

CHAPTER IV

FINDING AND DISSCUSSION

The findings and discussions from the research were written by the researcher and are included in this chapter. The explanation of the results has important implications for all the scientific work. The discussion's objectives are to respond to the problem's statement and interpret the results in light of the relevant theoretical review.

A. Findings

The narrative framing and interview with Participants 1 and 2 provided the data used to examine this finding. To learn about the anxiety experienced by students in the English education department, the researcher employed an interview and a narrative framework. The two participants were asked thirteen questions by the researcher, and they then filled out a narrative frame. In this study, there are two research issues that need to be addressed. The first discusses the types of worry that students in the English education department experience and their causes. The second discusses potential methods that students used to deal with their worry.

1. Types of anxiety faced by English education department

In this section, the researcher presents interview data and narrative frames. Interview were used as the main instrument in this study. Researcher use narrative frame as complementary instrument in

this study. According to the interviews and narrative frames, students majoring in English education experience a variety of anxiety disorders. Depressed, sad, tired, headaches, nightmares, overthinking, wanting to be busy before working on a thesis proposal, feeling inadequate, having trouble focusing, and difficulty making decisions are symptoms of the different types of anxiety that students in the English Education Department experience.

a. Cognitive anxiety

The cognitive anxiety faced by English education department was found from interviews and Narrative frame by first participant (P1). P1 told the anxiety faced was as below.

"While working on the thesis proposal, I often feel pressured, sad, and tired because of the pressure from the targets that must be achieved while preparing the thesis proposal and what must be done."

"I have problems concentrating or writing a thesis proposal because I am personally a person who is indecisive, so things that make me confused always disturb my concentration."

"Disruption of concentration in writing such as being sick, depressed and not focused because I am still actively using social media."

According to P1's story, cognitive anxiety that faced by P1 when writing thesis proposal are despair, sadness, exhaustion, trouble

focusing, and overthinking. Meanwhile, Participant 2 (P2) told the anxiety that faced while working on thesis proposal as below.

“When I was working on my thesis proposal, I felt something was missing. It feels like you are uninformed or don't know how to go about it. Need more research and information and because of this I also did not work on a thesis proposal.”

“When I was working on a thesis proposal, I felt confused about how to do it, even when I checked the notes, I still felt confused and in the end, I didn't do it.”

According to P2's interview, cognitive anxiety faced by P2 included a sense of incapacity and difficulty making choices.

According to the two participants' interview results, their cognitive anxiety faced by them such as depression, sadness, exhaustion, attention problems, overthinking, a sense of inadequacy, and difficulties making choices.

b. Somantic anxiety

The somantic anxiety faced by English education department was found from interviews by participant 1 and participant 2.

Based on interview results, P1 told the story of somantic anxiety that is felt physically.

“I only have a headache.”

“just a bad dream, if the insomnia has been a long time.”

From the story of P1, the anxiety experienced by P1 physically included headaches and nightmares.

Meanwhile, P2 describes the somantic anxiety experienced as below.

"I just have a headache."

"Not insomnia but short sleeper. Even if I am disturbed while sleeping it is because of the new house."

From P2's story, the somantic anxiety experienced by P2 includes headaches and sleep disturbances.

2. Cause of anxiety faced by English education department

In this section, the researcher presents interview data and narrative frames. Interview were used as the main instrument in this study. Researcher use narrative frame as complementary instrument in this study. Based on interview and narrative frame, the process of writing a thesis proposal causes a lot of worry for English majors, including lack of planning, trouble obtaining references, pressure from lecturers and parents, deadlines, and other commitments outside typing thesis proposal.

a. Fear of negative evaluation and fear of test

"Wrote my thesis proposal properly and correctly in order to meet the supervisor's expectations because my thesis proposal was rejected once."

According to P2s' narrative frame, P2 worried about write thesis proposal properly.

b. Lack of experience or insufficient writing practice

"There is no plan, just flow. Maybe just following tips from ELT and academic writing lecturers."

According to P1s' interview that P1 have no plan when writing thesis proposal and only following some tips from lecturer.

"There must be a plan, but the details of the plan are lacking. I wanted to write this and that but there were no detailed steps that caused me to get confused myself."

