

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher presents the findings of the research based on the result of questionnaires. The results of the questionnaire are presented using a descriptive statistics analysis.

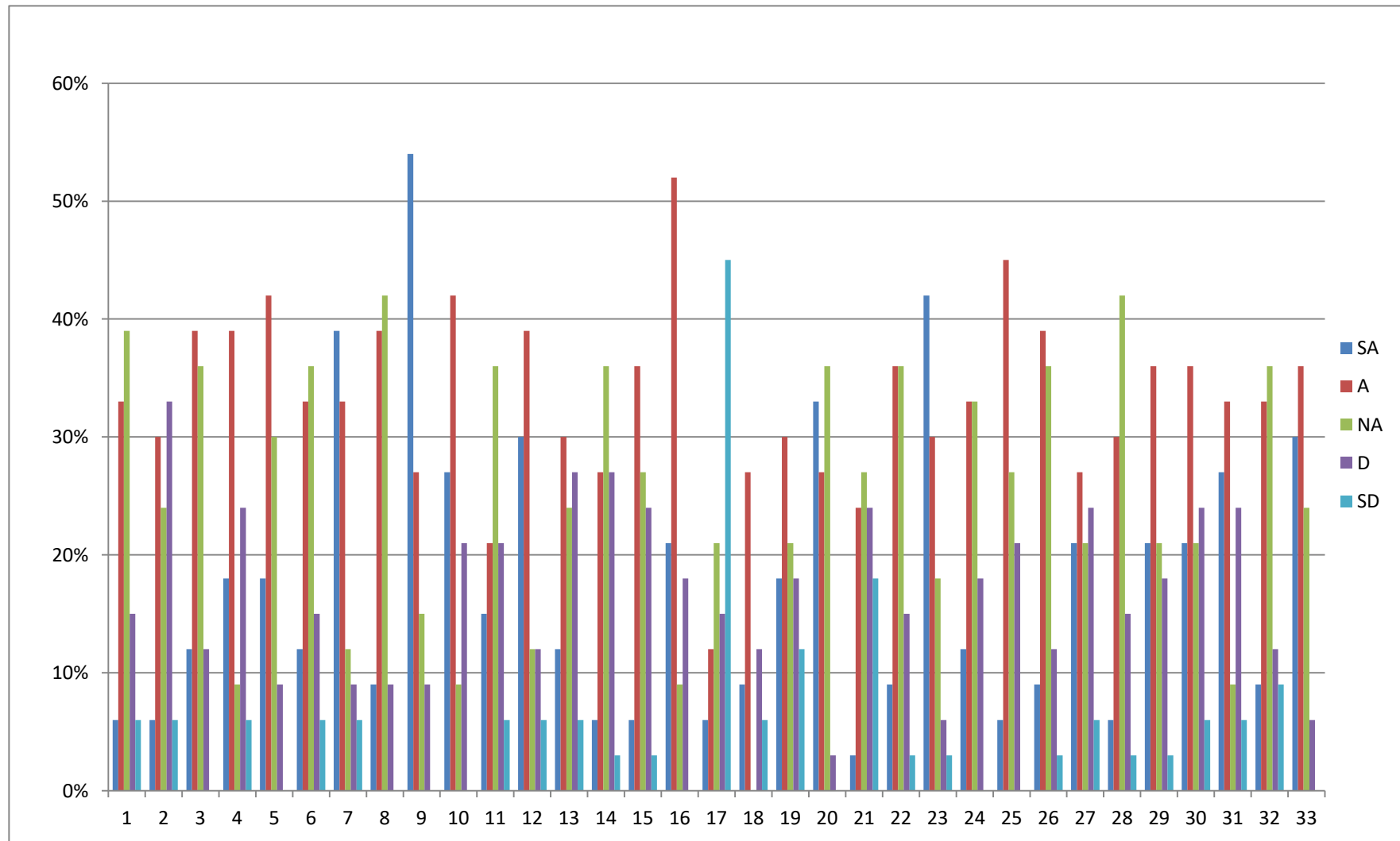
1. Types of Causes Anxiety Faced by Students in English Speaking Performance.

