

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There are two statements that have to be answered in this research. The first problem is about why the students feel anxious while reading. The second problem is how the anxiety can influence the students in reading. The data for both of them is observation to know students anxiety in reading aloud in that class, that the research finished by the researcher during two months from on August 03rd 2015 until October 03rd 2015 in eleventh grade of MA Sullamul Ulum Panyipatan and here are the result of the observation:

1. The Cause(s) of the students feel anxious while reading

In this section, the writer describes about result of the research on the field research that collected by observation and interview with the students.

1. Observation

The researcher did first observation on Tuesday August 11th 2015 from 07.30 until 09.00 in the classroom. The researcher has a difficult to know the students' anxiety have an anxiety or not in the first time, because the students did not want to read.

The students said that they feel shy with the researcher that does observe them in their classroom. After a few minute, the students want to read when the teacher asked them to read. For the first time when the students reading, the researcher can see their expression, they are getting nervous and tremble some of the students. Besides that, the students read the text slowly voice, it was hard for the researcher identified their anxiety.

For the second observation, the researcher took on Wednesday August 12, 2015 from 07.30 until 09.00 in the classroom. The researcher can find some causes that make students anxiety when reading, such as missed pronoun and lack of English vocabulary. From the result of students' reading, the researcher can concluded that the causes of students' anxiety are because of the mispronunciation of the students and the lack of students' vocabulary mastery.

And the third observation, the researcher took on Tuesday August 18 2015, on 07.30 up to 09.00. The researcher found other cause that makes students anxiety when reading. It was a comprehending the text.

2. Interview

In addition to do the observation, the researcher uses an interview for getting more information about the student anxiety when reading. The researcher asked “*do you feels anxious when reading?*” and the students said yes we are. We are feeling anxious, getting nervous and trembling when we are reading loudly. But, some of the students said that they were not feeling anxious or nervous when reading. They are reading the texts as usual and enjoy.

After do the observation about three times in the classroom and the interview with the students, the researcher can concluded that the students have an anxiety among reading. Based on the previous chapter, the researcher can concluded that their anxiety is in state anxiety category. The researcher found some causes that make students anxiety when reading, such as missed pronoun, lack of English vocabulary and comprehending the text.

a. Missed Pronounce

Based on the observation result have been conducted, while the writer observed the students in the classroom in eleventh grade at

MA Sullamul Ulum on August 03rd 2015 through October 03rd 2015. The cause of the students' anxiety when they read some texts or passages they did some mistakes while reading aloud in the class. They worried make a mistake while reading and when they pronounced some words they did make mistake. In that class there are 24 students that consist of 11 male and 12 female.

Based on the writer opinion from the observation that the writer did in that school, it can conclude that most of the students who have difficulties in pronouncing English when they are reading in the class. They are hard to pronounce some words in the text because they are tends to do it previously, they are seldom used to reading aloud in the class. Moreover, due to the lack of English vocabulary, it makes the students difficult to pronounce it properly. Students' mother tongue also influence their ability in pronouncing English in the text.

a. Lack of Vocabulary

From 24 students, there are some of them who have a little bit ability in vocabulary mastery, they are confused and even they do not know the meaning and how to pronounce the words when they read in the text. They are also hesitate to pronounce a new word in

that text, the lack of English vocabulary mastery that they have it make them feel anxious and shy when they are reading. This condition makes them hard to read and do not want to read when they are asked to read. In this research, most of students said that when reading English text they found new vocabularies that they did not familiar with that and did not know how to pronounce it. Consequently they were making many mistakes in pronouncing some English words when they are reading. Because of this term, the anxiety appears when reading.

b. Comprehending the Text

In addition to mispronunciation and lack of English vocabulary, less of the text comprehending and understanding also influences them when do reading. Less of text comprehension makes the students confused and hesitates when reading, this condition influences them when reading and appears the anxiety. Because of less the text comprehension, it makes them do not know about the intonation when reading, they read the text with the same intonation in every sentence. Beside of the flat intonation, they are also read with slow voice, this is because of they feel anxious and worry to make a mistake when reading.

