

CHAPTER 4- RESULTS AND DATA ANALYSIS

In this chapter the data analysis procedure will be illustrated, data will be analyzed, and the necessary Tables and Figures will also be presented to demonstrate the final results and findings.

The subjects had the chance of being selected based on two types of tests, namely the National Secondary School Certificate, and the Dhofar University placement test. Accordingly, they might be considered to be normally distributed in terms of the overall general proficiency of English as a foreign language.

Since the samples are normally distributed, the researcher could conduct a parametric test namely Pearson's r correlation to determine whether or not the variables are significantly related.

1. Data Analysis and Procedure

A 5-point Likert scale was used to score the FLCAS. The possible response to the items of FLCAS ranged from 1 (“strongly disagree”) to 5 (“strongly agree”). The subjects’ responses were scored in such a way that higher scores indicated higher anxiety and lower scores indicated lower anxiety. For example, when the subject chose “strongly agree” for the item, “I never feel quite sure of myself when I am speaking in my foreign language classes,” the answer was scored as 5 points. By contrast, when “strongly disagree” was chosen as an answer to the item “I am usually at ease during tests in my language classes,” the answer was scored as 1 point.

As it is a 33-item inventory using a 5-point Likert-type response format, the FLCAS yields a composite score with a possible range from 33 to 165. After responses to positively

worded statements were reverse scored, a descriptive analysis was conducted on the FLCAS. A higher score indicated a higher level of foreign language anxiety. In this study, anxiety was recalculated using the SPSS, program to the range of 1- 5 (i. e. 1 for low anxious and 5 for high anxious). The total FLCAS scores of the total sample ranged from 1.88 as a minimum score to 4.76 as a maximum score, with a mean of 3.1070 and standard deviation of .62035. Table 4.1 presents the FLCAS total scores for the students in our sample.

Table 4.1: The FLCAS Total Scores of Anxiety

N	Valid	47
	Missing	0
Mean		3.1070
Std. Deviation		.62035
Variance		.385
Minimum		1.88
Maximum		4.76

Almost two-thirds of the participants were low anxious. Table 4.2, Figures 4.1 and 4.2 show that the number of low anxious students was 30 out of 47 (or 63.8%) whereas the number of high anxious students was 17 out of the total participants (i. e. 36.2%).

Table 4.2: Number and Percentage of Low and High Anxious Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Anxious	30	63.8	63.8	63.8
	High Anxious	17	36.2	36.2	100.0
	Total	47	100.0	100.0	

