

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and analysis of the data by observations and interviews. This chapter consists of two main parts, affecting factors of speaking anxiety and students' strategies for overcoming speaking anxiety.

A. Affecting Factors of Speaking Anxiety

These items researcher classifies into two sources. Internal factors and external factors as reasons why students may feel anxious. These factors are closely connected to the learners themselves and the results show a wide range of factors in language anxiety. According to 6 participants, there were several factors that made students scared of conversation activity.

1. Internal Factors

a. Cognitive Factor

This factor played the biggest role in causing students' speaking anxiety. In the interview, R1 (Ihsannur Daffa) explained:

I don't know how to deliver my thoughts in proper English, because I didn't learn English well in my elementary school before. (R1, QN. 1)

From the results of observation and interview, almost all respondents mentioned that they are scared of making mistakes due to their restricted English abilities. Fear of grammar, vocabulary and pronunciation mistakes. The strongest reasons that made respondents worry about performing emerged. This result indicated that respondents felt restricted in their English language skills, which increased grammar, vocabulary and pronunciation. Their negative idea of their English language skills made them scared to speak.

This was a consequence of observational results. The researcher found that the respondents made grammatical and pronunciation mistakes during the conversation. This observation showed that the restricted English abilities of the students were clearly visible. That is why they were concerned with cognition. This was also consistent with the result of the interview. R1 (Ihsannur Daffa) and R2 (M. Amin Arrasyid) admitted they believe cannot produce good English sentences because they do not know English. In addition to his poor knowledge of the English language, his lack of knowledge about the subject also contributed to his fear of speaking. In an interview, R2 (M. Amin Arrasyid) said:

I feel stack because I haven't a lot of vocabularies. (R2, QN. 1)

In response to R1's difficulty in developing topics, R2 also finds that topics are not easy for him. Respondents said it was difficult because they knew nothing about the topic. The lecturer gave them thirty possible topics they could pick up on, but the respondents still found it difficult to explain for them. Students' lack of knowledge as a factor influencing students' fear of speaking. He added that his lack of experience in speaking English also made him feel uneasy during a conversation. Ust. Muhaimin, L.c said: They also feel that their language skills are restricted, they necessary a larger vocabulary, and they necessary to use a wider variety of sentences which is why they feel fear. But speaking in front of a class takes practice, and they necessary practice. If they can speak in front of the class and they try to find the vocabulary, and after the exercise they say, "Oh, this is the vocabulary I should use." In relation to the results, the researchers concluded that the cognitive abilities of English language students contributed to the increase of oral anxiety in their performance. They necessary to improve students' English language skills because students may be aware of their restricted English language skills.

b. Psychological Factor

Speaking is the assessment situation by which a student is perceived by other students and teachers. One respondent, R4 (Gery Alfarysi) said:

I think speaking was difficult because the atmosphere was decisive. (R4, QN. 1)

Through interviews and observations, we found that 3 respondents were scared of making mistakes or getting bad grades, and 3 respondents were scared of receiving a negative evaluation. More detailed information from follow-up interviews showed that almost all respondents indicated a fear of failing this achievement. To prove this, R3 (M. Irfan Yusran) admitted that he was scared he couldn't get his message across to his classmates. He was also scared that other students would laugh at him negatively.

This speaking activity was my first speaking performance in class and I had never experienced it before, so I had a greater responsibility to impress my friends and teachers with a good performance. This is consistent with previous research by Williams and Andrade (2008), who found that students fear making a bad impression because they cannot express themselves clearly and accurately. In addition, they became anxious about speaking because they were worried about their performance. Since it was his first time speaking in front of a class, he was in line with R2's statement that he was scared of being judge negatively. It suggests that fear of speaking plays a major role in triggering speaking anxiety for speaking performance. In addition to fear of negative evaluation by other students and instructors, students also had an unpleasant background and therefore experienced speaking performance as a fear-inducing activity.

R3 (M. Irfan Yusran), reported that he was once bullied.

