

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The findings of this study are designed to answer the research of problems. The data of this study are collected from the observation and interviews that the writer conducted at Languages Development Center IAIN Antasari Banjarmasin. Each of findings is described and provided with supporting data. This section presented details findings of the study and discussion, as follows:

##### **1. The phenomena of students' anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin**

This section reveal the phenomena of students' anxiety in speaking in the classroom through one hundred minutes classroom observation in three different classes on the different grade level with different material and the different lecturer. The results show that were varieties of symptom that occur when the students in this study were suffering from speaking anxiety. The specific of each symptom were revealed as the descriptions from classroom observation below:

a. Physical symptoms

Based on the observation and interviews result, it shows that there were some phenomena that could be identified. The students feel anxious at some situations. They were mostly anxious in speaking activities such as speaking in front of the class, being called on by the teacher or waiting turn to speak. They also worried about grammatical and pronunciation mistakes.

Some visible changes become apparent when students get anxious. Here, it is referred as a “change” because students do not feel what they normally do. In this line, most of the students reported that they had experienced physical symptoms. Here are some accounts:

#student 1 uttered; “I tremble”.

#student 5 also said; “I go red. My heart beats faster”.

#student 10 added; “I blush, begin sweating”.

(see the appendix 4 to the original words).

The other respondents also reported that they have experienced hand shaking and sweating when they feel anxious.

b. Psychological symptoms

Based on the observation and interview results, it also revealed that students often laughed at student who made a mistake. Some students appeared to be anxious when their peer ridiculed them. Further, it also appeared that students feel anxious when the teacher delivered a lesson. They began to feel uneasy when not understand the lesson.

Students believe that some differences could occur when they feel anxious and these differences or changes could be manifested in psychological symptoms. The word cognitive refers to one's thinking process; therefore, manifestations of this sort are not observable. Here are some accounts of respondents:

#student 2 said; "I cannot find the specific word, all going blank",

#student 4 also said; "I fear and panic, I cannot concentrate on speaking", (see the appendix 4 to the original words).

As these accounts suggest, students' thinking could be a determinant of their nervousness. Here an important example about this kind of manifestation could be given.

c. Behavioral symptoms

Based on the observation and interview results, it also revealed that the most signs appear in these symptoms that is avoiding eye contact. Avoiding making eye contact with the teacher is a typical non-verbal reaction of anxious students. Sometimes when the teacher asks questions, students do not look at him/her.

Instead they look down and pretend to busy themselves with writing or checking their bags. One of behavior that the students do that laughing or smiling to mask one's true feelings is a characteristic of non-verbal communication, and that accordingly such behavior would be an expected response to intense classroom anxiety.

The most common expressive reactions cited are smiling or laughing. Student 2 laughed many times during the 10 minutes interview, and in the classroom, especially when he made errors in choosing a word in the classroom. Two respondents mentioned behavioral symptoms in their speech. One of them stated:

#student 12 said, "If I am stressed, this is reflected in my speech. My behaviours change, I am usually active, but

when I am anxious I lose my spirit.” (see the appendix 4 for the original words)

d. Verbal symptoms

According to the observation and interview results, the writer sees that the students often choose to remain silent and are unwilling to participate in speaking in the classroom.

#student 8 mentioned, “My voice staggers and sometimes goes off”.

#student 11 also said, “I used translation to feel comfortable, but in the event of failure to translate, things could reportedly be troublesome”. (See the appendix 4 for the original words)

## **2. The factors contributing of students’ anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin**

This part of the study will focus on what does the factors contributing of students’ anxiety in speaking. The interview to the students after observation were conducted to gain the data about the factors contributing of students’ anxiety in speaking. Students reported seven reasons that, according to them, here some factors contributing of students’ anxiety in speaking.

a. Afraid of making mistakes

According to writer's observation class, afraid of making mistakes is one of the factors contributing of students' anxieties in speaking. It is similar to what one of the participants said when interview.

