

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter, the researcher going to present the result and discussion of the data obtaining from research of the factors causing language anxiety in speaking experienced by the eight graders of MTs. Az- Zubair Larangan Tokol Pamekasan.

A. Result

In this subchapter, the researcher will explain of the research on what are the factors causing language anxiety in speaking experienced by the eight graders of MTs. Az- Zubair Larangan Tokol Pamekasan and how the students solve the problem of language anxiety in speaking experienced by the eight graders of MTs. Az- Zubair Larangan Tokol Pamekasan. In collecting data in this study, researcher did it by interviews, observation and documentation conducted on eight grade students in MTs. Az- Zubair Larangan Tokol Pamekasan.

In the first step, researchers conducted direct interviews to eight grade students at MTs. Az- Zubair Tokol Pamekasan. In this case, the researcher took all of the students in C class as respondent. In interviews conducted, there are five questions for students. In one class, there were sixteen students including fourteen students felt anxiety when speaking English and two students did not feel anxiety when speaking English. So, the researcher took data from fourteen students. From the results of interviews that have been conducted by the

researchers can find out the factors causes of anxiety when speaking English and how to solve the problem of language anxiety factors to the speaking by eight graders of MTs. Az- Zubair Larangan Tokol Pamekasan.

The researcher conduct the research on September 29th until October 9th 2021. The researcher conduct the interviewed on September 29th 2021 at C class of the eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan. The researcher conduct the observation two times, the first observation was conduct on October 5th 2021 and the second observation was on October 9th 2021. In addition to interviews and observations, researchers prepared supported documents in the research process carried out, such as structured interviews that had been carried out by researchers who were included in the interview and observation guidelines.

1. The Factors Causing Language Anxiety in Speaking Experienced by The Eight Graders of MTs. Az- Zubair Larangan Tokol Pamekasan

In learning a language, especially English can be seen from how to use it orally when communicating. However, many students have difficulty because they are not able to speak English. When it comes to speaking in English, most of the students think that it is the most difficult thing because they have to be able to master the pronunciation and also know the meaning of the spoken sentence.

Other linguistic abilities, such as reading and writing, are crucial. When they must speak English however, they encounter mental that make it difficult

for them to communicate fluently. One of the things that prevent individuals from communicating effectively in English is the worry or nervousness they feel when they try to express themselves. Because they are unable to regulate the anxiety that arises, this leads to stalemated thinking. Foreign language learners frequently experience language anxiety or anxiousness.

In this case, anxiety can be seen and described by the symptoms shown by students through cognitive, affective, and behavioral responses. When students show cognitive responses, they tend to feel worried, afraid of other people's judgments about their abilities and negative thinking about the conditions they experience. However, when they show affective symptoms they show an attitude of nervousness, tension, fear, and anxiety so that it disturbs their concentration, especially when speaking.

The last response is behavior, this is shown when they talk in front of other friends or when the teacher points to speak in front of the class or front of many people. These are the findings of the researchers' interviews, which took place from these are the findings of the researchers' interviews, which took place on September 29th 2021.

a. English Speaking Ability

Speaking ability in English is very important to master, especially for a student. However, in this case there are still many students who feel that their speaking ability in English is not optimal, so they feel that they are not good at communicating in English. Many of them are still not confident when it comes to

speaking English, so that it hinders them from developing in English lessons, especially speaking.

They find it difficult when expressing words or sentences in English. They also feel afraid because of the limited knowledge they have, so they choose to be reluctant when appointed to speak English because their abilities are very low. They are also rarely and not accustomed to using English, resulting in difficulties with matters related to English, especially speaking.

