

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Research Finding

Based on the research observation and result interview from the subject of the study, the researcher found that the students' at the eighth grade suffering anxiety in speaking English at an Islamic Junior High School in Jepara. In this research, the researcher also taken the data from documentations. The research presented and finding the result of the study below :

Based on the data observation and the research field notes at an Islamic Junior High School in Jepara at the eighth grade on Saturday and Sunday. The time allocation of learning activities is 2 hours (90 minutes):

1. Opening Classroom Activities (08.20 - 08.28)

Before start the learning process, the teacher greetings and lead the prayers together that followed by the students. Then the teacher check the attendance list and asked the preview materials on the last meetings to the students. This is a mandatory activity carried out by the teacher to the students before starting the teaching and learning process.

2. Learning Process (08.28 - 09.42)

In teaching and learning activities taking place, the teacher explained the lessons in the textbook to students, students listen to the lessons that given by the teacher and write down the teacher's explanation. Students also write down the meaning of English words which is difficult to understand and cannot be found in the students' English dictionary. During the session to do speaking English, Students asked by the teacher to work in pairs or made a groups. After the students made a group, the teacher explained the learning activities carried out. The teacher asked the several questions to the students, the students not sure to answer and doubt about answered fault questions.

The teacher reads and says the sentence that the students want to talk about in front of the class and asked the students to "repeat after me". Students imitate the pronunciation that the teacher says then read the textbook many times. The teacher asked the students to memorize several English sentences in the textbook in the form of dialogues, then the teacher instructs the students to work together in learning to speak English by correcting each other if there was wrong words when pronouncing English sentences and also helping each other. The

teacher also asked the students to provide mutual support to other students and continue the learning process to speak English and not to ridicule other students if they made mistakes in English pronunciation.

The teacher asked the students to come in the front of the class to practice what they have done memorized in the form of an English dialogue entitled “my holiday” alternately. The teacher invites students who want to advance first. Some students were seen pointing at each other to go first. There were some students who avoided it by turning their heads away, still practicing with other students and some had permission to go to the toilet. After a few minutes no students came to the front of the class, the teacher pointed to several students to come first to the front of the class. After being appointed by the teacher, several groups did not immediately come to the front of the class however kept quiet from a while, then the teacher gave encouragement to the students.

The students come to the front of the class and the teacher listens to the student dialogue. The teacher instructs the other students to listen to the students who practice speaking English in front of the class. The students’ look nervous when they come in front of the class and several times look at the notes in their textbooks when speaking English. Students smile shyly if they made a mistakes in pronounced which made the sentences they say convoluted (difficult to pronounce) and the students’ voice became smaller. Some of the students seriously listen well some do not listen carefully, some students talk to other students, daydream and furthermore. The practice of speaking English took place but there were some students who looked nervous and restless, and some even refused to come to the front of the class to practice speaking English.

3. Closing Classroom Activities (09.42 - 09.45)

After students come forward one by one in front of the class, the teacher gave directions if there was wrong words and pronunciations to the students. The teacher then recalls students and gave the output scores, then teacher do the quiz by asking questions about English lessons and giving suggestions regarding the practice of speaking English that students have done in front of the class. The teacher then closed the class by praying together.

1. The Factors Causing Students' Anxiety in Language Learning

The researcher found that there were six factors that causing anxiety in speaking English at the eighth grade of Islamic Junior High School in Jepara, there were :

A. Internal Factors

Internal factor are the main factor that caused anxiety from inside the students ownself.

a. Personal and Interpersonal

Personal is a factor that causing anxiety in speaking English from the students own self, not confident, do not believe with their self are the factors that causing anxiety in speaking English. Therefore interpersonal was the factors that causing anxiety in speaking English caused by other students in the classroom, by being laugh and ridiculed by their friends. Researcher found that most of the students had personal anxiety because do not believe with the students own self, do not prepare before speaking in front of other students and the students also do not interested with the English subject. While the interpersonal anxiety felt by the students caused by a loss of self-confidence when speaking in front of other students. There were still many of the students who feel anxious because they less of prepare and did not know proper and correct pronunciation, therefore the students were afraid to get embarrassed by the other students in class, as the student (M) said that:

“In my opinion, English lessons are quite easy and quite understandable. But I am worried when I speak English, I feel like it is hard to read when I come to the front of the class. I was shy and nervous which made it hard for me to speak, I did not do proper preparation so I was nervous and embarrassed because I was afraid of being wrong, especially when friends looked at me, made me even more nervous”.¹

According to the data, it can be seen that the students are quite able to master and understand the explanations given by the teacher, but the factors that made the students become anxious in speaking English are due to personal factors that students feel. Students become insecure about their abilities

¹ M, interview by the researcher, May 07, 2023, interview 8, transcript

when speak English. These personal factors participate in making students experience interpersonal factors, namely feeling embarrassed, pessimistic, and afraid of being embarrassed and ridiculed when they made some mistakes in speaking English. This is getting worse because students do not made a proper preparation before speaking English, the impact of this feelings adds the anxiety that students feel when speaking English in front of other students. This case make the students do not optimal when practice English and get the maximal scors. Another student (R) said that they did not like English lessons:

“English lessons are difficult and I really do not like English subject. I just started learning English in first grade of Islamic Junior High School, because when in elementary school there were only English lessons until second grade. So I feel very difficult when the teacher told me to read and speak English. I feel anxious because I am afraid of being ridiculed by my friends when I do something wrong”.²

From this statement it can be seen that students find it difficult to learn English because of the students’ own personal factors. Students who do not feel an interested in English lessons got an impact on every activity related to English lesson, including speaking English. The result the students think that English was a difficult subject. Students feel more anxious in speaking English and afraid before start learning process. Students who do not feel an interested in English will lose their enthusiasm for learning and got an impact on the anxiety level of students every time they learn and carry out related to the English activities, especially when the students learn English for the first time or when the students enter at Islamic Junior High School. (P.S) add that student feel anxiety to speak English is getting worse because students are afraid of being ridiculed by other students when they make mistakes:

“English lesson is easy Mis, but some are a little difficult, the most difficult is speaking English, I feel nervous when talking to other people and reading. My thoughts became mixed up and my body trembled. I was afraid of being ridiculed by my

² R, interview by the researcher, May 21, 2023, interview 7, transcript

friends when I mispronounced English words because I had been laughed at when I came to the front of the class”.³

From the student statements above it can be seen that students feel that English lessons are quite easy to understand even though students still find the difficult and experience anxiety when speaking English in front of the class. Students are afraid of being embarrassed in front of other students because was previously laughed by other students when they made mistakes in speaking English. This case made the students not confident to speak English in front of many people because remember the bad impact when the students speak the wrong things.

This case aligned according with the researcher observation found in the research field notes on May 21th, 2023.⁴ When the students come to the front of the class, students become careful and afraid to make mistakes in front of other students. When the students are not confident with what they want to said, students’ voices become lower and speak quickly, students also look at their textbooks to make sure that what they are said was right and smile a little to reduce the embarrassment also the anxiety that the students feel. In addition, students lose their focus on continuing the material that will be speak in front of the class, making students look at notes in their books repeatedly. Students become nervous, tremble and make students lose material that has been memorized before speaking English in front of other students. This problem make the most of students who come to speak English in front of the classroom not focus to speak and master the speaking material that has been studied. This impact make the students feel that speaking English is something difficult.

b. Learner’s Beliefs

Learner’s beliefs are one of the internal factors experienced by students. From the interview results, eighth out of tenth students said that English was a difficult subject, and twostudents said that English lesson it was a little difficult to understand. Students also said that the reason students were

³ P.S, interview by the researcher, May 07, 2023, interview 2, transcript

⁴ Observation sheet data by the researcher at Islamic Junior High School in Jepara, May 21, 2023

afraid to speak English was because they were afraid of pronouncing English with the wrong words, they felt ashamed to make mistakes in front of other students, the students felt that they did not have good abilities in English lessons and did not believe in themselves. That is what makes the students feel anxious in speaking English in front of other students, as stated by (Lt):

“English lessons are difficult. I feel shy, nervous, afraid and insecure when speaking English in front of friends. I am afraid of making mistakes because I lack of vocabulary and do not know what it means”.⁵

From the statement above, it can be seen that the embarrassment of speaking English to students arises because of the students' own feelings that students are afraid to make mistakes, students feel that they do not have a good enough ability to speak English in front of other students, this has an impact on nervousness and cause distrust in students and make students feel a high level of anxiety. Students believe that the correct pronunciation is very important and students must speak English correctly and not make mistakes, the students feel that mistakes are embarrassing and must be avoided. This pressure makes the students increasingly experience the anxiety feelings, like (F) and (A) said that :

“English is fun but I am afraid, I experience anxiety when I speak English when I come in front of the class, I am afraid to speak the wrong words and the way I pronounce the word in English”.⁶

(A) Add that,

“I feel that learning English is difficult because when I was in elementary school there were no English lessons, although I took tutoring when I was in fourth grade. I find it very difficult when asked to speak English because I also got difficulties when reading English texts. I feel doubt and fear of making mistakes in the pronunciation when speaking English in front of my friends”.⁷

⁵ Lt, interview by the researcher, May 07, 2023, interview 3, transcript

⁶ F, interview by the researcher, May 21, 2023, interview 6, transcript

⁷ A, interview by the researcher, May 21, 2023, interview 4, transcript

The field notes from observation also strengthen the evidence that the students feel anxious, embarrassed, and not confident about coming to the front of the class.⁸ Students doubt their abilities and afraid of making mistakes when speaking English, students feel anxiety when asked by the English teacher to come to the front of the class and hesitate when answering the teacher's questions. Students prefer to be silent even though they already got answers to questions given by the teacher. Students even refuse the teacher's orders to practice speaking English in front of other students in the class.

This is in accordance with the research field note that when the researcher conducted the observation data, most of the students feel anxious to be called forward and asked about English subjects.⁹ Students feel afraid to be asked for their opinion using English in accordance with the subject matter tested by the researcher. Students do not having self-confidence, afraid of making mistakes in speaking English and state that English is difficult and scary subject. Students feel that their abilities are still lacking which causes the students to feel anxious and not confident to speak English in front of the class. With the mindset that English is a difficult subject, it also causes the students learning motivation decrease and the impac will increases the students' anxiety in learning English.

