

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents and discusses the findings of the research. The research was conducted to answer the questions mentioned in the research problems. It is about the factors influencing students' anxiety in speaking English at SMAN 1 Alalak Kab. Barito Kuala.

A. Findings

To find out the factors influencing students' anxiety in speaking English and the kinds of anxiety the students have in speaking English at SMAN 1 Alalak, the researcher used interview and observation techniques. The researcher conducted research and obtained complete data from all instruments including interview and observation. To achieve the research objectives, the researcher analyzed the data accurately. The findings were obtained through observation during the learning process and qualitative interview with descriptive research design at SMAN 1 Alalak, interview with students via the WhatsApp application and with teachers. Data collection was carried out from September 7th to November 7th 2021. The data is presented in two parts. Some come from observation and interview. The data also answers a research question about the factors influencing students' anxiety in speaking English and the kinds of anxiety the students have in speaking English at SMAN 1 Alalak.

1. Kinds of Anxiety the Students Have in Speaking English

a. State Anxiety

The researcher found that the students feel panic when they want to speak in English. This type is including they started to panic when have to speak English. It came from the interview, observation and questionnaire.

From the question of interviews no 2, *“Yes, sometimes I feel so nervous because I very rarely speak English”* (1st respondent), *“I will be less nervous while looking at book”* (2nd respondent), *“I am very nervous, I do not know so much how to speak English”* (3rd respondent), *“I feel nervous, because I can’t speak English and I do not have a good pronunciation”* (5th respondent).

The researcher also found in the first question of interview with the teacher. The teacher said *“Yes, this not confident is mostly due to their mastery of English vocabulary, pronunciation and grammar that they not fluently mastered, so that when they speak in English, they become nervous, afraid to make mistakes which will lead to shame in speaking in English”*.

From the data above the reason students got anxiety when the teacher asked them to come in front of the class and doing exercise like reading on the text book and doing grammars roles. The anxiety comes because of the students are seldom to practice speaking English, because they their English is difficult language. Form this situation the students felt uncomfortable with the teacher when teaching in the class.

As the interview no 3 with the teacher, *“Most likely, yes. They are afraid of making mistakes that will end up being ridiculed by their friends in the class”*.

From the data above it can be known that the students felt afraid when the teacher asked them the questions. Based on the researcher's observation by using field note on October 13th 2021 the situation in the class while learning English was passive. The students always silent and looked confuse about the material that the teacher explained to them. The students have problems with their English such as vocabularies, pronunciation the words and also the grammars rules. They also felt afraid of making mistake and end up being ridiculed by peers. All of these make the students felt nervous in learning English.

In the observation also shows that when the student was asked to present his speaking task he could not produce a word at all. Then, he was allowed to see his notes/outlines, but he spoke with poor articulations, perform many "uh", "euu", "um" delays in speaking and could not maintain eye contact with either the teacher or the other students. It can be seen from the excerpt of the transcription from the observation.

From the data above it tells the students could not understand English easier, because of they have problem with their vocabularies. During the researcher's observation on October 13th 2021 it also found that many students have problems in vocabularies, it can be seen from their speaking where they could not speak English and they have to see the note what the vocabularies.

b. Trait Anxiety

Trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed. According to the students, unclear explanation may also contribute to their anxiety in speaking English. The

interview indicated that most of the students get so bothered when they do not understand a lesson. They told that they started to feel uneasy when they do not understand what teacher said. Some of them added that they fear they would not understand all the language input which simply increased the probability of their failure.

From question of interview with the students, some of them said, “*Yes, maybe because learning English is very difficult especially in learning the pronunciation*” (1st respondent), “*Not really but I have a little difficulty in pronouncing word*” (2nd respondent), “*Sometime yes, because I feel English is hard to learn*” (4th respondent), “*Yes, although I prepare it, I still have difficulty in pronouncing and I do not remember many vocabulary*” (5th respondent), “*Yes sir, especially I have a difficult in speaking*” (7th respondent).

Many complained that the students could not understand the materials because they could get clear explanation from the teacher. That’s all because of their lack of preparation. They have problems in understanding the material. Based on the researcher’s observation by using field note on October 13th 2021 the students still asked to their friends about the teacher’s explanation, it cause they could understand the teacher’s explanation clearly. This also caused of their problem in English such as grammar, pronunciation and vocabulary so they are not able to understand English very well.

