33,33
Total		36	99,99

The data above explain the data of students who forget the answers while speaking English if students and teacher keep looking at them, 24 (66,66%) respondents answered yes, and 12 (33,33%) respondents answered no.

2. Description about Students' score in speakingat Second Grade Class A of MTs Raudhatusysyubban Academic Year 2014/2015

To better understand about students' score in speaking the writer conducted an oral test at 19 may 2015 in the class room. The score can be seen on the following table:

Table 4.18. The score of students in speaking

No.	Students	The Score of Students in Speaking
1.	A	72
2.	B	88
3.	C	64
4.	D	60
5.	E	60
6.	F	68
7.	G	76
8.	H	60
9.	I	64
10.	J	84
11.	K	64
12.	L	64
13.	M	72
14.	N	60
15.	O	60

16.	P	64
17.	Q	60
18.	R	88
19.	S	80
20.	T	60
21.	U	64
22.	V	68
23.	W	64
24.	X	68
25.	Y	56
26.	Z	56
27.	AA	68
28.	BB	64
29.	CC	64
30.	DD	56
31.	EE	56
32.	FF	64
33.	GG	60
34.	HH	60
35.	II	60
36.	JJ	88
	N = 36	Σ 2384

The writer determines the students' score in speaking by applying this

formula:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2384}{36} = 66.22$$

After calculating the mean of the students test result by applying formula above, the writer determines the degree of the students' score in speaking by consulting to these following categories:

Table 4. 19

Score	Interpretation
80-100	Excellent
70-<80	Good
60-<70	Sufficient
50-<60	Poor
0-<50	Very Poor

Based on the result of oral test of speaking of second grade class A of MTs Raudhatusyubban academic year 2014/2015, it is found the data that the highest score is 88 and the lowest score is 56. The accumulate score is 2384 and the mean score is 66.22, this score is categorized as average category.

3. Description About the Correlation Between Students' Anxiety in Speaking and Students' Score in Speaking at Second Grade of MTs Raudhatusyubban Academic Year 2014/2015

The data were taken directly from the students using questionnaire to know their anxiety in speaking and doing oral test to get their speaking

score. To measuring the degree of the correlation between students' anxiety in speaking and students' score in speaking by the following correlational formula:

$$r_{xy} = \frac{(N \sum XY) - (\sum X)(\sum Y)}{\sqrt{((\sum X^2) - \frac{(\sum X)^2}{N})(\sum Y^2) - \frac{(\sum Y)^2}{N}}}$$

Where:

r_{xy} = coefficient correlation between students' anxiety in speaking and students' score in speaking.

N = the total number of the respondents

X = the score of the students' anxiety in speaking

Y = the students' score of speaking

The correlation between students' anxiety in speaking and students' score in speaking:

Table 4.20. Working table:

Students' Code	X	Y	XY	X ²	Y ²
A	80	72	5760	6400	5184
B	20	88	1760	400	7744
C	60	64	3840	3600	4096
D	60	60	3600	3600	3600

E	100	60	6000	10000	3600
F	66.66	68	4532.88	4443.56	4624
G	73.33	76	5573.08	5377.29	5776
H	100	60	6000	10000	3600
I	60	64	3840	3600	4096
J	46.66	84	3919.44	2177.16	7056
K	60	64	3840	3600	4096
L	60	64	3840	3600	4096
M	46.66	72	3359.52	2177.16	5184
N	86.66	60	5199.6	7510	3600
O	73.33	60	4399.8	5377.29	3600
P	46.66	64	2986.24	2177.16	4096
Q	60	60	3600	3600	3600
R	46.66	88	4106.08	2177.16	7744
S	100	80	8000	10000	6400
T	53.33	60	3199.8	2844.09	3600
U	86.66	64	5546.24	7510	4096
V	40	68	2720	1600	4624
W	40	64	2560	1600	4096
X	73.33	68	4986.44	5377.29	4624
Y	40	56	2240	1600	3136
Z	86.66	56	4853	7510	3136
AA	46.66	68	3172.88	2177.16	4624
BB	60	64	3840	3600	4096
CC	53.33	64	3413.12	2844.09	4096

DD	46.66	56	2613	2177.16	3136
EE	60	56	3360	3600	3136
FF	33.33	64	2133.12	1110.89	4096
GG	73.33	60	4399.8	5377.29	3600
HH	100	60	6000	10000	3600
II	53.33	60	3199.8	2844.09	3600
JJ	86.66	88	7626.08	7510	7744
N=36	2279.9	2384	150020	159099	160832

r_{xy}

=

$$\frac{(n \sum xy - (\sum x)(\sum y)) / \sqrt{((n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2))}}{}$$