B. External Factors

1. Instructor Confidence

Instructor Confidence is the factor that causes anxiety in students externally, and not from the students own self. In this case, the teacher's way of communicating and providing output to students has an impact on the level of anxiety felt by students. The teacher feels as a role rather than guiding and facilitating mistakes made by the students when speaking English in front of the class. This is inversely proportional to what students expect. Students said that the way the teacher interacted, spoke and

⁸ Observation sheet data by the researcher at Islamic Junior High School in Jepara, May 20, 2023

⁹ Observation sheet data by the researcher at Islamic Junior High School in Jepara, May 20, 2023

looked at students affected the level of student anxiety in learning English in front of other students, as said by the following students: (S)

“English is difficult, fun, but sometimes I do not understand the lesson. The most challenging is when speaking in front of many people when pronouncing words in English, I get nervous and scared, I feel even more anxiety. I am not confident, afraid of being wrong and embarrassed when the teacher sees and corrects my pronunciation”.¹⁰

(L) Add that,

“I became more doubtful and afraid of mispronunciation when the teacher saw me speaking English in front of the class, afraid that if I make a mistake I would be laughed at by other friends too”.¹¹

From the quote above it can be said that students feel embarrassed and anxious if the English teacher gives output that does not match students' expectations, students become embarrassed to speak English in front of the class when the teacher pays attention and justifies the way students speak English in front of the class. The students will speak quickly if the teacher doing another activities and not paying attention to the students, in addition the English speaking practice will ends quickly.

In a field note conducted by researchers in eighth grade of Islamic Junior High School in Jepara, the researcher found that students experienced increasing anxiety when the English teacher announced their English speaking results in front of the class. Announcing who has good pronunciation makes students even more distrustful of themselves and adds to their sense of anxiety. Students also feel uncomfortable when the teacher sees and observes when the students speaking English in front of the class.¹² Students are afraid of making mistakes that make the teacher justify their wrong English pronunciation in front of the class, because they are worried that other students will laughed and will made the bad assessment that students will

¹⁰ S, interview by the researcher, May 21, 2023, interview 5, transcript

¹¹ L, interview by the researcher, May 21, 2023, interview 11, transcript

¹² Observation sheet data by the researcher at Islamic Junior High School in Jepara, May 20, 2023

received. Students feel calm if the teacher is doing a little activity and off guard when students speak English.

However the instructor belief with their students also participates in influencing the success of student learning in speaking English. In accordance with the interview conducted with the English teacher (Mrs. F.H, S.Pd)

“The students’ difficulty in learning to speak English is due to the students’ ability to cope with the language itself, because a foreign language is not their mother tongue, if they do not understand they got difficulties. Students feel embarrassed, afraid to be wrong, therefore they cannot develop because of that, and there are other students who laugh when they make mistakes”.¹³

From the teacher's statement above it can be seen that the teacher feels less confident in his students when speaking English. The teacher stated that the thing that made English lessons difficult was because students felt ashamed to make mistakes and afraid to be laughed by the other students that caused students’ abilities not develop. The teacher also added that the students had difficulties because English was a foreign language and not their mother tongue, in addition the teacher said that practice English need times until became the master in speaking English.

2. Classroom Procedure

Classroom procedure is the teacher's way of providing and conducting learning process in the English class. In the interview data obtained, all of the tenth students said that speaking English in front of other students in class made students feel anxious and nervous and embarrassed, as stated by (R), (M.S) and (Lt) as the following students in the result from the research interview:

(R)

“I feel insecure, embarrassed, afraid of being laughed at by my friends when the teacher told me to speak English in front of the class, I am afraid of being ridiculed when I speak wrong”.¹⁴

¹³ Mrs. F.H, S.Pd, interview by the researcher, May 06, 2023, interview 1, transcript

¹⁴ R, interview by the researcher, May 21, 2023, interview 2, transcript

(M.S)

“I felt nervous and anxiety when I came to the front of the class, afraid of being ridiculed by friends and afraid of being wrong”.¹⁵

(Lt) add that

“I felt nervous and trembled when I spoke English in front of the class and my friends saw me. I am afraid to be wrong in the vocabulary”.¹⁶

From the statement above, it can be seen that students feel anxious in speaking English because of classroom procedures when the teacher asks students to speak English in front of the class and in front of all other students make the students experience pressure creates feelings of nervousness, embarrassment, and fear that causes tremor for the students'. Students are afraid to come forward, and afraid of being laughed at by other students make the anxiety they feel even worse in the students' self. Students are embarrassed to get ridiculed and when the teacher justifies English utterances because the students feel humiliated in front of many students. In addition, the level of students' understanding in learning English in the classroom also influences their level of anxiety in speaking English, as stated by the following students (U) :

“In my opinion, English lessons are difficult and incomprehensible, I get scared when I go to the front of the class and the teacher and friends see me”.¹⁷