This statement was stated by students at eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, she said:

“I’m afraid of being wrong and embarrassed because I don’t know how to speak”¹



4.1 The researcher interviewed the students

The student 2 stated:

“I find it difficult, embarrassed, and can not speak English”²

The student 3 also state as follow:

¹ Laila, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)

² Zinatud Diana, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)

“I’m shy, afraid of being wrong because I’m not used to speaking in English”

b. Not Confident

Language anxiety experienced by students during English class is nervous and less confident, with feelings of being less able to speak English than others. They always think other students are better than them and are not confident to speak because they are ashamed of their speaking ability. This anxiety appears in various situations, even in non threatening situations, and this anxiety lasts a long time. Most of the students experience language anxiety. Almost of them decided to be silent during speaking activity because they had many problems with language anxiety. Language anxiety makes students afraid to speak and disturb them during the learning process. They are nervous when the teacher stands or sits near them or when the teacher looks at them when they practice speaking. Most of the students complained that they did not have enough time to practice speaking because of the many activities in the boarding school. They have limited time to practice, so they do not get maximum results. Students are afraid to answer verbal questions given by the teacher to them during the learning process in class. This is shown by the statement of student 4 below:

“ Lack of self confidence, difficult to pronounce, afraid of being laughed”³

³ Siti Zakiyah, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)



4.2 The researcher interviewed

The student 5 was stated:

“I am not fluent in English, afraid of being laughed, and embarrassed to be in front of class”⁴

c. Negative Perception of English

Speaking is a scary thing for students. So that in the learning process, they look more passive in class. They think that it is difficult to speak English. This situation makes them assume that English is a difficult subject to master compared to other subjects. When English lessons, they think that they do not know how to speak it. The other hand, English is considered a difficult subject, and it is difficult for them to understand it. When they have to learn English, they feel lazy because they feel inferior to their English skills. They also said they did not know English before they tried to learn it first, which then in the end they felt everything would look difficult when it comes to English. As the statement from student 6 below:

“ English is difficult to understand “⁵

⁴ Anisa, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)

⁵ Ummi Hanik, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)

The same statement from student 7 as follow:

“English is hard to pronounce and I do not know what to do“⁶

The statement from student 8 as follow:

“I don’t understand English because I don’t interesting learn it”⁷

Statement from student 9 as follow:

“English is very difficult, especially speaking“⁸

d. Less Accustomed to Public Speaking

Speaking in public can trigger language anxiety. Students can experience language anxiety as when speaks in front of the class. They are embarrassed when seen by their friends when they come to the front of the class. Students in the eight grade at MTs. Az- Zubair Larangan Tokol Pamekasan made the following statement:

“I feel shy when speaking in front of friends”⁹

The student 11 was stated:

“I feel nervous when I asked to perform in front of my

⁶ Fatimatus Zahroh, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)

⁷ Yuliatius Arikoh, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)

⁸ Siti Robiatus Sholehah, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)

⁹ Siti Maftuhah, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)

classmates”¹⁰

The result of observation, the first observation I observed the learning process during class. The number of students at that time was sixteen students. The teacher greets and prays together, after that the teaching and learning process begins by conducting a review of the material at last week's meeting to repeat the material that has been conveyed. After that, the teacher gives the dialogue text that has been provided for students. The dialogue contains a conversation between two people. After that, the teacher reads the text and the students listen to what the teacher has exemplified. After the students listened, the teacher asked the students to come forward in pairs. Each student is called to the front to practice the dialogue in a clear voice so that other friends can hear it.

When students come forward in pairs, most of them lower their voices and some feel nervous because they are afraid of being laughed at by their friends when they mispronounce their English. Most of them look shy and not confident when they appear to speak in front of the class and front of other friends. This proves that there are factors behind them experiencing anxiety when speaking English, one of which is not being confident in their English skills so that they stop learning better and are reluctant to learn about English, especially speaking.

2. Students solving the problem of language anxiety factors to speaking by eight graders of MTs. Az- Zubair Larangan Tokol Pamekasan

The strategy used by students when experiencing anxiety is one of them

¹⁰ Alfiyanti, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)

by calming themselves down. This is considered to be able to overcome the anxiety they experience. This method aims to reduce their fear of anxiety during class. They must have learn before class so that, later they can reduce anxiety. There are several strategies that researcher found from students experiences when they overcome language anxiety they experienced during the teaching and learning process. Such as being calm and relaxed so as not to thing something negative. They say that calming down is one way to reduce their anxiety.