#Student 1: "there was little .. ee .. anxious, I am afraid of making mistakes of pronunciation."

Another student also stated,

#Student 6: "It is quite hard for me to express ideas and I am afraid that my friends misunderstand what I say."  
(see the appendix 4 to the original words).

Based on the 2 students' reason, it can be seen that mistakes made them anxious when they spoke in English.

b. Lack of preparation

Based on writer's observation class, another common reason for students, why they felt nervous was they lack of preparation such unprepared the materials, and lack of practice. As the interview results confirmed.

#Student 2: "I dont have enough practice, I forget the materials that I am going to present, it makes me nervous."

The other students said,

#Student 3: “I always feel anxiety in speaking, since I am lack of preparation.” (see the appendix 4 to the original words).

From the reason above, it showed vividly that lack of preparation affected their anxiety in speaking.

c. Limited vocabulary

According to writer’s observation class, one of factors which contribute the students’ anxiety in speaking is lacking of vocabulary. This data is supported by the result of interview with the students, they regarded that limited vocabulary was also one factor why they felt anxious. As whenever they speak, they did not know some words in English.

#student 4 said: “It is a little bit make me nervous to speaking English, because I have limited vocabulary.”

#student 8 confirmed: “I feel reluctant to speak with my lecturer because I have not know the words in English, so I don’t know what to say.”

#student 10 mentioned: “I am new batch so my English is not fluent yet, I fear of making mistakes in vocabulary.” (see the appendix 4 to the original words).

From those sentences above, show that the students do not have much vocabulary in English and not many of them can arrange some vocabulary in English. However, limited vocabulary might hinder the process of learning a language. Thus, limited vocabulary should be noted as some of the factors contributing to the anxiety of students in speaking at the Language development center.

d. Grammatical errors

Based on the writer's observation class, another factor which contributes to students' anxiety in speaking is a lack of knowledge of grammar. Grammatical errors cannot be avoided, particularly in learning a foreign language. This data is supported by the result of an interview with students. They are accustomed to using their mother tongue taken for granted. However, students should memorize and understand the structures of the foreign language that might be unfamiliar. Hence, grammatical errors commonly trigger an anxiety for students.

As student 5 mentioned: "eem.. I am afraid of grammatical errors when speaking in front of class."

#The student 7 also said: "I am very afraid of grammatical errors, but my friends help me."



#the student 9: “I’m afraid of grammatical errors because the lecturer must know which one is correct, which one is not correct. And this makes me worry about my grammar.” (see the appendix 4 to the original words).

Therefore, grammatical errors happen because Indonesian language does not have tenses. In Bahasa Indonesia there is no certain verb to explain it is for present, future, or past. Consequently, Indonesian students tend to have difficulties in memorizing structures of English sentences which differ from Bahasa Indonesia.

e. Lack of self-confidence

According to writer’s observation class, lack of self-confidence is the factor which contributes students’ anxiety in speaking. This data is supported by the result of interview with the students, they said that one of the factors that made him/ her anxious was their self-confidence.

#the students 11 uttered: “I lack of self-confidence because often forget what I am going to say.”

#the student 12 said: “I am also afraid when speak with the lecturer, I lack of confidence.” (see the appendix 4 to the original words).

An anxious students will perform unsuccessfully in his/her foreign language learning, in other way those who good in a language class are they with low anxiety. In brief, lack of self-confidence is one of important factors needed to be concerned, because it is determined to one's successful learning.

f. Friends/ classmates

Based on writer's observation class, classmates are also having important role in speaking fluently. Yet, friends often make anxious situations in language classroom. This data is supported by the result of interview with the students, the situation makes students felt nervous and uncomfortable when they speak. Likewise, one of the students mentioned,

#student 1 uttered: "They make me confused about some words in English. I am afraid when I am in front of class because they stare at me."