=

$$\frac{36 (150019.9) - (2279.9)(2384)}{\sqrt{\{36 (159098.8) - (2279.9)^2\} \{36 (160832) - (2384)^2\}}}$$

=

$$\frac{5400716.4 - 5435281.6}{\sqrt{\{5727556.8 - 5197944.01\} \{5789952 - 5683456\}}}$$

$$\frac{-34565.2}{\sqrt{[529612.79] [106496]}}$$

$$\frac{-34565.2}{\sqrt{56401643683.84}}$$

$$= \frac{-34565.2}{237490.3022943}$$

$$= -0,145$$

Result that is shown by SPSS is:

Correlations

	Students' anxiety in speaking	Students' score in speaking
Students' anxiety in speaking	1	-.146-
Pearson Correlation		.397
Sig. (2-tailed)		
N	36	36
Students' score in speaking	-.146-	1
Pearson Correlation		
Sig. (2-tailed)	.397	
N	36	36

4. Testing the hypothesis

By using correlation formula, the writer finds that the degree of correlation between students' anxiety in speaking and students' score in speaking is -0,145 and by using SPSS the writer finds that the degree of correlation between students' anxiety in speaking and students' score in speaking is -0,146 and the significance is 0,397.

Tabel 4.21. Standard categories of "r" Product Moment Value

Coefficient correlation	Category
0,000-0,200	No correlation
0,200-0,400	Low
0,400-0,600	Fair
0,600-0,800	High
0,800-1,000	Very high

After the writer consults the result (-0,145) to the table above, the writer can conclude that there is negative correlation between students' anxiety in speaking and students' score in speaking. By using SPSS, the writer finds that p is 0.397 It means $p > 0,05$. It means that the correlation is not significant, or in the other word the writer can conclude that there is negative correlation and not significant between variable X and variable Y in this research. Therefore, the hypothesis null (H_0) in this research, there is no significant correlation between the students' anxiety in speaking and students' score in speaking is accepted.

C. Discussion

After all the obtained data were presented in findings as the result of this research, they are also needed to be discussed. It is done to know more about the correlation between students' anxiety in speaking and students' score in speaking. For further description, it is known from discussed below:

1. Students' anxiety in speaking

The result show on the calculating about students' anxiety in speaking that the mean score is 63.33. After consulting to the categories, the writer can conclude that students' anxiety in speaking is average level. It is mean that students should be decries their anxiety in speaking.

In the observation and from the questionnaire of the writer conducted in the school, the most components of anxiety that happen to the students in speaking are emotional sensations and cognitive aspects. The emotional sensation that happened to the students is such as nervous, jittery and uncomfortable. The cognitive aspect that happened to the students such as tends to be negative and inaccurate.

2. Students' score in speaking

The result show on the calculating about students' score in speaking that the mean score is 66.22, 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, pronunciation is the way in which a language or a word is pronounced (Longman, 2007, p. 722). The second component that most difficult from the test is fluency, fluency is the quality or condition of being fluent, able to speak or written accurately and easily (Hornby, 1995, p. 451). The third that the most difficulties component that the students have when they speaking is grammar, (Kennedy, 2003, p. 3)“grammar is a linguist’s description of a language, usually expressed in terms of rulers”. The other components are vocabulary is a treasure words or idiom usually arranged in all alphabetical order with the meaning, collecting or sign or symbols that form and instrument or written communication system (Peter, 1991, p. 2241) and comprehension “is the ability to understand something or the process of understanding something” (Cobuild, 2008, p. 179).

The other problems that the students have when they are speaking based on the theory are: inhibition, nothing to say, low or uneven participation and mother tongue use (Ur in Lejla, 2011, p. 8).

3. The correlation between students’ anxiety in speaking and students’ score in speaking at second grade of MTs Raudhatusyubban academic year 2014/2015

The result show based on the calculating by person’s product moment formula that the coefficient correlation (r_{xy}) between students’ anxiety in speaking (X) and students’ score in speaking (Y) is -0.145

and by using SPSS the writer finds that p is 0.397, it is means $p > 0.05$. The writer can conclude that the correlation is not significant, or in other words the writer can conclude that there is negative correlation and not significance between students' anxiety in speaking (X) and students' anxiety in speaking (Y) in this research. Therefore, the hypothesis null (H_0) in this research is accepted.