

CHAPTER IV

RESEARCH FINDING AND DICCUSSION

In this chapter, the researcher present the research finding and discussion. The purpose is to answer the research problem in first chapter. There are two objective in this research; they are: to know the factors of Thai students feel anxiety in learning English speaking at English Department of IAIN Tulungagung and describe about the strategies are used by Thai to overcome their in learning English speaking at English Department of IAIN Tulungagung.

A. Research Finding

In this section, after the researcher getting the result from interview to know the factors cause Thai students feel anxiety in learning English speaking at English Department of IAIN Tulungagung and to describe about the strategies are used by Thai to overcome their in learning English speaking at English Department of IAIN Tulungagung. The researcher had the finding of collected from the result of having interview to Thai students of English department is student 1 (F) student 2 (M) , who study in fourth semester of State Islamic Institution of Tulungagung (IAIN Tulungagung), student 3 (K), student 4 (H) , student 5 (N), who study in eighth semester of State Islamic Institution of Tulungagung (IAIN Tulungagung).

1. The factors cause Thai students feel anxiety in learning English speaking at English Department of IAIN Tulungagung

Based on the result of doing the research interview and the researcher found that there are two factors; they are in the table below.

Table 4.1 Factors of Speaking Anxiety.

No	Factors of Speaking Anxiety	Number of Students
1	Negative self-perception and low self esteem	4
2	Teaching and Testing Procedure	1
	Total	5

a) Negative self-perception and low self esteem

Anxious learners with regard to speaking continue to think about their learning difficulties and distracted from negative thoughts, cannot manage to concentrate on the language task. Compared to the less anxious students in the classroom, highly anxious learners engage in rumination over self-degradation or poor performance, which considerably restrict their ability to elaborate the information received in the class. Anxious learners tend to have a more negative self-perception and tend to underestimate their quality of speaking ability.

Some students state that they faced a problem in speaking. They felt anxious because they had negative self-perception and low self-esteem. That factor became a serious thing for them. Those students are K, M, S and N. The researcher got the data from the interview.

Student K of eighth semester. She did not understand when the teachers teaching in the class because her did not know what the meaning of the word, her couldn't speak in English fluently, so it make her difficult to speak English''

Student M of fourth semester. She said that she did not believe in herself. Then it is hard for her memorize the vocabulary. She think that English is very difficult and she afraid when she speak English.

Student H of eighth semester. She said English language is the second language and difficult to study. So she does not memorize the vocabulary which would be pronunciation and it make her felt difficult and confused in learning speaking.

Student N of eighth semester. She had opinion about the factors caused her feels difficulties in learning speaking because first, she actually didn't have the basic of English so she felt difficult to understand the material that the lecture explained. The second, she had less time to study because so many activities in her own organization.

b) Teaching and Testing Procedure

Some teaching activities usually carried out with the are presentation, teamwork, role play and others. Learner may feel anxious when they have to speak in front of the class, the teacher and other friends for example in the presentation. Speaking in front of the classroom stimulate student anxiety.

Some students states that they faced problem in speaking. They felt anxious because they had teaching and Testing Procedure . That factor became serious things for them. Those students F. The researcher got the data from the interview.

Student F of fourth semester. She said that with teaching and testing procedure such as presentation, she feel anxious when she has to speak in front of the class. She feel that if presenting the material he has to prepare the material and the confidence. The different teaching and testing procedure between Indonesia and Thailand makes the difficult to show off their speaking. She will be anxious because she do not have self-confidence. It is also caused by less of practicing.

2. The strategies are used by Thai students to overcome their in learning English speaking at English Department of IAIN Tulungagung

Using the learning strategy are important for students because learning strategy is one of technique to help the students to overcoming their language anxiety in speaking English or express their. Based on the result of doing the research documentation and the interview the subject of the study. The researcher found that there are three strategies; they are preparation, positive thinking and peer seeking.

Each students had different strategies to solve their problem. Students strategy in overcoming language anxiety described in the table below;

Table 4.2 Students strategy in overcoming language anxiety

No	Name	Preparation	Relaxation	Positive Thinking	Peer Seeking	Resignation
1	Student M	✓				
2	Student H	✓			✓	
3	Student K	✓			✓	
4	Student N			✓	✓	
5	Student F	✓	✓			

a) Preparation

The first strategy is Preparation, in this strategy students attempts to control their own self by improving learning and study.

Student M of fourth semester. The strategy used by student M is preparation because before study. Then preparation it will reduce her mind-confidence.

Student H of eighth semester. The strategy used by student H is preparation because she always prepares the material which will be study in the class. She think by doing some preparation it will reduce her mind-confidence.

