

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the data analysis and findings of the experimental research that has been conducted, it describes the data analysis and discussions of the research based on the data and deals with the data obtained from the questionnaire, interview, and observation.

4.1 Findings

The researcher administered the questionnaire to 2015C English Education Study Program Students. As explained before, the number of participants was 25 active students. The observation was done on May 13, 2019, starting from 06.30 p.m. until 06.55 p.m. There were 25 copies of the questionnaire given to the participants. The participants were students of English Education Program Students at Stkip Pgrri Sidoarjo. The researcher no needed translate the questionnaire during the activity.

The researcher began the activity by introducing herself and explained the purpose of doing the activity. Then, the researcher was asking for permission and administered the 25 copies of the questionnaire. The researcher also explained and gave the example to fill the questionnaire. As explained in the previous chapter, the questionnaires were the table of 33 items about Foreign Language Classroom Anxiety Scale (FLCAS). The

questionnaire was to measure the students' speaking anxiety level. The questionnaires are calculated based on the total number of participants. The result of the questionnaire is shown in the table below.

Tabel4.1.1.The result of the FLCAS Questionnaire

No.	Questions	SD	D	N	A	SA
1	I never feel quite sure of myself when I am speaking in my foreign language class.	12%	36%	16%	32%	4%
2	I don't worry about making mistakes in language class.	4%	20%	28%	28%	20%
3	I tremble when I know that I'm going to be called on in language class.	16%	16%	20%	28%	20%
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	8%	16%	20%	24%	32%
5	It wouldn't bother me at all to take more foreign language classes.	8%	12%	36%	36%	8%
6	During language class, I find myself thinking about things that have nothing to do with the course.	12%	28%	52%	0%	8%
7	I keep thinking that the other students are better at languages than I am	8%	16%	16%	24%	36%
8	I am usually at ease during tests in my language class.	12%	40%	16%	20%	12%
9	I start to panic when I have to speak without preparation in language class.	4%	12%	4%	32%	48%
10	I worry about the consequences of failing my foreign language class.	4%	20%	20%	28%	28%
11	I don't understand why some people get so upset over foreign language classes	4%	12%	20%	24%	40%
12	In language class I can get nervous I forget things I know	8%	8%	20%	36%	28%
13	It embarrasses me to volunteer answers in my language class	16%	28%	40%	8%	8%

14	I would not be nervous speaking the foreign language with the native speakers.	12%	52%	20%	8%	8%
15	I get upset when I don't understand what the teacher is correcting.	20%	20%	36%	20%	4%
16	Even if I am prepared for language class, I feel anxious about it.	8%	16%	32%	28%	16%
17	I often feel like not going to my language class.	28%	24%	36%	8%	4%
18	I feel confident when I speak in foreign language class.	8%	32%	28%	20%	12%
19	I am afraid that my language teacher is ready to correct every mistake I make	28%	36%	16%	8%	12%
20	I can feel my heart pounding when I'm going to be called on in language class	8%	16%	20%	36%	20%
21	The more I study for a language test, the more confused I get.	8%	36%	32%	16%	8%
22	I don't feel pressure to prepare very well for language class.	4%	8%	36%	36%	16%
23	I always feel that the other students speak the foreign language better than I do	0%	16%	20%	24%	40%
24	I feel very self-conscious about speaking the foreign language in front of other students	0%	28%	36%	24%	12%
25	Language class moves so quickly I worry about getting left behind.	4%	12%	16%	32%	36%
26	I feel more tense and nervous in my language class than in my other classes	12%	32%	32%	12%	12%
27	I get nervous and confused when I am speaking in my language class	16%	8%	36%	32%	8%
28	When I'm on my way to language class, I feel very sure and relaxed	0%	4%	44%	32%	20%
29	I get nervous when I don't understand every word the language teacher says	0%	16%	20%	52%	12%
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language	4%	16%	40%	20%	20%

31	I am afraid that other students will laugh at me when I speak the foreign language	8%	20%	20%	28%	24%
32	I would probably feel comfortable around native speakers of the foreign language	16%	16%	40%	24%	4%
33	I get nervous when the language teacher asks questions which I haven't prepared in advance	4%	4%	16%	48%	28%

Likert Scale:

SD : Strongly Disagree

D : Disagree

N : Neutral

A : Agree

SA : Strongly Agree

To analyze the descriptive parameter of FLCAS the following table was used to simplify the analysis.