"I don't type thesis proposals too often because the laptop often has problems, such as when booting it takes 30 minutes."

Based on P2s' interview and narrative frame, P2 have a plan, but lack of detail and P2 rarely writing thesis proposal because the laptop need to booting 30 minutes.

c. Insufficient writing technique

"..... the trouble in understanding the concepts of writing and terms in scientific writing."

Based on P2s' narrative frame that P2 was trouble in understanding the concept of writing and terms in scientific writing.

d. Lack of topical knowledge

"The difficulty lies in the reference source which was released under 2010 and there is no theoretical discussion that is really specific to chapter 2 with the topic of the proposal that I made."

"... Then it's difficult to determine the right method and reference that fits the criteria that should be."

From interview and narrative frame of P1, hard to looking for references and no specific theoretical discussion for chapter 2 are cause of P1 anxiety in writing thesis proposal.

"Search for the title and problem that I will research because I am too focused"

"difficulties in finding references for my thesis proposal... "

From P2s' narrative frame, trouble in create the title, determine the problem, and hard to finding references are cause of P2 anxiety in writing thesis proposal.

e. Pressure for perfect work

"the results were not in accordance with the expectations of the supervising lecturer, so he had to repeat himself in writing a thesis proposal"

According to P1s' narrative frame, P1s' thesis proposal cannot reach lecturers' expectations so P1 have to rewrite again.

f. Time pressure

"My parents often ask me when I have a proposal seminar."

"... Then I need quite a lot of time so that my thesis proposal meets the expectations of the supervisor."

"not much time to finish my writing because I'm worried about using more rest time."

Based on P1s' interview and narrative frame, P1s' parent often ask P1 about thesis proposal and P1 need more time to reach lecturers' expectation.

"My parents only told me to hurry up so I wouldn't be too busy in the future and the lecturers also didn't put pressure on me. But the pressure came from the new regulation which required students to conduct a proposal seminar before participating in KKN."

Based on P2's interview, P2's parents wanted P2 to immediately complete the thesis proposal so that in the future it would not be too busy. Also new regulations that require students to conduct proposal seminars before participating in KKN if P2 wants to complete education as soon as possible.

g. High frequency of assignment

“... preparing practice questions for comprehensive document requirements such as the TOEFL test with a target score of 500, studying general religious knowledge and others to prepare for taking a comprehensive exam.”

According to P1's narrative frames that P1 have to preparing for comprehensive document such 500 score TOEFL, studying general religious knowledge and others.

“There were a lot of college assignments that hindered me from working on a thesis proposal.”

“I have activities outside of writing, such as cooking, sweeping, and other household activities.”

Based on P2s' interview and narrative frame, a lot of assignment and activities outside writing writing proposal such as cooking, sweeping and other household activities that hindered P2 working on thesis proposal.

3. Solution to overcome anxiety

In this section, the researcher presents interview data and narrative frames. Interview were used as the main instrument in this study. Researcher use narrative frame as complementary instrument in this study. Researcher use narrative frame as complementary instrument in this study. According to data, there are:

a. Preparation

“I studied the terms again and did another search.”

“pre-observation to various places until I get the title of the problem for my thesis proposal.”

From P2s’ narrative frame that pre-observation and re-learn about related study before writing thesis proposal.

b. Relaxation

“When I tired of writing, I do entertainment like going out, drinking coffee and looking for a new atmosphere like studying at a cafe or library.”

According to narrative frame, P1 did something entertainment such as going out, drinking coffee and change atmosphere.

c. Peer-seeking

“..... often consulting friends and lecturers.”

“To overcome this anxiety, I consult again with friends or lecturers who are in charge of academic thesis writing courses.”

“..... teaching some of my friends to work on or consulting a thesis proposal together at the time we have scheduled.”

Based on the results of P1’s interviews and narrative frame, before consults to lecturer P1 consults with friends first.

d. Take a pause

“Move to a new, quieter place and give yourself a break for a while.”

From P1’s narrative frame that P1 also did take break while writing thesis proposal process.

“By giving sufficient free time to rest.”

“take a break while watching youtube videos and reading manga.”

Based on the results of P2's interviews and narrative frame, P2 take some free time while writing thesis proposal and watching youtube video or reading manga to reduce anxiety.

