

## CHAPTER V

### DISCUSSION

The discussion part is used for discussing the findings revealed in the research. The findings are examined and elaborated to the related theories and also corresponded to some previous research.

#### a. The Correlation between Students' language Anxiety and Students' Language Attitude

Based on the finding, it can be seen that the value of correlation between students' anxiety and students' language attitude of *male* students. The maximum score is 114, it shown that male students is "very anxious". And the value of Sig. (2 –tailed) is 0.037. In order to know if the correlation between students' language anxiety and students' language attitude is significant, the value of Sig. (2 –tailed) is compared to 0.05. The correlation is considered significant if the value of Sig. (2 –tailed) is lower than 0.05. Since the value of Pearson Correlation is 0.606 which is higher than  $r$  – table (0.195), There is significant correlation between students' anxiety and students' language attitude".

Furthermore, the value of correlation between students' anxiety and students' language attitude of female students. The maximum score is 113, it shown that female students is "very anxious". The value of Sig. (2 –tailed) is 0.013. In order to know if the correlation between students' language anxiety and students' language attitude is significant, the value of Sig. (2 –tailed) is compared to 0.05. The correlation is considered significant if the value of Sig. (2 –tailed) is lower than 0.05. Since the value of Pearson Correlation is 0.389 which is higher than  $r$  – table (0.195). So, based on the value Pearson Correlation the female students showed less anxiety than the male students.

Those statistical data had proven that Anxiety has contribution to Attitude. It has the same result with a study conducted by Muhammad Athar Hussain, His study concluded that Results also indicated that significant negative correlation was found between foreign language anxiety and students' attitude towards foreign language learning. Girls showed less anxiety in English language class and had more positive attitude towards English.<sup>1</sup>

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<sup>1</sup>Muhammad Athar Hussain. 2018. *Language Anxiety and Attitude of Secondary School Students towards Learning English.* *Pakistan Journal of Education* Vol. 35, No. 1, 2018, 71-82

On the contrary, the study conducted by Göksel Coşkun and Adnan Taşgın. In their study, it was concluded that It was found that freshman students feel less anxious about English lessons than junior and senior students. It was also found that females' attitude scores towards English were higher than males' attitude scores towards English lesson.<sup>2</sup> Their research is similar with this research but different result. Mahammad Ahmed Hammad found in his research that a negative correlation between future anxiety and attitude that have no differences due to gender.<sup>3</sup>

The other research conducted by Yenni Christina revealed that majority of the respondents have *high* positive attitude towards English. The standard deviation of 0.426 indicates that the group is homogenous in terms of their attitude towards English. Overall, the respondents' speech anxiety in English is *low*. This means that the pupils are accustomed to speak English at school not only during English subject, but also in other subjects. The respondents' academic achievement is *high* (86.84%) interpreted as outstanding level. The test of correlation between attitudes of the pupils towards English and speech anxiety has no significant correlation.<sup>4</sup>

Furthermore, the research which similar conducted by Ali Imron and Winda Candra Hantari, they found that he students have positive attitudes towards public speaking class. Meanwhile, the possible cause of anxiety are because they are not accustomed to speak in English, especially in front of many people, and the lack of vocabularies and confidence.<sup>5</sup>

## **b. The Correlation between Language Anxiety and Speaking Performance**

Based on the finding, it can be seen that the value of correlation between students' anxiety and students' speaking performance of *male* students. The maximum score is 55, it means the ability of male students' speaking performance is middly. The value of Sig. (2 –tailed) is 0.009. In order to know if the correlation between students' language anxiety and students' speaking performance is significant, the value of Sig. (2 –tailed) is compared to 0.05. The

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<sup>2</sup>Göksel Coşkun and Adnan Taşgın.2018.*An investigation of anxiety and attitudes of university students towards English Course. Journal of Language and Linguistic Studies*, 14(2), 135-153;

<sup>3</sup>Mahammad ahmed hammad. 2016. *Future Anxiety and its Relationship to Students' Attitude toward Academic Specialization*.Special Education Department.Najran University; Saudi Arabia. *Journal of Education and Practice* Vol.7, No. 15

<sup>4</sup> Yeni Christina. Attitude towards English, Speech Anxiety and Academic Achievement among Elementary Pupils: Basis for Enriched Language Communication Program

<sup>5</sup>Ali Imron and Winda Candra Hantari. 2019.*EFL Students' Attitudes Toward Public Speaking And Anxiety In Speaking Impromptu Speech*. CaLLs, Volume 5 Nomor 1 Juni 2019 P-ISSN 2460-674X | E-ISSN 2549-7707

correlation is considered significant if the value of Sig. (2 –tailed) is lower than 0.05. Since the value of Pearson Correlation is 0.712 which is higher than r – table (0.195), There is significant correlation between students’ anxiety and students’ speaking performance.

