

**THE EFFECT OF STUDENTS' ANXIETY ON THEIR ENGLISH
ACHIEVEMENT**

(An Ex Post Facto Study in SMPN 1 Siman Ponorogo)

THESIS



BY

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ABSTRACT

HADINATA, BAYU SEPTIYAN. 2020. *The Effect of Students' Anxiety on Their English Achievement: An Ex Post Facto Study in SMPN 1 Siman Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor: Ahmad Nadhif, M.Pd.

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Anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education. Moreover, anxiety in the classroom and the greatest anxiety seem to relate to negative experiences in English class. In many cases, the students often express feelings of stress, nervousness, or anxiety while learning English in the classroom. Therefore, the anxiety can disturb students in the English learning process and students' achievement.

The objective of this study was to investigate whether there was any significant effect of students' anxiety on their English achievement at eighth-grade students of SMPN 1 Siman in the academic year 2019/2020. The research was conducted from August to September 2019 in SMPN 1 Siman Ponorogo.

The researcher applied a quantitative approach and used an ex post facto design. This study examined the students' anxiety of eighth-grade students of SMPN 1 Siman. Three levels of anxiety were identified using the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire by Horwitz, Horwitz & Cope, 1986. This FLCAS was modified by the researcher in Indonesian and applicable for Junior High School.

The population of this research was the eighth-grade students of SMPN 1 Siman Ponorogo, while the sample was 81 students of English class. The data was collected by questionnaire to measure the students' anxiety and documentation of the students' middle test at English subject to measure students' English achievement. The data were analyzed using the simple linear regression formula by using SPSS 21 for windows.

The t-score shows 4.340, it was compared to T-table with a 5% level of significance, it listed 1.664. It means the T-score higher than T-table. The significant value was 0.000. It means that the equation regression was significant value (less than) < 0.005 and the equation regression model was $Y = 85.338 + (-0.054) X$. Therefore, we rejected the null hypothesis and accepted the alternative hypothesis.

Based on the result of the data analysis above, the researcher concluded that the influence of students' anxiety on their English achievement at eighth-grade students of SMPN 1 Siman Ponorogo is 19.2 %, and the others are influenced by other variables. It is become important for the teachers more attention to the students' anxiety to students' feel comfortable during the learning process. So that the students' English achievement is high.

APPROVAL SHEET

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Ponorogo, June 5th 2020

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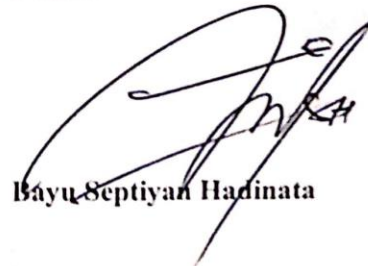
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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, limitation of the problem, statements of the problem, objectives of the study, significance of the study, organization of the thesis.

A. Background of the Study

The psychology of higher students who are no longer a child and not yet an adult too is an important area in the study of human behavior. The study of the emotional phenomenon of adolescent students is equally important as the study of their behavior, the cognitive, affective, and motivational states. The psychologists have dichotomized anxieties: anxieties as a state of the adolescent pupils and anxieties as a trait. In the educational setting anxiety as a state is of crucial significance.

According to Spielberger, as cited in Sara and Alireza, anxiety can be described as the subjective feelings of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.¹ Anxiety refers to a feeling of dread, impending doom, or disaster. Anxiety is concerned with our needs for affiliation and achievement. It is an inhibition state of the individual which obstructs him in achieving the objectives. Anxiety was mainly related to fear of negative evaluation while speaking in front of the

¹ Sara Atef-Vahid & Alireza Fard Kashani. "The Effect of English Learning Anxiety on Iranian High-School Students' English Language Achievement, *BRAIN. Broad Research in Artificial Intelligent and Neuroscience*. 2, 3(September, 2011), 29.

others. The results of Yamashiro and McLaughlin's, as cited in Andrade and Williams, a study of 220 Japanese junior college and university students suggested that higher levels of anxiety tend to indicate lower levels of proficiency.²

Anxiety is an important subject in educational psychology because it is known to interfere with children's ability to learn, the level of their classroom performance, and their relationship with classmates. Anxiety can be understood as a multisystem response to an object or even that arouse apprehension. It involves biochemical and neuromuscular changes in the body, memories of past events (including personal history), the anticipation of future outcomes, and appraisal of the present situation.³ Arnold and Brown's in Dornyei states that "Anxiety is quite possibly the affective factor that pervasively obstructs the learning process."⁴ MacIntyre and Gardner suggest that students do not start language learning with anxiety, but anxiety is a learned emotional reaction, and it appears after students' attitudes towards language learning develop.⁵

According to Tobias, as cited in Sara & Aida, in the learning context, anxiety can affect the ability to receive information, it is processing, and

² Melvin Andrade & Kenneth Williams, "Foreign Language Learning Anxiety in Japanese EFL University Classes: Physical, Emotional, Expressive, and Verbal Reactions." *Sophia Junior College Faculty Journal*, Vol. 29, (2009), 5.

³ Clark A. Chinn & Kim Nguyen-Jahiel, "Anxiety," *Psychology of Classroom Learning: An Encyclopedia* (Farmington Hills: Macmillan, 2009), 39.

⁴ Zoltan Dornyei, *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition* (New Jersey: Lawrence Erlbaum Associates, 2005), 198.

⁵ P. D. MacIntyre & R. C. Gardner, "Anxiety and Second-Language Learning: Toward a Theoretical Clarification." *The University of Western Ontario*, Vol. 39, No. 2, (1989), 251.

retrieving it when it's necessary.⁶ However, even in the studies that do report a significant association between personality and learning measures, this relationship rarely explains more than about 15% of the variance in academic performance.⁷

According to Sara & Alireza, language learning is a socially anxious, embarrassing, and potentially ego-damaging situation itself. When anxiety is specific to language learning, it is referred to as language anxiety.⁸ Language anxiety may affect students' academic performance in a second language classroom. As for language learning anxiety, it is defined as a "distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning to arise from the uniqueness of the language learning process".⁹ Research has persistently shown that language anxiety is a universal problem experienced by many students in the language classroom in different parts of the world. However, research on the relationship between language anxiety and academic achievement has provided contradictory results.¹⁰

⁶ Sara Hashempour & Aida Mehrad, "The Effect of Anxiety and Emotional Intelligence on Students' Learning Process." *Journal of Education & Social Policy*, Vol. 1, No. 2; (December, 2014), 115.

⁷ Zoltan Dornyei, *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition* (New Jersey: Lawrence Erlbaum Associates, 2005), 21.

⁸ Sara Atef-Vahid & Alireza Fard Kashani. "The Effect of English Learning Anxiety on Iranian High-School Students' English Language Achievement, *BRAIN. Broad Research in Artificial Intelligent and Neuroscience*. 2, 3(September, 2011), 30.

⁹ E. K. Horwitz, M. B. Horwitz & J. Cope, "Foreign Language Classroom Anxiety." *Modern Language Journal*, 70, 2 (Summer, 1986), 128.

¹⁰ Rola Lababidi, "Language Anxiety: A Case Study of the Perceptions and Experiences of Teachers and Students of English as a Higher Education Institution in the United Arab Emirates," (Doctor Degree: The University of Exeter, 2015), 47.

Learning achievement cannot be separated from the act of learning, because learning is a process, while learning achievement is the result of the learning process. For a student learning is an obligation. The success or fail of a student in education depends on the learning process experienced by the student. It also happens with language learning.

According to Wang, learning a language entails learning to comprehend and produce different levels of linguistic information including word, phrase, sentence, and text level information.¹¹

Kellough and Carjuzaa state that achievement becomes more serious business, and getting good grades to become more competitive.¹² Academic achievement has long been recognized as one of the important goals of education the world over. However, it is a general observation that learners placed in an identical set of academic situations vary in their scholastic achievement. Research conducted to prove into the academic achievement phenomenon, has convincingly, demonstrated that academic achievement is the product of many factors operating within the individual and outside him. Broadly speaking the factors which influence academic achievement can be categorized into three types, namely, intellectual, emotional, and environmental. Of these types of factors, it has now been fairly established that the emotional factor most particularly the anxiety, and environmental

¹¹ Min Wang, *Learning Second Language (Handbook of Research on Learning and Instruction, edited by Richard E. Mayer and Patricia A. Alexander)*, (New York: Routledge, 2011), 127.

¹² John W. Santrock, *Educational Psychology 5th Ed.*, (New York: McGraw-Hill, 2011), 88.

factors like self-concept and levels of aspiration largely determined one's academic achievement.

In recent years, foreign language researchers have paid considerable attention to the effects of anxiety on language learning and demonstrated that language anxiety is most closely related to the acquisition of a foreign language.¹³ The research on language anxiety has addressed three key issues: (1) the sources of language anxiety, (2) the nature of the relationship between language anxiety and language learning, and (3) how anxiety affects learning. However, learning a foreign language may provoke deeper anxieties that are tied up in the identity of the learners.¹⁴

In this research, the researcher intends to find the effect of students' anxiety on English achievement and then measure the level of effect.

Based on the statement above, the researcher interest to conduct research entitled "The Effect of Students' Anxiety on Their English Achievement: An Ex Post Facto Study in SMPN 1 Siman Ponorogo."

