

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes all the findings of the data collected and its analysis. Data of this research is presented in the findings while analysis of the research data is elaborated in discussions.

4.1. Research Finding

To get the data, the researcher set up two types of instrument, there are anxiety questionnaire and middle test result of public speaking students. The questionnaire of anxiety was administered to find out students' anxiety level, while the result of students middle test was administered to find out students level of speaking performance.

4.1.1. The Result of Respondent Personal Information

In this research, the data of students' anxiety was collected by distributing 55 questionnaires; actually the total of students' public speaking is 101 but some students off from public speaking class, and some students were absent the class. The questionnaires were distributed directly by attending the place of respondents in Department of English Education Islamic University of Indonesia. The questionnaires were distributed to public speaking class. From the research result that has been conducted on 51 respondents, it can be defined concerning the

characteristics of respondents by sex, batch, as it is presented in the following table:

Table 6. The Result of Respondent Personal Information

		Total	Percentage
Gender	Male	14	27%
	Female	37	73%
Total Respondents		51	100%
Batch	2016	3	6%
	2017	48	94%
Total Respondents		51	100%

Based on the table above, it can be concluded that the whole respondents in Public Speaking class are predominantly women, even as many as 37 respondents, or 73% and the man as many as 14 respondents or 27%. The most dominating batch is 2017 with the number of respondents 48 or 94%. The totals of respondents were 5 students in Public Speaking class who completed the questionnaire.

Based on research, the correlation among anxiety and speaking skills that has been conducted, the result of the research will be discussed on each step; normality test, and the correlation are as follows. The following are the authors collected data from two sources, namely the data of anxiety questionnaire and data students result in public speaking class.

4.1.2. Main Findings

In main findings the researcher aims to answer the research on correlation of students' anxiety to their speaking performance in Public Speaking class. This research was conducted at Islamic University of Indonesia and this research focus for students English Language Education, especially students of Public Speaking class. Based on the research of students anxiety in Public Speaking class, the average each questionnaire can be shown in the figure below:

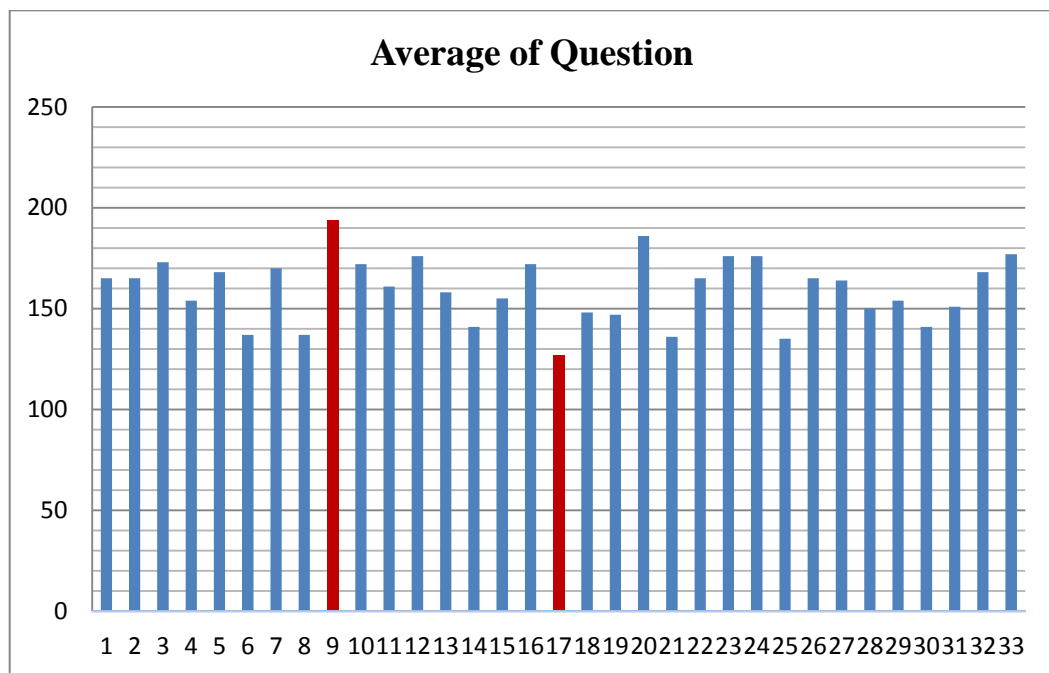


Figure 2. Average of Questionnaire

Based on the figure above the questionnaire for 51 students in public speaking, the data showed that the higher score of questionnaire in question number 9 (*Saya mulai merasa panik ketika saya harus berbicara tanpa persiapan di kelas public speaking*) the score 194, and for the lowest question in number 17 (*Saya sering merasa tidak ingin mengikuti kelas public speaking*) the score is 127.

From the result of questionnaire, almost students in public speaking class felt panic before perform if they did not prepare the material and they often felt to absent in public speaking class.

4.1.3. The Result of Component in Questionnaire

The questionnaire of anxiety has three components; there are communication apprehension, test anxiety and fear of negative evaluation. The researcher will show the specific result of every questionnaire of anxiety component. Follow the figure below:

1. Communication apprehension

Based on the result of questionnaire, the average of the first part of questionnaire show in the chart below:

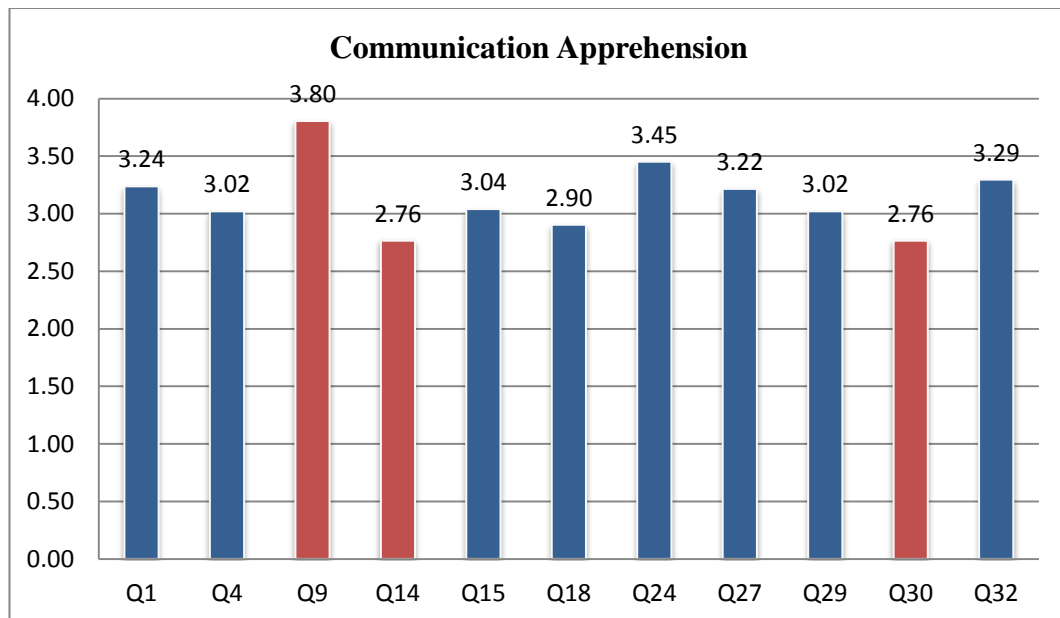


Figure 3. Chart Finding of Communication Apprehension

Based on the Communication Apprehension chart show that the highest score is the question number 9 (*Saya mulai merasa panik ketika saya harus berbicara tanpa persiapan di kelas public speaking*) the score is 3.80, and the lowest score in Communication Apprehension component is question number 14 and 30 (*Saya tidak akan merasa gugup untuk berbicara dalam bahasa inggris dengan penutur asli bahasa inggis*) and (*Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris*) the score is 2.76. In this component, it can be conclude if most of public speaking students were panic when they prepare the material for performance.