Furthermore, the value of correlation between students’ anxiety and students’ speaking performance of *female* students. The maximum score is 58, it means the ability of female students’ speaking performance is middly. The value of Sig. (2 –tailed) is 0.000. In order to know if the correlation between students’ language anxiety and students’ speaking performance is significant, the value of Sig. (2 –tailed) is compared to 0.05. The correlation is considered significant if the value of Sig. (2 –tailed) is lower than 0.05. Since the value of Pearson Correlation is 0.623 which is higher than r – table (0.195).). So, based on the value Pearson Correlation the female students showed less anxiety than the male students.

The result of the present study is also supported by a study conducted by Gokhun and Nurdan, resulting that female students demonstrated a higher level of foreign language learning motivation than male students. The results also showed that the female students get more anxious than the male students while speaking in English in classroom.<sup>6</sup> It is same with the result of this research. Another research which similar with this study by Siew Pei Hwaand Wee Kim Peck, their research findings corroborate the hypothesis that female tertiary ESL students display a higher level of speaking anxiety than their male peers. The results also prove that female students are more worried about negative evaluation and experience more psychological anxiety in the ESL classroom.<sup>7</sup>

Furthermore, Nur Hakiki found in his research that the result of the coefficient correlation between Student Speaking Anxiety and Speaking Performance was  $r= 0.033$ . It means that those variables were positively correlated. However,  $r= 0.033$  is categorized as low correlation. Then, the result of the coefficient correlation between Motivation and Speaking Performance was  $r= 0.041$ . It means, that those variables were positively correlated. However,  $r= 0.041$  considered as low correlation. Then, the result of coefficient correlation between Student Speaking Anxiety, Motivation and Speaking Performance was

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<sup>6</sup>Gökhun Ötzurk and Nurdan Gurbuz. 2013. *The impact of gender on foreign language speaking anxiety and motivation*.Procedia - Social and Behavioral Sciences 70 ( 2013 ) 654 – 665

<sup>7</sup>Siew Pei Hwa and Wee Kim Peck. 2017. *Gender Differences In Speaking Anxiety Among English As A Second Language Learners In A Malaysian Tertiary Context*. International Journal for Studies on Children, Women, Elderly And Disabled, Vol. 2, (June) ISSN 0128-309X

$r=0.015$ , it means that those variables were positively correlated. However, 0.015 considered as low correlation.<sup>8</sup>

Additionally, Yuliana Maulida also found that the result of  $r$  calculation for students' anxiety and their speaking test is .139. Based on the table of interpretation of  $r$  value, the result of  $r$  calculated (.139) is between 0.000 and 0.200. This value shows that there is a positive correlation. From the significance (2 tailed), the writer get the score .558. It means  $r>0.05$  which showed  $H_0$  cannot be rejected. The result explained that there is no correlation between two variables, students' anxiety and their speaking test of 4th semester students of English Department at IAIN Tulungagung.<sup>9</sup>

On the contrary, Lisanti Okta Riantika found that the result of her research, students' attitude in learning English had mean score was 73.9042, it means that the category of students' attitude in learning English "good" and their speaking ability had mean score was 74.7917, it mean that the category of their speaking ability was "good". Based on the data analysis, the researcher found that Sig. (2-tailed) = 0.633. It showed from Sig. (2-tailed) = 0.633 that as higher than a (0.05). It means that  $H_a$  rejected and was  $H_0$  accepted and it can be concluded that there is no significant correlation between students' attitude in learning English and their speaking ability at the eleventh grade of Senior High School 1 Ukui.<sup>10</sup>