B. Limitation of the Problem

From the background of the study, there are some problems concerning language anxiety. Those problems are as follows:

1. Students' English Language Anxiety
 - a. The students feel nervous when asked to speak
 - b. The students hate to speak English

¹³ E. K. Horwitz, M. B. Horwitz & J. Cope, "Foreign Language Classroom Anxiety." *Modern Language Journal*, 70, 2 (Summer, 1986), 125-126.

¹⁴ Tony Wright, *Classroom Management in Language Education* (New York: Palgrave Macmillan, 2005), 163.

- c. The students stress on the structures
- d. The students are freezing up when called to perform
- e. The students often forget vocabulary
- f. The students are difficult to say their opinion.

This research will be focused on knowing whether any correlation between Students' Anxiety and Students' English Achievement. Therefore, the researcher limits the research on The Effect of Students' Anxiety on Their English Achievement at Eighth Grade Students of SMPN 1 Siman in Academic Year 2019/2020.

To avoid a far-ranging discussion, this study focuses on the Effect of Students' Anxiety on Their English Achievement at Eighth Grade Students of SMPN 1 Siman in Academic Year 2019/2020. In this study, FLCAS is used as an instrument to measure students' anxiety in English class. The researcher uses this technique to know the level of students' anxiety and the effect on students' achievement.

To make the problem clear, the writer must limit the problem. The limitation of the problem as follows the effect of students' anxiety on their English achievement at eighth-grade students of SMPN 1 Siman in the academic year 2019/2020. In this study, FLCAS is used as an instrument to measure students' anxiety in English class.

C. Statement of the Problem

The researcher intended to focus on how to find out the answer to the following question: "Is there any significant effect of students' anxiety on

their English achievement at eighth-grade students of SMPN 1 Siman in academic year 2019/2020?”.

D. Objectives of the Study

Concerning with statement of the problem, this study investigates the effect of students' anxiety on their English achievement at eighth-grade students of SMPN 1 Siman in the academic year 2019/2020.

E. Significance of the Study

After completing all research activities, this study is expected to give significances presented as follows:

1. Theoretical Significance

The result of this research can give knowledge about the effect of students' anxiety on English achievement.

2. Practical Significance

- a. For the researcher who can use this study as the empirical data to support the research which will be conducted in the future.
- b. For academicians who can use this result of research as knowledge enrichment to make an argumentation, evaluation, and so on.
- c. For English teacher who wants directly or indirectly helping and enhancing the English student's achievement as stated on the syllabus or lesson plan.

F. Organization of the Thesis

The purpose of the organization of the thesis is to ease the understanding of the thesis. The thesis organizations of this research follow:

Chapter I Introduction

This chapter explains the background of the study, statements of the problem, limitation of the problem, objectives of the study, significance of the study, organization of the thesis.

Chapter II Review of related literature

This chapter explains about previous study findings and theoretical background, theoretical framework, hypothesis.

Chapter III Research methodology

This chapter explains the research design, population, and sample, instrument of data collection, the technique of data collection, the technique of data analysis.

Chapter IV Research finding and discussion

This chapter discusses the research location, data description, data analysis, discussion, and interpretation of the data.

Chapter V Closing

This chapter will give a conclusion and recommendation for this study/research.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher gives an overview of the previous research findings, theoretical background, theoretical framework, and hypothesis.

A. Previous Research Findings

Considering the topic discussed in this research, there some research that are related to the topic as follow:

Sara & Alireza were conducted a study to explore English language learning anxiety among 38 third-year high school students in the English classrooms and its' relationship with overall English achievement. This study was surveyed and analyzed using Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al. and their English achievement from the final standardized final exam administered by the school.

The result showed that although some students felt extremely confident and relaxed, however, one-third of the students experienced moderate to high anxiety levels while learning the English language in the classroom. Correlation analysis showed that the $r = -0.0586$, $p < 0.01$, it indicates that the total FLCAS scores had a significantly moderate negative correlation with the final English exam scores of the participants.¹⁵

¹⁵ Sara Atef-Vahid & Alireza Fard Kashani, "The Effect of English Learning Anxiety on Iranian High-School Students' English Language Achievement," *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*. 2, 3(September, 2011), 29.

Riffat Un-Nisa Awan, et al.¹⁶ were conducted a study to examine anxiety in English undergraduate classes with regard to the type of situations that provoke anxiety during different stages of the learning process and the relationship of anxiety with learner's achievement. This study uses a questionnaire to collect the data. The questionnaire for assessing students' anxiety in English class, this study was used the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al.

The participants of this study are 149 students of undergraduate students of the University of Sargodha. The relationship value is $r = -0.273$, $p < 0.01$, between language anxiety and academic achievement. Based on the correlation analysis, the major finding of the present study that language anxiety achievement are negatively related to each other. The results of the study showed that at the undergraduate level, language anxiety negatively influences students' achievement which means that language anxiety has debilitating effects on learners' achievements.

The studies mentioned above are related to the students' anxiety and its' effect on the students' achievement, there are ample number of researches carried out to establish the effect of students' anxiety on the students' achievement of senior high school and undergraduate level. Unfortunately, there are very few studies conducted on the junior high school level. So, this study is a humble attempt to bridge the existing gap.

¹⁶ Awan, Riffat-un-nisa, et.al. " An investigation of foreign language classroom anxiety and Its Relationship with students' Achievement, *Journal of College Teaching and Learning* 7, 11(November, 2010), 33.

B. Theoretical Background

In this section, the researcher will discuss language learning, language anxiety, and English achievement. The explanation is as follows:

1. Language Learning

Language learning is broadly defined as developing the ability to communicate in the second/foreign language.¹⁷ Language learning is an active process that begins at birth and continues throughout life. Students learn a language as they use it to communicate their thoughts, feelings, and experiences.

Learning English as a foreign language has always been a problematic issue for some students where are exposed to English in the language class. The learning process in language class has been influenced by many factors. It comes from the internal and external of the students. One of them is individual differences of the learner in foreign language learning. Individual differences (IDs) are characteristics or traits in respect of which individuals may be shown to differ from each other.¹⁸

2. Language Anxiety

This section gives an overview of the definition of anxiety, language anxiety, source of language anxiety, and the Foreign Language Classroom Anxiety Scale (FLCAS).

¹⁷ <http://www.lanqua.eu/>. Accessed on 7/17/2019 at 5.13 pm

¹⁸ Zoltan Dornyei, *The Psychology of Language Learner: Individual Differences in Second Language Acquisition* (London: Lawrence Erlbaum Associates. Inc, 2005), 1.

a. Definition of Anxiety

Anxiety has been defined by many authors in a variety of ways. Anxiety is one of the affective variables in human behavior along with self-esteem, extroversion, inhibition, and empathy.¹⁹ Anxiety, simply speaking, is a kind of trouble feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system.²⁰

Anxiety involves a vague, highly unpleasant feeling of fear and apprehension. It is normal for students to be concerned or worried when they face school challenges, such as doing well on a test.²¹

b. Definition of Language Anxiety

There is a certain term for anxiety that is linked to language performance. The term language anxiety and foreign language anxiety are commonly used interchangeably. Language anxiety is defined as “the worry and negative emotion aroused when learning and using a second language and is especially relevant in a classroom where self-expression takes place”²²

¹⁹ H. D. Brown, *Principles of language learning and teaching*, (London: Prentice Hall Regents, 1994), 150.

²⁰ E. K. Horwitz, M. B. Horwitz & J. Cope, “Foreign Language Classroom Anxiety.” *Modern Language Journal*, 70, 2 (Summer, 1986), 125.

²¹ John W. Santrock, *Educational Psychology 5th Ed.*, (New York: McGraw Hill, 2011), 466.

²² T. Gregersen & P.D. MacIntyre. *Capitalizing on language learners' individuality*, (Bristol: Multilingual Matters, 2014), 3.

c. Source of Foreign Language Anxiety

The foreign language anxiety stems from four major sources, i. e. the classroom environment, learner characteristics, target language, and foreign language learning process.

According to Young, language anxiety arises from several sources, there are:²³

1) Personal and interpersonal anxieties.

Personal and interpersonal anxieties are commonly cited in low self-esteem and competitiveness. Bailey stated that competitiveness could lead to anxiety when language learners compare themselves to others or an idealized self-image. Moreover, Krashen suggested that an individual's degree of self-esteem is highly related to language anxiety. Someone with low self-esteem worries about what their peers think; they are concerned with pleasing others and I think has to do a great degree with anxiety.

2) Learner beliefs about language learning

Learner beliefs about language learning give a significant contribution to language anxiety. Moreover, language learner in Horwitz's study found that; 1) expressed great concern over the correctness of their utterances; 2) placed a great deal of stress on speaking with "an excellent accent"; 3) supported the notion that

²³ D. J. Young, "Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?" *Modern Language Journal*, 75, 4 (Winter, 1991), 427.

language learning is primarily translating from English; 4) believed that two years is enough time to become fluent in another foreign language. As several of these beliefs are unrealistic for the language learner, they could lead to anxiety.

3) Instructor beliefs about language teaching

The instructor believes their role is to correct students constantly when they make any errors. The instructors feel they cannot have students working in pairs because the class may get out of control. They believe that the teacher should be doing most of the talking and teaching, they think their role is more like a drill sergeant than a facilitator may be contributing to learner language anxiety.²⁴

4) Instructor-learner interactions

Horwitz, Koch, Terrel, Price, and Young as cited in Young reported that; a harsh manner of correcting students' errors is often cited as provoking anxiety. Besides, learners consistently report anxiety over-responding incorrectly, being incorrect in front of their peers, and looking or sounding "dumb". They reported some error correction is necessary. However, the manner of error correction such as when, how often, and, most importantly, how errors are corrected.

