

## CHAPTER IV

### RESULT AND DISCUSSION OF RESEARCH

This chapter will explain about the result and the discussion of research. It provides the result of research, namely the answer of the research focus stated in the first chapter. It is about the factors that cause students' anxiety in learning English as foreign language and how the students solve students' anxiety in learning English as foreign language. Besides that, this chapter also provides the discussion of research namely about the factors that cause students' anxiety in learning English as foreign language and how the students solve students' anxiety in learning English as foreign language which is discussed based on the theory from the previous chapter.

#### **A. Result**

In this research, the researcher presents some data that the researcher got from the observation, interview, and documentation at the seventh grade of MTsN 1 Pamekasan.

In this research, the researcher used observation to get the data because this method can help the researcher knowing the real condition in the class during English teaching learning process. By doing this method, the researcher will know the anxious students in learning English as Foreign language in the class. The researcher held an observation since 13<sup>th</sup> September until 24<sup>th</sup> September 2021 in 3 classes, namely A class, E class, and F class of the seventh grade of MTsN 1 Pamekasan with Mrs. Saidah as the English teacher of those classes. The researcher held twice observations for each class because

the school that the researcher observed still limit the amount of students who come to the school because of pandemic.

Besides observation, the researcher also used interview to collect the data. The researcher interviews some students that the researcher has been chosen while doing an observation namely the students who have anxious characteristics in learning English. The researcher directly asks some students inside and outside the class after teaching and learning process finished. The researcher asks about the factors that cause students' anxiety in learning English as foreign language and how the students solve students' anxiety in learning English as foreign language.

The other method used by the researcher in collecting the data is documentation. This method can help the researcher making the data which have been gotten from observation and interview are more valid. In this section, the researcher will explain two points based on the research focus that has been stated in the first chapter, namely the factors that cause students' anxiety in learning English as foreign language and how the students solve students' anxiety in learning English as foreign language.

### **1. The Factors that Cause Students' Anxiety in Learning English as Foreign Language**

The researcher held the research for two meetings of each class. The first meeting of A class of the seventh grade is on Wednesday, 15<sup>th</sup> September 2021 and the second meeting is on Wednesday, 22<sup>nd</sup> September 2021. The first meeting of F class of the seventh grade is on Thursday, 16<sup>th</sup>

September 2021 and the second meeting is on Thursday, 23<sup>rd</sup> September 2021. The first meeting of E class is on Friday, 17<sup>th</sup> September 2021 and the second meeting is on Friday, 24<sup>th</sup> September 2021. In this research, the researcher was a passive participant. The researcher came to the class, sat behind the students and observed English teaching learning processes. This observation helps the researcher to know the students who have anxious characteristic in learning English as foreign language.

#### **a. The First Meeting**

In the first meeting, especially on Wednesday, 15<sup>th</sup> September 2021, on Thursday, 16<sup>th</sup> September 2021 and on Friday, 17<sup>th</sup> September 2021, the teacher comes to class by saying salam to all of the students and greeting the students. After that the teacher checks the students' attendance list by calling their name one by one. Then the teacher asks some questions about previous material to all of the students to recall their remembrance about previous material. Some students remember about the material and answer the teacher's questions but some of them do not remember. After that the teacher explains about the material at that time namely about "Expression of Thanking and Apologizing". In this case, the teacher starts explaining the definition of thanking and apologizing in front of the class, and introducing the expression of thanking and apologizing to the students by asking them to read all of the expressions in their handbook and the teacher writes it on the whiteboard. After that the teacher writes the dialogue about expression

of thanking and apologizing on the whiteboard, asks the students to read it together and asks them to determine where the expression of thanking and apologizing is. After that the teacher asks the students to make a dialogue about expression of thanking and apologizing and asks them to collect it. For the last, the teacher closes the class by saying salam to all of the students.