To find the dominant types of causes of anxiety faced by students in performing English speaking, the researcher used the FLCAS (Foreign Language Anxiety Scale) questionnaire adapted from Horwitz, & Cope (1986). In this questionnaire, there are 33 questions filled by 33 respondents. Because it is still in a pandemic state, the researcher decided to use google form as a medium to share questionnaires with students.

In this questionnaire, the types of student anxiety in performance English speaking are classified into three, namely communication apprehension, test anxiety, and fear of negative evaluation. Each type of anxiety has statement items in the questionnaire to measure the type of anxiety of the student. Furthermore, the following is the number of statement items on the type of anxiety, communication apprehension: 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32, Test Anxiety : 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28. And fear of negative evaluation : 2, 7, 13, 19, 23, 31, 33.

The graphic below is the data results from the FLCAS questionnaire to answer the first research question.

Graphic 4.1. FLCAS questionnaire answers



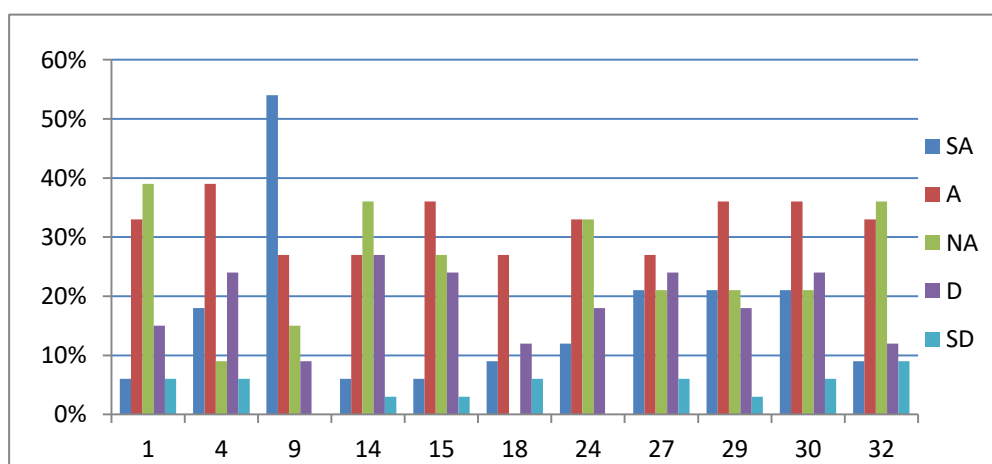
Based on graphic 4.1 showed that 33 items were filled by 33 students using the Likert scale. The participants in this research were the seventh-semester students of the English Education Department. Based on the overall results above showed that item number 9 is the item with the most selected students with a total of 54% of respondents. To answer about what types of anxiety causes experienced by students, the following is the result of the questionnaire based on three types of causes of students' anxiety in English speaking performance.

The following are the results of data that show the percentage of students' communication apprehension.

Table 4.1											
The Percentage of Students' Communication Apprehension											
No	Questionnaire	SA	%	A	%	NA	%	D	%	SD	%
1	I never feel quite sure of myself when I am speaking in my foreign language class.	2	6%	11	33%	13	39%	5	15%	2	6%
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	6	18%	13	39%	3	9%	8	24%	2	6%
9	I start to panic when I have to speak without preparation in language class.	18	54%	9	27%	3	9%	3	9%	-	-
14	I would not be nervous speaking the foreign language with native speakers.	2	6%	9	27%	12	36%	9	27%	1	3%

15	I get upset when I don't understand what the teacher is correcting.	2	6%	12	36%	9	27%	8	24%	1	3%
18	I feel confident when I speak in foreign language class.	3	9%	9	27%	14		4	12%	2	6%
24	I feel very self-conscious about speaking the foreign language in front of other students.	4	12%	11	33%	11	33%	6	18%	-	-
27	I get nervous and confused when I am speaking in my language class.	7	21%	9	27%	7	21%	8	24%	2	6%
29	I get nervous when I don't understand every word the language teacher says.	7	21%	12	36%	7	21%	6	18%	1	3%
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	7	21%	12	36%	7	21%	8	24%	2	6%
32	I would probably feel comfortable around native speakers of the foreign language.	3	9%	11	33%	12	36%	4	12%	3	9%

Graphic 4.2 The Percentage of Students' Communication Apprehension



In the questionnaire, there are several items to find out that students experience communication apprehension. The number of statement items from the apprehension communication in the questionnaire included 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32.

