CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Description of the Data

This research was conducted on students at SMP 1 Portibi. The data were collected from the result of the questionnaire and students' speaking scores from their tests. There were 20 numbers of statements given to the 30 students of the eighth grade at the Junior High School 1 Portibi. The researcher distributed 20 questionnaires on Juny 5, 2021, and all questionnaires were filled without missing items. In filling in the questionnaire, there are no answers that are considered wrong. All the answers of the subjects are accepted as data that describe the reality of the subject. Data obtained in this study are processed and analyzed using the SPSS 25.0 for windows.

B. **Data Analysis**

1. **Students' Foreign Language Anxiety**

The most commonly used tool for assessing FLA is the FLCAS, developed byHorwitz et al. (1986). A modified version of FLCAS was used in this study. Theoriginal version of FLCAS is a 33-item, 5-point. The scale instrument ranged from (strongly disagree to strongly agree) measuring students foreign language anxiety. The data of students' foreign language anxiety is gained from questionnaire. There were 20 questionslist of questionnaire section. Here the table of each number of questions with the percentage of students' answer of anxiety:

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Table IV.1

I never feel quite sure of myself when I am speaking in my foreign language class

No.	Category	Frequency	Percentage
1.	Strongly Agree	17	56,67%
2.	Agree	1	3,33%
3.	Neutral	12	40%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

The table above shows that 56.67% of students answered 'Strongly Agree', 3.33% of students answered 'Agree', 40% of students answered 'Neutral', 0 of students answered "Disagree", and 0 of students answered 'Strongly Disagree'. The highest percentage of answer is "Strongly Agree" (56.67%). It can be concluded that the eighth grade students of Junior High School 1 Portibi do not have self-confident when they speak English in front of the class.

Table IV.2

I can feel my heart pounding when I'm going to be called on in language class

No.	Category	Frequency	Percentage
1.	Strongly Agree	16	53,33%
2.	Agree	1	3,33%
3.	Neutral	13	43,33%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

The table above shows that 53,33% of students answered 'Strongly Agree', 3.33% of students answered 'Agree', 43.34% of students

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answered 'Neutral', 0 of students answered "Disagree", and 0 of students answered 'Strongly Disagree'. The highest percentage of answer is "Strongly Agree" (53,33%). It can be concluded that most eighth grade of Junior High School 1 Portibi can feel the hearts pounding when they are going to be called on in language class.

Table IV.3

I tremble when I know that I'm going to be called on in language class.

No.	Category	Frequency	Percentage
1.	Strongly Agree	11	36,67%
2.	Agree	-	-
3.	Neutral	16	53,34%
4.	Disagree	2	6,67%
5.	Strongly Disagree	1	3,33%
	Total	30	100%

The table above shows that 36.67% of students answered 'Strongly Agree', 0 of students answered 'Agree', 53.34% of students answered 'Neutral', 6.67% of students answered "Disagree", and 3.33% of students answered 'Strongly Disagree'. The highest percentage of answer is "Neutral" (53.34%). It can be concluded that the eighth grade of Junior High School 1 Portibi do trembling when they are going to be called in foreign language class.

Table IV.4

It frightens me when I don't understand what the teacher is saying in the foreign language.

No.	Category	Frequency	Percentage
1.	Strongly Agree	13	43,33%
2.	Agree	2	6,67%
3.	Neutral	9	30%
4.	Disagree	3	10%
5.	Strongly Disagree	3	10%
	Total	30	100%

The table above shows that 43.33% of students answered 'Strongly Agree', 6.67% of students answered 'Agree', 30% of students answered 'Neutral', 10% of students answered "Disagree", and 10% of students answered 'Strongly Disagree'. The highest percentage of answer is "Strongly Agree" (43.33%). It can be concluded that the eighth grade of Junior High School 1 Portibi are frightens when they do not know what their teacher saying in foreign language class..