²⁴ *Ibid*, 428.

5) Classroom procedure

Classroom procedure related to the technique in teaching. The technique of teaching developed by the instructors gives a contribution to the students' language anxiety. For example, Koch and Terrel found that more than one-half of their subject oral presentation in front of the class and oral quiz as most anxiety-producing activities in their Natural Approach classes.²⁵

6) Language testing

Madsen et al. found that students react anxiously to particular language test items; some test formats produced significantly more anxiety than others did. Other variables that can increase learner anxiety in evaluation situations, like a test (whether written or oral).²⁶

d. Foreign Language Classroom Anxiety Scale (FLCAS)

Foreign Language Classroom Anxiety Scale (FLCAS) is an instrument to measure anxiety levels as evidenced by negative performance expectancies and social comparisons, psychophysiological symptoms, and avoidance behaviors. The FLCAS consists of 33 statements with significant part-whole correlations with the total scale, aiming to assess communication apprehension, test anxiety, and fear of negative evaluation associated with language anxiety.

²⁵ *Ibid*, 429.

²⁶ *Ibid*, 429.

Horwitz et al. describe three components of foreign language anxiety. The first is communication apprehension. Horwitz et al, propose that the language students have mature thoughts and ideas but an immature second language vocabulary with which to express them. The inability either to express oneself or to comprehend another person leads to frustration and apprehension. The second component is test anxiety, namely, apprehension over academic evaluation. The pedagogical requirements of the school and teacher require that the students continually be assessed on aspect of proficiency is being acquired. The third component is fear and negative evaluation. Because students are unsure of themselves and they are saying, they may feel that they are not able to make the proper social impression.

Each item on the FLCAS is rated on a five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). The total score of the scale range from 33 to 165 with lower scores indicates higher levels of anxiety. Twenty-four of the items are positively worded, and nine of the items are negatively worded.²⁷

Horwitz et al.'s theory of foreign language anxiety has been widely accepted with subsequent research acknowledging the uniqueness of foreign language anxiety and proving evidence that the FLCAS is a reliable tool. Since then, the concept of anxiety in second

²⁷ E. K. Horwitz, M. B. Horwitz & J. Cope, "Foreign Language Classroom Anxiety." *Modern Language Journal*, 70, 2 (Summer, 1986), 129-130

language acquisition has achieved the status of a precise technical notion.

3. English Achievement

This section gives an overview of the definition of achievement, English achievement, and factors that influence students' English achievement.

a. Definition of Achievement

Achievement is something that has been done or achieved through effort or a result of hard work.²⁸ It means that the result that got by someone when doing the assignment or certain activity.

According to Sujana, he stated that achievement is the ability of the students after they receive their learning experiences.²⁹ Students' English achievement is how students accept English as a foreign language. In this achievement, they must expert in four skills, they are listening, speaking, reading, and writing.

b. Definition of English Achievement

English achievement is foreign language competence was measured via English tests corresponding to grammar, listening, speaking, and writing. Student's English achievement is how the children accepting the English language as a foreign language. They must compatible with four skills: they are listening, reading, speaking,

²⁸ <https://www.merriam-webster.com/dictionary/achievement> Accessed on 7/23/2019, at 10:09 a.m.

²⁹ Nana Sujana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2009), 22.

and writing. Every child has differences in thinking ability, language ability, or intelligence level. Therefore, children's ability is different in speaking, listening, reading, or writing.³⁰

c. The factor that influences students' English Achievement

In the learning process, some factor is influences. Based on Muhibbin Syah in his book of *Psikologi Pendidikan* said that influences students' achievements are interned and extern factors.³¹

1) Internal factor

There are three factors of internal factors: physical condition, intelligence and talent, interest, and motivation that explained as follows:

a) Physical condition is a great effect on learning ability. Health care is very important for everyone was both physically and mentally to remain a strong body, the minds are always fresh and energetic in carrying out learning activities.

b) Intelligence and talent are much influenced by learning ability.

If someone has high intelligence and talent there in the field study, then the learning process is going smoothly and successfully.

c) Interest and motivation are two aspects of physics that are also a great effect on learning achievement. A great interest in learning is big capital produces high achievement. Motivation

³⁰ David C. Berliner, *Educational Psychology 3th Edition* (London: University of Arizona, 1984), 83.

³¹ Muhibbin Syah, *Psikologi Pendidikan* (Bandung: Remaja Rosdakarya, 2007), 132.

is different from interest.³² Motivation is stimulating the attention of the student, giving spirit, and a good direction in their attitude.³³

2) External factors

There are three factors of external factors: family, school, and social environment that explained as follows:

a) Family

Family is the center of main education for students. This factor is supported by some aspects such as; parents' education, the relationship between parents and children, economic condition, and home condition.

b) School

School is the students' media to get education and knowledge. In there, the transfer of values happened. Some school factors can influence the students' learning process such as; teacher, learning media, infrastructure, curriculum, school time, and discipline.

c) Society environment

Society has an important role in students' interaction. Students can't be divided from society's environment because they are part of a social creature. They can find peer, neighbor, and activity in there.

³² M. Dalyono, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 2010), 55.

³³ Mustaqim Abdul Wahib, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 1991), 99.

C. Theoretical Framework

A theoretical framework is the conceptual model of the theory related to many factors identified as an important problem.³⁴ This study is ex-post facto research, which explaining below:

Students' anxiety (as variable x)

Students' English achievement (as variable y)

Based on the theoretical framework above writer can apply this theoretical framework:

1. If the students have high anxiety, the students' English achievement is low.
2. If the students have less anxiety, the students' English achievement is high.

D. Hypothesis

A hypothesis is a mere assumption or some supposition to be proved or disproved, and for the researcher, a hypothesis is a formal question that he intends to resolve.³⁵

Based on the statement of the problem and theoretical framework of this research, the hypothesis is as follows:

³⁴ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), 91.

³⁵ C. R. Kothari, *Research Methodology Methods and Techniques* (New Delhi: New Age International (P) Limited, 2004), 184.

1. Null Hypothesis (Ho)

There is no significant effect of students' anxiety on their English achievement at eighth-grade students of SMPN 1 Siman in the academic year 2019/2020.

2. Alternative Hypothesis (Ha)

There is a significant effect of students' anxiety on their English achievement at eighth-grade students of SMPN 1 Siman in the academic year 2019/2020.



CHAPTER III

RESEARCH METHODOLOGY

The existence of the research method has a goal of guiding the research to work systematically. The research method covers a set of research in activities conducted by the researcher. It involves research design, population and sample, the instrument of data collection, and technique of data analysis.

A. Research Design

Singh in his book states that research is simply the process of arriving at a dependable solution to a problem through the planned and systematic collection, analysis, and interpretation of data.³⁶ To make the research clear in organized the data, the researcher must decide the research design that will be used. The preparation of such a design facilitates research to be as efficient as possible yielding maximal information. In other words, the function of the research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time, and money.³⁷

In this study, the researcher used a quantitative research method. According to Cresswell, quantitative is a means for testing objective theories by examining the relationship among variables.³⁸ It began with a question or

³⁶ Yongesh Kumar Singh, *Fundamental of Research Methodology and Statistic* (New York: New Age International, 2006), 1.

³⁷ C.R. Kothari, *Research Methodology* (New Delhi: New Age International, 2004), 14.

³⁸ John W. Creswell, *Research Design* (London: SAGE publication, Inc., 2009), 4.

hypothesis to be investigated through data quantification and numerical analyses.³⁹

In particular, this study employed ex-post facto research. According to Latif ex-post facto research measures the cause and effect relationship without manipulating the independent variables.⁴⁰ In the ex-post-facto study, the researcher did not start the process from the beginning but immediately saw the result. From the research obtained, the researcher tried to find the cause of the event.⁴¹ The writer used a research instrument to measure students' foreign language anxiety in English learning.

This research promotes a hypothesis "There is a significant effect of students' anxiety on their English achievement at eighth-grade students of SMPN 1 Siman in the academic year 2019/2020". The hypothesis offers two variables; X variable and Y variable. X variable refers to students' anxiety and the Y variable refers to students' English achievement. Both students' anxiety and their English achievement at eighth-grade students of SMPN 1 Siman in the academic year 2019/2020 are measured through questionnaires. Then, the results of the questionnaires are used to know whether there is a significant effect of students' anxiety on English achievement at eighth grade students of SMPN 1 Siman in academic year 2019/2020.

³⁹ Hossein Tavakoli, *A Dictionary of Research Methodology and Statistic in Applied Linguistics* (Tehran: Rahnama Press, 2012), 508.

⁴⁰ Mohammad Adnan Latief, *Research Methods on Language Learning: An Introduction* (Malang: UM Press, 2004), 103.

⁴¹ M. Subana & Sudrajat, *Dasar-Dasar Penelitian Ilmiah* (Bandung: Pustaka Setia, 2005), 43.

B. Population and Sample

The participants of this research are eighth-grade students of SMPN 1 Siman. This research was designed to know the effect of students' anxiety on their English achievement, also designed to know the level of anxiety in English class. English is one of the subjects at SMPN 1 Siman. The subject English class was used as the population of this study because this was a foreign language class. This subject is the basis of learning to communicate with others in a global area.