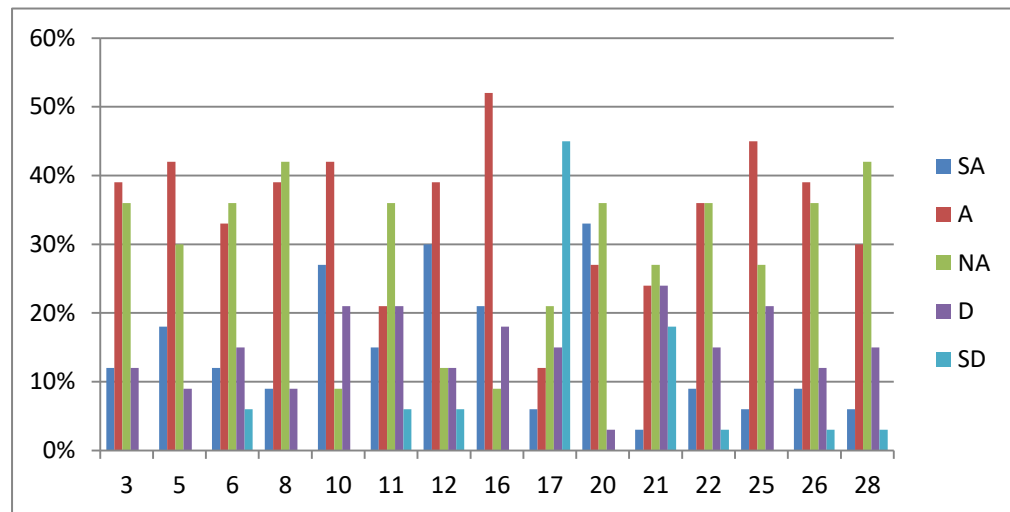
Based on the results of table 4.2 or graphic 4.2 showed that the most selected items by students are item number 9 with a total of 54% of respondents. The seventh-semester students strongly agreed with item statement number 9 "*I start to panic when I have to speak without preparation in language class*". While on item number 4 "*It frightens me when I don't understand what the teacher is saying in the foreign language*" students agreed with this item statement with 34 % of respondents.

Based on the graphic above, it can be concluded that many students who chose item number 9 indicated experiencing communication apprehension where they have to make preparations first before speaking. They can not speak well without preparation or suddenly because students who experience communication apprehension have low self-efficacy. The fear of not understanding the material was also an indication of students experiencing communication apprehension as evidenced by the results of item number 4.

Table 4.2											
The Percentage of Students' Test Anxiety											
No	Questionnaire	SA	%	A	%	NA	%	D	%	SD	%
3	I tremble when I know that I'm going to be called on in English class.	4	12%	13	39%	12	36%	4	12%	-	-
5	It wouldn't bother me at all to take more English classes.	6	18%	14	42%	10	30%	3	9%	-	-
6	During English class, I find myself thinking about things that have		12%				36%	5	15%	2	

	nothing	4		11	33%	12					6%
8	I am usually at ease during tests in my English class.	3	9%	13	39%	14	42%	3	9%	-	-
10	I worry about the consequences of failing my English class.	10	27%	14	42%	3	9%	7	21%	-	-
11	I don't understand why some people get so upset over English classes.	5	15%	7	21%	12	36%	7	21%	2	6%
12	In English class, I can get so nervous I forget things I know.	10	30%	13	39%	4	12%	4	12%	2	6%
16	Even if I am well prepared for English class, I feel anxious about it.	7	21%	17	52%	3	9%	6	18%	-	-
17	I often feel like not going to my English class.	2	6%	4	12%	7	21%	5	15%	15	45%
20	I can feel my heart pounding when I'm going to be called on in English class.	11	33%	9	27%	12	36%	1	3%	-	-
21	The more I study for a English test, the more confused I get.	1	3%	8	24%	9	27%	8	24%	6	18%
22	I don't feel pressure to prepare very well for English class.	3	9%	12	36%	12	36%	5	15%	1	3%
25	English class moves so quickly I worry about getting left behind.	2	6%	15	45%	9	27%	7	21%	-	-
26	I feel more tense and nervous in my English class than in my other classes.	3	9%	13	39%	12	36%	4	12%	1	3%
28	When I'm on my way to English class, I feel very sure and relaxed.	2	6%	10	30%	14	42%	5	15%	1	3%