2. Test Anxiety

Based on the result of questionnaire, the average of the second part of questionnaire show in the chart below:

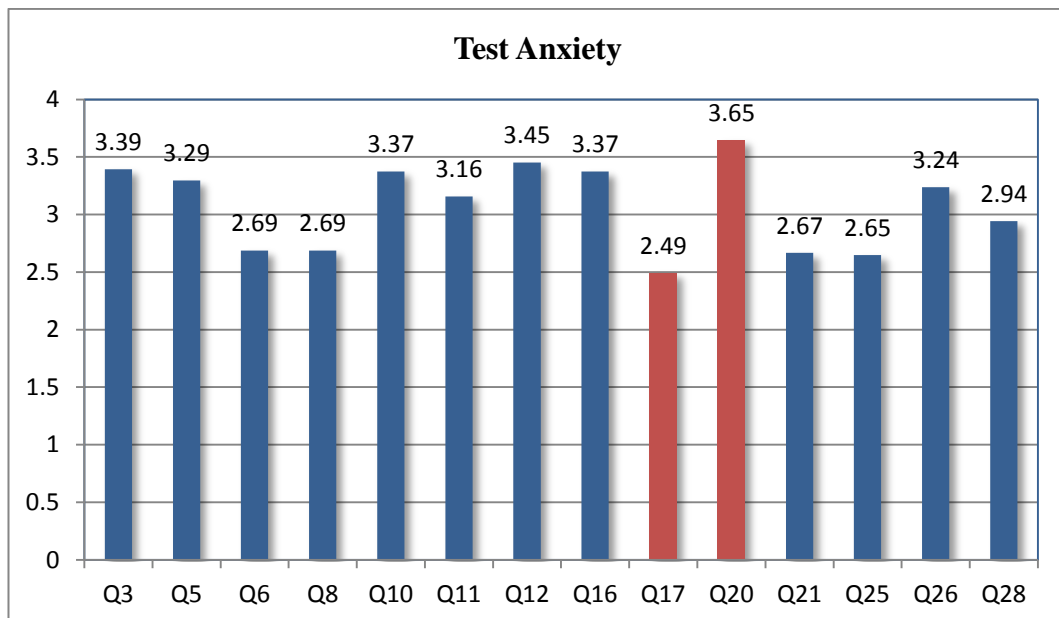


Figure 4. Test Anxiety

Based on the Test Anxiety chart show that the highest score is the question number 20 (*Saya dapat merasakan hati saya berdebar ketika saya akan di panggil di kelas public speaking*) the score is 3.65, and the lowest score in Test Anxiety component is question number 17 (*Saya sering merasa seperti tidak ingin mengikuti kelas public speaking*) the score is 2.49. From the second scale can be concluding that public speaking students feel heart pounding before perform in class.

3. Fear of Negative Evaluation

Based on the result of questionnaire, the average of the last part of questionnaire show in the chart below:

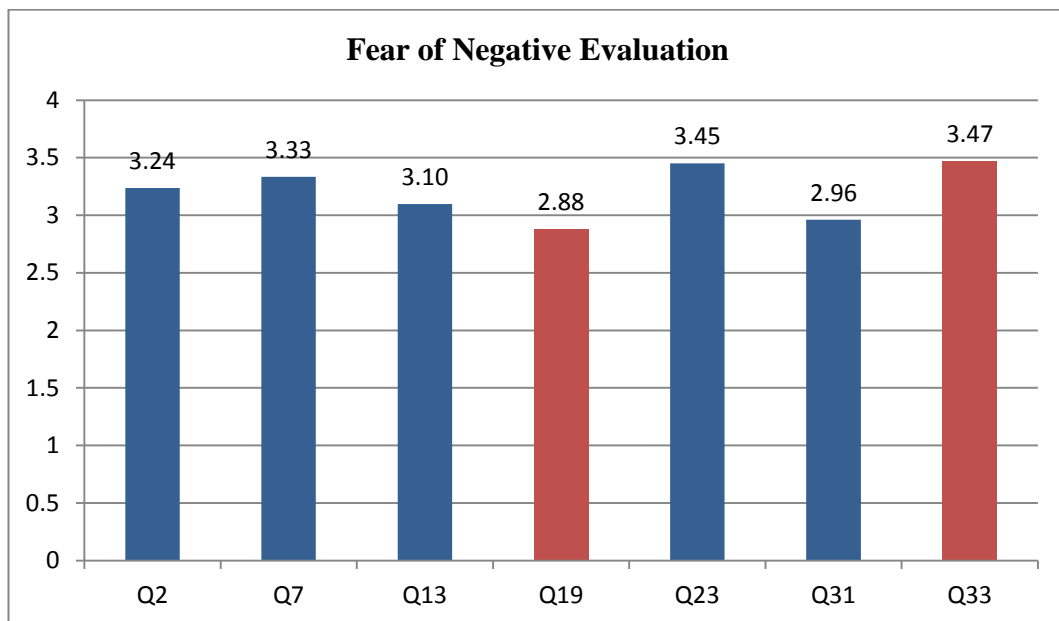


Figure 5. Fear of Negative Evaluation

Based on the Fear of Negative Evaluation chart show that the highest score is the question number 33 (*Saya merasa gugup ketika dosen bahasa inggris*)

mengajukan pertanyaan yang belum saya ketahui sebelumnya) the score is 3.47, and the lowest score in Test Anxiety component is question number 19 (*Saya merasa khawatir dosen public speaking saya mengoreksi setiap kesalahan yang saya buat*) the score is 2.88. From the last scale can be concluding that most of public speaking students feel nervous when the teacher give reflective question.

The researcher changes the questionnaire score to average of questionnaire and change the speaking performance score to class interval. The average of questionnaire count by Microsoft Excel, and the class interval count by the formula of (Sudjana, 2002). Class intervals of public speaking result are:

Table 7. Interval score of speaking performance result

Nominal	Class interval
40 – 50	1
51 – 60	2
61 – 70	3
71 – 80	4
81 – 90	5

After the data of the questionnaire and the result of public speaking collected, researchers started to analyze the data by using SPSS program.

4.1.4. Descriptive Data

After the researchers got data samples of students' anxiety and speaking performance of Public Speaking students, the average of anxiety score is 3.19, and the speaking performance average score is 3.91.

Table 8. Descriptive Data

Descriptive Statistics			
	Mean	Std. Deviation	N
Anxiety	3.20	.530	51
Speaking_performance	3.92	.913	51

Data Source: SPSS output 2018.

The main purpose of this step is to prove whether there is or there is no significant correlation between students' anxiety and students speaking performance, therefore before testing the hypothesis, the researcher check the data to measure normality of this research.

4.1.5. Data Analysis

The purpose of this research was to measure the correlation between students' anxiety and their performance in speaking class, when data has been collected, and then the researcher processed using product moment correlation formula. Which is had previously been tested through the stage of normality. The purpose of this step is to prove whether there is or not a significant correlation between anxiety (X) and speaking performance (Y). Therefore, before testing the hypothesis, the researcher examines the data to measure normality.

