

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This research depicted the aftereffect of information assortment and information examination to address the exploration inquiries in section I. The specialist got the information through FLCAS polls that have been circulated to all members and the meeting of uneasiness test from a few members.

A. Research Result

The purpose of this study is to ascertain the factors that students believe contribute to their anxiety when speaking English and the levels of anxiety they experience. The researcher used a combination of methods. This study included the participation of 33 Islamic University of Indonesian students. Interviews and questionnaires were used to gather the data for this study.

1. The Result of Questionnaire

The Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz, was the closed questionnaire that the researcher used to collect the data. It is used to examine the level of students' English speaking anxiety, which is the first research question. It consists of thirty Indonesian Islamic University students responding to 33 statements.

Based on the preceding results, the researcher has divided each statement into two groups positive and negative in order to select the statement that best describes the condition of the students and calculate the overall score of their responses. The questionnaire indicates that the overall low score for negative statements is 74 and the overall high score for negative statements is 287. The summary of the overall high score for positive statements is "neither," which is 148, and the final overall low score is 21 "strongly disagree."

Figure 4.1. The Summary Response of Negative and Positive Statements

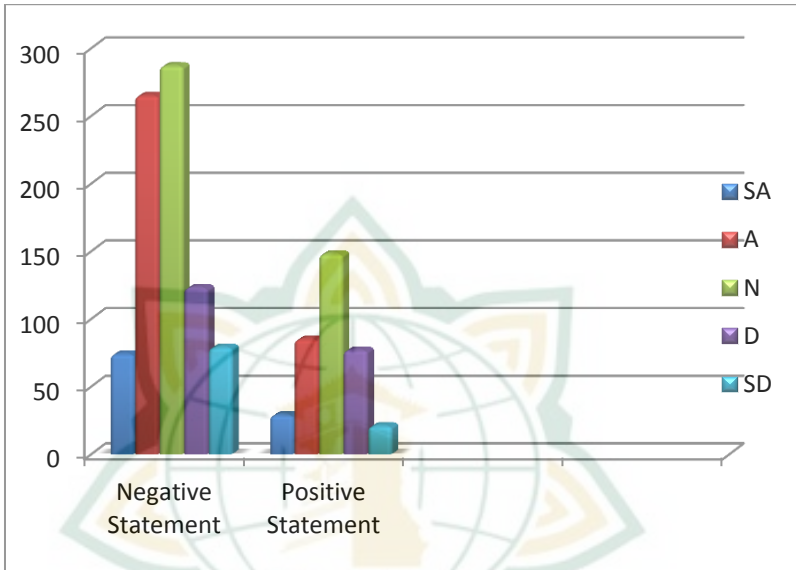


Figure 4.2. The Percentage of Negative Statement

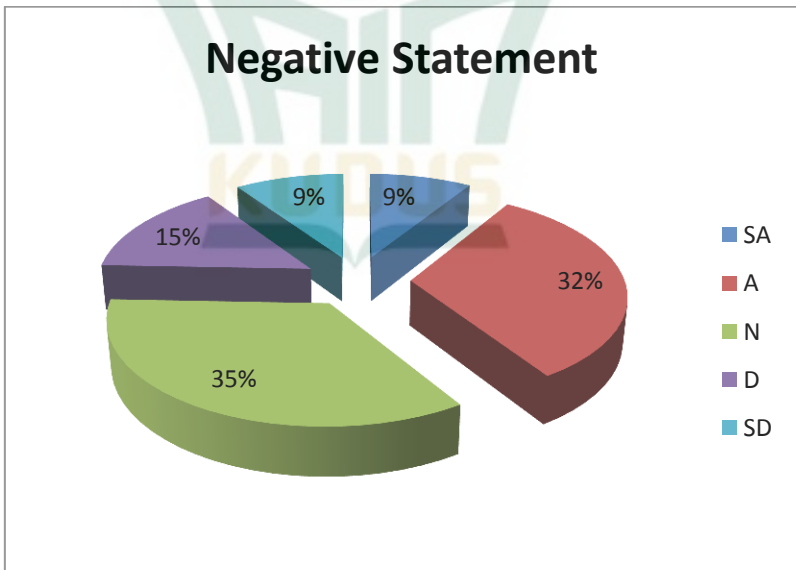
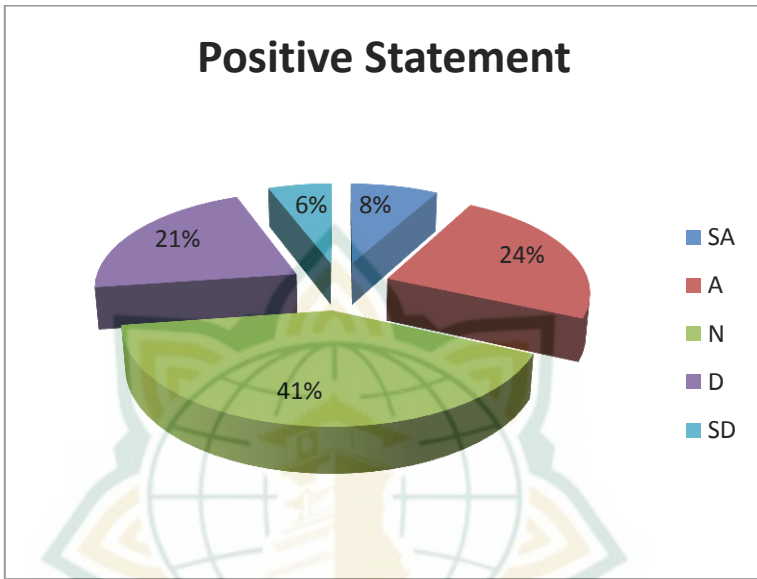


Figure 4.3. The Percentage of Positive Statement



2. The Students' Anxiety Level

Its purpose is to ascertain how anxious students are about English. Table 4.3 provides a classification of the total scores based on the scoring process's outcomes.

Table 4.1 The Result of Anxiety Level

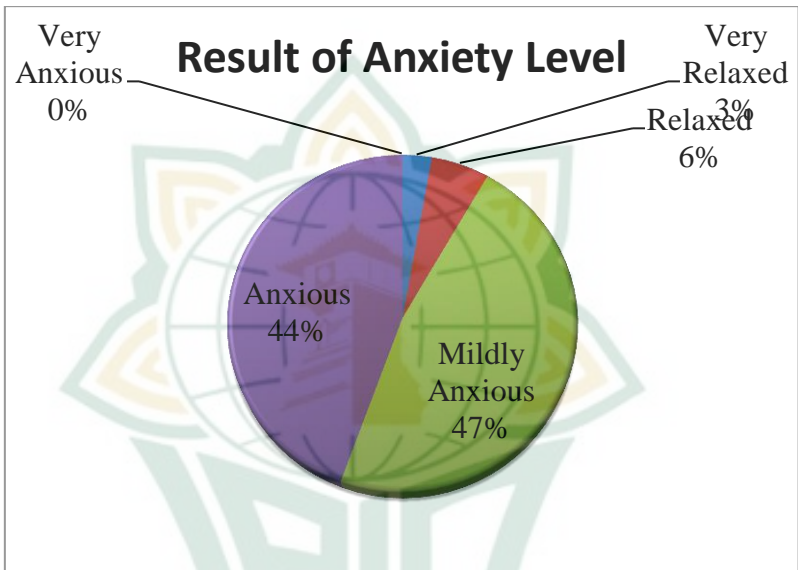
Range	Level	Frequency	Percentage
124-165	Very Anxious	0	0%
108-123	Anxious	16	44%
87-107	Mildly Anxious	17	47%
66-86	Relaxed	2	6%
33-65	Very Relaxed	1	3%
TOTAL		36	100%

There are sixteen participants who are anxious, seventeen participants who are mildly anxious, two participants who are relaxed, and one respondent who is

very relaxed, as determined by the scoring of the anxiety level category.

The percentage of students with speaking anxiety is also shown in the pie chart below:

Figure 4.4. Percentage Result of Anxiety Level



Speaking of the 36 students, sixteen (44%) have a level of anxiety that is higher than the average, as shown in both the table and the figure. The remaining seventeen students are in the mildly anxious level (47%), the relaxed level (6%), and the very relaxed level (3%). It tends to be presume that the understudies are generally speaking in mildly anxious level.