2. The anxiety can influence the students in reading

Besides the causes above, there are some other factors that influence students' anxiety when they are reading, that are:

a. Friends

There are some friends that annoying them when they are reading, they usually laugh at their friend when they are wrong in pronouncing the words and also make it joke by calling their name, etc. Those are very annoying and cause them feel anxious when they are reading, so it makes the environment not conducive.

b. Teacher

Teacher's existence in front of the class also influences students when reading, and the teacher's innate also influences a level of students' anxiety. Active teaching and learning process and also teacher's speech style can help decreasing the students' anxiety. In addition to teacher's appearance that can influence the student's anxiety level. The teacher's intonation and attitude when he/she teaches in the class also influence the students' anxiety.

c. Classroom Environment

Besides of two factors above, there is another factor that is also influence the students' anxiety in reading. The factor is the condition of the class or environment. A good environment in the class can make the students feel enjoy to follow the teaching and learning process, in the opposite condition, a dirty and noisy condition in the class can make the students feel lazy and less spirit when following teaching and learning process.

B. Discussion

After all the obtained data are shown in the findings, the researcher discusses all the obtained data to give some considerations on the research.

1. The Cause(s) of the students feel anxious while reading

The researcher found some causes that make students feel anxious when reading aloud in the eleventh grade of MA Sullamul Ulum based on the observation. From the observation, the researcher makes conclusion that all of the students have an anxiety when reading. It is because of they have many problems when reading, they have missed

pronounce, lack of English vocabulary and did not comprehend the text.

From 24 students that have problem with their pronunciation, it is hard for them to pronounce the word that similar of the sound each other in the reading text. They are confused with the words that they were found in the reading text, they are confused how to pronounce the word and it makes them feel anxious. They are shamed to ask question to their teacher how to pronounce it correctly, so they tend to quiet and pass it about the word that they cannot mention. It makes them lazy to read and feel anxious often when they do a mistake while pronouncing the word.

The accuracy in pronunciation according to them is not to really emphasize in the junior and senior high school or college. Most of the teachers are not have attention to pronunciation aspect as a part of teaching and learning English. While pronunciation plays a very important role in communication competence since successful communication cannot take place without correct pronunciation (Celce-Murcia et al, 1996). The pronunciation teacher should be a good model for students; otherwise the students will imitate bad pronunciation and lead making mistakes. Teacher should produce to accurate sound and their pronunciation of speech to the students in

order to make students really understand about how correct pronunciation is produced, but most of them do not aware of this fact, whatever they say and however they pronounce the English words, it would be imitate be the students (Erlyana, 2014, p. 66).

Due to the students' unawareness about the correct pronunciation of the word, it makes them afraid of making errors when reading. This causes them feel anxious, because they do not want to try to pronounce the words.

It seems that the majority of students are afraid of making errors. Making errors is an undesirable thing whether it occurs in front of the teacher or students. As afraid of making error theme was measured as a personal factor, it might be an aspect shared between foreign language anxiety in general and foreign language reading anxiety in particular. That is, foreign language learners who are afraid of reading aloud to avoid committing an observed mistake in pronunciation or misreading any word in the text, they are also more anxious of doing the same in speaking. One of the most important causes of anxiety was fear of making mistakes and worrying about accent. It can be understood that afraid of making errors in the target language is related to the personal factor and can be shared between foreign language

anxiety in general and foreign language reading anxiety in particular in any case of the learners' language (shboul, 2013).

Beside of mispronunciation and afraid of making errors, there is still any other factors that influence them when they are reading, that is lack of English vocabulary that students have, and also a new vocabulary that they were found in the reading text. A new vocabulary that they were found makes them feel confused how to pronounce it correctly. Thus, they do many mistakes when pronouncing the words, this condition can make them feel anxious when reading. In other research, most of students said that when reading English they found new vocabulary that they did not familiar with that and did not know how to pronounce it. Consequently they were making many mistakes in pronouncing some English word when they are reading English (Elyana, 2014). It seems that unknown vocabulary is a source of foreign language reading anxiety. Furthermore, in Liu (2007) study, lack of vocabulary was identified to be a main cause for Chinese students who were learning the English language. Participants revealed their worry of the speaking skill due to scarcity of vocabulary. Although the latter study was more close to foreign language anxiety in general, it also can be a shared component between foreign language anxiety in general and foreign language reading anxiety as a specific