B. Discussion

Analysis of the various forms, causes, and treatments for anxiety is the aim of this study. The findings from interviews and story frames are covered in this section. Organizing this part according to research questions; 1)To explore types of writing anxiety faced by students in finishing draft of thesis proposal, 2)To describe the causes of writing anxiety faced by students in finishing draft of thesis proposal, 3)To find out possible solutions that students did in finishing draft of thesis proposal.

1. Types of anxiety faced by English education department

In this section, the researcher presents analysis of interview data and narrative frames about types of anxiety faced by English education

department. Interview were used as the main instrument in this study. Researcher use narrative frame as complementary instrument in this study. Based on Wahyuni and Umam (2017), there are several variations of anxiety that are the same as anxiety in a foreign language, namely; 1) Cognitive Anxiety, 2) Somantic Anxiety, 3) Avoidance Anxiety.

a. Cognitive anxiety

In this section discuss about cognitive anxiety. Cognitive anxiety was experienced by the subjects. Fatigue, melancholy, depression, difficulty concentrating, difficulty making decisions, and a sense of inadequacy are a few symptoms of cognitive anxiety that they encounter.

Cognitive anxiety was experienced by participant 1. According to the narrative framing of participant 1 and the interview, the cognitive anxiety participant 1 experiences includes feeling down, sad, exhausted, unable to focus, and unable to make decisions while working on a thesis proposal. The target that needed to be met and overthinking, which frequently left participant 1 confused and unable to make decisions, were the causes of participant 1's worry. This is related to Wahyuni and Umam's (2017) finding that participants' experiences of cognitive anxiety take place in a cognitive or mental environment.

Both participant 1 and participant 2 reported having cognitive anxiety. Participant 2's cognitive worry was a sense of inadequacy and difficulty making choices. Because participant 2 felt incompetent and unsure of how to proceed, participant 2 struggled with anxiety while completing a thesis proposal.

b. Somantic anxiety

In this section discuss about somantic anxiety. Participants reported feeling anxious. According to the participants' narratives and interviews, headaches and sleep problems were symptoms of their worry. While working on a thesis proposal, participant 1 had headaches and sleep difficulties. Participant 2 had the same level of anxiousness. When completing a thesis proposal at home, participant 2 experienced headaches and sleep problems.

This is related to Wahyuni and Umam's (2017) finding that somantic anxiety happens in a somantic or physical context that the participants are aware of. There is only one type of anxiety that no one participants experienced. Only avoidance anxiety was not experienced by the subjects out of all the different types of anxiety.

2. **Cause of anxiety faced by English education department**

In this section, the researcher presents analysis of interview data and narrative frames about causes of anxiety faced by English education department. Interview were used as the main instrument in this study.

Researcher use narrative frame as complementary instrument in this study. Based on Rezaei & Jafari (2014), writing anxiety happened because of some causes, there are; 1) Fear of negative evaluation and fear of test, 2) Lack of experience or insufficient writing practice, 3) Insufficient writing technique, 4) Lack of topical knowledge, 5) Language difficulties, 6) Pressure for perfect work, 7) Time pressure , 8) Low self-confidence, 9) High frequency of assignments.

a. Fear of negative evaluation and fear of test

According to P2s' narrative frame, P2 worried about write thesis proposal properly. It related to Rezaei & Jafari (2014) that P1 fear of negative evaluation. It is because P2s' thesis proposal ever rejected once.

b. Lack of experience or insufficient writing practice

According to P1s' interview that P1 have no plan when writing thesis proposal. Not only that, P1 just following some tips that lecturer told. It related to Rezaei & Jafari (2014) that in writing, especially writing thesis proposal need practice and experience that preparation is important before start to write something.

Based on P2s' interview and narrative frame, P2 have a plan, but lack of detail. P2 also rarely writing thesis proposal because P2s' laptop need to booting 30 minutes. It related to Rezaei & Jafari (2014) that P2 insufficiency writing practice because P2s' laptop is

booting too long and makes P2 cannot prepare well to writing thesis proposal.

c. Insufficient writing technique

Based on P2s' narrative frame that P2 was trouble in understanding the concept of writing. P2 also confused about terms in scientific writing. It related to Rezaei & Jafari (2014) that P2 is insufficient writing technique and it makes P2 felt anxiety.

d. Lack of topical knowledge

From interview and narrative frame of P1, hard to looking for references cause P1 felt anxiety. Not only that, but also no specifik theoretical discussion for chapter 2 are cause of P1 anxiety in writing thesis proposal. It related to Rezaei & Jafari (2014) that P1 lack of knowledge that related to the topic in P1s' thesis proposal.