Table 4.1.2. The Parameter of Anxiety based on FLCAS

Labels	Classified Indicators	The number of the items (33 Question)
Label 1	Communication Anxiety	1,9,14,18,24,27,29,32
Label 2	Test Anxiety	2,8,10,19,21
Label 3	Fear of Negative Evaluation	3,7,13,15,20,23,25,31,33
Label 4	Anxiety in the English Classroom	4,5,6,11,12,16,17,22,26,28,30

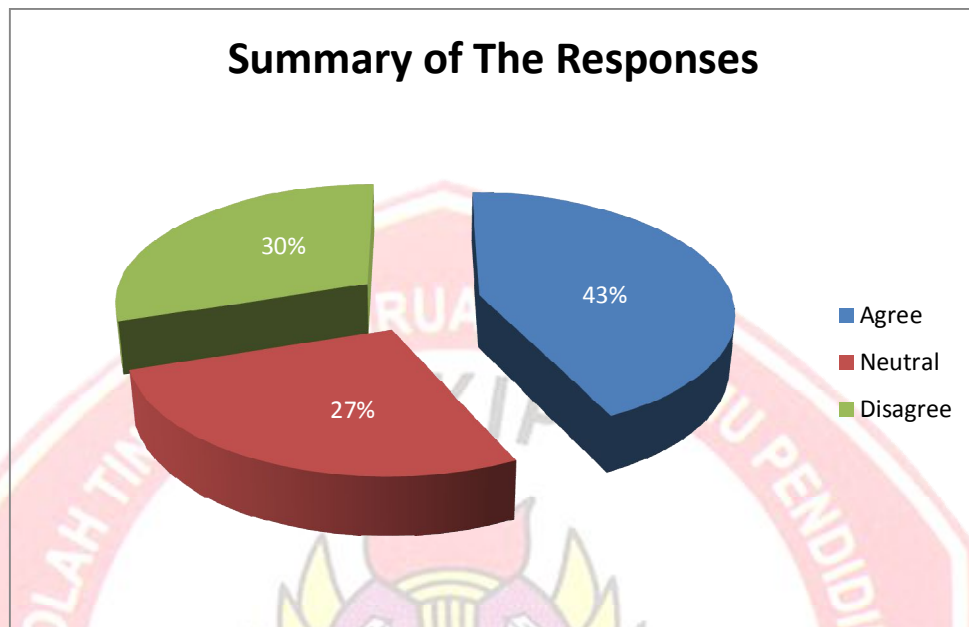
The label 1 and label 2 are quite highly quite correlated. Label 1 reflects the perceived lack of competence in speaking English as compared

with the other students in the class, which is associated with a lack of confidence in speaking English. Label 2 includes the anxiety reaction such as trembled and heart pounding as well as the cognitive consequence of the stage frighten including forgetting something, being confused, nervousness, and easily got panic. The label 3 is the tendency get upset and nervous when the students don't understand the lesson that had been taught by the teacher who spoke both English and Bahasa in the classroom. The label 4 describes anxiety associated with feelings of helplessness combined with a negative attitude toward the speaking class.

Table 4.1.3 Summary of the Students' Responses

No	FLCAS				
	SD	D	N	A	SA
1	3	9	4	8	1
2	1	5	7	7	5
3	4	4	5	7	5
4	2	4	5	6	8
5	2	3	9	9	2
6	3	7	13	0	2
7	2	4	4	6	9
8	3	10	4	5	3
9	1	3	1	8	12
10	1	5	5	7	7
11	1	3	5	6	10
12	2	2	5	9	7
13	4	7	10	2	2
14	3	13	5	2	2
15	5	5	9	2	1
16	2	4	7	5	4
17	7	6	9	2	1
18	2	8	7	5	2
19	7	9	4	2	3
20	2	4	5	9	5
21	2	9	8	4	1
22	2	2	9	9	4
23	0	4	5	6	10
24	0	7	9	6	3
25	1	3	4	8	9
26	3	8	8	3	3
27	4	2	9	8	2
28	0	1	11	9	5
29	0	4	5	13	3
30	1	4	10	5	5
31	2	5	5	7	6
32	4	4	10	6	1
33	1	1	4	12	7
TOTAL	77	169	220	203	150
	9%	21%	27%	25%	18%

Chart 4.1.1 The Summary of the Responses



As the pie demonstrates, 27% responses are neutral about foreign language classroom anxiety, 43% responses are agree about foreign language classroom anxiety, and 30% responses are disagree about foreign language classroom anxiety. As the researcher explain in previous chapter, the range number of anxiety that more than 68 as high anxiety, between 51-68 as medium anxiety, and score under 51 as low anxiety. The result shows the anxiety level is under the 51. Thus, 2015C English Education Program Students is low of foreign language classroom anxiety.