Table IV.5

It wouldn't bother me at all to take more foreign language classes

No.	Category	Frequency	Percentage
1.	Strongly Agree	12	40%
2.	Agree	1	3,33%
3.	Neutral	15	50%
4.	Disagree	2	6,67%
5.	Strongly Disagree	-	-
	Total	30	100%

The table above shows that 40% of students answered 'Strongly Agree', 3.33% of students answered 'Agree', 50% of students answered 'Neutral', 6.67% of students answered "Disagree", and 0 of students answered

'Strongly Disagree'. The highest percentage of answer is "Neutral" (50%). It can be concluded that the eighth grade of Junior High School 1 Portibi do not want to take more foreign language classes.

Table IV.6

During language class, I find myself thinking about things that have nothing to do with the course

No.	Category	Frequency	Percentage
1.	Strongly Agree	11	36,67%
2.	Agree	1	3,33%
3.	Neutral	15	50%
4.	Disagree	1	3,33%
5.	Strongly Disagree	2	6,67%
	Total	30	100%

The table above shows that 36.67% of students answered 'Strongly Agree', 3.33% of students answered 'Agree', 50% of students answered 'Neutral', 3,33% of students answered "Disagree", and 6.67% of students answered 'Strongly Disagree'. The highest percentage of answer is "Neutral" (50%). It can be concluded that the eighth grade of Junior High School 1 Portibi are still pay attention to the material during foreign language class course.

Table IV.7

I keep thinking that the other students are better at languages than I am

No.	Category	Frequency	Percentage
1.	Strongly Agree	14	46,67%
2.	Agree	1	3,33%
3.	Neutral	12	40%
4.	Disagree	2	6,67%
5.	Strongly Disagree	1	3,33%
	Total	30	100%

The table above shows that 46.67% of students answered 'Strongly Agree', 3.33% of students answered 'Agree', 40% of students answered 'Neutral', 6.67% of students answered "Disagree", and 3.33% of students answered 'Strongly Disagree'. The highest percentage of answer is "Strongly Agree" (46.67%). It can be concluded that the eighth grade of Junior High School 1 Portibi always think that other students are better than them in foreign language class.

Table IV.8

Even if I am well prepared for language class, I feel anxious about it

No.	Category	Frequency	Percentage
1.	Strongly Agree	14	46,67%
2.	Agree	-	-
3.	Neutral	13	43,33%
4.	Disagree	2	6,67%
5.	Strongly Disagree	1	3,33%
	Total	30	100%

The table above shows that 46.67% of students answered 'Strongly Agree', 0 of students answered 'Agree', 43.33% of students answered 'Neutral', 6.67% of students answered "Disagree", and 3.33% of students answered 'Strongly Disagree'. The highest percentage of answer is "Strongly Agree" (46.67%). It can be concluded that the eighth grade of Junior High School 1 Portibi still feel anxious even when they have well preparation for language class.

Table IV.9

I start to panic when I have to speak without preparation in language class

No.	Category	Frequency	Percentage
1.	Strongly Agree	9	30%
2.	Agree	3	10%
3.	Neutral	16	53,33%
4.	Disagree	-	-
5.	Strongly Disagree	2	6,67%
	Total	30	100%

The table above shows that 30% of the students answered 'Strongly Agree', 10% of students answered 'Agree', 53.33% of students answered 'Neutral', 0 of students answered "Disagree", and 6.67% of students answered 'Strongly Disagree'. The highest percentage of answer is "Neutral" (53.33%). It can be concluded that the eighth grade of Junior High School 1 Portibi start to feel panic when they have to speak without preparation during foreign language class.

Table IV.10

I worry about the consequences of failing my foreign language class.

No.	Category	Frequency	Percentage
1.	Strongly Agree	5	16,67%
2.	Agree	3	10%
3.	Neutral	19	63,33%
4.	Disagree	1	3,33%
5.	Strongly Disagree	2	6,67%
	Total	30	100%

The table above shows that 16.67% of students answered 'Strongly Agree', 10% of students answered 'Agree', 63.33% of students answered 'Neutral', 3.33% of students answered "Disagree", and 6.67% of students answered 'Strongly Disagree'. The highest percentage of answer is

"Neutral" (63.33%). It can be concluded that the eighth grade of Junior High School 1 Portibi are worry about the concequences of failing in foreign language class.