Beside that Songyut Akkakoson revealed that The quantitative analysis indicated the existence of speaking-in-class anxiety among Thai EFL students at a moderate level. Levels of anxiety by dimensions, namely test-anxiety (TA), fear of negative evaluation (FNE) and communication apprehension (CA), were found to be moderate as well. However, TA and FNE were significantly dominant performance anxieties. Qualitatively, students' positive attitudes towards speaking English in the classroom were reflected, whereas a negative rating for their spoken English ability was reported. Finally, the limited repertoire of students' vocabulary was found to be their major source of speaking anxiety.<sup>11</sup>

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<sup>8</sup>Nur Hakiki. 2018. The Correlation Study Among Students' Speaking Anxiety, Motivation, And Speaking Performance Of Senior High School Aljauharen Jambi. The State Islamic University SulthanThahaSaifuddin Jambi

<sup>9</sup>Mauludiyah, Yuliana. 2014. *The Correlation Between Students' Anxiety And Their Ability in Speaking Class*. Thesis.English Education Program. Islamic Institution of Tulungagung

<sup>10</sup>Lisanti Okta Riantika. 2021. *The Correlation between Students' Attitude in Learning English and their Speaking Ability at the Eleventh Grade of Senior High School 1 Ukui*. UIN Sultan Syarif Kasim Riau

<sup>11</sup>Songyut Akkakoson.2016. *Speaking Anxiety In English Conversation Classrooms Among Thai Students*. Malaysian Journal Of Learning And Instruction: Vol. 13 (2016): 63-82

In Similarity, Cucu Sutarsyah had results show that the students' speaking performance significantly differs between the two groups. The mean score of higher level of anxiety students was 62.37 while the mean score for lower level of anxiety students was 83.81. Based on the analysis by using Mann Whitney U Test, it shows that lower level anxiety students have higher score in speaking performance than those with higher level of anxiety as the computation resulted in p value at 0.005. The next analysis by using Linear Regression resulted in  $r^2$  (0.319). The data show that speaking anxiety may give negative contribution to the overall students' speaking performance achievement. It also found that nervousness is dominant factor followed by worry and tension.<sup>12</sup>

### c. The Correlation Between language Attitude and Speaking Performance

Based on the finding, it can be seen that the value of correlation between students' attitude and students' speaking performance of male students. The value of Sig. (2 –tailed) is 0.004. In order to know if the correlation between students' language speaking performance and students' language attitude is significant, the value of Sig. (2 –tailed) is compared to 0.05. The correlation is considered significant if the value of Sig. (2 –tailed) is lower than 0.05. Since the value of Pearson Correlation is 0.764 which is higher than  $r$  – table (0.195), There is significant correlation between students' attitude and students' speaking performance.

Furthermore, the value of correlation between students' attitude and students' speaking performance of *female* students. The maximum score is 58, it means the ability of female students' speaking performance is middly. The value of Sig. (2 –tailed) is 0.000. In order to know if the correlation between students' language anxiety and students' speaking performance is significant, the value of Sig. (2 –tailed) is compared to 0.05. The correlation is considered significant if the value of Sig. (2 –tailed) is lower than 0.05, there is significant correlation between students' attitude and students' speaking performance. Since the value of Pearson Correlation is 0.611 which is higher than  $r$  – table (0.195).). So, based on the value Pearson Correlation the male students showed less anxiety than the female students.

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<sup>12</sup>Cucu SutarSyah.2017. An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* Vol. 1(2), 2017

Additionally, QuyenThiThuc Bui and Channarong Intaraprasert found that the results show significant variations in frequency of the students' use of strategies according to both factors. While the students' use of CSs reveals to be strongly associated with attitudes towards speaking English; its relationship with exposure to oral communication in English has been found to be minor.<sup>13</sup>

Furthermore, the value of correlation between students' speaking performance and students' language attitude of female students. The value of Sig. (2 –tailed) is 0.118. In order to know if the correlation between students' language speaking performance and students' language attitude is significant, the value of Sig. (2 –tailed) is compared to 0.05. The correlation is considered significant if the value of Sig. (2 –tailed) is lower than 0.05. Since the value of Pearson Correlation is 0.468 which is higher than r – table (0.195). ). So, based on the value Pearson Correlation the female students showed less anxiety than the male students.