When the researcher observed the teaching and learning process, the researcher found some students who show anxious characteristics in learning English. There are 6 students from A class, 4 students from F class, and 5 students from E class. It is happened when the teacher asks them some questions about previous material and asks them to determine the expression of thanking and apologizing in the dialogue. The characteristics shown by the students are varied.

The students from A class; Playing fingers, silent, do not respond the teacher's question although it is a simple question, busy in reading a book and writing the material although the teacher does not ask it, sometimes answering the teacher's question by low voice, not clear and not loud, confusion, looking toward right and left side, and lack of English vocabulary

Furthermore, the students from F class also showed some anxious characteristics, namely; Silent, do not answer the teacher's question although it is a simple question, following the teacher's pronunciation

by unclear voice and busy in doing unimportant things like playing with the lid of pen.

The last, there are some characteristics shown by the students from E class, namely; Playing with pen, do not participate in the classroom, lack of eye contact when speaking with the teacher, and busy in writing the material although the teacher does not ask it.

#### **b. The Second Meeting**

In the second meeting, especially on Wednesday, 22<sup>nd</sup> September 2021, on Thursday, 23<sup>rd</sup> September 2021 and on Friday, 24<sup>th</sup> September 2021, the English teacher teaches the same material but to the different students, because the students of that school are divided into two shifts. The first shift for the first week and the second shift for the next week.

In this meeting the teacher comes to the class and starts the lesson by saying salam and greets the students. After that the teacher asks the students if there is a task or not in the previous meeting. Next, the teacher asks the students to collect the previous task and asks some questions to the students about previous material. Some students remember about the material but some students do not remember and they do not answer the teacher's question. After that the teacher explains the material about "Expression of Thanking and Apologizing". The teacher explains the definition of expression of thanking and apologizing in front of the class, asks the students to read all of those expressions in their handbook and asks the students to write it on the

whiteboard. Then, the teacher gives a homework to the students and ends the class by making a conclusion about the material and closes the class by saying salam to all of the students.

In this second meeting, the researcher found some anxious characteristics shown by the students when the teacher explains the material, asks them some questions and asks them to come forward to answer the question. The students from A class showed some characteristics, namely; doing unimportant thing like fix their veil, showing carelessness by speaking with their friends, playing with their fingers and lack of eye contact when the teacher asks them some questions.

Besides that, the students from F class also showed some anxious characteristics, namely; do not concentrate to the teachers's explanation or being absently, do not participate in the class, playing with the hair, and imitating the teacher by low voice.

The students from E class also showed some anxious characteristics in the class when learning English, namely; being sweaty, playing with pen, silent, and showing carelessness.

To support the result of observation, after the researcher has known about the students who have anxious characteristics in learning English as foreign language, the researcher did an interview to the students who have anxious characteristics. From that interview, the researcher found some

factors that cause students' anxiety in learning English as foreign language, namely:

The students said that they feel anxious when learning English in the class because they think that English is difficult. It is proven by the result of interview when the researcher asked the students in interview section.

The first student said:

“I feel anxious when learning English in the class because English is difficult.”<sup>1</sup>

It is same with the second student's statement, she said:

“I feel anxious in learning English because English is difficult.”<sup>2</sup>

The third student also said:

“I feel anxious when learning English because English is difficult.”<sup>3</sup>

Furthermore, the fourth student said:

“I feel afraid when learning English because English is difficult.”<sup>4</sup>

In addition, the students also said that they feel anxious when they learn English because they do not know about English.