From P2s' narrative frame, three cause anxiety experienced by P2. Trouble in create the title, determine the problem, and hard to finding references are cause of P2 anxiety in writing thesis proposal. It related to Rezaei & Jafari (2014) that cause P2 lack of topical knowledge, P2 confused to determine the title, the problem and references related to P2s' thesis proposal.

e. Pressure for perfect work

According to P1s' narrative frame, P1s' thesis proposal cannot reach lecturers' expectations. Therefore, P1 have to rewrite thesis

proposal again. It related to Rezaei & Jafari (2014) that P1 felt pressure for lecturers' expectation in writing thesis proposal.

f. Time pressure

Based on P1s' interview and narrative frame, P1s' parent often ask P1 about thesis proposal and P1 need more time to reach lecturers' expectation. It related to Rezaei & Jafari (2014) that P1 felt time pressure from P1s' parent often ask about thesis proposal. Pressure also came from time to finish thesis proposal to reach lecturers' expectation.

Based on P2's interview, P2's parents wanted P2 to immediately complete the thesis proposal so that in the future it would not be too busy. Also new regulations that require students to conduct proposal seminars before participating in KKN if P2 wants to complete education as soon as possible. It related to Rezaei & Jafari (2014) that P2 felt time pressure from P2s' parent wanted to finish thesis proposal and from new regulations that require students to conduct proposal seminars before participating in KKN if P2 wants to complete education as soon as possible.

g. High frequency of assignment

According to P1's narrative frames that P1 have to preparing for comprehensive document and studying general religious knowledge. Not only that, but also P1 have to reach 500 score TOEFL and other

preparation in the future. It related to Rezaei & Jafari (2014) that P1 have assignment outside writing thesis proposal will cause anxiety such as preparing for comprehensive test and TOEFL certificate with score 500.

Not all cause of anxiety was felt by the participants as the theory predicted. There are two theory that not included. There are no language difficulties and low self confidence that cause of anxiety.

3. Solution to overcome anxiety

In this section, the researcher presents analysis of interview data and narrative frames about solution to overcome anxiety faced by English education department. Interview were used as the main instrument in this study. Researcher use narrative frame as complementary instrument in this study. Based on Rezaei & Jafari (2014), there are some possible solutions to decrease the anxiety, namely; 1) preparation, 2) relaxation, 3) positive thinking, 4) peer-seeking, 5) take a pause.

a. Preparation

From P2s' narrative frame, P2 has done pre-observation before start writing thesis proposal. Not only that, but also re-learn about related study before writing thesis proposal. It related to Rezaei &

Jafari (2014) that doing preparation before write something can reduce anxiety.

b. Relaxation

According to narrative frame, P1 did something entertainment to relaxing. There are various activities carried out by P1 to relax, such as going out, drinking coffee and change atmosphere. It related to Rezaei & Jafari (2014) that doing relaxation in writing thesis proposal can reduce anxiety.

c. Peer-seeking

Based on the results of P1's interviews and narrative frame, before consults to lecturer P1 consults with friends first. They also consult with P1 about their thesis proposal. It related to Rezaei & Jafari (2014) that doing peer-seeking or consults with friends can reduce anxiety.

d. Take a pause

From P1's narrative frame that P1 also did take break while writing thesis proposal process. P1 cannot concentrate continuously, so P1 did some break while writing thesis proposal. It related to Rezaei & Jafari (2014) that take a some time while writing thesis proposal can reduce anxiety.

Based on the results of P2's interviews and narrative frame, P2 take some free time while writing thesis proposal. Not only that,

watching youtube video or reading manga can also reduce the anxiety experienced by P2. It related to Rezaei & Jafari (2014) that take some free time in writing thesis proposal process can reduce anxiety.

Not all solutions by participants matched the theory's prediction. There is one theory that not included. Positive thinking was not used by participants to implement all of the ideas provided in theory.