Synchronizing to previous study, the result of language Attitude and Speaking performance between male and female, conducted by Concilianus Laos Mbato and Paulus Yanuar Kharismawan, This study investigated the correlation between bilingual language attitudes and English language orientation of Indonesian EFL learners in Yogyakarta. This research concluded that showed that language orientation had a positive and significant correlation with language attitudes toward English and a positive but in significant correlation with language attitudes towards the Indonesian language. It indicates that English language orientation strongly influenced Indonesian EFL students' language attitudes towards English but not necessarily towards Indonesian language. We also found that Indonesian EFL students had a high awareness of the benefits of learning English for their future. The other result showed that there was no difference between male and female students in instrumental orientation.<sup>14</sup>

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<sup>13</sup>ThiThuc Bui, Quyen and ChannarongIntaraprasert . 2013.*The Effects of Attitude towards Speaking English and Exposure to Oral Communication in English on Use of Communication Strategies by English Majors in Vietnam*. International Journal of Scientific and Research Publications, Volume 3, Issue 2, February 2013 1 ISSN 2250-3153

<sup>14</sup>Concilianus Laos Mbato and Paulus YanuarKharismawan. 2018. *Correlational Study between Language Attitudes and English Language Orientation of Indonesian EFL Learners*.LEARN Journal : Language Education and Acquisition Research Network Journal, Volume 11, Issue 1, June 2018

To supported this research, Abdul Fattah Soomro and Muhammad UmarFarooq found that it couldbe inferred that lack of measures on the part of teachers and learners as well as the classroomsetting/environment do not fully facilitate both the male and female students to learn speaking skills in a betterway. The poor level of their skills in English is attributed to the variety of teachers', learners', and environment related factors. And these factors affect negatively on the attitude of learners towards learning speaking skills.<sup>15</sup>

#### **d. The Correlation Among Students' language Anxiety, Students' Language Attitude and Speaking Performance**

Based on statistical computation result on the table above, it can be concluded that the data of male students, all accepted with the correlation is considered significant if the value of Sig. (2 – tailed) is lower than 0.05. Since the value of Pearson Correlation is higher than r – table (0.195). Furthermore, the lowest Pearson Correlation coefficient which is between language anxiety and language attitude.

To supported this research, which similarity with the study that conducted By Ali Imron and Winda Candra Hantari, their research found that the students have positive attitudes towards public speaking class. Meanwhile, the possible cause of anxiety are because they are not accustomed to speak in English, especially in front of many people, and the lack of vocabularies and confidence.<sup>16</sup>

Synchronizing this research, Mia Audina Pratiwi<sup>1\*</sup> and Mukhaiyar also found that the EFL speaking anxiety has a significant correlation to the learners speaking achievements by indicating the r-count 0,615 > r-table 0,355. Then, the EFL learners` language attitude also significantly correlates to their speaking achievements by the score of r-count 0,417 > rtable 0,355. In short, the EFL speaking achievements were significantly correlated by two-tailed Pearson`s product moment analysis to their speaking anxiety and language attitude.<sup>17</sup>

The last research with similarity with this research conducted by Danebethristeza Glomo-Narzoles Donna Tristeza and Glomo- Palermo which found Results revealed that females had

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<sup>15</sup>Abdul Fattah Soomro and Muhammad Umar Farooq. 2018. *EFL Learners' Attitude towards Developing Speaking Skills at the University of Taif, Saudi Arabia*. International Journal of English Linguistics; Vol. 8, No. 3; 2018 ISSN 1923-869X E-ISSN 1923-8703 Published by Canadian Center of Science and Education

<sup>16</sup>Ali Imron and Winda Candra Hantari.2019. *EFL Students' Attitudes toward Public Speaking and Anxiety in Speaking Impromptu Speech*.CaLLs Journal, volume 5

<sup>17</sup>AudinaPratiwi, Mia and Mukhaiyar. 2019. *EFL Students' Speaking Achievements in Relation to Their Language Attitude and Anxiety*. Atlantis Press; Advances in Social Science, Education and Humanities Research, volume 463

higher level of anxiety than males. Working students were found to be more confident than non-working students. Moreover, there is a significant difference between the levels of English language anxiety according to sex and status. A significant relationship was noted between English language anxiety and attitude towards English.<sup>18</sup>

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<sup>18</sup> Risteza, Danebeth, Glomo- Narzoles, Donna Tristeza, and Glomo- Palermo. 2021. *Exploring the Attitude towards English and Speaking Anxiety of the EFL Learners*. International Journal of English Language and Literature Studies, 10(2), 122–131. <https://doi.org/10.18488/journal.23.2021.102.122.131>