The results of questionnaire with students, the researcher found that students expressed the opinion that they are still having some difficulties in learning English, Some students also stated that in order to improve their

speaking ability, students should know how to improve it in a various ways, such as: gaining new vocabularies, increased their accuracy and fluency in speaking, and boost their confidence.

Statement number 4: It frightens me when I don't understand what the teacher is saying in the foreign language.

For this statement, 14 respondents agreed (56%) with the statement, while 6 disagreed (24%) that the students have fear of what the teacher said using foreign language. It can be concluded that, in terms of speaking English, the student have difficulties to understand what the teacher state.

Statement number 9: I start to panic when I have to speak without preparation in language class.

This statement found that 80% respondents agreed being anxious when speak without preparation and 16% respondents state that disagreed.

Statement number 12: In language class I can get nervous I forget things I know

In this statement, respondents are more anxious with 64% respondents being nervous and forget the things that students know and only 16% respondents that not feel the same way.

Statement number 20: I can feel my heart pounding when I'm going to be called on in language class

For this statement, the researcher wanted to determine whether the Students suffer from the rapidly heartbeat when the student wants to come in front of

the class. 56% of respondents are still feel the heartbeat pounding compared with those who disagree with 24% respondents disagreed in the statement.

Statement number 23: I always feel that the other students speak the foreign language better than I do

In this statement, only 16% respondents disagreed that the others have better proficiency compared to those who believe in others better proficiency with 64% respondents.

Statement number 25: Language class moves so quickly I worry about getting left behind.

The statement had stated that the student will leave behind when language class moves quickly with 68% agreed and 16% disagreed.

Statement number 29: I get nervous when I don't understand every word the language teacher says

In this statement also anxious become the problematic that 64% of the respondents get anxious when the students don't understand the teacher says with 16% of the respondents disagree.

Statement number 33: I get nervous when the language teacher asks questions which I haven't prepared in advance

This statement also shows that respondents with 2 (8%) tending to disagree with the statement. In contrasts, only 66% or 19 respondents got nervous when the English teacher ask them to speak English which they prepared in advance. The reasons for this might be because Students usually

perceiving the situation positively and they do not have more confidence in their ability even though they had prepared in advance.

Looking of the point of the interview, all of the students stated that learn English language is very important because English language is commonly used in the world as the official international language. Now days, English is dispensable to become communication tool of people around the world and commonly required in the working world. Not only learning English but also speaking English for students is not that easy. The result of the interview, the researcher found some advantages and disadvantages of speaking anxiety from students' point of view. The disadvantages of speaking anxiety are: being confuse, anxious, fear of mistake, and less of confidence. If there is any advantages of speaking anxiety are: can motivate to improve and boost the student's confidence.

As conclusions, in this research, many students who were learning English as a foreign language had the fear of being negatively evaluated by others and for this reason they avoid actively take part in the classroom discussions. Therefore, researcher reported some factors which were the main cause of speaking anxiety. These factors are; speech anxiety and fear of negative evaluation, feeling uneasy to express their self in speaking performance, negative attitudes towards the English class, negative self-evaluation.

After distributing the questionnaire, the researcher conducted the interview to the 8 students choose randomly with 10 questions in order to gather the emotional answers according to students of view. The result of foreign language classroom anxiety's interview capture in a picture of interview answers. First, mostly students have anxious about lack of self-confidence. The picture can be seen on the answer of the participant as follows:

- Researcher : “Do you enjoy the speaking class?”
 Participant : “Yes, I’m enjoyed.”
 Researcher : “What do you feel when you speak foreign language?”
 Participant : “I always feel nervous in front of the class because lack of confidence because of... emm what... My english wasn’t good enough. Because of that, when in front of the class I’m not feel confidence.”

The transcript above shows that the students that have lack of self-confidence have a foreign language classroom anxiety in high level. In contrast, the student whose have self-confidence felt relaxed in the foreign language classroom anxiety. The transcription below is the proved that have self-confidence make low level on speaking anxiety.

- Researcher : “What do you feel when you speak foreign language?”
 Participant : “Of course, I enjoyed. I feel comfortable.”
 Researcher : “Why do you feel that way?”
 Participant : “Because..yeah nobody..eh I mean not all people can speak the foreign language. So, I can speak in my style.”
 Researcher : “So, you are confidence?”
 Participant : “Yeah.”

Second, the majority of students highly fear of is communication anxiety. The underline sentence below proves that communication anxiety affect the speaking performance.