Items in the FLCAS that have a Likert point of agreement of 50% are::

- a) Communication Apprehension: the 27th point has 5 participants who agree (13,9%) and the 29th has 3 participants who agree (8,3%)
- b) Fear of Negative Evaluation: point 3 has 8 participants who agree (22,2%), point 20 has 3

- participants (8,3%), point 31 has 8 participants (22,2%), and point 33 has 2 participants (5,6%)
- c) Test Anxiety: percentage achieving 25% points 21 have 9 participants

3. The Result of the Interview

Participants who appeared to be concerned about speaking English anxiety participated in a structured interview to obtain the data. The interview was the source of the information presented in the table below. It demonstrates the causes of students' anxiety and their responses to various teaching methods.

The first question is, "What are the factors that cause you anxiety when asked to speak in English at random in front of the class or in other public settings?" Participants were asked about their anxiety when speaking English by the researcher. The transcript of the interview as follows:

Table 4.2 Interview about Factor Contributing Anxiety

No	Participants	Participant Answer
Very Anxious		
1	SNK	<i>When asked to randomly talk in front of a class or public places, I'm afraid of being wrong or speaking not in accordance with grammar. Before that, the anxiety came because of the lack of confidence being in front of being the center of attention and that was the cause of the occurrence of obstacles in the process of the activity.</i>
2	AN	<i>I don't remember a lot of words so I get nervous.</i>
3	PIS	<i>Anxiety factor is that you don't remember all English vocabulary, so it's hard to speak smoothly.</i>
4	SW	<i>The anxiety factor for me comes from internal factors such as my psychology and cognitive abilities. First, vocabulary constraints for me became my anxiety factor. This can lead to a process of stuck in the</i>

		<p><i>middle of a conversation at times of difficulty or forgetting the words you want to say. The second is a grammatical error. In speaking skills, it is necessary to think about the grammatical arrangement in speaking. Sometimes, while speaking, I have to stop for a moment and think about the correct grammatical arrangement. However, it should be noted that I am a type of learner who speaks without worrying about grammar. Meaning, I compile grammar automatically when I'm speaking. Just as we speak Indonesian as a first language, I'm not too difficult for it. Third, feel nervous when speaking in front of a lot of people (conferences, Asian student exchange programs) or in a wider audience event. When I was in a classroom, I was not worried when I was told to speak in front of the classroom using English. After all, each foreign language learner has different anxieties than others, so the anxiety factor is subjective and unmatched.</i></p>
5	NI	<p><i>The first pronouncement factor that is less passing is so good to hear. The two grammar factors that often make the PD feel equally wrong speaking by themselves. The third is less vocabulary.</i></p>
Anxious		
6	AR	<p><i>There is a lack of speech in public speaking.</i></p>
7	TL	<p><i>Common factors are negative feelings in communicating, usually feelings of tension, nervousness, and fear of speaking wrong.</i></p>

The second question about the issue with online English learning is “What bothers you the most when studying and speak English? Why?” participants' responses were as follows:

Table 4.3 Interview about Factor Contributing Anxiety

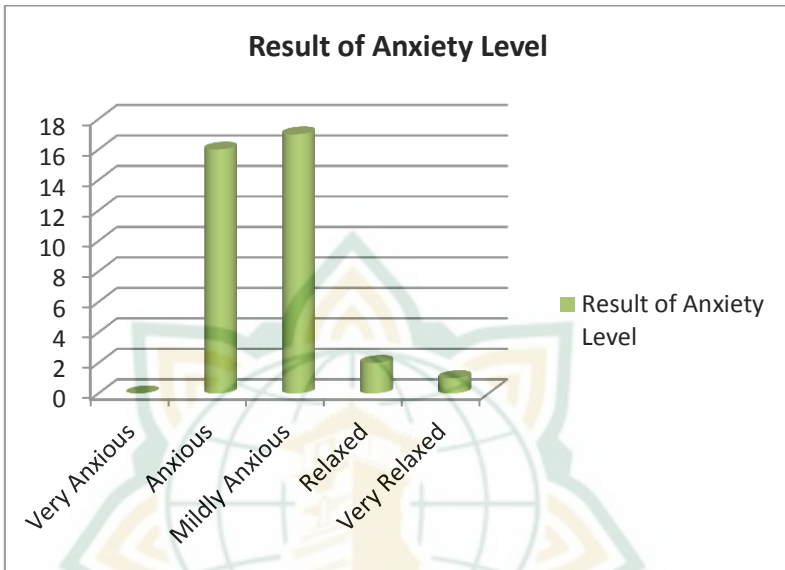
No	Participants	Participant Answer
Very Anxious		
1	SNK	<i>When others underestimate and blame without constructive advice before looking at the process I go through, it can prevent me from learning and speaking English. Unlike when there are constructive advice or advice, it makes me more enthusiastic, grateful, and will fight stronger.</i>
2	AN	<i>The instructor's explanation was quick, so I couldn't accept explanations accurately.</i>
3	PIS	<i>I have not yet learned vocabulary.</i>
4	SW	<i>For me, boredom and loss of motivation are things that can interfere with my learning process in learning English. Why is? Because I am a type of student who loves to explore new and unique things in my opinion. If you learn English, you only need to learn that language and its coverage. In this case, when learning English needs to be developed by learning through mentors either in formal or non-formal education. For me, if learning English or other languages without the presence of a mentor or companion, causes inconsistency. The accompanying role of both teachers, lecturers, and mentors is very helpful in achieving English learning goals. For speaking skills disorders, difficulty finding a place or environment that supports us to practice speaking. However, in an age of technological development like this, we can sharpen our speaking abilities by using several apps such as Clubhouse, Hello, and other apps. In addition, we can also take several online student exchange programs that can sharpen our speaking skills. In addition, we can find some communities from other universities that aim to public speaking</i>

		<i>using English. Now, I have also joined the SMOVE community to sharpen speaking skills with students from UNNES.</i>
5	NI	<i>Pronouncement, because speaking is not good at speaking, so it sounds tough.</i>
Anxious		
6	AR	<i>There are so few words that it's hard to speak English.</i>
7	TL	<i>Pronouncement, because if it is said incorrectly will have a different meaning, this will usually occur miscommunication.</i>

B. Discussion

The author was talking about the interview and questionnaire results in this section. The author analyzed the results using a mixed method. The responses that students gave on the FLCAS suggested that students' activity in their English class can be sparked by speaking. The greater part of them endorsed the things intelligent of English talking nervousness. Additionally, the students mentioned a variety of anxiety-related factors. Anxiety can sometimes mix with other factors, making it hard to separate one from another. Personal and interpersonal anxiety, interaction between students and teachers, and learning activities appear to be the causes of anxiety about speaking English, according to this study.

The level of students' speaking anxiety Based on the 33 statements in the FLCAS questionnaire, each participant provided a variety of responses. The researcher discovered that speaking skills anxiety levels vary among 36 students. A level of "Anxious" was experienced by 16 students. 17 students had a level of "Mildly Anxious." Only two students were at the "Relaxed" level, and one student was at the "Very Relaxed" level. In this study, the researcher discovered that there were no participants who were "Very Anxious."

Figure 4.5. Result of Anxiety Level

The majority of students, as shown in the chart above, displayed high or moderate levels of anxiety (anxiety and mild anxiety). As a result, students struggle to manage their anxiety. Only one student seemed to be having a good time. The majority of students had anxiety, and sixteen of them were in a state of worry, nervousness, and mistrust when they had to communicate verbally during the teaching process, according to the data. Speaking activities like interacting with other people, giving English presentations, and other speech activities scare them. They might feel stiff, sweaty palms, and nervous when they speak in front of others.