1. Population

In this study, the population was eighth grade students of SMPN 1 Siman Ponorogo in the academic year 2019/2020. The population of this study is consists of 102 students, the eighth-grade divided into four classes (VIII A, VIII B, VIII C, and VIII D).

2. Sample

There are two techniques of sampling namely probability sampling and non-probability sampling. Probability sampling is a sampling technique that provides equal opportunities for each member of the population to be elected as a sample member.⁴² Non-probability sampling is a sampling procedure that does not afford any basis for estimating the probability that each item in the population has of being included in the sample.⁴³

⁴²Andhita Dessy W., *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS* (Ponorogo: STAIN Po Press, 2012), 43.

⁴³ C.R. Kothari, *Research Methodology* (New Delhi: New Age International, 2004), 59.

In this research, the researcher uses probability sampling, sampling technique gives the same probability to every element to become a sample.

Because of the limitation of time, the researcher uses random sampling. The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample.⁴⁴

This is the way to determine the sample by Cochran with an error degree of 1%, 5%.⁴⁵ That is the formula to account sample of the population:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}} \quad \text{with} \quad n_0 = \frac{t^2 pq}{d^2}$$

Explanation:

t : The value of $Z_{\alpha/2}$ in the standard normal table.

(when $\alpha = 0.05$ then $t = 1.96$; when $\alpha = 0.01$ then $t = 2.57$)

p : H_0 expressed in percentage the opportunities of 0.5

q : H_1 expressed in percentage the opportunities of 1 to 0.5 = 0.5

d : The level of accuracy desired (α)

N : Total population

n : Total sample

This is to determine the sample based on the formula above with an error degree of 5%;

⁴⁴ Ary et al, *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), 150.

⁴⁵ Andhita Dessy W., *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS* (Ponorogo: STAIN Po Press, 2012), 48.

$$n_0 = \frac{t^2 pq}{d^2}$$

$$n_0 = \frac{(1,96)^2 \cdot (0,5) \cdot (0,5)}{(0,05)^2} = 384,16$$

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

$$= \frac{384,16}{1 + \frac{(384,16 - 1)}{102}}$$

$$= \frac{384,16}{1 + 3,75647}$$

$$= \frac{384,16}{4,75647}$$

$$= 80,76578$$

$n = 81$ students

Table 3.1 Sample of Population

Class	Number of Students	Formula	Calculation	Total
VIII A	32	$n_1 = n \frac{N_1}{N}$	$81 \frac{32}{102} = 25,41177$	26
VIII B	24	$n_2 = n \frac{N_2}{N}$	$81 \frac{24}{102} = 19,05882$	19
VIII C	23	$n_3 = n \frac{N_3}{N}$	$81 \frac{23}{102} = 18,26471$	18
VIII D	23	$n_4 = n \frac{N_4}{N}$	$81 \frac{23}{102} = 18,26471$	18
Total	102			81

Based on the calculation above, the researcher takes an error degree of 5% to determine the sample in the research. The result of the calculation gets 81 samples. That is VIII A = 26, VIII B = 19, VIII C = 18, and VIII D = 18.

C. The Instrument of Data Collection

Data is the facts about something that can be used for collecting the information.⁴⁶ In this research, the researcher used questionnaires. The questionnaire is used to measure the anxiety of eighth-grade students of SMPN 1 Siman. The instrument of data collection in this research can be seen in the following table:

Table 3.2 Instrument of Data Collection

Title of Research	Variable	Sub variable	Indicator	No. item
The Effect of Students' Anxiety on Their English Achievement. (An Ex Post Facto Study)	Independent variable: Students' anxiety	Communication apprehension	Students are able to measure their fear of or anxiety about communicating with people.	1, 4, 9, 12, 13, 15, 21, 24, 26, 27, 29
		Test anxiety	Students are able to measure the type of performance anxiety stemming from a fear failure.	3, 5, 6, 8, 10, 11, 14, 17, 18, 19, 22, 23, 25
		Fear of negative evaluation	Students are able to measure their apprehension about other's evaluation, avoid evaluative situation, and expectation that others would evaluate oneself negatively.	2, 7, 16, 20, 28, 30
	Dependent variable: Students' English achievement	Students' English achievement of semester middle test in eighth grade at SMPN 1 Siman in academic year 2019/2020.	Document of semester middle test	Doc.

The instrument of the research is a questionnaire that would be used to measure the students' anxiety in their English classroom. To measure the

⁴⁶ Andhita Dessy W., *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS* (Ponorogo: STAIN Po Press, 2012), 61.

instrument, the researcher validity and reliability test. The questionnaire items before the validity and reliability test can be seen clearly in appendix 1.

1. Test of Validity

A test is valid if the test exactly can measure what will be measure.⁴⁷ Validity refers to the degree in which that evidence supports the inferences that are made from the scores. The inferences regarding specific uses of a test are validated, not the test itself.⁴⁸ Validity must consider to the test's content and method, how test-takers perform. The formula is presented below:⁴⁹

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

were :

R_{xy} = number of index correlation of “r” product moment

ΣX = the total scores of the x variable

ΣY = the total scores of the y variable

ΣXY = total times between x and y

N = sample of the population

For getting the validity, the total r_{xy} is compared with the total r_{table} . If $r_{xy} > 0,361$, so that the question item is valid, and if $r_{xy} < 0,361$, the question item is invalid. For more details, it can be seen in the following result of the validity analysis in appendix 2.

⁴⁷ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2010), 59.

⁴⁸ Lyle F. Bachman, *Fundamental Considerations in Language Testing* (United Kingdom: Oxford University Press, 1997), 237.

⁴⁹ Retno Widyaningrum, *Statistika Edisi Revisi* (Yogyakarta: Pustaka Felicha, 2011), 107.

From the table in appendix 2, there were 33 questions with the indexes of correlation $\geq 0,361$. The question 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32 and 33 were valid and used as the instrument of the sample. The questionnaire items after the validity and reliability test can be seen clearly in appendix 3. The result of the validity test can be seen clearly in appendix 4.

2. Test of Reliability

Reliability is the consistency of data, scores, or observations obtained using measurement instruments, which can include a range of tools from standardized tests to tasks completed by participants in a research study.⁵⁰ To determine the reliability of FLCAS, the researcher uses *Cronbach's Alpha*. The formulation is as follow:⁵¹

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\Sigma\sigma_b^2}{\sigma_t^2} \right]$$

were :

r_{11} = Reliability of instrument

k = Questionnaire items

$\Sigma\sigma_b^2$ = Variance of items

σ_t^2 = Total of variance

The following table is the level of internal consistency of *Cronbach's Alpha*:

⁵⁰ Hossein Tavakoli, *A Dictionary of Research Methodology and Statistic in Applied Linguistics* (Tehran: Rahnama Press, 2012), 538.

⁵¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), 239.

Table 3.3 Internal Consistency by Using Cronbach's Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very high reliable
0.80 - 0.90	High reliable
0.70 - 0.79	Reliable
0.60 – 0,69	Minimally reliable
<0.60	Unacceptably low reliable

For X variable (students' anxiety), the researcher gave the try out to 30 students. After getting the result, the researcher used *Cronbach's Alpha* formula to find out the reliability of the test.

To obtain the reliability of the questionnaire, the researcher used SPSS 21 program to find out whether or not the questionnaire is reliable.

Table 3.4 The Result of Reliability Analysis

Cronbach's Alpha	N of Items
0.938	30

From the table above, it can be seen that the value of *Cronbach's Alpha* is 0.938 or very high reliable it means valid.

D. The Technique of Data Collection

A research instrument is a tool used to measure natural and social phenomena.⁵² The instrument is mean used by the researcher to collect data. Instruments are tools or facilities used by the researchers to collect the data to make easier and good results, complete and systematic so more easily processed.⁵³ The instrument in this research is a questionnaire and documentation that will be used to know the effect of students' foreign language anxiety on English achievement.

⁵² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*. (Bandung: Alfabeta, 2017), 148

⁵³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan dan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 149.

In this passage, the researcher explains the instrument used to collect the data to find the result of the research.

1. Questionnaires

Questionnaires as data-gathering instruments are popular research instruments in many fields including communication, education, psychology, and sociology.⁵⁴ The questionnaire given to the students who took English classes is actually in the classroom. The questionnaire is intended to measure the level of students' anxiety who taking English class.

An instrument used to collect data consisted of a foreign language classroom anxiety scale adapted from FLCAS developed by Horwitz. The items will be answered on a scale ranging from one to five.

FLCAS is based on the analysis of potential sources of anxiety in a language classroom. It integrates three related anxieties (communication apprehension, test anxiety, and fear of negative evaluation) as suggested by Horwitz.⁵⁵

Table 3.5 The Items of Questionnaires are Design to Survey (33 items)

No.	Aspect	Questionnaire number
1.	Communication Apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32
2.	Test Anxiety	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28
3.	Fear of Negative Evaluation	2, 7, 13, 19, 23, 31, 33

⁵⁴ Dale T. Griffee, *An Introduction to Second Language Research Methods: Design and Data* (California: TESL-EJ Publications, 2012), 135.

⁵⁵ E. K. Horwitz, M. B. Horwitz & J. Cope, "Foreign Language Classroom Anxiety." *Modern Language Journal*, 70, 2 (Summer, 1986), 129.

The questionnaire items were also translated into Indonesian to avoid confusion and uncertainty of sentence meaning among elementary and low-intermediate students.