As the in the teacher said in interview “*Most likely, yes. They are afraid of making mistakes that will end up being ridiculed by their friends in the class.*”

From the data above it tells the students felt nervous because they are asked to come in front of the class and explain the material that they learnt today, it make the students feel nervous because they could not understand the material very well and they also afraid of being ridiculed by peers.

In the observation on October 13th 2021, the researcher also found the anxiety in performing impromptu speeches or answering questions. From 28 students in one class, only four students willingly responded to the teacher's question. Most of them just stayed silent, and waited for the teacher to choose another student or answer it by himself. Then, when it comes to impromptu speech, no one wanted to go voluntarily in front of the class until the teacher enforced the students to speak up. It was indicated based on some characteristics. For example, their voice was suddenly getting softer and their hands were trembling.

From the data above it tells the student felt anxious because they seldom to practice speaking English. They are afraid to come in front of the class and they felt anxious because the teacher ask them to explain the material in front of the class.

2. The Factors Caused the Students' Anxiety in Speaking English

a. Communication Apprehension

Communication apprehension in foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood; that is why many talkative people are silent in the class. As the students said in interview: "*I think English is fun but it is*

a little difficult to learn. The pronunciation is so hard.” (1st respondent). *“English is an important language, sometimes I feel confused in spelling the word because it has different sounds.”* (2nd respondent). *“I do not like English so much because I feel difficult in learning English.”* (3rd respondent). *“I like English but I have some trouble in learning, I can’t keep many vocabulary in my mind.”* (4th respondent). *“English is very difficult for me, especially in pronunciation. So I can’t speak English very well.”* (5th respondent). *“Very hard to learn English, so many vocabulary and difficult pronunciation.”* (7th respondent).

It is supported also by the teacher’s statement in interview as he said: *“Yes, this not confident is mostly due to their mastery of English vocabulary, pronunciation and grammar that they not fluently mastered, so that when they speak in English, they become nervous, afraid to make mistakes which will lead to shame in speaking in English”*.

From the data above it can be known that the students did not understand well the subject about speaking English. They have problem in their speaking such as vocabularies, grammar and also they seldom to practice speaking English.

“Yes, sometimes I feel so nervous because I very rarely speak English.” (1st respondent). *“I will be less nervous while looking at book.”* (2nd respondent). *“I am very nervous, I do not know so much how to speak English.”* (3rd respondent). *“I feel nervous, because I can’t speak English and I do not have a good pronunciation.”* (5th respondent). *“Yes I feel nervous when the teacher ask me to speak English suddenly.”* (8th respondent).

The teacher also said in interview no 2: *“I think because of their basic capabilities are not classified as high, if asked to speak English in front of the class will certainly nervous. Because of ability and not perceived by most students but students whose ability is quite such as fluency, vocabulary”*.

The data above show that students feel difficult to understand because they are weak in English. They are seldom to practice English in their activities. They feel shy when they practice speaking English in front of the class and friends.

b. Test anxiety

Test anxiety refers to a type of performance anxiety resulted from a fear of failure. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as “unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations as the student said: *“Of course I feel so shy, but it will not be too long.”* (1st respondent). *“Of course I feel more nervous and it’s hard to focus.”* (5th respondent). *“I feel shy, because I made a mistake.”* (8th respondent). *“It makes me so nervous, but I’ll laugh too to get rid of the nervousness.”* (9th respondent).

From the data above the students fell anxiety because almost the students feel anxiety, it make the students could not be confidence to speak in front of the class. So the students must memorize the word and also the sentences that they are going to present in front of the class.

The teacher also said in the interview: *“Yes. Most of those who speak English don’t fully understand the context of the sentence they are saying, so the*

body language they display when they speak doesn't feel right in the context of the sentence they are saying. This can also be due to their nervousness in speaking English, so that their body language feel flat without expression”

From the data above the student feel afraid because they could not say the right word in English, so they afraid if they have to do the test. Actually it is good for the students because the teacher could know the students skills in speaking, but for the students they are not ready yes to follow the test.

c. Fear of Negative Evaluation

In case of foreign language learner, the fear occurs in a situation where students have to speak in front of familiar audience or examiner. Students concern about opinion from important people such as teachers, friends, or parents. This can be clearly seen as said by students: *“Yes, maybe because learning English is very difficult especially in learning the pronunciation.”* (1st respondent). *“Not really but I have a little difficulty in pronouncing word.”* (2nd respondent). *“Sometime yes, because I feel English is hard to learn.”* (4th respondent). *“Yes, although I prepare it, I still have difficulty in pronouncing and I do not remember many vocabulary.”* (5th respondent). *“Yes sir, especially I have a difficult in speaking.”* (7th respondent).