Table IV.11

I don't understand why some people get so upset over foreign language classes

No.	Category	Frequency	Percentage
1.	Strongly Agree	4	13,33%
2.	Agree	3	10%
3.	Neutral	19	63,33%
4.	Disagree	2	6,67%
5.	Strongly Disagree	2	6,67%
	Total	30	100%

The table above shows that 13.33% of students answered 'Strongly Agree', 10% of students answered 'Agree', 63.33% of students answered 'Neutral', 6.67% of students answered "Disagree", and 6.67% of students answered 'Strongly Disagree'. The highest percentage of answer is "Neutral" (63.33%). It can be concluded that the eighth grade of Junior High School 1 Portibi do understand about some people get so upset over foreign language classes result.

Table IV.12

In language class, I can get really nervous when I forget things I know

No.	Category	Frequency	Percentage
1.	Strongly Agree	7	23,34%
2.	Agree	3	10%
3.	Neutral	15	50%
4.	Disagree	4	13,33%
5.	Strongly Disagree	1	3,33%
	Total	30	100%

The table above shows that 23.34% of students answered 'Strongly Agree', 10% of students answered 'Agree', 50% of students answered 'Neutral',13.330% of students answered "Disagree", and 3.33% of students answered 'Strongly Disagree'. The highest percentage of answer is "Neutral" (50%). It can be concluded that the eighth grade of Junior High School 1 Portibi are always feel nervous when they forget things they know.

Table IV.13

It embarrasses me to volunteer answers in my language class

No.	Category	Frequency	Percentage
1.	Strongly Agree	6	20%
2.	Agree	2	6,67%
3.	Neutral	18	60%
4.	Disagree	4	13,33%
5.	Strongly Disagree	-	-
	Total	30	100%

The table above shows that 20% of students answered 'Strongly Agree', 6.67% of students answered 'Agree', 60% of students answered 'Neutral', 13.33% of students answered "Disagree", and 0 of students answered 'Strongly Disagree'. The highest percentage of answer is "Neutral" (60%). It can be concluded that the eighth grade of Junior High School 1 Portibi do not feel that embarrassed to volunteer answers in language class.

Table IV.14

I would not be nervous speaking the foreign language with native speakers

No.	Category	Frequency	Percentage
1.	Strongly Agree	7	23,33%
2.	Agree	1	3,33%
3.	Neutral	19	63,33%
4.	Disagree	3	10%
5.	Strongly Disagree	-	-
	Total	30	100%

The table above shows that 23,33% of students answered 'Strongly Agree', 3,33% of students answered 'Agree', 63.33% of students answered 'Neutral', 10% of students answered "Disagree", and 0 of students answered 'Strongly Disagree'. The highest percentage of answer is "Neutral" (63.33%). It can be concluded that the eighth grade of Junior High School 1 Portibi are quite nervous when they talk English to native speakers.

Table IV.15

I get upset when I don't understand what the teacher is correcting

No.	Category	Frequency	Percentage
1.	Strongly Agree	2	6,67%
2.	Agree	1	3,33%
3.	Neutral	20	66,67%
4.	Disagree	7	23,33%
5.	Strongly Disagree	-	-
	Total	30	100%

The table above shows that 6.67% of students answered 'Strongly Agree', 3.33% of students answered 'Agree', 66.67% of students answered 'Neutral', 23.33% of students answered "Disagree", and 0 of students answered 'Strongly Disagree'. The highest percentage of answer is "Neutral" (66.67%). It can be concluded that eighth grade of Junior High

School 1 Portibi are get upset when they dont understand what the teacher has been correcting.

