

CHAPTER IV

FINDINGS

This chapter is devoted to the findings of the study that answer the proposed single general research question and its sub-research questions respectively followed by some propositions.

A. Factors Affecting Students' Anxiety in EFL Learning

The findings about factors affecting students anxiety are collected from the results of doing participants interviewing the students as the subjects of the study. In this study five students are the subjects of the study. The findings related to factors affecting students anxiety refer to the subjects' real action as EFL students. The presentation of findings, in this part covers seven kinds of factors. They are *Speaking in front of class, incomprehensible input, teacher personality, fear of making mistakes, lack of preparation, self perception, and type of task.*

1. Speaking in Front of Class

Most of the participants responded that they were very concerned about having to speak in front of class. They frequently answered that they started to worry when their teacher asked them to practice their speaking in front of the class. One of the participants strongly expressed "*for me the thing that makes me worried when it is required to use English presentations in front of the class*". While the other said that they started to panic when having to speak English. She continued her statement by saying "*I panicked When suddenly I was required to speak in English about something without preparation*". Many also commented that they got anxious when suddenly the teacher asked them a question. One student reported that just simply being called on can produce anxiety. "*one of my worries is that I am afraid I cannot answer if asked by the teacher*".

Moreover, some of the participants confessed that they felt uneasy because all the students pay attention to them. They fear being negatively evaluated by both teachers and peers which can expose their inadequacies. one participant said, "*I am not confident speaking English in class, because I am afraid of being wrong and cannot be understood by my lecturers or classmates*". Furthermore, they thought it might happen because of their limited vocabulary and grammatical knowledge. Most of the participants said "*their greatest anxiety is that they lack grammar and vocabulary*".

2. Incomprehensible Input

According to the participants, unclear explanations may also contribute to their anxiety in learning english. The interview indicated that most of the participants get so bothered when they don't understand a lesson. They told that they started to feel uneasy when they didn't understand what the teacher said. One participant said "*when the teacher speaks English without Indonesian from the beginning to the end of the language class, this bothers me because I cannot understand the material, my brain is only able to concentrate on one thing that is understanding what the teacher is saying so often I do not understand the material well*". Some of them added that they fear that they would not understand all the language input which simply increased the probability of their failure. "*The lack of understanding of the material presented by the lecturer makes me even more worried for fear of failing the exam later*".

Many complained that the teacher spoke too fast. In addition, others also felt that the english class moved so quickly. Several other participants reported that they often feel intimidated when the teacher only uses english when giving a lesson. "*especially if the lecturer speaks only in English and there are words that I do not understand. So a little annoying when the lecturer explains and gives an explanation of the lesson*". One replied that he got so annoyed when she didn't understand a lesson. "*My feelings when*

English lessons are a little tense, if I can't master the lessons in depth and broadly". The other one also admitted that an extra time would be very helpful for her to digest the lesson.

3. Teacher Personality

The two previous factors discussed, both indicated that it was clear that the teacher had played a significant role in the amount of students' anxiety. It was related to how teachers create a classroom atmosphere which is suitable for the teaching and learning process, controlling attitude towards students, reaction to students' error, and how to motivate them appropriately. However, other factors mentioned by the participants were also to be generated by the teacher. Some participants reported that they got anxious when the teacher was overly fierce in teaching, making the classroom atmosphere tense. One of participants said "*the lecturer sometimes affects me also in learning, if the lecturer is good and relaxed in teaching, I mean if he can master the situations and conditions of learning, because if the lecturer is rather fierce and frightening it can affect my anxiety, it can make me nervous or make me afraid in participating in learning in the classroom*".

Few other students complained that the teacher sometimes showed an apathetic attitude. One of the participants said "*One of my anxiety factors is the presence of the lecturer in the classroom, that the lecturer and student have a very strong relationship. If the teacher makes the students comfortable, the students will also be comfortable and easy to pay attention to, especially to capture the lessons conveyed by the teacher. conversely, if the teacher is apathetic, students will also follow it and find it difficult to catch the lesson*".