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<sup>1</sup> Intan Sugiarti, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (15<sup>th</sup> September 2021)

<sup>2</sup> Sri Muhajarah, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (15<sup>th</sup> September 2021)

<sup>3</sup> Karisa, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (15<sup>th</sup> September 2021)

<sup>4</sup> Egi, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (17<sup>th</sup> September 2021)

The first student said:

“I feel anxious in studying English because I don’t know English. English has never been studied in my Elementary School so it is my first time learning English.”<sup>5</sup>

The second student also said:

“I feel anxious because I cannot speak English.”<sup>6</sup>

The third student also said:

“I feel anxious because I do not know English.”<sup>7</sup>

Then, the fourth student said:

“I feel anxious because I don’t know English and the first time learning English.”<sup>8</sup>

The fifth student also said:

“I feel anxious when learning English because I don’t know English. I have ever studied English in the fourth until the sixth grade of Elementary School.”<sup>9</sup>

And the sixth student also gave the same reason, he said:

“I feel anxious when learning English because I don’t know about English. Actually I have English subject since the first grade of Elementary School.”<sup>10</sup>

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<sup>5</sup> Siti Nur Asyifa, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (16<sup>th</sup> September 2021)

<sup>6</sup> Doni, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (15<sup>th</sup> September 2021)

<sup>7</sup> Andrian Maulidi, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (15<sup>th</sup> September 2021)

<sup>8</sup> Yulia Astutik, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (16<sup>th</sup> September 2021)

<sup>9</sup> Ferdi, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (16<sup>th</sup> September 2021)



Furthermore, the students also said that they feel anxious in learning English because they are afraid of making mistakes, being ridiculed by their friends and they will feel shy.

It is proven by the students' statement in interview section. The first student said:

“I feel anxious when learning English because I am afraid of making mistakes and afraid of my friends' laugh. The other factor is because I feel shy.”<sup>11</sup>

Besides that, the second student also said:

“I feel anxious when learning English because I am afraid of mistakes and next my friends will laugh me.”<sup>12</sup>

The third student also said:

“I feel anxious when learning English because I am afraid that I answer wrong answer. The other factor is because English is difficult.”<sup>13</sup>

While the fourth student said:

“I feel anxious when learning English because I am afraid of being asked to read something by my teacher. The other factor is because I am afraid of answering wrong answer.”<sup>14</sup>

The last student also said:

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<sup>10</sup> Adit, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (16<sup>th</sup> September 2021)

<sup>11</sup> Amelia, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (17<sup>th</sup> September 2021)

<sup>12</sup> Desi Novita, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (17<sup>th</sup> September 2021)

<sup>13</sup> Salwa, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (22<sup>nd</sup> September 2021)

<sup>14</sup> Jakfar, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (17<sup>th</sup> September 2021)

“I feel panic in learning English because I am afraid of being ridiculed by friends.”<sup>15</sup>

## **2. How the Students Solve Students’ Anxiety in Learning English as Foreign Language**

There are some ways used by the students to solve their anxiety in learning English as foreign language. The researcher found several activities done by the students to solve their anxiety during English teaching and learning process.

The researcher observed what the students done when they face anxiety in English lesson. Some of the students just keep silent, and never give response in the class.

It is also proven by the result of interview when the researcher did an interview. The first student said:

“To solve an anxiety, I just keep silent.”<sup>16</sup>

The second student also said:

“I just keep silent.”<sup>17</sup>

While the other student said:

“To solve my anxiety, I am silent and study harder.”<sup>18</sup>

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<sup>15</sup> Asril Ilham, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (17<sup>th</sup> September 2021)

<sup>16</sup> Amelia, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (17<sup>th</sup> September 2021)

<sup>17</sup> Egi, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (17<sup>th</sup> September 2021)

<sup>18</sup> Asril Ilham, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (17<sup>th</sup> September 2021)

The other thing done by the students is gathering with their friends who know more about English and study together. It is suitable with what the researcher observed. Some of the students call their friends, gather with their friends, and ask their friends about something that they do not understand like the teacher's instruction when the teacher asks them to answer the question or asks them to do a task. The student said:

“To solve anxiety, I study with my friends.”<sup>19</sup>

The second student also said:

“I gather with my friends who know about English to solve my anxiety.”<sup>20</sup>

In addition, the third student also said:

“I usually study with my friends to solve anxiety.”<sup>21</sup>

The last student also said:

“By looking for friends to study together to solve my anxiety.”<sup>22</sup>

In interview section, the researcher also got information that something done by the students to solve anxiety is improving their time and spirit in learning English. Besides that, the students also prepare English lesson before they go to school by studying at night, and reading the lesson

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<sup>19</sup> Sri Muhajarah, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (15<sup>th</sup> September 2021)

<sup>20</sup> Karisa, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (15<sup>th</sup> September 2021)

<sup>21</sup> Ferdi, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (16<sup>th</sup> September 2021)

<sup>22</sup> Desi Novita, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (17<sup>th</sup> September 2021)

before coming to the school. So, it can be concluded that to solve anxiety, they study harder than before. The first student said:

“By improving my spirit in learning to solve anxiety in learning English.”<sup>23</sup>

The second student also said:

“By improving my time and spirit in learning in solving my anxiety.”<sup>24</sup>

While the third student said:

“By studying, reading the material, and preparing the material before the lesson.”<sup>25</sup>

The other student also said:

“By reading more to solve my anxiety.”<sup>26</sup>

The fifth student said:

“To solve my anxiety, I study harder.”<sup>27</sup>

The sixth student also said:

“I usually study at home before the lesson.”<sup>28</sup>

The seventh student also said:

“I solve it with the spirit of learning.”<sup>29</sup>

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<sup>23</sup> Andrian Maulidi, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (15<sup>th</sup> September 2021)

<sup>24</sup> Doni, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (15<sup>th</sup> September 2021)

<sup>25</sup> Siti Nur Asyifa, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (16<sup>th</sup> September 2021)

<sup>26</sup> Yulia Astutik, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (16<sup>th</sup> September 2021)

<sup>27</sup> Jakfar, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (17<sup>th</sup> September 2021)

<sup>28</sup> Salwa, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (22<sup>nd</sup> September 2021)

The last student also said:

“I solve it by studying a long night.”<sup>30</sup>

The last method used by the researcher in collecting the data is documentation. In this method, the researcher took the documentation of the characteristics of anxiety shown by the students in learning English as foreign language in the class. There are some characteristics of anxiety shown by the students in learning English, namely the students do unimportant thing while the teacher explains the material, like playing with their fingers, fixing their veil, writing something although the teacher does not ask it, playing with the pen, playing with the hair, imitating the the teacher by low voice and others. Furthermore, the researcher also took the documentation of what the students done to solve their anxiety in learning English, like silent in the class. (See appendix IV)

Beside that, in documentation the researcher also took the documentation of interview activity done by the researcher and the students who have anxious characteristics. (See appendix IV)

## **B. Discussion**

In this part, the researcher will answer and present about the research focus based on the research findings which have been gotten by the researcher and the researcher will discuss it based on the theory in the previous chapter. It is about the factors that cause students' anxiety in learning English as foreign

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<sup>29</sup> Intan Sugiarti, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (15<sup>th</sup> September 2021)

<sup>30</sup> Adit, The English Student of the Seventh Grade of MTsN 1 Pamekasan, *Direct Interview* (16<sup>th</sup> September 2021)

language and how the students solve students' anxiety in learning English as foreign language at the seventh grade of MTsN 1 Pamekasan.

### **1. The Factors that Cause Students' Anxiety in Learning English as Foreign Language**

When the researcher did an interview with the participants especially with the seventh grade students of MTsN 1 Pamekasan, with A class students, F class students and also E class students, the researcher found the data about the first research focus in this research. it is about the factors that cause students' anxiety in learning English as foreign language.

English is one of international language in this world and it becomes foreign language for us as Indonesian people. Because of that position, English is taught in every school from Elementary School, Junior High School, Senior High School, and even it becomes one of study program in a university although lately some of Elementary School has deleted English subject. In MTsN 1 Pamekasan, English is also taught to their students. Some of the students in that school do not know more about English and feel that it is a new language, new lesson, so that they must adapt with the learning process in the class which is different with the usual learning process of the other lesson. Because some students feel like that, they undergo an anxious feeling while learning English in the class.