Table IV.16

I am usually at ease during tests in my language class

No.	Category	Frequency	Percentage
1.	Strongly Agree	3	10%
2.	Agree	-	-
3.	Neutral	17	56,67%
4.	Disagree	8	26,67%
5.	Strongly Disagree	2	6,67%
	Total	30	100%

The table above shows that 10% of students answered 'Strongly Agree', 0 of students answered 'Agree', 56.67% of students answered 'Neutral', 26,67% of students answered "Disagree", and 6,67% of students answered 'Strongly Disagree'. The highest percentage of answer is "Neutral" (56.67%). It can be concluded that the eighth grade of Junior High School 1 Portibi are not at ease during tests in foreign language class.

Table IV.17

I often feel like not going to my language class.

No.	Category	Frequency	Percentage
1.	Strongly Agree	2	6,67%
2.	Agree	-	-
3.	Neutral	16	53,33%
4.	Disagree	2	6,67%
5.	Strongly Disagree	10	33,33%
	Total	30	100%

The table above shows that 6.67% of students answered 'Strongly Agree', 0 of students answered 'Agree', 53.33% of students answered 'Neutral', 6.67% of students answered "Disagree", and 33.33% of students

answered 'Strongly Disagree'. The highest percentage of answer is "Neutral" (53.33%). It can be concluded that the eighth grade of Junior High School 1 Portibi are feel like to not going to foreign language class.

Table IV.18

I feel confident when I speak in foreign language class.

No.	Category	Frequency	Percentage
1.	Strongly Agree	5	16,67%
2.	Agree	1	3,33%
3.	Neutral	12	40%
4.	Disagree	5	16,67%
5.	Strongly Disagree	7	23,33%
	Total	30	100%

The table above shows that 16,67% of students answered 'Strongly Agree', 3.33% of students answered 'Agree', 40% of students answered 'Neutral', 16.67% of students answered "Disagree", and 23,33% of students answered 'Strongly Disagree'. The highest percentage of answer is "Neutral" (40%). It can be concluded that the eighth grade of Junior High School 1 Portibi do not feel confident when they speak in foreign language class.

Table IV.19

I am afraid that my language teacher is ready to correct every mistake I make.

No.	Category	Frequency	Percentage
1.	Strongly Agree	-	-
2.	Agree	1	3,33%
3.	Neutral	11	36,67%
4.	Disagree	8	26,67%
5.	Strongly Disagree	10	33,33%
	Total	30	100%

The table above shows that 0 of students answered 'Strongly Agree', 3.33% of students answered 'Agree', 36.67% of students answered 'Neutral', 26.67% of students answered "Disagree", and 33.33% of students answered 'Strongly Disagree'. The highest percentage of answer is "Neutral" (36.67%). It can be concluded that the eighth grade of Junior High School 1 Portibi are afraid that their teacher is ready to correct every mistake they make.

Table IV.20

I don't worry about making mistakes in language class

No.	Category	Frequency	Percentage
1.	Strongly Agree	-	-
2.	Agree	-	-
3.	Neutral	1	3,33%
4.	Disagree	9	30%
5.	Strongly Disagree	20	66,67%
	Total	30	100%

The table above shows that 0 of students answered 'Strongly Agree', 0 of students answered 'Agree', 3.33% of students answered 'Neutral', 30% of students answered "Disagree", and 66,67% of students answered 'Strongly Disagree'. The highest percentage of answer is "Strongly Disagree" (66,67%). It can be concluded that the eight grade of Junior High School 1 Portibi are worry about making mistakes in foreign language class.

TABLE IV. 21

The Score of Students' Foreign Language Anxiety

No.	Students	Score
1	Students 1	75
2	Students 2	75
3	Students 3	55
4	Students 4	73
5	Students 5	78
6	Students 6	78
7	Students 7	79
8	Students 8	69
9	Students 9	46
10	Students 10	78
11	Students 11	55
12	Students 12	49
13	Students 13	83
14	Students 14	49
15	Students 15	74
16	Students 16	60
17	Students 17	45
18	Students 18	48
19	Students 19	47
20	Students 20	50
21	Students 21	69
22	Students 22	54
23	Students 23	69
24	Students 24	78
25	Students 25	79
26	Students 26	61
27	Students 27	71
28	Students 28	46
29	Students 29	68
30	Students 30	85
Total		1946
Mean		64.87