Student K of eighth semester. The strategy used by student K is preparation she said that she should prepare the material which will be taught in the class and then usually ask others student to teach her before the class.

Student F of sixth semester. The strategy used by student F is preparation because she make some preparation before studying. It

will make her easier to get confident and reduced the difficulties. She always tries to increase his self-confidence which is very important in influencing his existence in the class.

b) Relaxation

The second strategy is Relaxation, the goal of this strategy for reducing somatic anxiety symptoms. Making relax body by doing something.

Student F of fourth semester. The strategy used by student F is relaxation because she tries to relax herself when she learn to focus with the material in the classroom. By relaxing her mind it will makes her easy following the English speaking class.

c) Positive Thinking

The third strategy is Positive Thinking, is characterized by cooling down of pressure problematic cognitive processes that underlie students anxiety, that everything can bel well

Student N of eighth semester. The strategy used by student N is Positive Thinking because she often gives encouragement word to herself that she can do it.

d) Peer Seeking

The forth strategy is Peer Seeking, this strategy distinguished by students willingness to look for other students who seem to have trouble understanding the class or controlling their anxiety.

Student H of eighth semester. The strategy used by student H is Peer Seeking because she always ask other friends when she don't understand what the meaning.

Student K of eighth semester, The strategy used by student K is Peer Seeking because she usually studies, practices with my friend. She say that speaking is the most difficult thing because she rarely speaks in English.

B. Discussion

In this discussion, the researcher focuses on the finding of two research questions. They are about factors cause Thai students feel anxiety in learning English speaking at English Department of IAIN Tulungagung and the solution for Thai students when they feel anxiety in learning English speaking at English Department of IAIN Tulungagung. The discussion are described below:

1. The factors cause Thai students feel anxiety in learning English speaking at English Department of IAIN Tulungagung

Anxiety is a negative way to present human feelings. When we are a negative feel nervous, and fearful. We struggle, tremble, perspire and our hearts bear quickly. in general, anxiety can be defined as our hearts beat quickly general, anxiety can be a complex concept dependent upon not only on one's feelings of self- efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations (Tobias, 1986).

Yong in Tasee (2009:17) explained that anxiety is fear, worry, and nervous when there are interruptions to the student in class who did speaking. While form of speaking anxiety according to Horwitz and Cope (1986) there are many of the psycho-psychological symptoms such as: apprehension, worry, even dread, difficulty concentrating, difficulty grasping the content of target language, avoidance behavior, become forgetful, sweat, tenseness, trembling, perspiring, palpitations and sleep disturbance.

Basic on explain above, it can concluded that speaking anxiety is fear, worry, and nervous impact on one's self-confidence makes one experience failure when not being able to speak out and show what one knows when doing speaking in class.

In this case, Thai student in IAIN Tulungagung said that speaking is the most difficult think because they seldom speaking English they also less of practicing speaking in English and got the difficulty in arranging the word or sentence it mean that they avoid behavior in speaking English. They said that with teaching and testing procedure such as presentation, they felt anxious when they have to speak in front of the class, the lecturer and the other friends. They also said that they lack of confidence in speaking English. It mean that they do not have confidence. They feel difficult to arrange the sentences, They think about the grammar, so it also made them difficult to speak English fluently. Meanwhile, they said that they do not have the basic of English before. So it is difficult to start speaking English. They said that they need good method to make them speaking English better.

Oxford (1999) suggested the causes of language anxiety range from highly personal to procedural and lists the following causes of language anxiety: self-esteem, tolerance of ambiguity, risk-taking, competitiveness, social anxiety, test anxiety, identity and cultural shock, beliefs classroom activities and methods, and instructor-students interactions.

Based on the two researchers studies, a cross-comparison can be made to identify the similarities and the differences between the listed sources of anxiety. This finding of this research is in line with Oxford's statement about one of the cause of language anxiety are culture shock competitiveness. They said that they felt culture during the teaching learning process in Indonesia classroom. They felt that Indonesia students are more active Thai students when they look school in Thailand.

Aydin in Balemir (2009: 23) explains that he found the found main sources of anxiety writing and speaking in class after doing research in the context of EFL Turkey, namely 1) Personal Reasons : Personal reasons are self-assessment against his skill and in comparison with others. While the negative impact of self- evaluation that elicits a negative, 2) Learners Belief: Learner confidence in learning the language, recipients' own beliefs about language learning has also been found to be associated with anxiety and anxiety to speak a foreign language. Some students may think that certain skills are more important than others in learning a language. For example, that some learners may give more importance to the grammatical structure of the spoken while some other students might think that reading is the most

important skill, 3) Teacher manner: Error correction methods and attitudes of teachers towards students can cause anxiety. The role and characteristics of anxiety also affects teachers, teacher friendly relaxed, and the patient c can reduce anxiety. And this is different to teacher who gives impromptu quiz, bad communicator, suddenly, booted and stiff can cause anxiety, 4) Teaching and Testing Procedure: Some teaching activities usually carried out with the are presentation, teamwork, role play and others. Learner may feel anxious when they have to speak in front of the class, the teacher and other friends for example in the presentation. Speaking in front of the classroom stimulate student anxiety.