The data shows that the student expected a classroom environment which is not strict. He wanted teachers who can teach with fun ways to make him more comfortable to speak. He thought that the teachers who can engage in jokes or ice breaking activities are able to reduce the feeling of anxiety

when he was asked to perform speaking in front of the classroom participants. However, some teachers are still using conventional methods which are strict and rigid. It was like the way the teachers gave feedback for every student's mistake. It was also the teachers' attitude towards students which was less communicative.

Furthermore, as a teacher in class learning should be fair to students and not discriminate based on their abilities or appearance. Hence, students will feel valued and enthusiastic in participating in learning. One of participant said *"I have experience, there has been an English lecturer who has a hobby of comparing students, favoring students who are smart then demeaning those who are not smart. so I'm lazy for learning, it seems like I'm just being ilfil with the lecturer"*. The data describe a certain situation where the students can be ilfil of teacher's favoritism. That kind of behavior makes students lazy during the teaching learning process even if it can make them lose their mood to learn more.

4. Fear of Making Mistakes

All the interviewees felt the same thing about their anxious feelings when they made mistakes. They were very afraid of their friends' reaction regarding their performance. All of the students who participated in the research put serious concerns related to the kind of evaluative situation where their speaking performance was monitored by the classroom participants. One of the participants said *"I became nervous and worried, feeling awkward and ashamed when I made mistakes in front of the class"*. Furthermore, another participant added by saying *"because English is a language that I rarely use in my daily life, that's why it's difficult. Every time I want to use English, I always think about the structure of the language, is it correct or not, is my pronunciation correct or not, so I rarely use it because I'm afraid to make mistakes. When learning English I was also required to understand*

foreign languages that are rarely used in everyday life. And I worry when I can't use it properly”.

The data illustrate a condition that the student was afraid if they made mistakes. The kind of fear of friends' assumption and reaction potentially interferes with their performance on speaking. Sometimes when they are nervous, they lower their volume and make it faster in order to make their friends not notice their mistakes. However, the action impeded their development of the target language proficiency.

In addition, for some students, making mistakes can make them afraid of negative judgment from the teacher as well. It is shown from one of the participant statements by saying “*I worried that if I made a mistake, I would get a bad grade from the teacher”*. Based on the data, the student was afraid of the teacher's assumption. She thought that if she made mistakes, the teacher would give a bad mark and judge that she does not have sufficient ability to speak in English. This kind of thought impeded students to develop their language proficiency. They could not speak freely while having speaking performance because they were afraid of the bad mark and others' judgment.

5. Lack of Preparation

To achieve the goal as a fluent English speaker, learners should practice to speak regularly. However, limited exposure to English in their environment impedes the development of their communicative proficiency. The findings indicated that lack of preparation was also a factor that contributed to the students' anxiety. Few admitted that they usually get very anxious when they didn't prepare enough for a test or another activity about learning English. One of the participants continued her statement by saying “*I felt anxious and panicked when suddenly I was required to speak in English about something without preparation”*. The data show one of the reasons why students feel anxious while performing to speak even in an

English-speaking environment, or in this case the speaking class. Her lack of experience to speak makes her feel stressed during the speaking class activities which demand students to speak in English frequently. Moreover, the teachers expect students to speak spontaneously and fluently. It becomes a serious problem for students who do not have the kind of experience before. Their experience may be to speak only when the teachers ask them but not any other time.

Furthermore, one participant blamed herself for getting so worried because she was studying less. She continued her statement by saying *“Maybe it's because I'm not used to using it, in my opinion it's a matter of habit. So if you want to understand more, you have to get used to listening to foreign language people. But if you never do it or it's rarely difficult. and I am rarely and lazy to open a dictionary when I find a new vocab”*. The data describes the situation where the regular English class which should be the main class to learn to speak in English can not provide enough opportunity to practice students' skill in English. The English class becomes the only place where they can practice speaking in English with proper guidance. In fact, the frequency to practice persistently is very important in order to reduce anxiety.