To know the level of students' foreign language anxiety from the result above, the researcher categorized them in the table below:

Table IV.22
Category of Anxiety Level

Level	Frequency	Percentage
High	11	36,67%
Moderate	10	33,33%
Low	9	30%

Based on the categorizing of table IV.22, it showed that most of the students have high category on students' foreign language anxiety. It showed from the result of students' foreign language anxiety score, there was 11 students indicated having high students' foreign language anxiety with the percentage 36.67%, 10 students were indicated moderate level on students' foreign language anxiety score and the percentage was 33.33%, and 9 students which indicated having low level on students' foreign language anxiety score with the percentage 30%. It concluded that students at the eighth grade of Junior High School 1 Portibi had high level in students' foreign language anxiety.

2. The Students' Speaking Ability

The writer focused on students' speaking ability in term of the pronunciation,grammar, vocabulary, fluency and comprehension. They have typical scale whereeach component has a set of qualities (level) to be rated as a series of possiblerating.

Table IV.23
Speaking Scale of Oral Test

No.	Criteria	Rating	Description
1.	Pronunciation	5	The student can pronounce the words very well.
		4	The student can pronounce the words well.
		3	The student can pronounce the words adequately.
		2	The student can pronounce the words frequently unintelligible.
		1	The student can pronounce the word poorly.
2.	Grammar	5	The student has very good grammar
		4	The student's error in grammar is quite a rate.
		3	The student's grammar is good enough, able to aspect the language with sufficient structure.
		2	The student's construction of grammar is quite accurate but does not have thorough confidence control.
		1	The student's error is frequent but the content is still understood.
3.	Vocabulary	5	The student has board vocabulary.
		4	The student has an adequate vocabulary.
		3	The student has good enough vocabulary.
		2	The student has a limited vocabulary.
		1	The student has a very limited

			vocabulary.
4.	Fluency	5	Speech is following style, mostly easy to understand.
		4	Speech of speech seems to be slightly affected by language problems.
		3	Speech and fluency are father strongly affected by language limitation.
		2	Usually resistant: often force to silence by language limitation.
		1	Speech is as halting and fragmentary as to make conversation virtually impossible.
5.	Comprehension	5	Ideas highly organized, covers all of the elements of speaking,
		4	Ideas are well organized, cover almost all of the elements of speaking.
		3	Ideas are less organized, some missing parts of the element of speaking in practicing conversation.
		2	Ideas less organized cover only the main element of the speaking problem in practicing conversation.
		1	Unorganized ideas, a lot of missing parts of the elements.

Table IV.24
The Recapitulation Score of Students' Speaking Ability

No.	Students	Score Rater 1	Rater 2	Average
1	Students 1	45	30	37.5
2	Students 2	30	30	30
3	Students 3	55	65	60
4	Students 4	25	30	27.5
5	Students 5	50	50	50
6	Students 6	45	45	40
7	Students 7	70	65	67.5
8	Students 8	30	30	30
9	Students 9	40	60	50
10	Students 10	45	45	45
11	Students 11	65	55	60
12	Students 12	65	35	50
13	Students 13	55	55	55
14	Students 14	60	50	55
15	Students 15	40	35	37.5
16	Students 16	55	65	60
17	Students 17	40	60	50
18	Students 18	50	55	52.5
19	Students 19	45	55	50
20	Students 20	45	60	55
21	Students 21	50	40	45
22	Students 22	50	55	52.5
23	Students 23	40	40	40
24	Students 24	40	40	40
25	Students 25	60	30	45
26	Students 26	40	35	37.5
27	Students 27	30	30	30
28	Students 28	40	30	35
29	Students 29	50	30	40
30	Students 30	40	30	35
	Total	1395	1335	1362.5
	Mean	46.5	44.5	45.42