skill ever since foreign language reading anxiety was established to be a phenomenon related to but distinct from foreign language anxiety in general (Kuru-Gonen, 2005, 2007, 2009; Saito et al., 1999; Sellers, 2000; Wu, 2011). In the same way, in Walker (1997) thesis, interview data showed that highly anxious Chinese learners who learn English as a foreign language have less opportunity to succeed because of the insufficient vocabulary in the target language (Shboul, 2013).

Less of comprehending about the reading text also can influence students anxiety level, they just read and read without know about the meaning of the reading text. In addition to, the text that too long can influence their confident and their anxiety, it can make them bored quickly and less of concentration, and make them feel anxious when asked to read, because of the text that too long.

It seems that unfamiliar topic is a source of anxiety in reading for all students. In a different context, Zhao (2009) found unfamiliar topic as a source of foreign language reading anxiety. In Saito et al. (1999), unfamiliar cultural material was hypothesized to be an aspect that elicits foreign language reading anxiety. According to them, readers connect words to process the meaning of text. However, at some point the reader does not compose a logical message which creates an

anxious situation. This is because of the deficient awareness of the cultural material underlying the text.

In addition to that, Tanveer (2007) found that cultural difference between the foreign language learners and the target language is a vital source of anxiety. In the study, a range of students, teachers, and practitioners from different nationalities who refer to English as a foreign/second language were investigated to declare that the more unfamiliar the culture is in the target language, the more it is possible to be an anxiety provoking situation (Shboul, 2013).

2. The anxiety can influence the students in reading

The researcher found some causes that make students feel anxious when reading aloud in the eleventh grade of MA Sullamul Ulum based on the observation. From the observation, the researcher makes conclusion that all of the students have an anxiety when reading. There are some factors that influence the students reading anxiety that are teacher, classroom environment and friends. These values indicate that EFL learners suffered from language anxiety due to certain anxiety-provoking factors. First, the findings reveal that learners experienced language anxiety when they were not prepared for the lesson. Second, communication apprehension felt towards

teacher, peers, and native speakers was suggested as a factor provoking anxiety. Third, for most of the students, teachers' questions and corrections in the classroom environment were among the factors intensifying their anxiety. As the values indicate, among other sources arousing anxiety were fear of speaking during classes, concerns about making mistakes, fear of failing classes, test anxiety, and negative attitudes toward English courses (Shabani, 2012).

All of the factors are very influence students' level of anxiety when reading, for example the dirty condition can annoy and influence teaching and learning concentration in the class. In addition to, a bad aroma of the room can annoy students' concentration in learning process. It can make the students unable to concentrate when reading. On the other hand, their classmates also can be a cause of students' anxiety that appearing when reading, they can annoy other students when reading by some ways. When the students speak loudly each other, it can disturb students' concentration when reading.

Besides, there is another factor that can annoy them, like joking and mocking each other and even laugh at other students when the students make a mistake when reading, it can make the students feel anxious. This disturbing situation have an important role that can stimulate students' anxiety appearing, they are always feel

unconfident, nervous, afraid, worry and also anxiety when the teacher asks them to read. They experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations. They exhibit avoidance behavior such as missing class and postponing homework (Horwitz et al. 1986).

Teacher also can be a cause of making students' anxiety, because of teacher existence when the student reading. It also can make the anxiety appear. The students feel anxious when the teacher standing next to them, the students feel shame and anxious, they are also afraid if they do many mistakes when reading and the teacher will be angry. In their mind, they have a concept when they do mistake and do wrong pronunciation in a text they will be scolded by the teacher. In addition to, the teacher's way when give a correction to the students is also the thing that the students feel anxious and worry about it. If the teacher gives the correction to the student that make mistake when reading with the sound loudly and bad face, the student are also very afraid and feel more anxious.