“I don't want they laugh at me when I got miss pronunciation in speaking, once I got bullied because I say to BUI not to buy”. (R3, QN. 2)

Having been bullied by a friend once, R3 was scared to speak because he assumed every situation was threatening. He believed that he might be bullied again. Because of past bad bullying experiences, he always felt insecure. Students traumatized by bullying viewed all performance and assessment situations as dangerous situations to avoid. According to the results of interviews with R3, fear of speaking was a problem for students as an evaluation situation that required them to speak. Follow-up interviews with R5 and R6 also uncovered other unpleasant experiences. In the interview, two respondents admitted to being scared when speaking with incorrect grammar. These two claims prove that students with previous anxiety-provoking experiences see this as a red flag for speaking activity. It caused her speaking anxiety when she was likely to fail in her speaking performance. This is because we have little control over the communication situation, especially when performance is being monitored. Consistent with this theory, instructors pointed out that speaking becomes an anxiety-inducing activity, and that students may fear failure based on their own experiences and assessment situations created in the activity. The discomfort of being judge and fear of failure become one of the key aspects of negative motivation that cause students' language anxiety and affect their speaking learning process. This action was urgent in building confidence and a positive attitude in the student's abilities. Apparently, this habit affected students' perceptions of their grades. Researchers obtained additional information from interviews. In an interview, R5 said that the teacher's support made him feel more confident. He encouraged and other students not scared to make mistakes.

Because it's part of learning, this finding proved that the instructor's intention to build confidence was achieved. The results suggest that psychological factors that affect students' speaking performance are based on fear of failure, fear of negative evaluation, and unpleasant past experiences. Fear of speaking is human nature in language learning and so cannot be avoided, But it can minimize that by encouraging feedback and motivation, and building a positive attitude towards competence.

2. External Factors

a. Social Factor

As a result, the relationship between students and teachers in speaking classes is affected the increase in students' speaking anxiety due to a supportive relationship. R2 shared how supportive class. R2 felt comfortable in class because R2 said could feel more confident in expressing the abilities. R2 was happy with the kind and supportive teacher. The teacher supported when trouble finding words. In a polite and gentle way, R2 acknowledged that the instructor was successful in making the class extremely lively. Good relations among students are also reflected in their solidarity and willingness to support. From observations, researchers found that students support their friends find some words, measured the presence and performance of other students by paying attention, and applauding when someone was in front of the class. They were good at working in small groups because everyone was equally involved in the group. They also studied together in the class as R6 said they could study together in this class. This finding suggested that the relationship between them was strong, as evidenced by their habit of sharing solidarity. I felt welcomed and accepted when I said that. Researchers were always involved in class activities, so they treated researchers like other students in the class. This shows that students are friendly and welcoming.

The laughter students and teachers shared in class built a stronger bond and a comfortable learning environment. In relation to these results, it was clear that class relationships were supportive and positive. In addition, the relationship between students and teachers was good, and they actively participated in classes and answered questions from teachers. Instructor habit and condition influence a student's fear of speaking.

b. Physical Factor

The environment in which speaking performance takes place is also one of the major external factors that influence students' speaking anxiety. Quiet classes, on the other hand, support increase anxiety about speaking as all listeners focus solely on the speaker. Based on observation, that instruction was beneficial. It's away from the crowds, so they were able to study calmly. The class was a well-organized space with all chairs facing the whiteboard in front of the class. This is because small class sizes promote teachers and students engagement, allowing students to actively participate and be cognitively involved, and to distribute sufficient support for the learning process. They say it positively impacts the learning process because it distributes time. Cover all materials, decrease student mishabit and distribute a safer learning environment. The interview results indicated that the classroom was fair for conducting learning activities. During the interview, R4 said the classroom was comfortable for conducting the learning process. R2 and R6 agreed that the class was fun and made learning fun. From this result, we were able to conclude that physical factors in speaking lessons contributed significantly to decrease students' fear of speaking.

B. Students' Strategies for Overcoming Speaking Anxiety

Based on observation and interview of new students Darul Hijrah Islamic boarding schools. A student's strategy for decrease anxiety when speaking English. The students said that speaking English requires preparation. Students pay attention before class begins. Additionally, relaxation, positive thinking, and strategies for finding like-minded people are mentioned. Teachers also support students decrease their fear of speaking. All strategies mentioned by researchers in this study. Researchers have found five strategies for decrease anxiety when speaking English. As seen in the descriptions below:

a. Preparation

R4 (Gery Alfarysi) said:

"Try to prepare what I want to talk about before the class begin and saying bismillah before my turn"

From the quote above, students must be prepared before speaking to the class, because if they didn't prepared, they cannot speak in front of the class. They get ready at night before going to bed. They also learned a lot of vocabulary, which made it easier to speak. Because students were well prepared. It is clear from the interview above that they have to be prepared before speaking in class and they have to write down the points they have to learn because preparation is urgent to make it easy for them to speak. In addition

R5 (Rafa Auliaturrahman) said:

"Speak into the mirror and listen to native speakers pronounce words we don't know, that one thing that can be said well is preparation"

They must be prepared before they can speak English. They listened to how to pronounce the correct English. They have to be ready before the English class starts. They also read and listen to some of the speakers in the video to support them speak.