#student 2 also said: "I usually well-exercise when I am going to speak in front of class. But when they stare at me, I forget what I am going to say because I am nervous." (see the appendix 4 to the original words).

Feeling uncomfortable when being stared at by other students while speaking is one of anxiety source which commonly experienced by language students.

g. Embarrassement

According to writer's observation class, in speaking a foreign language, embarrassment becomes one of the factors contributing students' anxiety. This data is supported by the result of interview with the students, the student 3 confirmed,

#students 3 said: "I feel shy, the point is because I'm scared of being laughed by friends."

Other statements was from the student 4, she said: "I don't really like speak in front of class, I'm shy."

One more explanation from the student 5, confirmed: "I am afraid that my friends would laugh at me.. I am such a timid person and I find difficulty in expressing my ideas." (see the appendix 4 to the original words).

The excerpt above explained that learning speaking a foreign language entails possibility of embarrassment. Thus, embarrassment factor need to be alarmed in learning language.

## **B. Discussion**

This section presents the discussion based on the findings of the study. The discussion is concerned about the phenomena of students' anxiety in speaking and the factors contributing of students' anxiety in speaking at Languages development center IAIN Antasari Banjarmasin Academic year 2015/2016. To answer the problems of the study, the writer has done the observation and interview to the subjects of this study.

### **1. The phenomena of students' anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin**

Based on the research finding of this study, the writer found that there were some phenomena of students' anxiety in speaking at Languages development center IAIN Antasari Banjarmasin. There were physical, psychological, behavioral and verbal symptoms that occurred when the students were suffering from speaking anxiety.

The result of the observation nine meeting held on September 21 until November 21 and interview showed that there were evidences indicating the all of phenomena of students' anxiety in speaking, the writer pointed out that the students experienced all of the symptoms of speaking anxiety that classified by Oxford (1999, cited in Tanveer, 2007, p. 30).

a. Physical symptoms

The writer concludes students' physical symptoms that common occur were tremble, rapid heartbeat and feeling hot. This is appropriate by Oxford (1999, cited in Tanveer, 2007, p. 30) wrote that students often suffering physical symptoms were faster heartbeat, feeling hot or burning checks and a lump in the throat.

b. Psychological symptoms

The students indicate psychological symptoms that experienced the most were panic, fear and going blank. This is appropriate by Oxford (1999, cited in Tanveer, 2007, p. 30) stated that the most common psychological symptoms were having the mind go blank and inability to concentrate. The writer also find helplessness by students, but they do not mention it during interview.

c. Behavioral symptoms

The students who experienced behavioral symptoms were playing with object, lack of eyes contact and laughing. This is appropriate by Oxford (1999, cited in Tanveer, 2007, p. 30) explained that they have phenomena of students' anxiety in speaking such as playing with hair or clothings, nervously tauching objects and avoiding eye contact.

#### d. Verbal symptoms

The students reported that staggering voice and translation problems as their verbal symptoms when they were suffering from speaking anxiety. This is confirmed by Oxford (1999, cited in Tanveer, 2007, p. 30) said that verbal symptoms such as staggering voice, translation problems, feeling tongue-tied and not being able to respond.

In addition, from the classroom observations and interview, can be concluded that the students were suffering some of the symptoms of anxiety when speaking. Based on the fact above, it is not surprising that many students' spoke English less fluently. It was because most of the students were not really enthusiastic to practice their vocabularies outside the classroom.

Therefore, the writer concludes that the students felt anxious when they speaking in front of the classroom. This is correlates with previous studies Eckard & Kearny (1981, p. 51) explains that many students of a foreign language usually do not like or are afraid of speaking in the target language, and most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express themselves naturally and spontaneously.

## **2. The factors contributing of students' anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin**

From the data analysis, it can be found that there are seven major factors that negatively contributed to the students' anxiety in speaking. The interview to the students after each observation were conducted to gain the data about the factors contribute of students' anxiety in speaking. Here some factors contribute of students' anxiety in speaking.