Graphic 4.3 The Percentage of Students' Test Anxiety



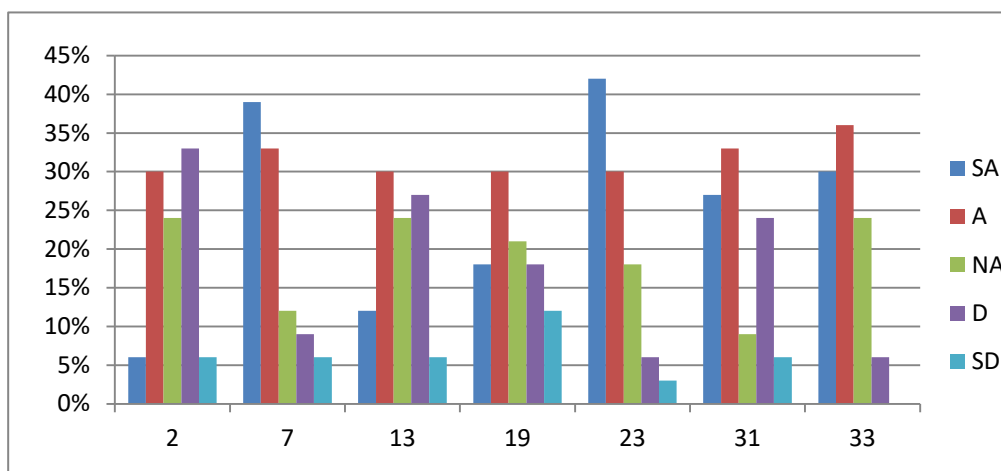
In this type, the items used to measure students' test anxiety were statement items number 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28. Based on the results of the questionnaire above showed that item number 16 "*Even if I am well prepared for English class, I feel anxious about it*" was most selected by students obtaining 52% of respondents. While on item 17 "*I often feel like not going to my English class*" students chose strongly disagree about this statement item with 45% of respondents.

Based on the graphic above, it can be concluded that students who indicated the type of anxiety test even though they had prepared themselves, still felt anxiety. However, in a state of anxiety, they remain present in the class as evidenced by the results of item number 17.

Table 4.3**The Percentage of Students' Fear of Negative Evaluation**

No	Questionnaire	SA	%	A	%	NA	%	D	%	SD	%
2	I don't worry about making mistakes in English class.	2	6%	10	30%	8	24%	11	33%	2	6%
7	I keep thinking that the other students are better at English than I am	13	39%	11	33%	4	12%	3	9%	2	6%
13	It embarrasses me to volunteer answers in my English class.	4	12%	10	30%	8	24%	9	27%	2	6%
19	I am afraid that my English teacher is ready to correct every mistake I make.	6	18%	10	30%	7	21%	6	18%	4	12%
23	I always feel that the other students speak the English better than I do.	14	42%	10	30%	6	18%	2	6%	1	3%
31	I am afraid that the other students will laugh at me when I speak the English.	9	27%	11	33%	3	9%	8	24%	2	6%
33	. I get nervous when the English teacher asks questions which I haven't prepared in advance.	10	30%	12	36%	8	24%	2	6%	-	-

Following the data above is the data presented in the form of a bar diagram.

Graphic 4.3 The Percentage of Students' Fear of Negative Evaluation

In this type, the statement item used to measure students' fear and negative evaluation is item numbers 2,7,13,19,23,31, and 33. Based on the results of the data above, shows that statement item number 23 “*I always feel that the other students speak English better than I do*” was most widely selected among several statements with 42% "Strongly Agree" of respondents. While in item 7 “*I keep thinking that the other students are better at English than I am*” with 39% of respondents.