Horwitz et al. explained the statements in the FLCAS were mostly negative statements about language learning which are related to communication apprehension, test anxiety, and fear of negative evaluation.⁵⁶ For simplicity and avoid confusion, the current study has made an item with a positive statement as a negative statement. The categorization of the items has made it easier to find which anxiety category has the highest average.

The instrument was a modified Foreign Language Classroom Anxiety Scale (FLCAS) consisting of 30-five-Likert-scale items, used to collect data about students' anxiety. This was adapted from various questionnaires to measure students' anxiety which was developed by Horwitz et al. The first draft consisted of 33 items using a five Likert scale, which was then tried-out and measured using *Cronbach's Alpha* coefficient. After the tried-out, the items with $r > .361$ were used in the final draft of the FLCAS questionnaire making it to be 30 items with internal-consistency reliability of .938. The *Cronbach's Alpha* coefficient of the questionnaire used in this study was .938, which indicates a high degree of consistency of the current study (n=30).

⁵⁶ *Ibid*, 129-130.

Table 3.6 The Items of Questionnaires are Design to Survey (30 items)

No.	Aspect	Questionnaire number
1.	Communication Apprehension	1, 4, 9, 12, 13, 15, 21, 24, 26, 27, 29
2.	Test Anxiety	3, 5, 6, 8, 10, 11, 14, 17, 18, 19, 22, 23, 25
3.	Fear of Negative Evaluation	2, 7, 16, 20, 28, 30

In this research, the writer uses a questionnaire with a Likert scale that is used to measure someone's or community attitude, opinion, and perception to the phenomenon or social indication which is determined by the writer.⁵⁷ The Likert scale is used to measure attitude, opinion, and perception that correlate with the students' anxiety and students' English achievement in SMPN 1 Siman.

The question or statement that will be answered by the respondent is scale forms which that have gradation from very positive or very negative expressed by words. Scoring in the Likert scale as follow:

Table 3.7 Likert Scale Scoring

Answer	Score
Strongly Agree	5
Agree	4
Neither Agree nor Disagree	3
Disagree	2
Strongly Disagree	1

After the overall scores of FLCAS were obtained, the next step is to calculate the effect FLCAS scores on the students' English achievement. This was done by using IBM SPSS Statistics Version 21.

⁵⁷Andhita Dessy W., *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS* (Ponorogo: STAIN Po Press, 2012), 73.

2. Documentation

In order to gather student's achievement or score data, the researcher will apply a documentary technique. According to Arikunto, that documentary technique is used to look for data related to something which can be notes, transcripts, books, journals, magazines, epigraphs, minute books, etc.⁵⁸ The document is a written instrument, sometimes prepared by a school or organization.⁵⁹

The document used in this research were taken from students' results of the middle test.

Midterm Assessment Results (HPTS) is the value obtained from midterm (PTS) through a written test with the material being tested consisting of all Basic Competence in the midterm.⁶⁰

Table 3.8 Criteria and Scale of Assessment for the Determination of KKM.⁶¹

Aspects analyzed	Analysis Criteria and Scales		
Complexity	High <65	Medium 65-79	Low 80-100
Carrying Capacity	High 80-100	Medium 65-79	Low <65
Student Intakes	High 80-100	Medium 65-79	Low <65

Besides that, the researcher also got the data about the school's location, vision, mission, and facilities of the school.

⁵⁸ Suharsimi Arikunto, *Prosedur Penelitian. Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), 274.

⁵⁹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004), 129.

⁶⁰ Tim Direktorat Pembinaan SMP, *Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Pertama*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), 74.

⁶¹ *Ibid*, 18.

E. The Technique of Data Analysis

Ary, et al., explains that data analysis is a process whereby researchers systematically search and arrange their data to increase their understanding of the data and to enable them to present what they learned to others.⁶² In this research, the researcher uses simple linear regression.

Data analysis is an effort of analyzing data collected in the framework of understanding research finding to fit the problem.

1. Normality Test

The purpose of doing the normality to the data is to know whether the population of data is normal or not. If the data is normal, it can be used statistic test parametric. Meanwhile, if the data is not normal, it is used statistic test nonparametric.

In this research, the technique used to examine the normality test is Kolmogorov-Smirnov formula. But, the researcher uses SPSS 21 for Windows. The formula as follows:⁶³

- a. Make a hypothesis

Ho : the data is not normal

Ha : the data is normal

- b. Calculate Mean and Standard Deviation

$$Mx = \frac{\sum fx}{n}$$

⁶² Ary et al, *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), 480.

⁶³ Retno Widyaningrum, *Statistika Edisi Revisi* (Yogyakarta: Pustaka Felicha, 2013), 204-208.

$$SDx = \sqrt{\frac{\sum fx^2}{n} + \left(\frac{\sum fx}{n}\right)^2}$$

- c. Calculate FKB (under cumulate frequency)
- d. Calculate each frequency divide total data (F/N)
- e. Calculate each FKB divide total data (FKB/N)
- f. Calculate Z score with the formula:

$$Z = \frac{x - \alpha}{\beta}$$

were :

x = true score

α = standard deviation

β = standard deviation

- g. Calculate $P \leq Z$
- h. Calculate L score by Lilifors table with verifying criteria as follows:

Refuse H_0 if $L_{\max} \geq L_{\text{table}}$

Accept H_0 if $L_{\max} \leq L_{\text{table}}$

2. Linearity Test

The linearity test is the test to measure the linearity of the regression line. The linearity test is done by look for a regression line model from an independent variable (X) and dependent variable (Y). To calculate the linearity test, the researcher uses SPSS 21 for windows.

3. Simple Linear Regression

Analysis technique that uses to know the influence of anxiety on students' English achievement is an analysis technique regression formula.

This technique is used to get a functional relationship between two variables, influence variables called predictor, there is X and influenced variable called criterion is Y. To calculate the simple linear regression, the researcher uses SPSS 21 for windows. The formula is:

$$\hat{y} = b_0 + b_1x$$

were :

\hat{y} = criterium variable

b_0 = estimation /valuation of intercept population

b_1 = estimation/valuation of slope population

X = predictor variable

Y = criterion variable

a. Step 1 : Identify the variable

Independent variable: Students' anxiety (X)

Dependent variable: Students' English Achievement (Y)

b. Step 2 : Estimate model, look for b_0 and b_1 value

$$b_0 = \bar{y} - b_1\bar{x}, \quad b_1 = \frac{\sum xy - n \cdot \bar{x} \cdot \bar{y}}{\sum x^2 - n \cdot \bar{x}^2}$$

1) Make table account

2) Calculate value \bar{x}

$$\bar{x} = \frac{\sum x}{n}$$

3) Calculate value \bar{y}

$$\bar{y} = \frac{\sum y}{n}$$

4) Calculate value b_1 first, with the score:

$$b_1 = \frac{\Sigma xy - n \cdot \bar{x} \cdot \bar{y}}{\Sigma x^2 - n \cdot \bar{x}^2}$$

- 5) Calculate value b_0

$$b_0 = \bar{y} - b_1 \bar{x}$$

- 6) Look for the regression model

$$\bar{y} = b_0 + b_1 x$$

- 7) Interpretation

- c. Step 3 : Examine the model significance

Table 3.9 Account Value of Anova Table (Analysis of Variance)

Variation	Degree of Freedom (df)	Sum of Square (SS)	Mean Square (MS)
Regresi	1	SS Regresi (SSR) $(b_0 \Sigma y + b_1 \Sigma xy) - \frac{(\Sigma y)^2}{n}$	MS Regresi (MSR) $MSR = \frac{SSR}{db}$
Error	n-2	SS Error (SSE) $\Sigma y^2 - (b_0 \Sigma y + b_1 \Sigma xy)$	MS Error (MSE) $MSE = \frac{SSE}{db}$
Total	n-1	SS Total (SST) $SST = \Sigma y^2 - \frac{(\Sigma y)^2}{n}$	