The table above showed the data about the result of students'
speaking ability from 2 raters and the average score of it. From Rater 1,

the total score was 1395 and the mean score was 46.5. Rater 2 total score was 1335 and the mean score was 45.42. After merging both of the score and getting the average both of them, the total score became 1362.5 and mean score was 45.42. It could be concluded that the majority of students' speaking ability score at the eighth grade of Junior High School 1 Portibi was 1362.5 and mean score was 45.42 categorized into Poor of speaking. Besides, to know the category of students' speaking level based on their score, the researcher used the scale adopted from curriculum at the school. It got from English teacher there. The scale can be seen in the following table:

Table IV.25
Classification of Speaking Score

Category	Frequency	Percentage
Very Good	-	-
Good	-	-
Enough	3	10%
Poor	18	60%
Fail	9	30%

Based on the table above, it indicates that the majority of the students were in Poor category in their speaking ability. It can be seen from the precentage of the score, the highest frequency was in Poor Category with 18 students (60%). Then, 9 students were in Fail category (30%) and 3 students were in Enough category (10%).

3. The Correlation between Students' Foreign Language Anxiety and Their English Speaking Ability

The data were collected from the result of the questionnaire and students' speaking scores from their tests. It can be seen in the following table:

Table IV.26
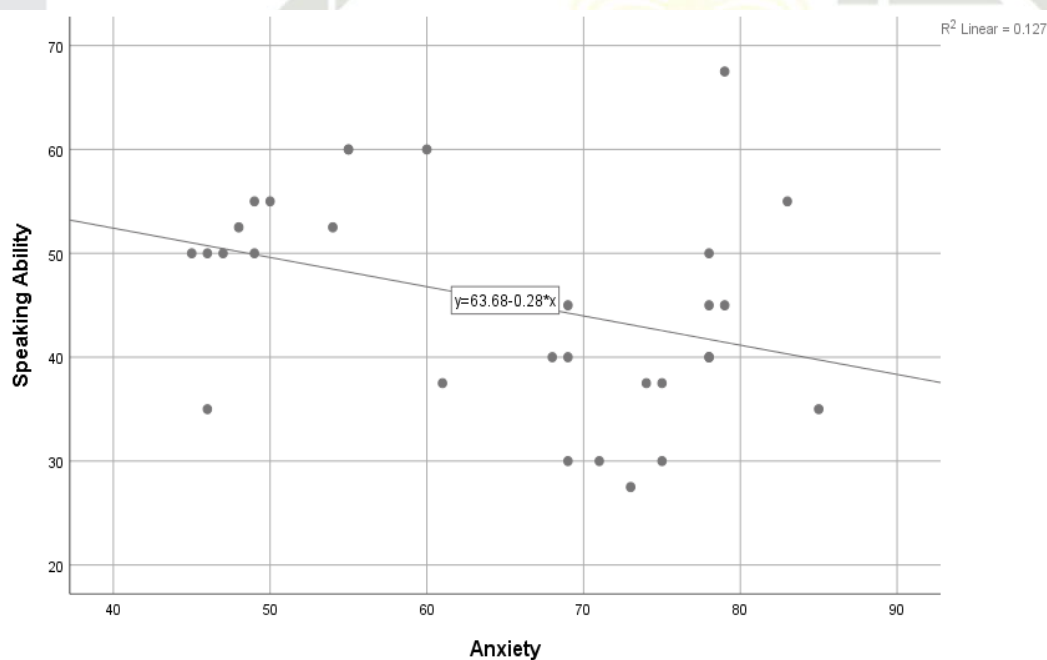**The Scores of Students Foreign Language Anxiety and Their Speaking Ability**

No.	Students	Score Anxiety	Speaking
1	Students 1	75	37.5
2	Students 2	75	30
3	Students 3	55	60
4	Students 4	73	27.5
5	Students 5	78	50
6	Students 6	78	40
7	Students 7	79	67.5
8	Students 8	69	30
9	Students 9	46	50
10	Students 10	78	45
11	Students 11	55	60
12	Students 12	49	50
13	Students 13	83	55
14	Students 14	49	55
15	Students 15	74	37.5
16	Students 16	60	60
17	Students 17	45	50
18	Students 18	48	52.5
19	Students 19	47	50
20	Students 20	50	55
21	Students 21	69	45
22	Students 22	54	52.5
23	Students 23	69	40
24	Students 24	78	40
25	Students 25	79	45
26	Students 26	61	37.5
27	Students 27	71	30
28	Students 28	46	35
29	Students 29	68	40
30	Students 30	85	35
	Total	1946	1362.5
	Mean	64.87	45.42