According to Yin Xiaoteng, foreign language anxiety is one of the most important affective variables on foreign language learning, has been the

focus of many researchers where anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system.<sup>31</sup> When English is taught in the class of the seventh grade at MTsN 1 Pamekasan, there are some students who show anxious characteristics like they do not concentrate to the teachers's explanation or being absently, they do not participate in the class, play with the hair, and imitate the teacher by low voice. The students who show those characteristics are interviewed by the researcher about the reasons why they feel anxious in learning English and what the factors that make them feel anxious. In that interview, these are two factors that cause them feel anxious in learning English:

**a. English is difficult and they do not know about English**

Based on the students' statements in the result of this research, they feel anxious in learning English because they think that English is difficult and they do not know more about English although some of them have studied English in Elementary school but English still difficult to be understood. Some of them said that it is their first time learning English, they never studied English when they were in Elementary school, so that they have difficulty in understanding English in their class.

In the class, they keep silent and do not answer the teacher's question because they do not understand about English and English is

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<sup>31</sup> Yin Xiaoteng, *Foreign Language Anxiety. A Case Study of Chinese University Students Learning English as a Foreign Language* (t.p. : GRIN Publishing, 2016). 3.

difficult. Sometimes they answer the teacher's question but with the low voice. It is happened when the teacher asks them about the previous material and asks them some question and to do a task.

**b. They are afraid of making mistakes and being ridiculed by their friends**

Based on the students' statements in the result of this research, the other factors that cause the students feel anxious in learning English because they are afraid of making mistakes and being ridiculed by their friends. They cannot hold their shy feeling in the class, so that they will feel shy if they make some mistakes in English. They will be silent and do not respond the teacher because they are afraid of answering wrong answer. Beside that, the students also feel afraid if the teacher asks them to read something in English, because they do not know more about English, they are afraid that they read English in a wrong way. In addition, the students feel anxious in learning English because of their friends' response in the class. Their friends usually give a bad response like laugh them if they make some mistakes.

In the class, they show carelessness to what the teacher's explanations and commands like playing with the pen, do not participate in the class, writing unimportant things, and lack of eye contact to their teacher. they avoid making mistakes by showing those characteristics of anxiety because they are afraid of their friends' response. If they make some mistakes in English, their friends will



laugh them. It makes them always afraid of answering their teacher's question by not speaking English in the class.

All of the factors that cause students' anxiety in learning English is suitable with Horwitz and friends statement. They stated that there are three factors contributing to anxiety, namely communication apprehension, test anxiety, and fear of negative evaluation.<sup>32</sup>

Communication apprehension is a type of shyness or fear associated with communicating with people, which in the L2 domain can manifest itself in anxiety about speaking the target language (oral communication anxiety), especially speaking it in public ("stage fright"), as well as in apprehension about not understanding or misinterpreting L2 messages (receiver anxiety).<sup>33</sup> based on that statement, it is same with what the students of the seventh grade have underwent. The factors that make the students feel anxious because in their opinion, English is difficult, and they do not understand the teacher's explanation, so that they do not speak in the class or silent when the teacher asks them to do a task. In English class, students are asked to speak English to make them fluent in speaking other language because one of the important thing to master other language is by trying to speak although it is difficult. If the students are silent in the class, it will detain their speaking ability.

Fear of negative evaluation is "apprehension about other's evaluation, the avoidance of evaluative situations, and the expectation that others

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<sup>32</sup> Toth, *Foreign Language Anxiety and the Advanced Language Learner*, 18.