- Researcher : “Do you get nervous and confused when you do speaking English in front of the class?”
 Participant : “When I speak English sometimes I feel nervous. So, I forgot what I was thinking yeah feels lost.”
 Researcher : “Why do you feel that way?”
 Participant : “Maybe because of the too nervous is makes me forgot what I think then simple words just lost like the english of the word.”

Third, the researcher was looking for the solution from the students interview answer. The solution from the students' point of view is the emotional answers that gather some better solution of the difference point of view. The transcription are below:

- Researcher : “What do you think about the other people that have same feelings like you do?”
 Participant : “My suggestion is enrich the vocabulary. Emm... they have to learning and improve by themself.”

It proves that there is a chance if the students is willing to fix the speaking anxiety level. The other transcription is explained the way how the student reduce the speaking anxiety are below:

- Researcher : “How do you control your feeling?
Participant : “By teaching, speaking to myself, the third is practice with the others, person maybe and the most important part is you have to enlarge your vocabulary by including eeee like english conversation club maybe.
- Researcher : “So, you have to join the club to improve the speaking?
Participant : “Yes, I have one group of this group conversation. English group conversation. “

The transcription above is useful for the students that have speaking classroom anxiety.



4.2 Discussion

As the researcher wrote in the first chapter, this research purposed to answer the research problem that is to figure out the result of foreign language speaking anxiety level students. In this discussion section, the researcher found some interesting findings worthy of further investigation in larger studies. All respondents reportedly experienced at least a medium level of anxiety when response to the speaking situation in the classroom. Based on 33 statements of FLCAS questionnaire, there were varieties of responses from all respondents. The result of the questionnaire reflect that 25 students majoring English Education Program at STKIP PGRI Sidoarjo who study, practice, even join the speaking class feel some amount of anxiety. It is clearly seen from the chart that 43% students have low anxiety level in speaking performance.

At a low level of speaking anxiety, students seems exclusively get stressful situation and ignore order task when overcoming speaking performance. Peplau (1989) stated that “say we have taken a child to the playground and lose sight of him. We might experience a faster heartbeat, dry mouth, sweating and stomach pain or nausea. Our speech may be rapid and high-pitched, and our hand and arm movements are likely more exaggerated. Nervous habits, like biting your nails or wringing your hands, are common. Your singular focus is likely where the child might be. Once you find him

playing with other children, your symptoms subside.” According to statement, if related about speaking anxiety, students who have low anxiety might experienced sweating, stomach pain, heart pounding fast, and stuttering. Students would only focus on their performance and forgot the material. Furthermore, based on the interview answer, students are not sure whether they prefer to speak in English or not. They tend to have doubtful perceptions about their feelings when they are asked to express their opinions about communicating in speaking class. Symptoms might include fidgeting, irritability, sweaty palms and heightened senses (Peplau, 1989). This mild anxiety is commonly happen in daily life. At this rate, the students tend to be open minded, despite stress. Mild anxiety is technically motivational that means could help the students focus on the speaking material and remake the concept for speaking performance. Once the students mastered the material concept, the anxiety of the students is likely to disappear quickly. As Peplau (1989) states, with severe anxiety, symptoms increase and others develop, such as a heart pounding fast, stuttering, trembling, scattered thoughts, erratic behavior and fear. With this level of speaking anxiety, the ability of students to focus and solve problems is interrupted, which can lead to further anxiety. The students may not even be able to recognize or take care of their own needs. Other people's efforts to distract them tend to be unsuccessful.

Oxford (1999) suggests the causes of language anxiety range from very personal to procedural and lists the following causes of language anxiety:

self-esteem, tolerance for ambiguity, risk taking, competitiveness, social anxiety, test anxiety, test anxiety and identity, cultural shock, beliefs, class activities and methods, and instructor-student interaction. Based on the study of the two researchers, a cross-comparison can be made to identify similarities and differences between the sources of anxiety listed. The findings of this study are in line with Oxford's statement about one of the causes of language anxiety is culture shock and competitiveness. They said that they felt a culture shock during the teaching and learning process in Indonesian classrooms. Yong in Tasee (2009) explained that anxiety is fear, worry, and nervousness when there are disturbances to students in class who are indeed speak up. While forms of speaking anxiety according to Horwitz and Cope (1986) there are many psychological symptoms such as: fear, anxiety, difficulty concentrating, difficulty understanding the contents of the target language, avoidance behavior, being forgetful, sweating, stuttering, trembling, heart pounding fast and sleep disorders. Based on the explanation above, it can be concluded that speaking anxiety is fear, worry, and nervous effects on one's self-confidence make a person experience failure when unable to speak and show what is known when speaking in class.