From the statement above it can be seen that students find it difficult to understand the English lessons explained by the teacher in the classroom. In the results of the field notes, students revealed that students found it difficult when the teacher gave an explanation too quickly and did not repeat the explanation. Sometimes students ask their peers when the students miss the teacher explanation. In fact, some students seemed not to pay much attention to the teacher's explanation by play by themself,

¹⁵ M.S, interview by the researcher, May 21, 2023, interview 9, transcript

¹⁶ Lt, interview by the researcher, May 21, 2023, interview , transcript

¹⁷ U, interview by the researcher, May 21, 2023, interview 10, transcript

chat with other students because they felt bored and did not understand the explanation that given by the teacher.¹⁸

3. Language testing

Language testing is a teacher's way of assessing and measuring students' speaking ability in understanding the English lessons. However, this is an external factor that will arise the students' anxiety in speaking English, especially if the students do not prepare and do not study before the teacher gives the students a language testing, as stated by the following students. Most of students were afraid and anxious when they went forward to practice speaking English and when they got English questions suddenly without making any preparation before, as (L), (R), (A) and (F) the following students in the result from the research interview:

(L)

“English lessons are very difficult and challenging, I am afraid when I speak English in front of the class and the teacher asks me several questions, my hands are sweaty and I am afraid to say the wrong thing”.¹⁹

(R)

“When the teacher asks about English task on the textbook I feel very anxious”.²⁰

(A)

“I felt anxious when the teacher asked me to come to the front of the class, told me to read and when the teacher asked me to answer questions in English”.²¹

(F).

“When I speak English in front of the class, I feel very anxious when many people saw me. so I was afraid that the grades I would get would be bad”.²²

From all the opinions above, it can be seen that students feel anxious and afraid when practicing speaking English to be assessed by the English teacher in front of other students. Anxiety also occurs when students get questions from the teacher

¹⁸ Observation sheet data by the researcher at Islamic Junior High School in Jepara, May 20, 2023

¹⁹ L, interview by the researcher, May 21, 2023, interview 11, transcript

²⁰ R, interview by the researcher, May 21, 2023, interview 2, transcript

²¹ A, interview by the researcher, May 21, 2023, interview 4, transcript

²² F, interview by the researcher, May 21, 2023, interview 7, transcript

suddenly or randomly appointed in class without proper preparation making students anxious to answer and students are afraid to answer with wrong answers that will affect the grades they will get in English lessons.

4. The Strategies to Reduce Students' Anxiety

The researcher get the answer that there were five strategies that the students use dealing with the students way to overcome their anxiety in speaking English, there were preparation, relaxation, positive thinking, peer seeking, and resignation it can be found in the explanation below :

Based on the data interview with the English teacher of the students at the eighth grade of Islamic Junior High School in Jepara. The researcher asked to the teacher about the students' strategies to deal and reduce their anxiety in speaking English. The teacher of the English subject said that the most of the students need to get preparation before speak English. The teacher notice that condition before the teacher asked the students to speak English. Moreover, the teacher mention that another strategies that the students do when they want to speak English is relaxation, positive thinking and peer seeking. The teacher also help the students to deal and reduce the students' anxiety in speaking English. All the strategies that mentioned by the researcher in the research also mentioned by the students and the teacher.

a. Preparation

Preparation is the strategy from the students to reduce their anxiety in speaking English by their own self to get ready and improve their speaking therefore the students get better when speaking English. At the eighth grade of Islamic Junior High School in Jepara, researcher found ways that the students did to prepare students' self to reduce their anxiety, this preparation will be helpfully to decrease the anxiety feelings that faced by the students and increase students' abilities when practice English in front of the class as (L) and (LT) below :

As (L) said that

“I did exercises before speaking English with my friends in the classroom”.²³

²³ L, interview w by the researcher, May 21, 2023, interview 11, transcript

(LT)

“I did to read the textbook with my friends to get ready before my teacher call my name”.²⁴

From that quote it can be found that the student needs to get ready and prepared well before the student wants to speak English in front of other students, by practicing speaking English with friends it is an effective way for students to reduce their anxiety. In addition, students also carry out preparation by re-reading English texts repeatedly therefore they can speak English fluently in front of the class and grow students' self-confidence also minimize mistakes, as stated by (M.Q) and (R) below :

(M.Q)

“I did the preparation by re-reading the text over and over again and practicing with my friends or alone”.²⁵

(R)

“I warmed up by practicing repeatedly before speaking English with my friends in class”.²⁶

From the quote above, preparation well before spoken English helps students overcome their anxiety. When the students did the preparation before speaking English, the students remembers and repeat the key point of the speech, then practice the English text with other students, therefore the students can speak fluently when they were speaking English in front of other students. The students also did the preparation with the way of listen how to pronounce the correct words. The students listen to the teacher before the students speak English. The teacher read and speak the correct pronunciation then the students repeat what the teacher said, this is the teacher's way of making the students ready to speak English in front of the class. As said by the students and explained by the English teacher to do the following preparation as the teacher (F.H, S.Pd) said that :

“Yes, I usually say it first and then they repeat it, after that they imitate it with other students”.²⁷