### **a. Afraid of making mistakes**

Students reported they experienced anxiety before, during or after a performance because of worry or fear of failure, or about making mistakes while speaking English. In addition, as a study conducted by Liu (2007, pp. 128-132), reported that fear of making mistakes and being laughed are the other factors that make learners worried.

### **b. Lack of preparation**

Not doing the practicing before the presentation was reported by students who indicated feeling somewhat uncomfortable using English. It was possible that students had time to rehearse a speech that they had already prepared so their anxiety was not very high. It may be possible that speech rehearsal was important in building students' confidence in

public speaking and decreasing their anxiety level. This supports the study of Liu (2007, pp. 128-132), which showed that the students usually get very anxious when they did not prepare enough for test or speaking practice.

c. Lack of self-confidence

Students reported that they did not have the confidence to express themselves in English. They found that they could easily get anxious when speaking with people who are fluent in the language. The problem of self-confidence (lack of confidence) experienced by the lower intermediate learners is likely to be caused by their limitation in foreign language mastery. This claim is also supported by Ridha (2013, pp. 37-38) who argues that the students with low self-confidence felt difficult to speak English in the classroom.

d. Limited vocabulary

Ability of mastering vocabulary has to do with the intelligence of the students. After observing the students during English class, the writer can conclude that the students have less vocabulary, since their teachers always dominate the time, they read and translate the text by their self. Most of them also answer the task by their own self. This technique make the students know little about vocabulary.



Below is an excerpt, which has the same idea with three explanation above:

“I don’t have exact words to express my ideas... sometimes I am conscious, I am not using the right word... I always feel nervous speaking English because I do not have enough vocabulary.” (as cited in Tanveer, 2007, p. 50).

This data is supported as Liu reported, “I like to speak English, but when I am in front of others, I will be nervous and can’t say any words, because I am afraid others will laugh at me if I make some mistakes” (2007, p. 130).

e. Grammatical errors

Most of the students in the first year of Languages development center are afraid to speak English, since they do not comprehend with the grammar. According to them, before speak English, they have to understand the grammar early, since they are afraid to make mistake. Furthermore, we can say that the students should not be afraid to make mistake in speaking a foreign language, since it can make them able to speak English.

Almost all of students said that there are much structure of English has to be mastered. They not only do not understand about the English grammar, but also can not arrange words into

a sentence. The case is similar with a Taiwan ESL learner. She reported, “When I speak I am unsure which form of verb to use, I always think first before I say.” She explained that in her mother tongue, verbs only have one form (as cited in Tanveer, 2007, p. 49).

f. Embarrasement

Students being criticized by the teacher entails possibility of embarrasement. This was supported by Liu (2007, pp. 128-132) that she argue: “I become embarrasement, very anxious, especially in speaking because even when I feel prepared, I always may forget something”. Another student expressed: “I start to feel intimidated I don’t know what to do, I start to look at my classmates gestures to find some help in them”.

g. Friends/ classmates

The last factor that was frequently reported was the friends/ classmates. This has been supported by Liu (2007), where in one of her interview processes, one participant in her study said that one cause that made him feel anxious was being afraid that the other students will laugh at him when he says something in a class. This finding is also similar with the study of Ridha (2013) where in one of his interviews, the respondents

agreed that they felt anxious when they thought about the perceptions of others when they had to speak in English especially because their peers are native speakers of English.

Based on the result of the research about the phenomena of students' anxiety in speaking, the writer did completely master the three primary elements of speaking; they are vocabulary, grammar and pronunciation. She also found that most of the students speaking ability were not really good, for example, in their vocabulary.

This is ironic because vocabulary constitutes the main element that should be mastered by every student if he wants to be able to speak English well. In other words, if a student or someone wants to speak English, that must firstly master vocabulary before mastering other elements of speaking.