<sup>33</sup> Ibid.

would evaluate oneself negatively”.<sup>34</sup> Anxious students tend to believe that their ability is lower than that of their peers and they were afraid that others may laugh at them when they speak.<sup>35</sup> It is also same with the factor which is happened to the students namely factor that causes them feel anxious. The students of the seventh grade of MTsN 1 Pamekasan feel anxious in learning English because they are afraid of making mistakes. They always think about their friends’ response if they make mistakes in English. In the class, their friends usually laugh them if they make mistakes, so they are afraid of doing wrong thing in the class. The anxious students are easy having fear of negative evaluation from other students whose English are better than them.

The last is test anxiety. It is defined as “the tendency to view with alarm the consequences of inadequate performance in an evaluative situation”. In the language classroom it refers to worry over frequent testing, which may become a source of frustration for learners, as their proficiency is assessed while it is being acquired.<sup>36</sup> It is usually happened when the students face English test. They feel nervous, confused and others. But when the researcher did an observation and interview at the seventh grade of MTsN 1 Pamekasan, the researcher did not find that factor.

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<sup>34</sup> Ibid., 19.

<sup>35</sup> David D. Qian and Lan Li, *Teaching and Learning English in East Asian Universities: Global Vision and Local Practices* (t.p. : Cambridge Scholars, 2014). 227.

<sup>36</sup> Toth, *Foreign Language Anxiety and the Advanced Language Learner*, 18.

## **2. How the Students Solve Students' Anxiety in Learning English as Foreign Language**

There are some ways used by the students to solve their anxiety in learning English. When the researcher did an observation and interview, the researcher found three ways which can help the students to reduce and solve their anxiety in learning English.

### **a. Silent or avoidance**

The first way which is done by the students to solve anxiety in learning English is by silent.

From the student's statements, it can be seen that some of the students just keep silent when they faced an anxiety in learning English. In the class, they do not answer the teacher's question and show carelessness to what the teacher's explanation by playing with the pen and others. They become passive students in the class because they want to solve their anxiety when they speak in the class.

### **b. Gathering with their friends who know more about English or making close friends with the other students whose English are better or who are less anxious than they are**

The second way that is stated by the students to solve an anxiety is gathering with their friends who know more about English or making close friends with the other students.

From the result of this research, it can be seen that the students gather with the other students to solve their anxiety in learning English.

By doing that way, they can ask the material that they do not understand. Gathering with the other friends who know more about English, is very useful for them.

Both of the ways above are same with the strategies which are stated by Pappamihiel. Pappamihiel stated that strategy used by students to solve anxiety is avoidance and making close friends with other students whose English are better and who are less anxious than they are. The act of avoidance, which was frequently mentioned by the students under the study, is being totally passive in the class. In other words, they did not speak during the class. In addition, by making close friends, this helps them ease their language anxiety because they can ask their partners whenever they have problems related to foreign language learning class.<sup>37</sup> The students of the seventh grade of MTsN 1 Pamekasan will be silent in the class to avoid the anxiety. They do not participate in English lesson. Because of that, it can be said that they are passive students. besides that, the students of the seventh grade of MTsN 1 Pamekasan will make a close friends with students who are smarter than them in English subject so that it can help them to study English and solve their anxiety.

### **c. Doing a preparation**

The other way used by the students to solve anxiety is doing preparation by increasing their way in studying English, like study the lesson at their home before study in the class.

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<sup>37</sup> Marwan, "Investigating Students' Foreign Language," 40.

Based on the result, it can be seen that the students are improving their spirit and the way they study English and also prepare the lesson before they study in the class to solve an anxiety.

It agrees with the strategies which are stated by Kondo and Ling. They stated that the specific strategies mentioned by the students to solve anxiety were grouped under five categories of general strategies, namely: preparation, relaxation, positive thinking, peer seeking and resignation.<sup>38</sup> For those strategies, just one strategy used by the students of the seventh Grade of MTsN 1 Pamekasan to solve anxiety, it is preparation. It is students' attempts to break their anxiety by increasing their learning and study strategies.

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<sup>38</sup> Marwan, "Investigating Students' Foreign Language," 40.