The student 12 stated:

“I overcome anxiety by calming myself down because when I’m anxious I usually tremble”¹¹

The student 13 stated:

“I deal with it calmly, lower the voice and do not overthink it so as not to panic when in front of people thought”¹²

The student 14 also stated:

“I try to stay calm and relaxed to deal with this especially in front of my friends”¹³

From the results of the statement above, students have various strategies to overcome the anxiety they experience, on of which is by remaining calm and relaxed. This can overcome the anxiety they experience, which aims to reduce

¹¹ Fitriatul Maylah, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)

¹² Firza Wardani, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)

¹³ Siti Aisyah, The student of the Eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan, Direct Interview, (September 29th 2021)

their fear when experiencing anxiety during class. They also say that calming down is one of the most effective ways to reduce their anxiety.

In the second observation that I have done, it is still the same as before, students are afraid of making mistakes when speaking English, causing them not to be confident and feeling negative thinking about their abilities. During the second observation, I saw students try to reduce their anxiety by taking a breath before starting to speak in front of other friends. Then they are relaxed and calm to reduce the tension when talking. So that students can overcome language anxiety, namely by being relaxed and having prepared and studied beforehand from their homes regarding the material to be studied today.



4.3 The researcher observed in Teaching Learning Process

B. Discussion

In this discussion section, researcher will discuss the factors causing language anxiety in speaking experienced by the eight graders of MTs. Az-Zubair Larangan Tokol Pamekasan whose data have been discussed in previous using the theory discussed in chapter II. Researcher classify the data based on the research focus.

1. The Factors Causing Language Anxiety in Speaking Experienced by The Eight Graders of MTs. Az- Zubair Larangan Tokol Pamekasan

Anxiety is a condition that occurs in a person. Anxiousness is one of the things that prevents students from speaking English. Students typically suffer fear in the classroom, particularly when speaking. Feeling of fear, worry, and stress associated with communicating or speaking in English generate language anxiety. Anxiety can arise as a result of the presence of an object that causes uneasiness to appear and subsequently influence a persons complete mental state.

Anxiety, fear , and stress are felt in the production or performance process, resulting in the persons inability to speak sentences orally with maximum outcomes and that can be understood by others. When speaking a native language, the nervousness felt when speaking a foreign language is more obvious. One of the most important issues in foreign language acquisition is anxiety.

Anxiety has adetrimental influence since it can interfere with many types of learning, including foreign language learning. Students are expected to be able to communicate with their interlocutors, which causes tension in the classroom. Anxiety might emerge as a result of this when speaking a foreign language.

a. English Speaking Ability

From the students who were interviewed said that one of the factors that caused anxiety when they spoke English was that most of them felt they did not

have good skills in English. Most of them afraid because they do not know how to speak English and still have difficulty. They are afraid of making mistakes when speaking English and also not used to speaking English before, so they judge their English skill are still not optimal.

One of the things that people have that is perceived by others so that their language skills are limited when using a foreign language, is the individual.¹⁴ English language skills that are not optimal cause them to experience anxiety when using English.

b. Not Confident

The next factor that causes them to feel anxious when speaking English is not confident when asked by the teacher to speak English in front of their friends so that is causes anxiety. One of them said that they lacked confidence and were ashamed to be in front of many people, especially when speaking in English.

Almost of them feel insecure when speaking English in front of their friends. It is suitable with the statement of Hasan Basri and Zainollah, when speaking in front of class almost all students are afraid speak in front of his friends because of shame. They feel like the center of attention when in front of the class. This situation makes them nervous.¹⁵ From this insecurity, that anxiety can arise in them.