R2 (M. Amin Arrasyid) said:

“I feel stack because I haven’t much vocabularies”

Student have to learn new vocabulary and memorize. Student should prepare before speaking English and write down words they don't know so that the learning process in class is easy. Preparing for them is an urgent part of developing students' fluency in English. Because prepare to speak English became more confident. Student who necessary support translating words they can use dictionaries to find words they don't know. Establishing confidence in their English language skills by searching for words from a dictionary gives them the confidence when they necessary to speak. Students find nothing compares to the process of preparing for a discussion topic. They can plan out their key points in a script. However, they occasionally substituted words from their script with definitions from the dictionary. They keep their statements concise and direct while accurately repeating key points. Add anticipation to next statement with short pauses in between each point. They practice speaking exercises in front of a mirror as though they were addressing someone. They must truly desire to improve their speaking on their own if they truly wish to learn.

b. Relaxation

Relaxation is the goal of this strategy for decrease somatic anxiety symptoms. Relaxes the body by calming the breath and transforming nervous energy into positive energy.

R1 (Ihsannur Daffa) said:

“I think learning by a song is good idea because it makes me enjoy in learning”

From the above quotes, speaking English during listening to songs can be a simple lesson to support them relax, put them at ease and avoid tension. To support them feel more relaxed when speaking English. Soothing songs can support they feel relaxed and less nervous when speaking English. Singing has a extremely positive effect on the development of English abilities. In other words, can improve English abilities by listening to music and of course listening to music with English lyrics. Learning English has many reward such as listening, writing, reading and speaking development. Many of them practice speaking during the activity. Listening to songs is not the just way to de-stress when speaking English. Being motivated and believing students can do it is one way to be motivated. By breathing out and saying they can.

They have a great motivation to be bold and not nervous when speaking English. Listening to music before speaking English will support relax more. It's not easy to relax when speaking English. One way to relax when speaking English is to listen to English music like West Life. This is because listening to songs makes me feel relaxed and less anxious when speaking English. students can also relax their limbs with breathing.

R3 (M. Irfan Yusran) said:

*“I necessary to learn English from the basic material, say to myself I can do it, and
Praying makes my English class easier”*

Praying and being quiet supports they relax when speaking English.

c. Positive Thinking

Positive thinking is great at problems with cooling cognitive pressures that highlight students' anxiety about the idea that everything will be fine. Designed to distract and calm anxious students.

R4 (Gery Alfarysi) said:

"Try to prepare what I want to talk about before the class begin and saying bismillah before my turn"

Saying Bismillah make them feel the positive energy Speak English more confidently and try to eliminate bad thoughts. Pray also gives them confidence and makes the lesson easier. From the quote above, positive thinking supports students feel confident when speaking English. This allows students to speak boldly in front of their friends. Because it contains thought-provoking situations.

d. Peer Seeking

Based on researcher observation, they speak and share their English pronunciation, they are trying to reach out who has speak greater English. Children who can speak and understand English so that they can ask their friends to teach them English a good real English pronunciation. Peerseeking is a strategy characterized by a student's willingness to seek out other students who are having trouble understanding their class and are having trouble controlling their anxiety. It supports them to learn English and share ideas with their friends and peers. Because sharing with friends will increase their motivation. Students can learn to speak English not just with teacher but also with their friends. When student can learn to speak English, they b English speaking friends.

Peer seeking supports them speak English and recognize correct and incorrect pronunciations of English. Students can also listen to friends who have trouble pronouncing words. Together they can improve their English. To get rid of the fear of speaking English, they necessary to check the English pronunciation correctly or incorrectly and respect each other.

e. Resignation

Baste researchers came up with the bold suggestion there are four strategies to decrease speaking anxiety. Prepare, relax, think positively, find friends, and give up. However, in this study, the researcher was just given four of his strategies. Its preparation, relaxation, positive thinking, and Peer Seeking. Resignation is the last strategy, but the researchers couldn't figure it out. This is because students learners necessary change their habit. To change habit have to take action.

B. Discussions

This part presents the discussion of the research findings. There are two research questions proposed in this study. Based on the research findings this research focused on affecting factors of speaking anxiety and students' strategies for overcoming speaking anxiety.