Based on the data on the table above, it could be seen that the total score of students' foreign language anxiety was 1946 and students' speaking ability was 1362.5. While, mean of students' foreign language anxiety was 64.87 and mean of students' speaking ability was 45.42. As the data shown above, the researcher got the result of each variable. The researcher used serial correlation because the variables are ordinal and interval. The following diagram is the diagram regression:

Table IV.27
The Diagram Regression of Students Foreign Language Anxiety and Their Speaking Ability

Moreover, to get data of mean and standard deviation of variable X and Y. The researcher used SPSS 25.0 windows program to measure, calculate, and to analyse the data gained from those variables. The result can be seen in the following table:

Table IV.28
Descriptive Statistics X and Y

	N	Minimum	Maximum	Mean	Std. Deviation
Anxiety	30	45	85	64.87	13.214
Speaking Ability	30	28	68	45.42	10.445
Valid N (listwise)	30				

From the Table above, it can be seen that the total of the data (N) in each variable is 30. The minimum score of students' foreign language anxiety (variable X) is 45 and the maximum score is 85, the mean score is 64.87 with standard deviation score is 13.214. Meanwhile, the minimum score of the students' speaking ability (variable Y) is 28 and the maximum score is 68, the mean score is 45.42 with standard deviation 10.445.

4. Normality Test

The normality test was used to know whether the distribution of the data was normal or not. According to Kadir (2017, p. 144), there are several testing techniques for normal distribution assumptions; they are the normality test with the Liliefors test, the normality test with estimation errors with the Liliefors test, the Kolmogorov-Smirnov normality test, the Chi-Square normality test, and the normality test with the Q-Q plot. In this research, the researcher used the Kolmogorov-Smirnov techniques and the calculations were carried out using SPSS 25.0. The following table shows the normality test result for variable X (students' foreign language anxiety) and variable Y (students' speaking ability).

Table IV.29
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	9.75923603
Most Extreme Differences	Absolute	.092
	Positive	.090
	Negative	-.092
Test Statistic		.092
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

For the normality test, if the significance level > 0.05, the data distribution was normal. From the table above, it showed that the sig. value is 0.200 for students' foreign language anxiety and speaking ability. It could be concluded that the data distribution was normal. Therefore, the analysis of correlation for students' foreign language anxiety and students' speaking ability could be continued.

After getting the data of each variable, it was time to calculate the scores of Pearson Product Moment. The result of SPSS 25.0 was described as follows:

Table IV.30
Correlations

		Anxiety	Speaking Ability
Anxiety	Pearson Correlation	1	-.625
	Sig. (2-tailed)		.000
	N	30	30
Speaking Ability	Pearson Correlation	-.625	1
	Sig. (2-tailed)	.000	
	N	30	30

Based on Pearson analysis for students' foreign language anxiety and their speaking ability on based on the table above, it could be seen that sig. (2-tailed) value was 0.000. It could be stated that 0.000<0.05. If sig. (2-tailed) value smaller than 0.05 meant that null hypothesis (H_o) was rejected while the alternative hypothesis (H_a) was accepted. The value of correlation coefficient (r) was -0.625. Meanwhile, in order to know the level or strength of correlation between two variables, Sudijono (2011, p.193) provides the following categories:

Table IV.31
Coefficient Correlation

No.	Coefficient Correlation	Interpretation
1.	0.00-0.20	Very low
2.	0.20-0.40	Low
3.	0.40-0.70	Medium
4.	0.70-0.90	High
5.	0.90-1.00	Very High

Correlation coefficient in this research was -0.625. it showed negative correlation between variable X (Student Foreign Language Anxiety) and variable Y (Speaking Ability). It meant that the more students' foreign language anxiety had, the less speaking ability would

be. Or the less students' foreign language anxiety had, the more speaking ability would be. Based on the table above, it was put in 0.50 to 1.0 and it was categorized into Medium level of correlation.