- 1) Calculate value SSR

$$SSR = (b_0 \Sigma y + b_1 \Sigma xy) - \frac{(\Sigma y)^2}{n}$$

- 2) Calculate value SSE

$$SSE = \Sigma y^2 - (b_0 \Sigma y + b_1 \Sigma xy)$$

- 3) Calculate value SST

$$SST = SSR + SSE$$

- 4) Calculate value MSR

$$MSR = \frac{SSR}{db}$$

- 5) Calculate value MSE

$$MSE = \frac{SSE}{n-2}$$

6) Formulate hypothesis

7) Calculate F_{count}

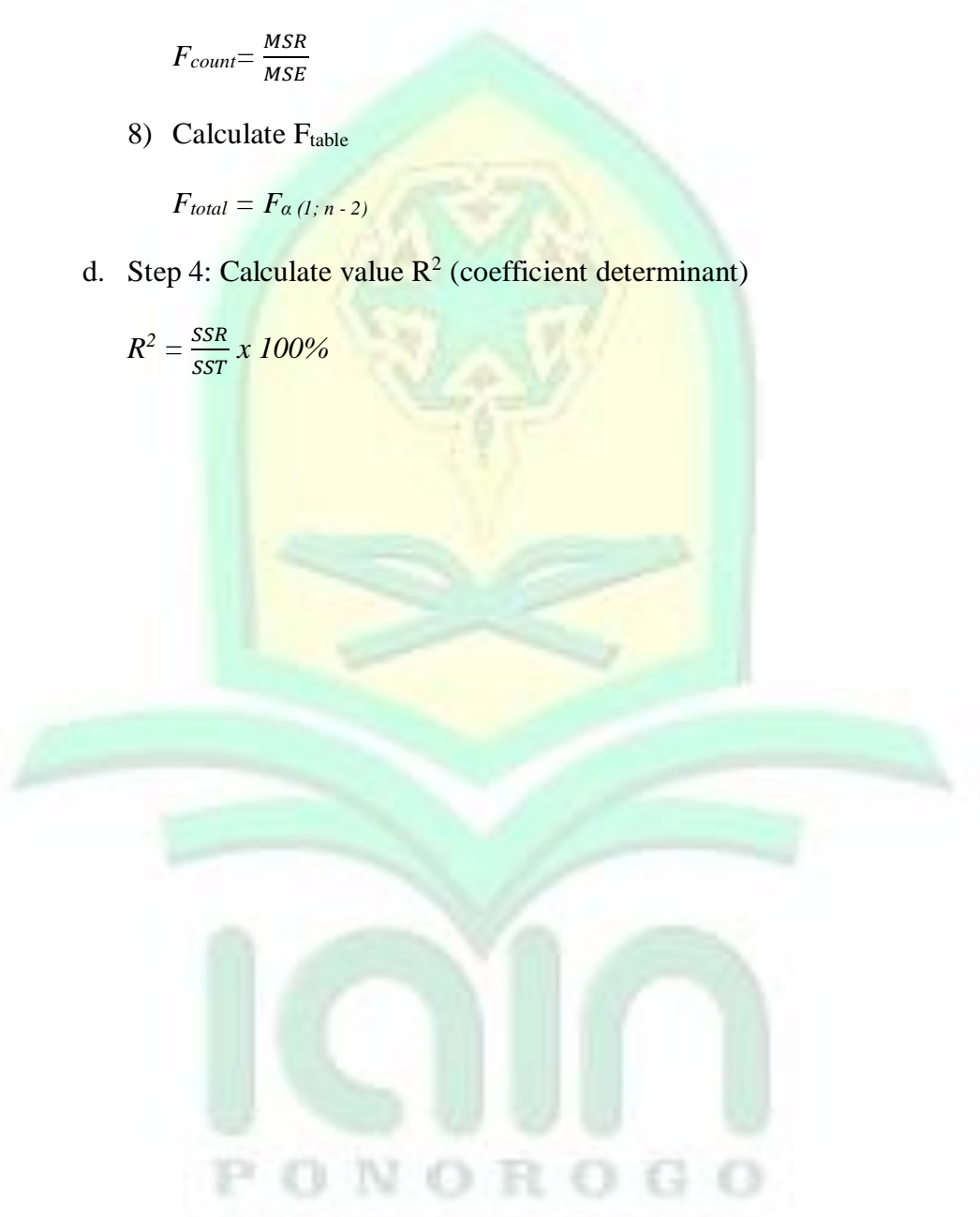
$$F_{count} = \frac{MSR}{MSE}$$

8) Calculate F_{table}

$$F_{total} = F_{\alpha}(1; n-2)$$

d. Step 4: Calculate value R^2 (coefficient determinant)

$$R^2 = \frac{SSR}{SST} \times 100\%$$



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher discussed the research location, data description, data analysis, discussion, and interpretation of the data.

A. Research Location

This section gives an overview of the background of the school, school organization structure, and vision and mission of the school.

1. Background of the School

In this passage, the researcher describes the geographical and status of the schools, condition of the students, condition of the teachers, condition of infrastructures, and facilities.

a. Geographical and Status of the School

SMPN 1 Siman is one of the state schools in Ponorogo. This school is located in the Raya Siman street Demangan Siman Ponorogo. It uses the newest curriculum that is the K13 curriculum. SMPN 1 Siman supported by professional educators with educational qualifications S1 and S2. It has good achievement both in academic and non-academic at the district level and province level.

b. The Condition of the Students

The total of the students at SMPN 1 Siman is 325 students. It consists of 105 students for VII grade, 102 students for VIII grade, and 118 students for grade IX.

c. The Condition of the Teachers

Teacher plays an important role at an educational institution because teachers are directly involved and responsible for the success of academics process. The teachers' condition at SMPN 1 Siman are described as follows:

Table 4.1. The Teachers' Qualification in Education, Status, Sex, and Quantity.

No.	Education level	Teachers' Quantity and Status				Total
		PNS		GTT		
		Male	Female	Male	Female	
1.	S3/S2	3	3	-	-	6
2.	S1	10	22	-	1	33
Total		13	25	-	1	39

d. The Condition of Infrastructures and Facilities

Facilities and infrastructures are the components that also determined the success of the learning process. The educational process that is supported by sufficient infrastructures will make the learning process run well. The infrastructures and facilities that support the students and the teachers learning process at SMPN 1 Siman are described as follows:

Table 4.2 The Infrastructure of SMPN 1 Siman

No.	Room	Total	Condition
1.	Classroom	20	Good
2.	Library	2	Good
3.	Science Lab.	2	Good
4.	Multimedia	1	Good
5.	Computer Lab.	2	Good

6.	Auditorium	1	Good
7.	Principal room	1	Medium broken
8.	Teacher room	1	Medium broken
9.	Managerial room	1	Medium broken
10.	Guest room	1	Good
11.	Storage room	1	Good
12.	Kitchen	1	Good
13.	Teachers' toilet	2	Good
14.	Students' toilet	10	Good
15.	Counseling room	1	Good
16.	Medical room	1	Good
17.	Students' organization room	1	Good
18.	Mosque	1	Good
19.	Cooperation room	1	Medium broken
20.	Canteen	4	Good
21.	Water pump room	3	Good
22.	Garage	1	Good
23.	Security post	1	Good

Facilities at an educational institution are an absolute that must exist to support educational needs. The details of facilities of SMPN 1 Siman are as follows:

Table 4.3 The Facilities of SMPN 1 Siman

No.	Facilities	Total Facilities based on the Condition	
		Good	Broken
1.	Students' chair	850	50
2.	Students' table	410	40
3.	Teachers' chair in classroom	20	-
4.	Teachers' table in classroom	20	-
5.	Board	20	-
6.	Cupboard	5	-
7.	Computer/Laptop in Computer Lab.	17	6
8.	Science tools	546	108
9.	TV	1	-
10.	VCD/DVD player	1	-
11.	Ceremony field	1	-
12.	Football field	1	-
13.	Basketball field	1	-
14.	Tennis field	1	-

2. School Organizations Structure

To establish good cooperation in implementing the vision and mission, and achieving the goals of education in SMPN 1 Siman needed

an organization structure that will have functions and roles of each. This organizational structure is an idea associated with the descriptions and functions of the entire organization. The organizational structure of SMPN 1 Siman is as follows:

Table 4.4 School Organizations Structure

No.	Name	Description
1.	H. Subesri, S.Pd., M.Pd	Principal
2.	Elly Susiana, S.Pd., M.Pd	Vice Principal
3.	Purwaningsih, S.Pd.	Vice Principal

3. Vision and Mission of the School

Vision and Mission SMPN 1 Siman Ponorogo

Achievers, cultured environment based on faith and piety.

a. Vision

- 1) The realization of the applicative level education unit (KTSP) curriculum development.
- 2) The realization of an effective learning process so that the potential of students develop optimally.
- 3) The realization of competitive graduates in continuing education and intelligence in solving problems faced daily.
- 4) The realization of achievements in the non-academic field (extracurricular activities).
- 5) The realization of graduates who have faith and devotion to God Almighty, noble character, quality academic competence, have the personality of the Indonesian nation.

- 6) The realization of concern for school citizens towards environmental culture.
- 7) The realization of relevant and interactive educational facilities and infrastructure.
- 8) The realization of interactive learning media.
- 9) The realization of human resources who have the ability and will and are consistent in carrying out the task.
- 10) The realization of participatory and accountable School Management.
- 11) The realization of a harmonious work atmosphere that allows all school managers to achieve success.
- 12) The realization of community participation (parents) in funding school programs.

b. Mission

- 1) Realize a complete curriculum set.
- 2) Realize active, creative, effective, and fun learning activities.
- 3) Realize competitive and smart graduates.
- 4) Realize achievements in the field of extracurricular activities.
- 5) Realizing the graduates of faith and devotion to God Almighty, good character, character, quality academic competence, having the personality of the Indonesian nation.
- 6) Realize the culture of clean living, healthy, and care for environmental sustainability.

- 7) Realize educational facilities that are relevant and adequate.
- 8) Realize adequate learning media.
- 9) Realize quality and consistent human resources in their duties.
- 10) Realize participatory school management.
- 11) Creating a harmonious working atmosphere.
- 12) Realize community participation in financing school programs.

B. Data Description

This research consisted of two variable namely Students' Anxiety (X) and English Achievement (Y). The representation of the obtained data for each variables students' anxiety and English achievement is described follows.

1. Students' anxiety at the eighth-grade students of SMPN 1 Siman in the academic year 2019/2020.

This data determined the level of students' anxiety at eighth-grade students of SMPN 1 Siman. The researcher used a questionnaire instrument in collecting the data.

Based on data obtained from a questionnaire that is distributed to 81 students, it showed that the highest score on the questionnaire of students' anxiety is 134 and the lowest score is 66. From the questionnaire result, it can be seen clearly in the following table in appendix 5.

From the table in appendix 5, it indicated that the highest score is 134, the lowest score is 66 and the mean is 102.432. For more detail, the description of the statistics of students' anxiety score, it can be seen as follow.