Based on the data above the students feel anxiety because they have to speak in front of the class and they did not prepare well enough to speak about the topic. Most of them said that they would be nervous very scared when the teacher asks them to speak English.

Based on the explanations above it can be concluded that there are three factors caused the students' anxiety in learning English, such as communication apprehension, where the students could not speak English because they have weak experience about English and they are not always practice English, test anxiety, where the students feel anxiety because they have to do the test that the teacher give to them of the students do examination and fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistake.

B. Discussion

This part presents the discussion of the research findings. There were two research questions proposed in this study. This research focused on the students' anxiety in learning English at the twelfth grade of SMAN 1 Alalak. In this case, the students' anxiety in learning English at the twelfth grade of SMAN 1 Alalak considered that factors. From the research finding, the students feel an anxiety in learning English were so various, as follow:

1. Kinds of Anxiety the students have in Speaking English at SMAN 1 Alalak

There were kinds of students' anxiety in speaking English at the twelfth grade of SMAN 1 Alalak especially in class XII MIA 1 based on Elis (1994) theory, they are State Anxiety and Trait Anxiety. The first is state anxiety, Elis (1994) stated that most of the students have problems with their speaking skill which can be seen when they speak such as nervous, stress and also not confident. The second is trait anxiety, this result of study showed where the students feel panic and they could stress when they want to speak in English. The students also

feel nervous when the students could not understand the teacher explanation. It is similar lines with the finding of (Hasanah 2007, Satriawati Eka Wahyuni 2013, Ravica Rayani 2012). For the specific explanation about State Anxiety and Trait Anxiety as follow:

a. State Anxiety

Trait anxiety is regarded as a fixed stage of anxiety. This kind of anxiety is a part of a person's character and hence is permanent, and it may hinder the language learning. Based on the observation, there are some students who experienced this type of anxiety. The student was unable to perform the presentation in English and tended to be very nervous in the interview. He also didn't participate actively in other school subjects. Moreover, the student's facial expressions and gestures show that he was worried and nervous. Finally, where there were the questions from the other students and teacher, he did not attend to answer then he decided to go back to his seat. From the observation, it is indicated that this anxiety only occur to a student. In line with this, Lucas (2009: 9) explained that person with this type of anxiety is suffering a mental block known as gloss phobia. It can be caused by a number of experiences in life, such as a traumatic event in early life, the 'under-socialization' of a child, whereby the child doesn't build up confidence in his or her own ability, a low self-esteem, and the expectation of failure, sometimes due to being overly criticized in early life. He seemed has a bad or traumatic experience in English subject or speaking in front of people like a presentation.

The student has a very negative attitude towards speaking in front of others, regardless of what he was assigned to present. Moreover, it is also supported by McCroskey (1986) asserted that individuals who are greeted with negative reaction from others in response to their attempt to communicate develop a sense that staying quiet.

Thus, student with trait anxiety needs to be treated correctly in order to avoid worse effects. If trait anxiety remains untreated, the student may start to develop panic attacks and trying to avoid the subject. Yet, paying attention to the factors of learning should be taken into consideration. It is supported by Horwitz (1991) believes that anxiety about speaking a certain language could affect students' performance. Thus, it suggests that teacher may consciously create a communal and friendly atmosphere.

b. Trait Anxiety

State anxiety is associated with a temporary change in a person's emotional state due to an outside factor. State anxiety is a normal physiological response; the feeling of anxiety eventually subsides, and the person then will feel "normal" again (Spielberger, 1983). Observations and interviews were conducted to the students, and it is shown that the students tend to have this type of anxiety when they had to speak English. This type of anxiety is evidenced in the observation and attested in the interview. The observations show that the students experienced anxiety especially in certain situations.

The researcher found the anxiety in performing a presentation. Students felt that giving presentation in English was not an easy task. The observations

indicated that the students tend to do unimportant things such as always holding his hands, holding the pen, read the power points or their handouts, and “smiling”. Most students preferred not to look at their classmates and stood very close to their chair. This evidence can be demonstrated in the observation.

When students’ opinions are asked, they indicate some concern about their ability to express their thoughts and others are anxious about being the center of the attention, most are engaged in self-deprecation, reflecting one of the values of traditional culture, modesty or lack of confidence.