Besides that, according to Occhipinti (2009) explained the sources of students speaking anxieties They are: 1) Gender: for speaking, females' anxiety increased less than whereas males' anxiety rose approximately 13%. The same occurs for reading and writing. Gender itself was not related to anxiety at the beginning of an L2 course, gender differences were found only in correlation to the time of survey administration. That means that the level of anxiety in males and females was considerably different after 60 hours of instruction, when the survey was administered. It indicates men turned out to be more anxious than women.

Gender had an important effect on course grades, where women scored higher than men. There was no significant gender- anxiety interaction effect on course grades. On the whole, among both males and females, those students who were highly anxious received a lower grade than the more

relaxed students, 2) negative self-perception and low self-esteem: anxious learners with regard to speaking continue to think about their learning difficulties and distracted from negative thoughts, cannot manage to concentrate on the language task. Compared to the less anxious students in the classroom, highly anxious learners engage in rumination over self-degradation or poor performance, which considerably restrict their ability to elaborate the information received in the class. Anxious learners tend to have a more negative self-perception and tend to underestimate their quality of speaking ability.

Young in Occhipinti (2009) confirms that anxiety arousal may be associated to self-related thoughts of failure and negative self-perception about the subject's own L2 capacity. Thus, it is not surprising that learners consider speaking in front of other people one of the most common sources of anxiety, especially if proficiency in the foreign language is perceived as limited. It would seem, then, that students who begin with a self-perceived low ability level in the foreign language class are perfect candidates for language anxiety. Foreign language may be a stressful activity; worry and anxiety make the student concentrate on negative thoughts and rumination. Hence, the cognitive performance will suffer since the student cannot focus on the task and the performance will not be as good as expected. Again, self-deprecation will arise and it will damage the performance even more. Negative self-perceptions may play in learners' behavior sometimes and considering that changing a person's self-perception of L2 ability is not easy.

The aim of teachers should be to encourage more self-confident language students focusing their attention on positive experiences in the second language, rather than on negative ones. The low self-esteem of a student toward L2 could be identified as another source of speaking anxiety. The foreign language learning process might be a constant threat to the personality of the learner. The learner's possibility to express himself in the L2 is fairly limited compared to his mother tongue. It might be possible that among highly anxious students, those with generally high self-esteem might be handling anxiety better than those with low self-esteem. People with the will to maintain a positive self-image is protected by self-esteem, against any type of anxiety-threat. Self-perception plays an important role in how students approach the acquisition and use of a second language. The students may experience "cultural shocks" by incurring misunderstanding with his interlocutors, with the need to learn the conventions which surround simple daily events, 3) competitiveness: the anxious student undervalues his own preparedness or language skills, over-thinking about the eventual negative results which may derive from his poor performance. The competitive self-image may derive from other personality variables like the desire to perform other language learners, or the desire to gain the teacher's approval, even overcoming his expectations in the language. For a number of learners, the worry about derision and peers laughter turned out to be causes of absence in the foreign language class and reticence at the moment of answering. Low levels of anxiety are associated with a lack of competition among the students

in the classroom. Moreover, the cultural milieu influences the types of skills acquired. That is, acquiring a foreign language in informal contexts (as talking with native speakers, or watching television in the L2) will differ from the acquisition of various structural features of the language, such as grammar, vocabulary, etc acquired in the classroom. 4) negative experiences: highly anxious students got gradually more interested in students reluctance to speak. As the students explain their feelings, it is clear that many of them "hated" the class or they write how awful they felt. Due to the fear of a negative evaluation by the language teacher and to the classmates' derision, students may experience problems when performing orally, especially in novel, ambiguous, evaluative situations.

The learner's experience in acquiring each of the four language skills (i. e. listening, speaking, writing and reading), the learner's history of success and failure in performing each skill might lead to differentiated attitudes, emotion and expectations about each of the language skills.

Apart from the difficulties originated sometimes from the language skill itself which may discourage the learner, negative experiences may stem from the teacher, the methods, he adopts⁸ and the relation he establishes with his students. Being friendly, having a good sense of humors, being relaxed and patient, and telling students that everyone makes mistakes are all qualities of a good teacher. These may make learners comfortable in the foreign language class and that may encourage students to see the L2 class as positive experience and environment in which to learn.