Table 4.5 Statistics Description of Students' Anxiety Questionnaire Score

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
FLCAS Valid N (listwise)	81	68.0	66.0	134.0	102.432	1.6288	14.6594	214.898

From table 4.5, it could be seen that the means is 102.432 with the standard error of the mean is 1.6288, std. deviation 14.6594, range 68, minimum 66, and maximum 134. For more details, it can be seen in the following frequency distribution table in appendix 6.

From the table in appendix 6, it could be seen that the score of students' anxiety questionnaire is various.

Based on the description above, the histogram can be seen as follows.

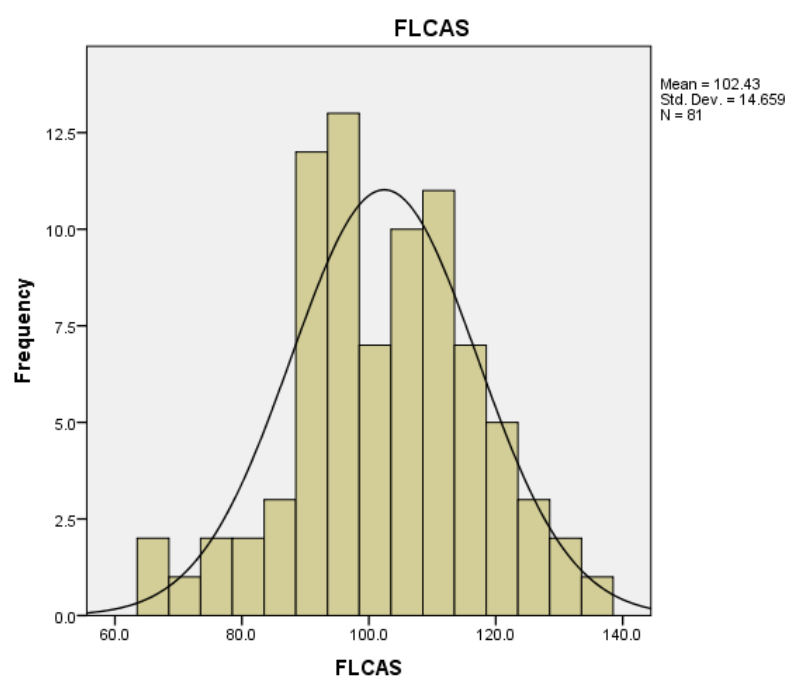


Figure 4.1 Histogram for Students' Anxiety Questionnaire

From the figure 4.1, it is started M (mean) = 102.43 and SD (deviation standard) = 14.659. The determination category of students' anxiety is high, medium, or low.

- a. More than $M + 1.SD$ ($102.43 + 14.659 = 117.089$) is categorized into high.
- b. Between $M - 1.SD$ to $M + 1.SD$ ($87.771 - 117.089$) is categorized into medium.
- c. Less than $M - 1.SD$ ($102.43 - 14.659 = 87.771$) is categorized into low.

Thus, it can be seen that the scores in which more than 117 are categorized into high, while scores that are less than 88 are low, and scores of between 88 –117 are categorized into the medium.

Table 4.6 Categorization of Students' Anxiety

No.	Score	Frequency	Percentage	Category
1.	More than 117	11	13.6%	High
2.	88 - 117	60	74.1%	Medium
3.	Less than 88	10	12.3%	Low
Total		81	100%	

From the categorization above, it can be seen that the students' anxiety score showed that 11 students or 13.6% in a high category, 60 students or 74.1% in a medium category, and 10 students or 12.3% in the low category. So, it can be concluded that many students have medium anxiety. It can be seen from the total number of students who have medium anxiety is 74.1% or 60 students from 81 students.

2. Students' English achievement at the eighth-grade students of SMPN 1 Siman in the academic year 2019/2020.

The data determined the level of students' English achievement at eighth-grade students of SMPN 1 Siman. The researcher used documentation in collecting the data.

Based on obtained data from documentation of final examination score, it indicated that the students' English achievement shows the highest score is 85 and the lowest score is 76. From more detail, it can be seen clearly on the following table in appendix 7.

From the table in appendix 7, it indicated that the highest score is 85, the lowest score is 76 and the mean is 79.852. For more detail, the description of the statistics of students' English achievement, can be seen as follow.

Table 4.7 Statistics Descriptions of Students English Achievement Score

Descriptive Statistics								
	N	Range	Mini mum	Maxi mum	Mean		Std. Deviation	Variance
	Stati stic	Statistic	Statis tic	Statis tic	Statistic	Std. Error	Statistic	Statistic
HPTS Valid N (listwise)	81 81	9.0	76.0	85.0	79.852	.1988	1.7896	3.203

From the table above, it showed that the mean is 79.852 with the standard error of mean 0.1988, std. deviation 1.7896, variance 3.203, range 9.0, minimum 76, and maximum 85. For more details, it can be seen in the following table.

Table 4.8 Frequency Distribution of Students' English Achievement

HPTS				
	Frequency	Percent	Valid Percent	Cumulative Percent
	76.0	3	3.6	3.7
	77.0	2	2.4	6.2
	78.0	11	13.3	19.8
	79.0	13	15.7	35.8
	80.0	35	42.2	79.0
Valid	81.0	6	7.2	86.4
	82.0	5	6.0	92.6
	83.0	2	2.4	95.1
	84.0	1	1.2	96.3
	85.0	3	3.6	100.0
	Total	81	97.6	100.0
Missing	System	2	2.4	
Total		83	100.0	

From the table 4.8, it showed that the score of students' English achievement are various.

Based on the description above, the histogram can be seen as follows.

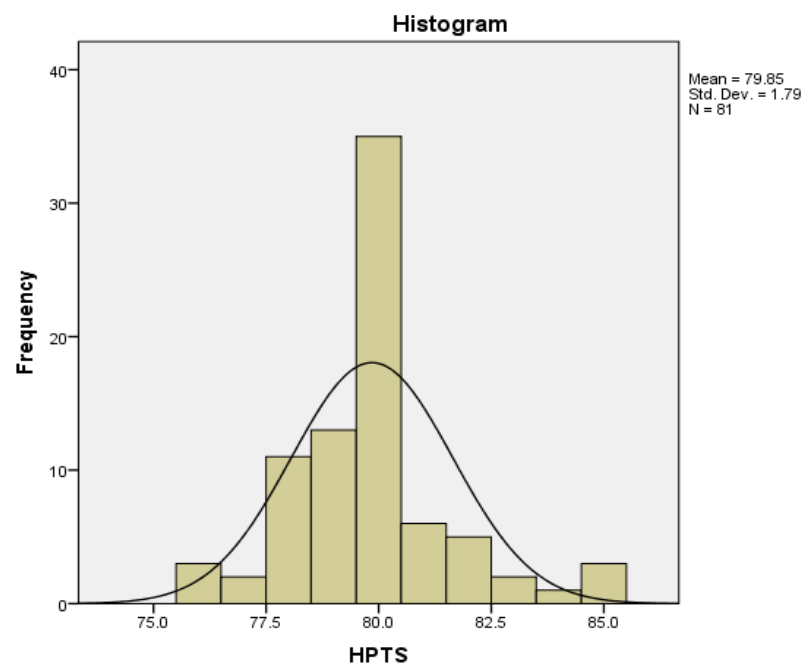


Figure 4.2 Histogram of Students' English Achievement

From the histogram above, it is stated that M (mean) = 79.85 and SD (deviation standard) = 1.79. The category determination of students' English achievement is good, medium, or low. The scores were identified using the standard as follows.

- a. More than $M + 1.SD$ ($79.85 + 1.79 = 81.64$) is categorized into good.
- b. Between $M - 1.SD$ to $M + 1.SD$ ($78.06 - 81.64$) is categorized into the medium.
- c. Less than $M - 1.SD$ ($79.85 - 1.79 = 78.06$) is categorized into low.

Thus, it can be seen that the scores in which more than 81.64 are categorized into good, while the scores which are less than 78.06 are categorized into low, and scores between 78.06 - 81.64 are categorized into the medium.

Table 4.9 Categorization of Students' English Achievement

No.	Score	Frequency	Percentage	Category
1.	More than 81.64	11	13.6%	Good
2.	78.06 - 81.64	54	66.6%	Medium
3.	Less than 78.06	16	19.8%	Low
Total		81	100%	

From the categorization in Table 4.9, it can be seen that the students' English achievement score showed that 13.6% or 11 students in a good category, 66.6% or 54 students in a medium category and 19.8% or 16 students in a low category. So, it can be concluded that many students have a medium English achievement level. It can be seen from the total number of students who have medium English achievement are 66.6% or 54 students from 81 students.

C. Data Analysis

Before analyzing the data and identifying the hypothesis, the data have to fulfill the requirement or assumption test that consists of normality, linearity, and hypothesis test.

1. Assumption Test Analysis

The final factor that the researcher needs to consider is the set of assumptions of the test.

a. Normality Test

The purpose of the normality test is to know whether the data is normal or not or verify the normality of the data which is conducted. The normality test in this research used the Kolmogorov-Smirnov formula. The result of the normality test can be seen in the table below:

Table 4.10 Table of Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		81
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.60819161
Most Extreme Differences	Absolute	.069
	Positive	.069
	Negative	-.043
Kolmogorov-Smirnov Z		.624
Asymp. Sig. (2-tailed)		.831

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation result above, the researcher concluded that the normality test with Kolmogorov-Smirnov Z is 0.624. If probability score > 0.05 , test distribution is normal. If probability score

< 0.05 , test distribution is not normal. So, it can be concluded that Unstandardized Residual is normal.

b. Linearity Test

The purpose of the linearity test is to know whether between the Y variable and X variable have linearity or not.