¹⁴ Hasan Basri and Zainollah, “ *Faktor Yang Mempengaruhi Language Anxiety Dan Mnaifestasinya Terhadap Keterampilan Berbicara Bahasa Inggris Mahasiswa Tbi Semester I Stain Pamekasan*”, Kariman, Volume 01, No. 01, (2015). P. 42

¹⁵ Hasan Basri and Zainollah, “ *Faktor Yang Mempengaruhi Language Anxiety Dan Mnaifestasinya Terhadap Keterampilan Berbicara Bahasa Inggris Mahasiswa Tbi Semester I Stain Pamekasan*”, Kariman, Volume 01, No. 01, (2015). P. 42

c. Negative Perception of English

From the results of the interviews that have been discussed above, researchers can find out that the next factor that affects anxiety when speaking English is very difficult, especially when speaking. Other than that, they also do not know what to do when asked to speak English and do not know how to start a conversation.

There are factors causing language anxiety. The first is do not know what to do, the second is do not know how to start a conversation, the third is not being ready to speak.¹⁶ In this case they do not know how to say and afraid to make mistakes so they feel anxiety when speaking English. The perception makes them feel afraid and anxious when they have to speak English.

d. Less Accustomed to Public Speaking

In addition to the individual factors that have been mentioned and explained above, social factors also affect language anxiety experienced by the students. One factor that also causes language anxiety is being less accustomed to public speaking. During observation it was also found that students appeared to be nervous and anxious when speaking in front of class. Some of them lowered their voices. Speaking in front of people can trigger language anxiety. From the data above, researcher can see that the factor that causes students to experience language anxiety is when speaking in front of many people.

The statement of Hasan Basri and Zainollah which said that "Public

¹⁶ Hasan Basri and Zainollah, " *Faktor Yang Mempengaruhi Language Anxiety Dan Manifestasinya Terhadap Keterampilan Berbicara Bahasa Inggris Mahasiswa Tbi Semester I Stain Pamekasan*", Kariman, Volume 01, No. 01, (2015). P. 42

speaking activities sometimes trigger the occurrence of language anxiety.”¹⁷ One of the social factors that cause anxiety is less accustomed to public speaking.

From the findings and theories above, there is a match between theory and findings in the field. This can be proven from the statements of some students who say that the factors that cause them to experience language anxiety are, most of them felt did not have good skills in English, they are afraid of making mistakes when speaking English, they are also not confident. So the state of their mind was not to learn English well.

2. Students Solving The Problem of language anxiety factors of the speaking by eight graders of MTs. Az- Zubair Larangan Tokol Pamekasan

When experiencing language anxiety, most of them choose to calm themselves and relax because it can reduce nervous, panic, and anxiety. In addition, their fear of being asked to speak English is reduced. When they can calm themselves from anxiety and nervousness, they can control the language anxiety they experience, so they can maximize the way they speak English, especially when in front of their friends.

According to Kondo and Ling there are five strategies that EFL students usually use to deal with their anxiety, namely preparation, relaxation, positive thinking, peer seeking and resignation.¹⁸ However, not all five strategies can be recommended appropriately to students. Such as resignation, which is when an anxious student decides to escape the challenge task or obligation by giving up

¹⁷ Ibid, p.44

¹⁸ Kondo and Ling “Strategies for coping with Language Anxiety: The case of Students of English in Japan” *ELT Journal*. Vol.58 (3 July 2014). p.26

or sleeping during class or even skipping it. Then the fifth strategy as well as the last strategy is the peer seeking.

The strategy that is in line with the result of the research that the researcher has found is that in the second strategy, students should try to relax while in the class.¹⁹ In this case, it aims to reduce nervous and fear when students are in English class situations and also by avoiding negative thoughts by turning them into positive thoughts, this will increase his self confidence. The theories are suitable with the answer, the students solve the problem of language anxiety by calming themselves and relaxing because it can reduce nervous, panic, and anxiety. This can be proven by the theory above which states that students should try to relax while in the class.²⁰

¹⁹ Ibid

²⁰ Ibid