It is important for the teacher giving his students constant reinforcements and help develop more realistic expectations about the L2 Language instructors exhort to share with their students the experiences they had as language learners. Perceiving the teacher as a successful language learner, students may get aware of the fact that negative experiences of failing exams or oral tests, or making errors or feeling anxious when speaking an L2 are normal experiences, indispensable and unavoidable in order to learn a foreign language. Problems occur when the instructor's belief about his role in the class is far removed from that of a person who about create a relaxed atmosphere in the class.

These are modes of behavior which no language instructor would like to see in his students. Students believe that they must acquire a perfect accent and pronunciation, similar to native speakers, they start worrying when they realize that it is almost impossible to acquire these in a short time. Due to the lack of correspondence between sounds and spelling the students surveyed were highly concerned about the difficulties which English pronunciation generates with its vowels, consonants and intonation. Students making errors of intonation in the foreign language may easily run into misunderstandings with their interlocutors. 5) fear of taking risks: students need to be encouraged to participate more in class activities, even facing the risks which language learning entails. Termed the "can- do" attitude, the risk taking attitude toward the foreign language tasks is defined as the individual's tendency to assume risks in using the L2 in the second language class. There are, four dimensions

of Language Class Risk taking: a willingness to use linguistic structures perceived as difficult; a self-confidence about using a new linguistic element; an acceptance of potential mistakes in the language: and the tendency to repeat a new element silently before using it aloud in front of the others.

The use of the native language does not threaten individual's self-perception of one's own intelligence; communication in the foreign language does, since it demands non-spontaneous mental operations. In this case, the learner is aware of the difficulty of making himself understood by the others in the ways he intends. His degree of anxiety or embarrassment experienced when speaking an L2 in the classroom is a negative predictor of language Class Risk Taking. 6) students beliefs: personal factors held by students contributing to the development of language anxiety concerning with the foreign language learning process and the speaking task. Language learners bring a variety of preconceived beliefs to the foreign language class, sometimes based on unrealistic expectations which produce and increase feelings of tension and worry. 7) exposure variables and "time abroad": Children who lived for more than three years in a L2 environment performed better in the foreign language. Living in the L2 environment and being constantly exposed to the foreign language meant listening to and speaking the L2, with the possibility of improving it by daily practice. In this context learners have many opportunities of getting involved with native speakers and of getting used to authentic sounds and L2 pronunciation. All facets which in turn make the learner more familiar with any future foreign language situation

even in formal contexts such as the classroom will be good for them. Essential role is played by certain classroom practices, methodologies adopted, and relations established by instructors with their students in the classroom.

The factors that cause anxiety of Thai student in learning English speaking at English department of IAIN Tulungagung is negative self-perception and low self-esteem. They said that they did not understand when the teachers teaching in the class because did not know what the meaning of the word, hard for her memorize the vocabulary, and had less time to study because so many activities in her own organization. So they couldn't speak in English fluently, so it made her difficult to speak English.

The factors that cause anxiety of Thai student in learning English speaking at English department of IAIN Tulungagung is Teaching and Testing Procedure. They said that with teaching and testing procedure such as presentation, she feel anxious when she has to speak in front of the class. She feel that if presenting the material he has to prepare the material and the confidence. The different teaching and testing procedure between Indonesia and Thailand makes the difficult to show off their speaking. She will be anxious because she do not have self-confidence. It is also caused by less of practicing.

2. The strategies are used by Thai students to overcome their in learning English speaking at English Department of IAIN Tulungagung

Brown (2007:47) states that strategies are specific method used to approaching a problem or task modes of operation for achieving particular

and, plan or design for controlling and manipulating certain information. Kondo and Yin-Ling (2004) state in their academic journal that there are five strategies that can be used by students for reducing their anxiety to perform in front of the class, namely preparation, relaxation, positive thinking, peer seeking, and resignation.

Most of students used the preparation as their strategies because the students always prepares the material which will be study in the class by doing some preparation it will reduce her mind-confidence, hard for memorize vocabulary.

The second strategies that relaxation she tries to relax herself when she learn to focus with the material in the classroom. By relaxing her mind it will makes her easy following the English speaking class.

The third strategy is positive thinking, she often gives encouragement word to herself that she can do it.

The last strategies is peer seeking she usually studies, practices with my friend. She said that speaking is the most difficult thing because she rarely speaks in English.

From the interview with the Thai student of IAIN Tulungagung, most of the students used preparation as their strategy and some of students also use the other strategies to combine with the preparation strategy such as: relaxation, positive thinking and peer seeking.