Furthermore, the R determination should be found in order to find out how significant the correlation between students' foreign language anxiety and speaking ability at the eighth grade of Junior High School 1 Portibi. According to Riduwan (2011, p.228), determinant coefficient is the value that is used to know the contribution given by variable X to variable Y. The following is the process of getting the R determinant:

$R = (r)^2 \times 100\%$

$R = (-0.625)^2 \times 100\% = 39.06\%$

Eventually, the R determinant obtained was 39.06%. It means that 39.06% speaking ability at the eighth grade of Junior High School 1 Portibi was influenced by anxiety. Then, the other 60.94% was influenced by other factors.

Based on the analysis above, the hypotheses H_o was rejected and H_a was accepted. Therefore, it concluded that "There is a significant negative correlation between students' foreign language anxiety and their speaking ability at the eighth grade of Junior High School 1 Portibi.

B. Discussions

This study aims to examine the relationship between students' foreign language anxiety and their speaking ability at the eighth grade of Junior High School 1 Portibi. The result of hypothesis testing analyzed using the SPSS 25.0

program indicated that the hypothesis proposed in this study was accepted. The value of r_o was -0.625 (-0.625 > 0.316) it means there is a significant correlation between students' foreign language anxiety and their speaking ability as much as 39.06%.

The higher students' foreign language anxiety, the lower students' speaking ability. Otherwise, the lower students' foreign language anxiety, the higher students' speaking ability. This research is challenging with the research by Mauludiyah, Yuliana (2014) which shows there is no significant relationship between students' anxiety and speaking ability.

Furthemore, based on the results of the research, the researcher found that 39.06% speaking ability at the eighth grade of Junior High School 1 Portibi was influenced by anxiety. Then, the other 60.94% was influenced by other factors. Therefore, it concluded that "There is a significant negative correlation between students' foreign language anxiety and their speaking ability at the eighth grade of Junior High School 1 Portibi. This research is in line with the research conducted by Mulyani (2011), Azhari Muhlis (2017), Dwi Nur Rohmah (2019), and Roli Asparanita (2019) that there was a positive significant correlation between students' anxiety and speaking ability.

By the result of hypothesis testing, it means where high in one so high in theother, or, low in one so low in the other. In term of this research, we can pull the conclusion that if students have high level of anxiety, they will get low score inspeaking test. And when student have low anxiety they will get high in speaking score. However the correlation showed significant correlation of two

variables, as the researcheropinion, there was correlation between anxiety and speaking ability.

The students' foreign language anxiety contributes to students' speaking ability as much as 39.06% and the remaining about 60.94% was given by other variables, such as learning difficulties (Chen & Gorreti, 2008), motivation (Kitano, 2001), students' belief about language acquisition (Horwitz at al., 1986), students' achievement on examinations' (Mostafa & Behzad, 2013) and willingness to communicate (Yana, 2018).

Based on data categorization, students' foreign language anxiety at the eighth grade of Junior High School 1 Portibi is in the category high, which means the majority of students experienced high anxiety in English class. In the real language use situation, it is normal for second language learners to feel some anxiety. But, if students could not control their anxiety, it would be a problem.

Speaking ability at the eighth grade of Junior High School 1 Portibi is in a poor category, which means many students do not speak English fluently, students are not able to express their ideas orally, so they show poor learning performance. The factors that influence students' speaking ability are comprehension, grammar, vocabulary, pronunciation, and fluency.

Based on the findings of the researcher, the eighth-grade of Junior High School 1 Portibi has poor speaking ability, as seen in the result of the study which showed that 10% of students had enough speaking ability category and 33.33% of students had very low anxiety. The results showed that 36.67% of

students felt high anxiety and 30% of students had fail speaking ability. This can explain that low anxiety is very important in learning to improve students' speaking ability. The more students feel confident the students will show high speaking ability.