²⁴ LT interview by the researcher, May 07, 2023, interview 1, transcript

²⁵ M.Q, interview by the researcher, May 07, 2023, interview 3, transcript

²⁶ R, interview by the researcher, May 17, 2023, interview 2, transcript

- (L) “I made preparations by asking the English teacher how to pronounce English sentences correctly in order to minimize mistakes”.²⁸
- (S) “I did the preparation by reading it repeatedly and preparing the words about how to pronounce so that I would not be mistaken”.²⁹

From the quote above, it can be seen that after students prepare by listening and repeating English words spoken by their teacher before speaking English in front of the class, students know how to pronounce correctly, more confident and reduce pronunciation mistakes when speaking English in front of students friends. In addition, students also asked the teacher if they got difficulty pronouncing words and looking for meaning in the English dictionary, the students also asked to the other friends that they thought mastered in English subject.³⁰

In this case, preparation is an effective way for students to reduce the anxiety they experience before speaking English. This is done by students to find out the meaning and make it easier for the students in the process of learning and speaking English as well as when the students asked by the teacher with questions in English, make the students can answer the teacher's questions easily. Preparation before speaking English is very helpful in the learning process and makes the students more confident when speaking English in front of the class. Preparation also help the students to decrease the wrong pronunciation and avoid being embarrassed by the other friends.

b. Relaxation

Relaxation is one of their ways to reduce the anxiety they experience when speaking English by reducing the students' tension. From the observations and interviews results that have been conducted by researcher at the eighth

²⁷ Mrs. F.H, S.Pd, interview by the researcher, May 06, 2023, interview 1, transcript.

²⁸ L, interview by the researcher, May 21, 2023, interview 11, transcript

²⁹ S, interview by the researcher, May 21, 2023, interview 8, transcript

³⁰ Observation sheet data by the researcher at Islamic Junior High School in Jepara, May 20, 2023

grade of Islamic Junior High School in Jepara to find out how students reduce anxiety in speaking English, found that when students relax, this way make the students' feel calm by doing something that can overcome the anxiety that exists within students, one of which is by joking with classmates or peers therefore the students become more relaxed, and take a deep breath to help the students calm down and not get nervous, as stated by (L) the following:

“My way of dealing with anxiety is by relaxing and joking with friends so I do not get nervous”.³¹

From the quote above, the student overcomes the feelings of anxiety he is experiencing by joking with his friends to reduce the feelings of nervousness and anxiety that was inside the students and make students' own self more relaxed, therefore it can be seen that by joking with other friends students feel more relaxed, calm and can increase self-confidence and reduce feelings of nervousness that inside the students' self. Joking with friends also helps students to enjoy dealing with the pressure and anxiety they experience. Apart from that, controlling the breath by inhaling and exhaling slowly also helps reduce feelings of anxiety that exist within students as said (U), (Lt) and (A):

(U) “I take a deep breath and practice with friends”.³²

(Lt) “I relax myself by deep breathing”.³³

(A) “Make myself calm and relax”.³⁴

From the quote above, it can be found that apart from preparing by practicing with friends, students feel more relaxed when they do deep breathing, this method help students feel more calm and reduce feelings of anxiety that exist within the students, therefore the students enjoy when speaking English in front of other students and minimize the nervousness that makes students convoluted. Another way that students do to overcome their anxiety is to relax by forgetting

³¹ L, interview by the researcher, May 21, 2023, interview 11, transcript

³² U, interview by the researcher, May 21, 2023, interview 10, transcript

³³ Lt, interview by the researcher, May 07, 2023, interview 3, transcript

³⁴ A, interview by the researcher, May 21, 2023, interview 4, transcript

the situation and conditions in front of the class by turning their eyes on the surrounding environment therefore make the students was not more stressed, as said by (F) and (M):

(F)

“I relax myself by watching the wall, so I become more relaxed”.³⁵

(M)

“I looked around, looked at the room, relaxed myself, took a deep breath and exhaled”.³⁶

From the quote above it can be seen that the students feel relax by paying attention to their own self and do not look at their surroundings and not paying attention to other friends, Therefore the students focus on the students’ self, feel calm make students feel more enjoy when their teacher asked the students to speak in front of their friends. Students feel that if they see other students in front of the class who was speaking English fluently it makes the students more depressed and adds to the self-doubt that is within the students. Make the students compare students’ self and other students and make students more depressed. Another way to make students feel more enjoy and relaxed when speaking English in front of other students is to focus on students’ self and on what the teacher assigns. As said by (P.S) and (L) below:

(P.S)

“The way is I try to stay calm, do not think about anything and focus on what you're assigned, do not think about the ridicule of other people”.³⁷

(L)

“I think positively by assuming that no one is watching when I speak English”.³⁸

From the quote above it can be seen that one of the factors that makes students feel enjoyed and minimizes anxiety is to focus only on what their teacher assigns and not think about what other friends talk about if students make mistakes. Furthermore if students make mistakes when