Based on the responses to the questionnaires that students filled out and some questions that students who were very anxious, slightly anxious, relaxed, or very relaxed answered. To determine the anxieties that students most frequently experience when speaking English, the percentage of each factor that causes anxiety can be used to determine the factors that cause anxiety. The results of the questionnaire indicate that the participants' most common level was mild anxiety, followed by anxious, relaxed, and very relaxed with only one respondent. Horwitz, others divided foreign language

anxiety into the following three groups: anxiety about tests, fear of being judged negatively, and anxiety about communicating. The following are the factors that influence a student's speaking anxiety, as determined by questionnaire responses and interviews with anxious participants.

a. Communication apprehension

Communication apprehension is a personality trait that holds true in most situations involving communication. It was also caused by students' inability to appropriately express adult thoughts and ideas.

The student's responses to the questionnaire indicate that the figures that reach 13,9%. "I get nervous and confused when I am speaking in my language class" receives 13,9 % of the 27 points.

AN said that *"Saya gugup dan bingung pada saat kelas bahasa Inggris. Saya nervous karena tidak banyak menghafal kosa kata, sehingga saya gugup dalam berbicara, seperti banyak musuh yang siap menembak ketika kita salah bicara"*

They experience anxiety while learning English, making it difficult for them to comprehend the lecture material because they are already anxious and fearful of speaking English incorrectly. At point 29 up to 8,3% "I get nervous when I do not understand every word the teacher says"

PIS said that *"Saya cemas karena belum hafal semua kosa kata bahasa Inggris, jadi agak susah untuk berbicara dengan lancar dan memahami setiap pembicaraan"*

Sometimes when the lecturer gives explanations using English, students who have anxiety because of the vocabulary they have less then they become worried about the explanation found.

In In this communication apprehension, it can be seen that the causes come from students themselves, who frequently feel uneasy when confronted with English subjects, especially those in which they must speak English. Additionally, students do not fully comprehend the teacher's instruction. Students' understandings of the provided materials vary as a result.

b. Fear of Negative Evaluation

The third point was at 22,2% “I tremble when I know that I’m going to be called on in language class.”
SNK said that “Kecemasan datang karena adanya kurang percaya diri berada di depan menjadi pusat perhatian dan itu penyebab terjadi hambatan”

It is impossible to deny how difficult it is when the anxiety is deep as if there are no words to say.

The twenty points from to 8,3% “I can feel my heart pounding when I am going to be called on in language class.”

AFN said that “*Gugup dalam berbicara, seperti banyak musuh yang siap menembak ketika kita salah berbicara*”

Student anxiety arises when suddenly the lecturer asks to advance the class and speaks in English or asks about the material that has been taught with feelings they fear if the word is wrong. Eventually, Students will have trouble understanding themselves.

“I get upset when I don't understand what the teacher is correcting me,” up to 30,6% at 15 points.

TL said “*Dengan sering membuat mahasiswa berbicara bahasa Inggris di tempat umum saat membuat video atau wawancara dengan native lewat aplikasi*”

The importance of evaluating and presenting materials that match the interests of students is very important so that the learning process goes according to what is desired.

At 31 points up to 22,2% “I am afraid that the other student will laugh at me when I speak the foreign language”

SNK said that “*Ketika orang lain meremehkan dan menyalahkan tanpa nasehat atau saran yang membangun sebelum melihat proses yang saya lalui, hal itu bisa menghambat saya untuk belajar dan berbicara bahasa Inggris. Berbeda dengan apabila ada nasehat atau saran yang membangun, itu malah menjadikan saya lebih semangat, bersyukur, dan akan berjuang lebih kuat lagi*”

Fear of laughter from others appears to be learning offline. When students practice speaking English, they will laugh if they make mistakes. Because important skills are influenced by the environment, this can result in mental decline and anxiety.

Fear of negative evaluations from others has a significant impact on students' anxiety, and their inability to process information is exacerbated by their nervousness and fear of speaking English in public.

c. Test Anxiety

In the consequence of the poll, there is reaching 25% at the point “The more I study for a language test, the more confused I get”

AF said that “*Gugup dan bingung. Penjelasan pengajar yang cepat, sehingga saya tidak bisa menerima penjelasan dengan teliti*”

Basically, to be able to master a material in this particular case is the language, we must first like the material. And there is a strong desire to conquer or control the material. There are many ways to learn English using methods that are suitable for yourself or that are varied so as not to be boring.