6. Self perception

Self perception here is a perception that causes negative effects on students. Negative thoughts and being under estimate towards their own ability can provoke anxiety because of the degradation of confidence. Students' unrealistic expectations or beliefs on language learning and achievement potentially initiate frustration or anger toward their own poor performance. The interview revealed that English has gained a reputation as a notorious lesson. Many of the participants felt that English was a difficult subject. One of the participants said *“English is difficult for me because I master only a few vocabularies”*. They often think that they just cannot speak correctly or understand the lesson. They also felt less competent than other students. They kept thinking that other students were way better than them. One of participants continued her statement by saying *“Because in my*

opinion the most difficult to understand is the grammar structure, I was rather difficult in that regard, so that made me worried, because that too I was afraid to be left behind by my friends". In other words they had a low self-esteem.

In addition, situational self-esteem happens here which includes student's self-appraisal in a specific situation or in this case the English speaking class. The personal judgment towards herself made her worry about what her classmates and teachers think. Students with this condition were very concerned with what others may think.

7. Type of Task

There were some kinds of tasks given by the teachers in the class, such as speech, storytelling, dialogue, role play, or game. The tasks were usually performed in front of the class or in students' own seats. The tasks became something that causes anxiety if the students' were asked to present the activities in front of the class. When they practiced speaking in front of their friends, their confidence had a certain effect on their performance. One of the participants worried about this factor by saying "*Game is one that makes me not excited in learning, there are some lecturers who teach it by using games. I don't really like it. maybe so that learning in the classroom is not boring but I prefer learning that does not have the game*".

B. How do the Factors Affecting Students' Anxiety in EFL Learning

As it is previously presented students have a variety of anxiety factors in learning. This causes student learning to also be affected due to these factors. The presentation of findings, in this part, covers several data focuses on students' feelings in learning english caused by anxiety factors in the previous section.

Personal assessment of themselves makes students worry about what will happen if they lag in mastering the material compared to their friends. Students with this condition always feel less confident in their abilities. Therefore, students need more time in mastering the material provided by their lecturers, because their self-perception of fear of being left behind by the ability of their peers always appears first when attending learning in class.

The first participant said *“When I have difficulty in understanding a discussion or whatever is explained by the lecturer. That is one of the factors that influence my learning, I mean that I will be left behind by friends who find it easier to understand the material ahead of me”*. Negative thoughts about their own abilities can trigger anxiety because it lowers their self-confidence. Unreal expectations and beliefs from students about the achievement of learning English have the potential to trigger frustration with their poor performance in learning in the classroom.

Besides negative thoughts that make students slow in developing their abilities in learning English, assumptions such as "English is not used in their daily lives" also appear. They assume English is not too important to learn because it is rarely used in daily life. Therefore, these students are also not too serious in learning it, they only study it in formal forums such as in English classes, seminars, etc. The second participant stated *“Because English is not my first choice, so it is the umpteenth choice. So my focus is not always on English and also I don't think English is important for my daily life, so maybe that's one of the reasons why I have trouble getting used to speaking English”*.

Furthermore, students feel there is a pressure which is preventing them from learning English. that pressure is weak in capturing material presented by lecturers. they assume that they need more time to understand what is explained by the lecturer. one of the factors that can happen is that they are not able to understand every word spoken by the lecturer, whether it's from the lecturer's pronunciation that is too fast, or the student himself who has not mastered the

meaning of the word spoken by the lecturer. The third participant said “*Because there is pressure on myself and I feel that I am too insecure, so in learning I need more time in understanding the lessons given by the lecturer*”. Anxiety leads to worry and makes students take a long period of thinking.