³⁵ F, interview by the researcher, May 21, 2023, interview 7, transcript

³⁶ M, interview by the researcher, May 21, 2023, interview 9, transcript

³⁷ P.S, interview by the researcher, May 21, 2023, interview 6, transcript

³⁸ L, interview by the researcher, May 21, 2023, interview 11, transcript

speaking the English in front many students keep stay calm, does not attach importance to bad judgment by his friends and stays focused on the students' self. When students only focus on they own self and do not think about ridicule from their other friends, students become more confident in speaking English and avoid feeling excessive anxiety. Relaxation also help the students to get the best situation to practice English and increase the students self confidence.

c. Think Positive

Positive thinking is a way for students to reduce the anxiety they feel by thinking about the good possibilities that obtained. Examples include being able to speak fluently, being able to minimize mistakes and thinking this is easy. After conducted observations and interviews to get answers to the question of how do students reduce anxiety in speaking English at the eighth grade of Islamic Junior High School in Jepara, Researcher found that positive thinking made students not only focused on the anxiety they experienced but on how they believed they could overcome the students feelings of anxiety by thinking about good things and possibilities that existed. By thinking positively it make the students minds more enjoyable and confident in students' self therefore the students can increase the students' self-confidence and relieve the students' anxiety when speaking English in front of other students. As said by (U) and (M)

(U)

“Yes, I think that English is easy and I can definitely do it”.³⁹

(M)

“I think positively that English is a little easier so I can speak English in front of the class”.⁴⁰

From the quote above, by having faith in students and assuming that English is easy, students feel more enthusiastic and make the students energy more positive therefore that enthusiasm grows into self-confidence and reduces the anxiety that students feel when speaking English in front of his friends. With positive thinking embedded in students it also becomes a prayer and belief that makes it easier for the

³⁹ U, interview by the researcher, May 21, 2023, interview 10, transcript

⁴⁰ M, interview by the researcher, May 21, 2023, interview 9, transcript

students to learn and speak English. Apart from thinking that students can do it by thinking that English is easy, students also have motivation and other positive thoughts that make students more enthusiastic in learning English, especially in speaking English and reduce their anxiety, as said by (F) and (A):

(F)

“I think that I have to be able to get good grade and I can speak English so I can go abroad”.⁴¹

(A)

“I cheer myself up”.⁴²

From this statement it can be said that students who feel high motivation and think that they must be able to speak English, in order to get satisfactory grade therefore that they can achieve students dream and be able to speak English abroad have more enthusiasm to learn and speaking English in depth. In other words, this is very influential on what they do in English speaking activities therefore that students get many ways to learn English and students can overcome the problems they face in learning English, especially in overcoming feelings of anxiety in speaking English in front of students’ friends. When the students have a big motivation it will push the students to do the optimal things to be able to speak English masterly.

d. Peer Seeking

Peer seeking is a strategy carried out by students in an effort to reduce the anxiety they feel when speaking English. From the results of the interviews and in the researcher's field notes at the eighth grade of Islamic Junior High School in Jepara to find out how students reduce anxiety in speaking English, students do peer seeking by seeing other students classmates who able to speak English well to support students’ self to have good spirits in overcoming the anxiety that is experienced.⁴³ as (A) and (L) said,

(A)

⁴¹ F, interview by the researcher, May 21, 2023, interview 7, transcript

⁴² A, interview by the researcher, May 21, 2023, interview 4, transcript

⁴³ Observation sheet data by the researcher at Islamic Junior High School in Jepara, May 20, 2023

“I thought that if my friends can do it, so I has to do that”.⁴⁴

(L)

“I think if others can do it, I definitely can”.⁴⁵

From the quote above, it can be seen that students reduce anxiety by encouraging students' self by seeing friends who can speak English fluently. However, from the results of observations at the eighth grade of Islamic Junior High School in Jepara there were also findings that students did peer seeking by feeling calmer if a friend made a mistake when speak English. Students feel that they have friends who also feel anxiety and make mistakes when speaking English.

Apart from students, teachers also help and participate in overcoming the anxiety that students feel when speaking English in front of other students. One of the ways that the teacher does is by helping students to find suitable friends to study and speak English therefore that they can provide support to one another, as the teacher (F.H, S.Pd) said below :

“My strategy to help students overcome anxiety in speaking English is by placing the students in groups, and in these groups they have to help each other, then they should not embarrass other students friends”.⁴⁶

In the quote above and from the results of the field notes obtained by researcher in the field, it was found that having students with peers studying in groups makes the students more enjoy and calm when learning English.⁴⁷ This really helps students in encouraging and reducing the anxiety they feel when learning English

e. Resignation

Resignation is a way for students to reduce their anxiety by minimizing and rejecting feelings of anxiety that exist in the students themselves. This is done by students who feel

⁴⁴ A, interview by the researcher, May 21, 2023, interview 4, transcript

⁴⁵ L, interview by the researcher, May 21, 2023, interview 11, transcript

⁴⁶ F.H, S.Pd interview by the researcher, May 06, 2023, interview 1, transcript

⁴⁷ Observation sheet data by the researcher at Islamic Junior High School in Jepara, May 06, 2023

anxious in English lessons and do not want to do other ways to deal with student anxiety.