1. Affecting Factors of Speaking Anxiety

a. Internal Factors

The fear of speaking component was connected to students' thinking, as they may have been aware of their limited knowledge of the English language. Previously (Occhipinti A, 2009, pp. 20-30), students' fear of speaking included fear of not being able to speak properly without making mistakes, lack of knowledge, lack of vocabulary, pronunciation, and grammar. It has been found that it can arise from this factor played the largest role in causing language anxiety in students.

Based on observations and interview results, most respondents said they were scared of making mistakes due to their limited knowledge of the English language. Fear of errors in grammar, vocabulary, or pronunciation. He is one of the most sure reasons respondents are scared to speak.

This is consistent with the view of (Horwitz E.H., 1986, pp. 25-132) that students may feel uncomfortable in exam situations in that they believe they will be unsuccessful. They lead to an illogical idea in which the message cannot be fully conveyed due to poor pronunciation (Szyszka, 2017, pp. 23-50). Through interviews and observations, three respondents were scared of making mistakes or performing poorly, and three respondents were scared of being negatively judge. More detailed facts from follow-up interviews indicate that nearly all respondents feared missing out on this achievement.

b. External Factors

The student-teacher relationship also has a strong influence on foreign language learning. Collaborative peers can also distribute more support to students than competing peers (Effiong 2016, pp. 25-36). The results showed that the student-teacher relationship in speaking classes increased students' fear of speaking because of the supporting relationship can support students have a sensation more relaxed and comfortable and decrease anxiety (Effiong 2016, pp. 25-36). Student-teacher laughter contribution in class built a stronger bond and giving comfort learning environment. It was clear that class relations were supportive and positive in relation to these results. Teacher attitudes towards students can inspire student interest by providing excited models and optimistic predictions in the classroom.

The setting in which speaking performance takes area is also one of the most urgent external factors that influence students' fear of speaking. Classroom, public meeting or job interview (Occhipinti A, 2009, pp. 20-30). Effiong (2016) states that the relaxed atmosphere of the classroom plays is an urgent part in foreign language learning. Quiet classes, on the other hand, support increase anxiety about speaking as all listeners focus solely on the speaker. This is because, (Nomore, 2006, p. 18) noted, small class sizes promote teacher-student engagement, allowing students to actively participate and be cognitively involved, and to distribute sufficient support for the learning process. Small class sizes promote teacher-student engagement, allowing students to actively participate and be cognitively involved, and to distribute sufficient support for the learning process. They say it positively impacts the learning process because it distributes time. Cover all materials, decrease student mishabit and distribute a safer learning environment.

2. Students' Strategies for Overcoming Speaking Anxiety

The first strategy. Preparation is a key element to educate students become fluent in English. Learners mostly study hard and try to get good review of teacher notes. applying these strategies is promised to improve students' perceived subject proficiency and decrease anxiety connected with language learning.

The second strategy relaxation. Feeling of enjoying speaking English, they became extremely confident and easy to speak English and could be confident that they could speak English. It is extremely urgent to by taking deep breaths and staying calm, student can relax when speaking English when not praying. This statement (Shu Feng Tseng, 2012, p. 84), this exercise turns worried energy into a cool feeling of breathing.

The third strategy is positive thinking. Problems with cooling cognitive pressure procedure that point up students' fear of thinking it will be fine. It is designed to distract cues and reassure anxious students. (Shu Feng Tseng, 2012, p. 84) recognizes that excellence is not possible goal, not a requirement for victory. Is also urgent, he said.

Fourth strategy is the peer seeking strategy. A hallmark of this strategy is the student's willingness to seek out other students who are having trouble getting along in class and/or having trouble mastering their anxiety. In this condition, some students select smart students over inactive ones. In that a smart student can motivate to talk and get concentration. This strategy can support decrease fear of speaking. (Shu Feng Tseng, 2012, pp. 85-86) found that students who pay more attention to their language take greater interest in English for their studies. Based on the reason above, the researcher to become the bold line, there are four strategies to decrease speaking anxiety.

(David Shinji Kondo and Yan Ying-Ling, 2004, p. 21) found there are five strategies that students apply to decrease their English conversations. Prepare, relax, think positively, find friends, and let go. However, in this study, the researcher was just given four of his strategies. It's preparation, relaxation, positive thinking, and Peer Seeking. Resignation is the last strategy, but the researchers couldn't figure it out. This is because learners necessary change their habit.. To change habit have to take action.