The researcher can conclude that students have indications of inferiority and lack of confidence also always compared with others. This is proven by the results of item number 23. In this case, the self-efficacy that students have is low. Self-efficacy is a condition of a person not recognizing their ability or often called lack of confidence.

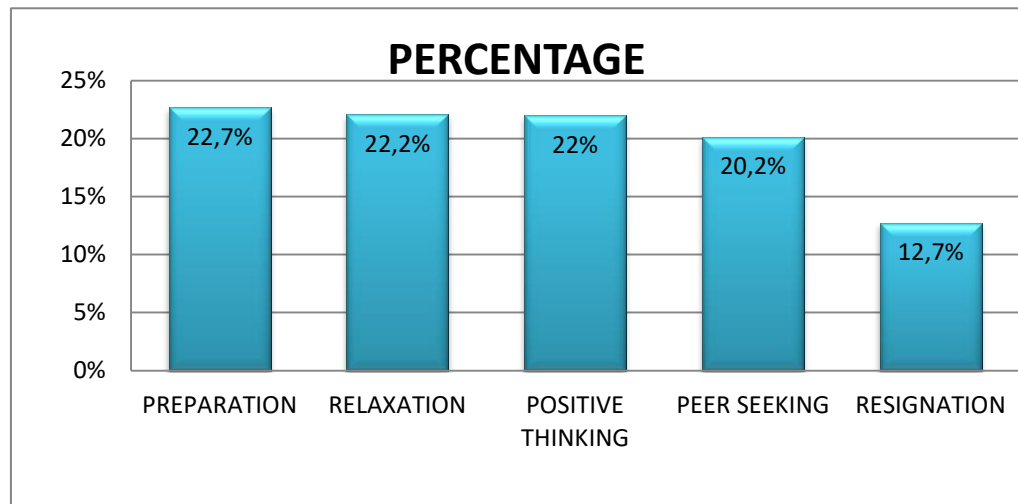
2. Students' Strategies to Overcome Their Anxiety in English Speaking Performance.

To find out the students' strategies to overcome anxiety when performing English speaking, the researcher gave a questionnaire to 33

students consisting of 15 items based on it was five strategies such as preparation, relaxation, positive thinking, peer seeking, and resignation.

The graphic below is the data results to answer the second research question.

Graphic 4.4



Based on the graphic above showed that students in the seventh semester at English Education Department at State Islamic University Antasari Banjarmasin applied five strategies to overcome anxiety. The results of the questionnaire showed that students who applied the preparation strategy 22,7%, relaxation 22,2%, positive thinking 22%, peer seeking 20,2%, and 12,7% resigned.

a. Preparation Strategy

Based on table and graphic 4.4 showed that most of the seventh-semester students in the English Education Department at State Islamic University Antasari Banjarmasin used preparation as a strategy to reduce their anxiety when performing English speaking with a percentage of 22,7% of respondents. In the questionnaire, there were 3 items from the preparation strategy.

The first item of preparation strategy was the students overcome their anxiety by preparing as well as possible before performing English speaking. The results of the questionnaire stated that 19 students strongly agreed. There were as many as 10 students who agree and there was 1 student who neither agree nor disagree, 2 students chose to disagree, and 1 student strongly disagree.

The second item of preparation strategy was that students often use English to get used to it as a way to overcome their anxiety. Based on the results of the questionnaire 10 students strongly agreed, 16 students agree, 4 students neither agree nor disagree, 1 student disagree, and 1 student strongly disagree that to overcome anxiety by often using English in daily life.

The third item of the preparation strategy based on the results of the questionnaire there were 10 students strongly agree, 16 students agree, 4 students neither agree nor disagree, 1 disagree, and 1 strongly disagree that perusing the material before performance English speaking can overcome anxiety.

Based on the results of the first item questionnaire gained 144 points, the second item gained as many as 134 points, and the third item gained 132 points. Based on the three items positive thinking as a student strategy to overcome anxiety gained as many as 410 points.

b. Relaxation

In the second strategy that many students used relaxation strategy to overcome their anxiety. Students who used strategy relaxation as much as 22,2% of respondents. Similar to the

preparation strategy there were 3 items in the questionnaire of relaxation strategy.