In this case, after the researcher made observations to find out how students deal with and reduce students' anxiety in speaking English at the eighth grade room containing 44 students at Islamic Junior High School in Jepara. Based on the researcher's field note on 21 May 2023 when the research did the observation. There are two ways to do resignation strategy in speaking English from the students, first is to minimize the anxiety felt by students by avoiding anxiety by enjoying speaking English by reading English textbooks continuously without memorizing English texts, not answering and remaining silent when asked by the English teacher, busy with himself sending, and speaking language with friends to avoid anxiety in learning English and secondly by refusing to come to the fore of the English class.

There were several students who resigned by refusing the teacher's order to come to the front of the class, even though the child had been persuaded by the English teacher to come to the front of the class.⁴⁸ Students resign to avoid the feelings of anxiety and nervousness that exist within the students when they speak English in front of friends. This can happen because of the students' feelings of fear of being laughed at and ridiculed by students' friends when they make mistakes in speaking English both in terms of pronunciation and pronunciation. Therefore by resigning students feel they do not need to experience feelings of anxiety and nervousness when they need to go forward and speak English in front of the class.

From the results of the research above, in my opinion an effective strategy for reducing students' anxiety in speaking English requires a method that is appropriate for each students' personality. The way to deal with anxiety when speaking English cannot be equalized between one student and another, because it depends on what attitudes and strategies that the students think was the most effective in reducing the level of anxiety they experience. In addition, students can also combine the methods above to overcome

⁴⁸ Observation sheet data by the researcher at Islamic Junior High School in Jepara, May 06, 2023

the anxiety they experience or find other ways to overcome and reduce anxiety in speaking English in class.

B. Discussion

In this part of the research contains about the discussion of the results study. The researcher has two research questions that aims to know in this study. The research of the study focused on the students' anxiety in speaking English at an Islamic Junior High School in Jepara at the eighth grade. In this research finding, the students' feel the anxiety when the students want to speak English in front of other students at the eighth grade Islamic Junior High School. There were internal and external factors that makes the students feel anxious in speaking English.

A. Factors That Causing Anxiety in Students' Speaking English

1. Internal Factors That Causing Anxiety in Students' Speaking English

a. Personal and Interpersonal Factors

Personal is a psychological and psychological factors that arise in students. This factor occurs where the students feel anxious about English lessons because students are afraid of being ridiculed by other students and embarrassed when they speak English wrong which is an interpersonal factor. This creates personal factors that make students shy, insecure, afraid of making mistakes and pessimistic in speaking English. This finding is supported by Anggiyana's observation that most students tend to laugh at other students who make mistakes when speaking English.⁴⁹ This makes students lose focus and their minds go blank and forget the memorization they have memorized and lose the focus of students, this can make students make further mistakes.

b. Learner's Beliefs

Students feel that learning English is a difficult subject and students are afraid of making mistakes when speaking English. Students think that they do not have good abilities compared to other students. Students assume and attach importance to proper pronunciation in English is a must. Students have the belief that speaking fluently is important. Horwitz state that students beliefs comes from students' concepts that can be rational and irrational, such as 1) some

⁴⁹ Anggiyana Musthachim, "Students' Anxiety in Learning English: a Case Study at the 8th Grade of SMPN 9 South Tangerang," (2014), 31

students believe that in saying anything in English it must be true and the truth must be sought first, 2) some students argue that a good accent like a native speaker is something very important, 3) some students believe that guessing words in unknown foreign languages is something bad, 4) some students think that English is a translation language and must be the same, 5). Some students think that learning to be fluent in English only takes 2 years, 6). Some students believe that English is not a gift that is given to everyone.⁵⁰ Students beliefs that are not in accordance with student learning conditions can trigger stress and anger toward students own self

In addition this fact supported the result finding from Rumiya and Seftikastate that speaking in front of others students with English components like lack of grammar, less of vocabulary, lack of pronunciation effected the students' performance. Students who believe that they have to master all these abilities in new English will make the students speak fluently.⁵¹ The effects that appear if students do not master vocabulary, grammar, and do not know how to pronounce correctly have an impact on the students' attitude, the students feel embarrassed, students are afraid of making mistakes, and lack confidence

2. External Factors That Caused Anxiety in Students' Speaking English,

a. Instructors Confident

This is the external factor that caused anxiety by the English teacher. The teacher feels as a role and corrects students who are wrong in speaking English in front of the class. Students said that they felt anxious when their English teacher observed closely when students spoke English in class and announced the results of their spoken English. Oxford in Anggiyana classifies that instructor confidence or teacher interaction with students that influences and has an impact on the anxiety experienced by students, there are 3 cases, namely harsh corrections made in class, ridicule and

⁵⁰ Rio Herwanto. "Factors that cause language anxiety in the English classroom speaking performance in SMP Negeri 4 Pakem Yogyakarta," *Yogyakarta: Yogyakarta State University (2013)*. 29

⁵¹ Rumiya and Seftika. "Anxiety of speaking English in English foreign language (Efl) Class," *Journal of English Education, Literature and Linguistics* 1.1 (2018): 57

the last is how to overcome mistakes in an uncomfortable manner in language class English.⁵²