1. Normality Test

In quantitative research it is important to know the normality of the data. An assessment of the normality of data is a prerequisite for many statistical tests

because normal data is an underlying assumption in parametric testing. The detection of normality of the data whether or not normal distribution using the Kolmogorov-Smirnov test. The results of the normality test for anxiety and speaking performance in this study are as follows:

Table 9. Normality test

		Tests of Normality					
Speaking_performa		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	n	Statistic	df	Sig.	Statistic	df	Sig.
Anxie ty	2	.367	5	.026	.684	5	.006
	3	.513	8	.000	.418	8	.000
	4	.389	24	.000	.700	24	.000
	5	.407	14	.000	.616	14	.000

a. Lilliefors Significance Correction

Data source: SPSS output, 2018

The result of normality test, the variable data of students' anxiety and students speaking performance show that the significant of normality test is .000 - .006.

2. Correlation test

After doing the prerequisite test, researcher begins to test the hypothesis of this research uses Pearson product Moment Formula to know the correlation between the two variables. This is the table result of correlation test that has tested by the researcher uses the SPSS software 23.0.

Table 10. Correlation Investigating

Correlations			
		Anxiety	Speaking_perfor mance
Anxiety	Pearson Correlation	1	.363**
	Sig. (2-tailed)		.009
	N	51	51
Speaking_performance	Pearson Correlation		
		.363**	1
	Sig. (2-tailed)	.009	
	N	51	51

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

Data source: SPSS output, 2018

The correlation results by using the Pearson product moment correlation the value is sig .363, that's means there is correlation between anxiety variables with public speaking variable. According to Arikunto (2010) the correlation of students' anxiety and speaking performance is low correlation.

4.2. Discussion

Based on the result of the data analysis, concluded that correlation between Students Anxiety and Students Speaking performance is 363, it means low correlation because based on Arikunto (2010) the high correlation is 0,800-1,00 and very low correlation is 0,000-0,200. After researcher interpretation the result of r calculated is between 0.200 and 0.400 it mean this research in low correlation. H_a is accepted and H_o is rejected, because there is correlation between two variables.

Based on the limited observation from the researcher, before researcher distributed the questionnaire to students' public speaking class, researcher follows the class and sees the activities of public speaking class. The activity is individual speaking performance, some of the students have prepared the material and have good performance, but some of the students did not prepare and felt calm in performance. This is one reason this research have low correlation between two variables. Because some students of public speaking class do not feel anxious before performance and performing without preparation.

In addition, the researcher intended to present derived from the analysis and finding in this research. The result from data analysis are: participant consist of 51 public speaking students, the result of calculating correlation between students' anxiety and students speaking performance was $r = 0.363$. Based on Arikunto interpretation the strength of correlation is low correlation, and calculation from SPSS the researcher get $N.sig = .009$, where significance < 0.05 . According to Horwitz, Horwitz, and Cope (1986) the students can failed in their test, when they have high anxious. But, the result of this research is different with the theory and researcher assumption. The correlation showed low correlation of two variables, as the writer opinion, ought to there was correlation between anxiety and speaking ability. However, although the result of this study found is low correlation between Students Anxiety and Students Speaking performance. It can be concluded that not all of public speaking students feel anxious before performance in public speaking class.

The next discussion is about the relationship of this research to the previous research. There are four part of the relationship between previous researches to this research. The first research is Park & Lee (2004), this research use foreign language classroom anxiety scale (FLCAS) as the questionnaire and this questionnaire similar with the instrument of this research. The second relationship of this research to the previous research is research from Mauludiyah (2014), this research also use the similar instruments of foreign language classroom anxiety scale (FLCAS) and the result of this research is have correlation of students anxiety and their ability in speaking class is very low correlation. The third relationship of this research to the previous research is research from Nazir, Bashir, and Raja (2014) this research use foreign language classroom anxiety scale (FLCAS) in mini version of the questionnaire, and this instruments have 12 items of question. The result of this research is the participant of this research is feel anxiety in communication activities. For the last relevant research of this research to the previous research is research from Salehi and Marefat (2014) this research use foreign language classroom anxiety scale (FLCAS) as the questionnaire and this questionnaire similar with the instrument of this research.