Figure 4.1: Number of Low and High Anxious Students

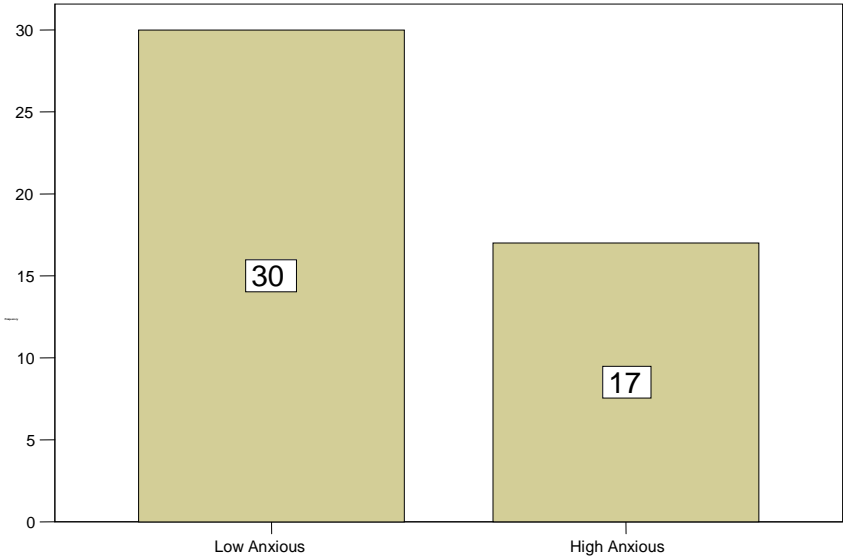


Figure 4.2: Percentage of Low and High Anxious Students

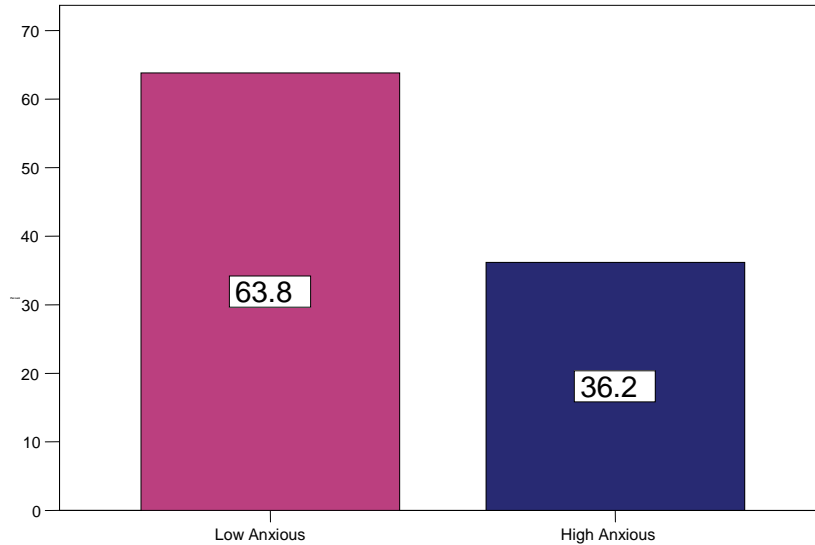


Table 4.3 presents the cross-tabulation of the reading grades and students' anxiety level. The test grades were used because they were approved originally by the Omani Ministry of Education. According to them, Grades A, B, C, D, and E mean excellent, very good, good, weak and very weak respectively.

Regarding the students' reading achievements, 24 participants out of the 30 low anxious students, constituting 80%, were very weak. No student among the low anxious participants achieved Grade A or B. All the high anxious students were very weak.

Table 4.3: The Cross-tabulation of the Reading Grades and Students' Anxiety

			Reading Grades			Total
			E	D	C	
Anxiety Level	Low Anxious	Count	24	3	3	30
		% within Anxiety Level	80.0%	10.0%	10.0%	100.0%
	High Anxious	Count	17	0	0	17
		% within Anxiety Level	100.0%	.0%	.0%	100.0%
Total		Count	41	3	3	47
		% within Anxiety Level	87.2%	6.4%	6.4%	100.0%

The students' writing achievements were not very different from that of their reading. As can be seen from Table 4.4, no student achieved Grade A, B or C. Twenty-five students out of the 30 low anxious students were very weak, constituting 83.3%. Similarly, the majority of high anxious students were also very weak, i.e. 15 out of the total of 17 high anxious students were very weak, amounting to 88.2%.

Table 4.4: The Cross-tabulation of the Writing Grades and Students Anxiety

			Writing Grades		Total
			E	D	
Anxiety Level	Low Anxious	Count	25	5	30
		% within Anxiety Level	83.3%	16.7%	100.0%
	High Anxious	Count	15	2	17
		% within Anxiety Level	88.2%	11.8%	100.0%
Total		Count	40	7	47
		% within Anxiety Level	85.1%	14.9%	100.0%

Table 4.5 below shows the relationship between the students' reading achievements and their anxiety level. There is a negative and weak relationship between anxiety and reading achievements ($r = - 0.254, p < 0.01$).

Table 4.5: The Relationship between the Students' Reading Achievements and Anxiety Level

		Anxiety	Writing Test Percent
Anxiety	Pearson Correlation	1	-.117
	Sig. (2-tailed)	.	.432
	N	47	47
Writing Test Percent	Pearson Correlation	-.117	1
	Sig. (2-tailed)	.432	.
	N	47	47

Table 4.6 shows the relationship between the students' writing achievements and their anxiety level. There is a negative and very weak relationship between anxiety and writing achievements ($r = -0.117, p < 0.01$).

Table 4.6: The Relationship between the Students' Writing Achievements and Anxiety Level

		Reading Test Percent	Anxiety
Reading Test Percent	Pearson Correlation	1	-.254
	Sig. (2-tailed)	.	.085
	N	47	47
Anxiety	Pearson Correlation	-.254	1
	Sig. (2-tailed)	.085	.
	N	47	47

Table 4.7, finally, presents the relationship between foreign language anxiety, writing achievements and reading achievements. Interestingly, there is a moderate and positive

relationship between the students' reading and writing achievements: those who obtained high marks in the reading test also obtained high marks in their writing test.

Table 4.7: Correlation between Anxiety, Writing and Reading Achievements

		Anxiety	Writing Test	Reading Test
Anxiety	Pearson Correlation	1.00	-.12	-.25
	Sig. (2-tailed)	.	.43	.09
	N	47.00	47.00	47.00
Writing Test	Pearson Correlation	-.12	1.00	.38(**)
	Sig. (2-tailed)	.43	.	.01
	N	47.00	47.00	47.00
Reading Test	Pearson Correlation	-.25	.38(**)	1.00
	Sig. (2-tailed)	.09	.01	.
	N	47	47	47

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

2. Answering the Research Questions

The first research question was:

- To what extent is there a significant relationship between language anxiety and the reading achievement of the foundation students studying English as a foreign language?

There is a negative and weak relationship between foreign language anxiety level and students' reading achievements ($r = - 0.254, p < 0.01$).

The second research question was:

- To what extent is there a significant relationship between language anxiety and the writing achievement of the foundation students studying English as a foreign language?

The relationship between the students' writing achievements and their foreign language anxiety level is negative and very weak ($r = - 0.117, p < 0.01$).

The study also shows there is a positive and statistically significant relationship between students' writing and reading achievement. The implications of this and the other two findings will be discussed in the next chapter.