Similar results were found by Kasmianti in analyzing student anxiety factors, that the teacher's behavior to correct and provide English material to students increased the anxiety factors experienced by students.⁵³

b. Classroom Procedure

In this external factor students feel anxious when asked by the teacher to come forward to speak English in front of the class, this is also due to students who have not mastered the material and understand English lessons explained by the English teacher. This fact is supported by Ibrahim, et.al that the classroom atmosphere in learning English also influences the cause of student anxiety.⁵⁴ This finding is also supported by Pirnawati that when students are afraid of making mistakes and do not have vocabulary as a result of not being used to speak English it also influences students' anxiety in speaking English in class is that students are afraid of making mistakes in speaking and language that is not used by students in their daily activities makes it difficult for students to speak English in front of the class.

c. Language Testing

Language testing is a way for the teacher to check the abilities already possessed by dental students by giving questions to students and asking students to practice speaking English in front of the class. This makes students' anxiety in learning English increase because they do not prepare before. According to Genadea, Language testing is one of the causes of anxiety related to the psychological side of students when asked by an English teacher spontaneously which makes students lack time to look for ideas and answers that the teacher wants by compiling a good language structure makes students feel pressured when the teacher does test to determine the ability of students.⁵⁵ In addition, students are

⁵² Oxford Rebecca L, "Anxiety and the Language Learner: New Insights," in Jane Arnold (ed.), *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), p. 66

⁵³ Kasmianti, (2021) *Students' Anxiety...*, 42

⁵⁴ Ibrahim Naser Oteir Abdullah Nijr Al-Otaibi "Foreign language anxiety: A systematic review," *Arab World English Journal (AWEJ) Volume*, 2019, 10, 313

⁵⁵ Genadea Putri Setyana, (2022), *Investigating Students' ...*, 19

also afraid of getting bad grades which makes students' anxiety pressure high

B. The Strategies to Reduce Students' Speaking Anxiety

There were five strategies to reduce anxiety in speaking English that use by the students at the eighth grade of Islamic Junior High School in Jepara according to Kondo and Ying-Ling theory.

a. Preparation

The students do to prepare before the students want to speak English in front of other students by reading the English text book many times and asking the teacher the correct pronunciation. This finding is supported by Nilam that preparation helps students overcome doubts in speaking English that are felt by students and in presentations in front of the class.⁵⁶

b. Relaxation

Students relaxing their self by joking with the other friends, assuming that no one, or the students friends in front of the students, taking a deep breath and looking around to reduce anxiety. In the findings and strategies carried out by Nilam, students can consider not looking at other friends when speaking English to eliminate the anxiety that students have when speaking English in front of the class.⁵⁷ If seeing the eyes of other students and feeling cared for causes students to experience anxiety, then students can do relaxation by looking at the foreheads of students in front of them therefore students do not feel watched.

c. Positive thinking

The way to encouraging students' self to have positive minds with thinking that English it is easy, and having high motivation such as being able to achieve the dream of going abroad make students more active in learning and reduce anxiety in speaking English. The same findings were also obtained by Yanti Ulandari, that the students' anxiety condition can be overcome by thinking positively that he can also do what his other friends can do.⁵⁸ Therefore the level of motivation possessed by students will

⁵⁶ Nilam Sari. "Self-Regulated Training to Reduce Speaking Anxiety of Senior High School Students in Online English Learning," *New Language Dimensions 3.1* (2022): 11-23., 16

⁵⁷ Nilam Sari, (2022) *Self-Regulated Training...*, 16

⁵⁸ Yanti Ulandari et, al., "Students' Strategies for Reducing Anxiety in Speaking English:a Case Study at Eight Grade of Al-Azhar Junior High School Jambi," *Diss. Uin Sulthan Thaha Saifuddin Jambi*, 2018, 40

increase according to the high level of student learning motivation as well.

d. Peer seeking

Peer seeking was the others way to found the other friends who students' think can help the students in reducing their anxiety by thinking that other students can surely pass that, so do I (the students) can to do it too. Another way by making group study to make it easier for students when studying by giving mutual support. This finding is supported by the results found by Yanti Ulandari that peer seeking helps students overcome the anxiety that students experience, students choose to do peer seeking with friends who can speak English from themselves to help each other in the process of learning to speak English.⁵⁹

e. Resignation

Students' choose to avoid feeling anxious in speaking English by not want to do the progress and avoiding learning activities related to speak English in front of their teacher and friends. This finding was corroborated by Nuraeni who received the same findings in her study. Students who have high anxiety when learning English will resign by preferring to be silent when asked by the teacher about English because they are afraid of being wrong when answering the teacher's question, resign by not paying attention to the teacher who is speaking English to overcome his anxiety.⁶⁰ The finding of the students strategies to reduce the anxiety were have the same finding with Nuraeni in the research study entitled "An Analysis Students' Strategies In Overcoming Anxiety" and Alfia Dwi Handayani in the research study entitled "Students' Strategies In Reducing Speaking Anxiety"

⁵⁹ Yanti Ulandari et, al., (2018), Students' Strategies..., 45

⁶⁰ Nur Aeni, "An Analysis Students' Strategies in Overcoming Anxiety in Speaking English," *English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar* 2020, 34-35