Then, learners feel more comfortable in pair work and personalized activities, but this is a relative concept; some activities judged as comfortable by some are also regarded as stressful by others (Cubukcu, 7: 2007). Moreover, fear of losing face and making mistakes are very common among students who think that the others might laugh at them and scorn them regarding their language proficiency.

2. The Factors Caused the Students’ Anxiety in Learning English

There were three factors caused the students’ anxiety in learning speaking English at the twelve grade in class XII MIA 1 at SMAN 1 Alalak based on Horwitz (2011) theory, they are: (1) communication apprehension, where the students could not speak English because they have weak experience about English and they are not always practice English, (2) test anxiety, where the students feel anxiety because they have to do the test that the teacher give to them of the students do examination and (3) fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make

mistake. It is similar lines with the finding of (Hasanah 2007, Satriawati Eka Wahyuni 2013, Ravica Rayani 2012). For the specific discussion about communication apprehension, test anxiety and fear of negative evaluation as follow:

a. Communication Apprehension

Communication apprehension is a type of shyness characterized by fear of and anxiety about communicating with other people (Horwitz et al, 1986). Meanwhile, Cubukcu (2007) states that communication apprehension in foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood; that is why many talkative people are silent in the class. In short, it can be said that communication apprehension is channeled through acts of avoiding and fear effect in both mental and physical. This source of anxiety is evidenced in the observation and is confirmed in the interview with the students.

The statement from students indicates that being passive and avoiding any conversation in different languages may result anxiety experienced by the students. Looking more closely to communication apprehension in learning foreign language, a form of physical effect also occurs in foreign language learners. Another similar symptom is identified in the other interview with a different student on a different time. He admitted that he had sweaty palms and headache every time he has to speak English even for one sentence.

Students' communication apprehension has created uncontrollable anxiety to the body and the inability of speaking clearly which then turned to do everything possible to avoid speaking in English. It is supported by (Scott & Rockwell, 1997, cited in Campbell, 2006) stated that communication apprehensive individuals usually adopt avoidance and withdrawal behavior and therefore less likely to engage in oral communication.

Reflecting into the findings above, the students' communication apprehension, or in other words the pressure of speaking in public has created uncontrollable anxiety to the body and the inability of speaking clearly which then turned to have an impact on the students. Some of the students keep on trying in speaking English in spite of their limited skill and occasional errors, but the others do everything possible to avoid speaking in English.

b. Test Anxiety

Test anxiety refers to a type of performance anxiety resulted from a fear of failure. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as “unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations” (Dusek 1980, cited in Cubukcu, 2007). A little nervousness can actually help students perform their best.

The students' statement in the interview indicates that the anxiousness is highly associated with the fear of doing badly or as Horwitz (2007) explain that fear of failure can severely hampered one's performance. Test anxiety is found to have a detrimental effect on students' ability and confidence (Tanveer, 2007). The

students' acceptance is influenced by two major concerns when they have to face test situations. That case is in a row with what Tanveer (2007) described this test anxiety is found to have a detrimental effect on students' ability and confidence. Although the effect is temporal but still it gives the students constant fear when it comes to test situations in every school subject whatsoever.

c. Fear of Negative Evaluation

Fear of negative evaluation, apprehension about others' evaluations, avoidance of evaluative situations and the expectation that others will evaluate them negatively is the third type of anxiety. It may occur in any situation. Learners may be sensitive to the evaluations-real or imagined- of their peers. In case of foreign language learner, the fear occurs in a situation where students have to speak in front of familiar audience or examiner. Students concern about opinion from important people such as teachers, friends, or parents.

Liu (2007) explained that fear of negative evaluation is the anxiety associated with the learner's perception of how other onlookers; instructors, classmates or others; may negatively view their language ability. However students in this particular class are more concern about their social relationship. The classmates' opinion has sharp negative effects on students' self-esteem and participation.

The findings above seem to support research done by Tanveer (2007:39) that anxiety is intrinsic to language learning and it is to be related significantly higher than other class anxieties. The general finding concerning sources of

anxiety students experience revealed that most of the students tend to be nervous in speaking English. As the data from the observation revealed, students speaking English in the class looked anxious and there were three types of anxiety. The two types of anxiety have similar effect on the students. However they have differences in terms of initial or stimulating factor. In short those language anxieties happened on learning one of the productive skills of English and it caused self-defeating effects on students' learning motivation and level of participation.