The first item in the relaxation strategy was for students to calm down when they feel anxious to speak English. The results of the questionnaire showed that 10 students chose strongly agree, 17 students choose to agree, 4 students neither agree nor disagree, 1 student disagree, and 1 student strongly disagree.

The second item of the relaxation strategy was for students to take a deep breath when they feel anxious to speak English. Based on the results obtained about this item there were as many as 14 students strongly agreed, 11 students agree, 6 students neither agree nor disagree, there was not one student who chose to disagree, and 2 students strongly disagree.

The third item of relaxation strategy was the student trying to relax to reduce the anxiety when speaking English in front of the class. Based on the results obtained by 12 students strongly agree, 14 students chose to agree, 2 students neither agree nor disagree, 1 student disagree, and 2 students strongly disagree.

Based on the results of the questionnaire using the Likert scale, the first item gained 132 points, the second item gained 132 points, and the third item gained 136 points. Based on the three relaxation items as a student strategy to overcome anxiety gained as many as 400 points.

c. Positive Thinking

Positive thinking occupies the third position as a strategy chosen by students to overcome their anxiety in the performance of English speaking. Based on the percentage of questionnaire results, 22% of students chose this strategy. Similarly, with the previous strategy, there were 3 items in the questionnaire.

The first item was students always think positively and believe that there able to speak English in performance when their feel anxious. There were as many as 12 students who strongly agree with this statement, there were 14 students who agree, as many as 3 students chose neither agree nor disagree, there are 3 disagree, and 1 student disagree with the statement on this item

The second item was when students feel nervous and confused about speaking English they try to be confident. 9 students strongly agree with this statement item, 20 students agree, there was also 1 student who neither agree nor disagree, 2 students disagreed and 1 student strongly disagree with this second item.

The third item was the student imagine themselves can give a great performance when speaking English. There were as many as 11 students who chose strongly agree, 13 students agree, 7 students neither agree nor disagree. only 1 student disagrees and 1 student strongly disagrees with this third item statement.

Based on the results of the questionnaire, the first item gained 133 points, the second item gained 134 points, and the third item

gained 130 points. Based on the three items positive thinking as a student strategy to overcome anxiety gained 397 points.

d. Peer Seeking

In the fourth position, the strategy used by students to overcome anxiety in performing English speaking was peer seeking. Based on the percentage of the questionnaire results as much as 20,2% of respondents. There were 3 items of peer seeking strategy in the questionnaire.

The first item was a student who feels anxiety believing that other people are doing the same thing. Based on data there are 8 students strongly agree and 12 students agree about it. There were also as many as 9 students who chose neither agree nor disagree. While there was 1 student who chose to disagree and 3 students strongly disagree with this statement.

The second item was to overcome the anxious feelings of students who believe that difficult problems are also difficult for others. Based on the data showed that 3 students strongly agree, 15 students agree, and 10 students chose neither agree nor disagree. While 3 students chose to disagree and 1 student strongly agrees with this statement.

The third item was students taking speaking English lessons in class and feeling anxious, they tried to speak with their seatmate. In the results of the data, as many as 9 students strongly agree and 17 students agree with the statement on this item. While as many as 3

students chose neither agree nor disagree. 2 students disagreed and 1 student strongly disagree about this statement.

Based on the results of the answers from the questionnaire, the first item gained 117 points, the second item gained 115 points, and the third item gained 132 points. The number of all three peer-seeking items as a student coping with anxiety strategies gained 364 points.

e. Resignation

The resignation becomes the last choice of students to overcome anxiety. Based on the percentage of resignation questionnaires selected as many as 12,7% of students. There were 3 items of resignation strategy in the questionnaire.

The first item was students speaking English activity will begin, they did not feel to taking the class. This item was selected by 2 students who strongly agree and 7 students who agree about this item. 6 students chose neither to agree nor disagree, while 10 students chose to disagree and 8 students strongly disagree about this statement.

The second item was the lecturer asking a student to speak English, student prefers to be quiet for fear of making mistakes while talking. Based on the results 3 students strongly agree and 7 students agree about this statement. There are as many as 10 students who neither agree nor disagree with this item. While 6 students chose to disagree and who choose strongly disagree there were 7 students.