Besides, the effects of nervousness also play a large role in the development of student learning in the classroom. Sometimes students can suddenly be speechless because of nervousness when told to speak in English in front of the class. All material that has been prepared in advance suddenly disappears from the mind when nervousness arises. The fourth participant strongly expressed “*these factors have a bigger effect of making me lose the idea when it was my turn to speak, even when it happened I gave up and said "wes sak isone wae" (never mind, I'll speak whatever I could)*”. The data show that the students lost their confidence when they faced their friends directly. The condition made them forget about what they wanted to say.

In addition, speaking in the front of class is something that causes anxiety if the students’ were asked to present the activities. When they practiced speaking in front of their friends, their confidence had a certain effect on their performance. The fifth participant said “*these factors have a slight effect on me, because when that happens I get nervous, anxious, feel awkward and ashamed when I make mistakes in front of the class*”. The activities in the speaking class always demand students to speak individually, in pairs, or in groups to practice what they have learned. Whereas, various factors made them panic during their oral presentation. Even that panic can cause stress when they cannot remember anything to say. A demand to answer a question or to present oral performance in a foreign language class may provoke students to be anxious. Anxiety leads to worry and makes students take a long period of thinking. Cognition performance was reduced because of the divided attention and therefore affecting their performance. It also can lead them to negative self-evaluation and lower self-esteem which further impairs performance.

C. Students' Strategies to Reduce Their Anxiety in EFL Learning

The two previous sections describe anxiety factors and the consequences of these factors. The presentation of findings in this section includes some data that focuses on the strategies used by these students in reducing their anxiety in EFL learning.

Ask friends about material that is not understood or the meaning of words that have not been understood is one of the strategies used by students to anticipate in terms of being left behind by their friends in mastering the material. In addition to asking friends, students also use technology in learning English such as finding additional material on Google or watching English learning tutorials on YouTube to improve their English language skills. First participant stated *“Usually when I'm in class, when I study English and I don't understand, I ask my friends or search for meaning on Google or see learning about English on YouTube, because on YouTube there is a tutor about English discussion that can help me in improving my English skills”*.

Enjoying learning English can be one of the keys to improving students' English proficiency. so students do not feel pressured every time they take an English class. besides that when students can enjoy learning in class, the tension will be reduced and the impact can increase concentration in learning English. Furthermore, another strategy is to practice English pronunciation more so that students will become accustomed to pronouncing English words. Second participant said *“For me, I might try to just enjoy it in English. then for the strategy I improve the pronunciation of each word and try to speak even though it's wrong later will know the truth. Then my next strategy might be more to read, looking for vocabulary or grammar, whether in books, dictionaries or browsing. Besides that, sometimes I also listen to western music and understand the vocabulary”*. Additionally, increasing practice in English pronunciation will help students improve their mastery of English. because the material in the class is studied with the lecturer and the students themselves

without practicing speaking it will be difficult to develop in mastering English. The third participant added by saying “*Stimulating an understanding of English by practicing more English at home*”.

Self confidence is very influential on student anxiety in learning English in class. students who have high confidence in learning English, they can control themselves in learning, can control it and make it relaxed and comfortable in learning English. conversely, students who lack confidence in learning can reduce their sense of enthusiasm in learning English. Fourth participant stated “*My strategy, the most important thing is to develop self-confidence in myself. So that will create enthusiasm in learning English, so that it can easily understand English lessons. Then Control it by making it relaxed, comfortable in the learning process in the classroom and relieving anxiety. This can contribute to the mind to easily catch something new from English lessons*”.

Memorizing the material that will be presented in front of the class is one of the strategies used by students to reduce their anxiety in learning English. by memorizing the script to be displayed in front of the class, students feel safe because they will avoid mistakes in the preparation of the structure of the language to be spoken. The last participant said “*Memorize texts that will be spoken up and often listen to native speakers from electronic dictionaries. By memorizing the script that will be displayed in front of my class so I can speak without fear of being wrong again because what I say is in accordance with what I have prepared before*”.