Table 4.11 Linearity Test of Y and X variable
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
HPTS * FLCAS	(Combined)	179.272	46	3.897	1.722	.050
	Between Groups	49.320	1	49.320	21.792	.000
	Linearity	129.952	45	2.888	1.276	.232
	Deviation from Linearity	76.950	34	2.263		
	Within Groups	256.222	80			
Total						

Based on the F score from the Anova table, it is known $F_{\text{count}} = 1.276$ whereas $F_{\text{table}} (df) = 45.34$ on the f distribution of significant standard $0.05 = 1.73$. Because $F_{\text{count}} (1.276) < F_{\text{table}} (1.73)$, the researcher concluded that there is linearity significantly between students' anxiety and students' English achievement variable.

Based on the linearity test above, the variable that has been conducted is linear. So, the research can be continued on a simple regression formula.

2. Testing Hypothesis

After the data is collected, normal and linear from X variable (students' anxiety) and Y variable (students' English achievement), the data is tabulated. To analyze the data about the influence of students' anxiety on students' English achievement to the eighth-grade students of

SMPN 1 Siman Ponorogo, the researcher used simple regression linear formula. The calculation result can be seen clearly in the table below:

Table 4.12 Anova Table of Students' Anxiety and Students' English Achievement

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.320	1	49.320	18.831	.000 ^b
	Residual	206.902	79	2.619		
	Total	256.222	80			

a. Dependent Variable: HPTS

b. Predictors: (Constant), FLCAS

Based on ANOVA table above, it is known $F_{\text{count}} = 18.831$ by significant standard $0.000 < 0.05$, so that the students' anxiety is influenced on students' English achievement.

Table 4.13 Model Summary Table

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.439 ^a	.192	.182	1.6183

a. Predictors: (Constant), FLCAS

b. Dependent Variable: HPTS

The table above explains R score = 0.439 and the percentage the influence of the independent variable and dependent variable which is called determination coefficient (R^2) = 0.192. So, the researcher concluded the influence of students' anxiety on students' English achievement of eighth-grade students of SMPN 1 Siman Ponorogo is 19.2 % and the others are influenced by other variables.

Then the analysis focus on the effect of independent variable X (students' anxiety) toward the dependent variable Y (English achievement). It can be seen from the coefficient table below.

Table 4.14 Coefficient Table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	85.338	1.277		66.827	.000		
FLCAS	-.054	.012	-.439	-4.340	.000	1.000	1.000

a. Dependent Variable: HPTS

Table 4.10 above gives a clear description of the equation regression model through unstandardized coefficients B. Therefore, the equation regression model is $Y=85.338 + (-0.054) X$.

The t-score above shows 4.340, it was compared to T-table with a 5% level of significance, it listed 1.664. It means the T-score higher than T-table. The significant value is 0.000. It means that the equation regression is a significant value (less than) < 0.005 .

Based on the result above, it can be concluded that H_a is accepted and H_0 is rejected. It implied that students' anxiety is significantly influenced or give an effect on the students' English achievement.

D. Discussion

The research was conducted to know whether there was significantly influenced by students' anxiety on students' English achievement of eighth-grade students of SMPN 1 Siman Ponorogo in the academic year 2019/2020 or not. In this research, a questionnaire is used to get some data about students' anxiety based on students' perceptions at SMPN 1 Siman Ponorogo. To get some data about students' English achievement, it used documentation techniques.

After collecting the data, then made a data description. It described the result of the questionnaire and documentation of students' scores in the English subjects. I then made the data analysis. From the data analysis about the significant influence of students' anxiety on students' English achievement at eight- grade students at SMPN 1 Siman in academic year 2019/2020, it found that the significant value is 0.000. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria are if the significant value (less than) < 0.05 , linear regression could be applied.

There are two hypotheses of this research:

Ho : There is no significant effect of students' anxiety on their English achievement at eighth-grade students of SMPN 1 Siman in the academic year 2019/2020.

Ha : There is a significant effect of students' anxiety on their English achievement at eighth-grade students of SMPN 1 Siman in the academic year 2019/2020.

It can be concluded that Ha is accepted and H0 is rejected.

Learning English as a foreign language has always been a problematic issue for some students where are exposed to English in the language class. The learning process in language class has been influenced by many factors. It comes from the internal and external of the students. One of them is individual differences of the learner in foreign language learning. Individual differences

(IDs) are characteristics or traits in respect of which individuals may be shown to differ from each other.⁶⁴

In recent years, foreign language researchers have paid considerable attention to the effects of anxiety on language learning and demonstrated that language anxiety is most closely related to the acquisition of a foreign language.⁶⁵ The research on language anxiety has addressed three key issues: (1) the sources of language anxiety, (2) the nature of the relationship between language anxiety and language learning, and (3) how anxiety affects learning. However, learning a foreign language may provoke deeper anxieties that are tied up in the identity of the learners.⁶⁶

Foreign Language Classroom Anxiety Scale (FLCAS) is an instrument to measure anxiety levels as evidenced by negative performance expectancies and social comparisons, psychophysiological symptoms, and avoidance behaviors. The FLCAS consists of 33 statements with significant part-whole correlations with the total scale, aiming to assess communication apprehension, test anxiety, and fear of negative evaluation associated with language anxiety.

Horwitz et al. describe three components of foreign language anxiety. The first is communication apprehension. Horwitz et al, propose that the language students have mature thoughts and ideas but an immature second

⁶⁴ Zoltan Dornyei, *The Psychology of Language Learner: Individual Differences in Second Language Acquisition* (London: Lawrence Erlbaum Associates. Inc, 2005), 1.

⁶⁵ E. K. Horwitz, M. B. Horwitz & J. Cope, "Foreign Language Classroom Anxiety." *Modern Language Journal*, 70, 2 (Summer, 1986), 125-126.

⁶⁶ Tony Wright, *Classroom Management in Language Education* (New York: Palgrave Macmillan, 2005), 163.

language vocabulary with which to express them. The inability either to express oneself or to comprehend another person leads to frustration and apprehension. The second component is test anxiety, namely, apprehension over academic evaluation. The pedagogical requirements of the school and teacher require that the students continually be assessed on aspect of proficiency is being acquired. The third component is fear and negative evaluation. Because students are unsure of themselves and they are saying, they may feel that they are not able to make the proper social impression.

Each item on the FLCAS is rated on a five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). The total score of the scale range from 33 to 165 with lower scores indicates higher levels of anxiety. Twenty-four of the items are positively worded, and nine of the items are negatively worded.⁶⁷

Horwitz et al.'s theory of foreign language anxiety has been widely accepted with subsequent research acknowledging the uniqueness of foreign language anxiety and proving evidence that the FLCAS is a reliable tool. Since then, the concept of anxiety in second language acquisition has achieved the status of a precise technical notion.

The value of R-square/coefficient determination informs about how well the independent and dependent variables interacted. The R-square shows 0.192. It implied that the independent variable X (students' anxiety) gives a 19.2% contribution toward dependent variable Y (students' English

⁶⁷ E. K. Horwitz, M. B. Horwitz & J. Cope, "Foreign Language Classroom Anxiety." *Modern Language Journal*, 70, 2 (Summer, 1986), 129-130

achievement). Then the F test is 18.831 is higher than F-table 4.10 and the equation regression model is $Y=85.338 + (-0.054) X$.

The data above showed that the significant influence of students' anxiety on students' English achievement at eighth-grade students of SMPN 1 Siman in the academic year 2019/2020 is 19.2%. It can be consulted that H_a is accepted and H_0 is rejected. It means that the increase in students' anxiety is followed by decreasing students' English achievement.



CHAPTER V

CLOSING

In this chapter, the writer describes the result of the research and also gives some suggestions that are hoped to be useful for education and the next research.

A. Conclusion

From the calculation of the previous theoretical review and the data analysis $F_{\text{count}} = 18.831$ and $F_{\text{table}} = 0.000$ with significant standard 5%. $F_{\text{count}} > F_{\text{table}}$ so H_0 was rejected and H_a was received. The researcher concluded that there is a significant influence on students' anxiety on students' English achievement of eighth-grade students of SMPN 1 Siman Ponorogo in the academic year 2019/2020. Based on the coefficient determination calculation, $R^2 = 0.192$, it means that students' anxiety influenced 19.2% on students' English achievement and 80.8% is influenced by other variables.

Based on the results of the regression analysis, the major finding of the present study is that the students' anxiety and achievement are negatively related to each other. This research is quite consistent with the previous studies which have shown that the students with high levels of anxiety often get low achievement and low achievement makes them more anxious about learning.

B. Recommendation

Based on the research result, some suggestions can be presented to:

1. The teacher, this research can make them know how much students' anxiety influence students' achievement especially in English. To decrease students' anxiety, they can create an anxiety-lowering atmosphere for their English classes. The classroom environment should be quite friendly, encouraging, and motivating. They also can control the development of students' achievement, know the students' characteristics, and anticipate any problem which can disturb students in the learning process, and help them to study maximally in the school.
2. The students, the result of this research is expected to give motivation to the students that they can manage and decrease their anxiety in English class. So, the teacher also has their own best way to guide their students.
3. The researcher, the result of this research is expected to add knowledge and experience how much students' anxiety influences the students' English achievement.

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