The third item was to overcome anxiety, student chooses to sleep in class instead of paying attention to the lesson. In this item, there was 1 student who strongly agree and 5 students chose to agree with this item. While students who chose neither agree nor disagree with this item as many as 2 students. Students who choose disagree with as many as 4 students and 21 students strongly disagree with the statement on this item.

Based on the results of the questionnaire, the first item gained as many as 80 points, the second item gained as many as 89 points, and the third item gained 61 points. Based on the three resignation items as a student strategy to overcome anxiety gained 230 points.

From the results of the five strategies above it can be concluded that 23% of students chose preparation as a strategy to overcome anxiety in performance in English speaking. They believe that something that was prepared will get maximum results as well.

B. Discussion

The discussion section is aimed to answer questions proposed in this discussion aims to discuss the results of the data to conclude the answers from the research questions about students' anxiety in performance English speaking which would be discussed in the following section.

To answer the first research question about types of causes of students' anxiety in English speaking performance, the researcher used questionnaires to find out the data. The types of causes of student anxiety classified by Horwitz, & Cope (1986) are communication apprehension, test anxiety, fear of negative evaluation. The

result of the questionnaire showed that the dominant cause of anxiety experienced by students is communication apprehension with a percentage of 54% of respondents. While the second type anxiety causes was test-anxiety with 52%, and the third one was fear of negative evaluation with 42%.

Communication apprehension makes students difficult to speak fluently when in front of people either in a group or in public. Furthermore, evidence that many seventh-semester students majoring in English Education experience communication apprehension based on the results of data on statement item number 9, which states that students begin to panic when they have to speak without prior preparation. The feeling of panic attacks when speaking unprepared is indicated that a person is experiencing communication apprehension. They can not produce a word due to mental, grammatical, and environmental factors. So without careful preparation students who experience communication apprehension will be stricken with panic.

The second causes students experienced anxiety is test-anxiety. This anxiety occurs due to pressure or fear of the consequences of failure or error when performing English speaking. Symptoms of students when experiencing this test anxiety will feel the heart tightening than usual and experiencing blank out of the material. Based on item 16 which is the most selected item by students concluded researchers that students still feel test anxiety despite having made preparations before performing English speaking.

The third type of anxiety caused was fear of negative evaluation. In this confusion, it can be defined that students feel anxious because of the fear of getting a negative evaluation after performing English speaking. The result of this study that indicates students who experience this anxiety is always feel that other students are better at speaking English than themselves.

In the second research question, the researcher asked about students' strategies to overcome their anxiety in English speaking performance. After knowing the cause of student anxiety, researchers also want to know what strategies students use to overcome the anxiety when performing English speaking. In this case, there are five strategies developed by Kondo and Ying Ling (2004: 262) that students can use to overcome anxiety such as preparation, relaxation, positive thinking, peer seeking, and resignation.

Based on the graphic 4.4 described that the dominant strategy used by many students to overcome anxiety when speaking performance is preparation with a percentage of 22,7% of respondents. Preparation is an effort of students to anticipate the occurrence of speaking anxiety when performing. This is related to the first research question which states that students' communication apprehension must make preparations in advance. In this research, students prepared before performing English speaking such as perused the material and often try to speak English.

The second strategy was relaxation as strategies to overcome anxiety when performing English speaking. In this research, relaxation strategy as much as 22,2% of respondents. Relaxation strategies that used by students such as taking a deep breath and trying to be calm when performing English speaking.

The third strategy to overcome anxiety when performing English speaking was positive thinking. Based on the result of this research, a positive thinking strategy chose by students with a percentage of 22%. In this strategy, students always think positively that they were able to speak English and try to be confident when they feel anxious in English performance.

The fourth strategy was peer seeking to overcome anxiety when performing English speaking. Based on this result peer seeking was chosen by students with a

percentage of 20,2% of respondents. The students that used peer seeking strategy believe that their friends feel the same way.

The last strategy used by students to overcome anxiety when performing English speaking was resignation. The students who used this strategy prefer to be silent when the lecturer asks to speak English and students do not feel like taking the class when speaking English lessons begin.