

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher presents the data and the findings of the research based on the result of interview. It covers factors of Psychology students' perspective on anxiety in learning English and the strategies to reduce students anxiety in learning English.

A. Data Presentation

The researcher presents the data obtained from the findings of the In-depth interview in the form of narratives.

1. The Description on the Factors that the Students Believe to Contribute their Anxiety in Learning English

This data presentation shows the data found in the ground. It is related to the description of psychology students perspective believe factors to contribute to their anxiety in Learning English.

According to the result of interview, participant observation, there were three subjects (S1, S2, and S3) who had been interviewed and observed. All the subjects described that anxiety was one of some problems and they were experienced. They said that anxiety was caused by many factors.

The result of interview about factors causes of anxiety were summarized as follows:

a. Over Self Prediction Toward Fear

Over self prediction toward fear plays a large role in anxiety, someone who experiences over self toward fear Sometimes identify a great deal of apprehension or anxiety in a condition. Fear became something that causes anxiety when the students have over self prediction toward fear.

From the result of interview, S2 and S3 have excessive fear of anxiety when Learning English. S2 explained that she was fear in a certain situation.

It can be seen from the result of interview below:

“ I often feel scared when I'm studying English, and when the lecturer tells me to come forward. I will feel afraid of being laughed at by other students when I make mistakes..”

S2 felt the body's unusual reaction when she was in front of many people, she would sweat and his heart would beat fast. S3 also sometimes felt over fear when she was learning English. She also thinks that other students are better than her, so she has excessive fear. It was supported by her statement below:

“ I feel scared and anxious when my friends can answer question from our lecturer. I think she is better and smarter than me.”

Based on the result of interview, among the three subject, there were S2 and S3 who experience anxiety dealing with overself prediction toward fear. They experience these factors because they are afraid to make mistakes in front of the lecturer and think that their other friends are better than them.

b. Irrational Faith

Irrational faith have a great influence on students' anxiety. If a person encounters a problem, self-defeating can increase anxiety. the suggestion will interfere with the plan, encourage behavior avoidance and reduce hope.

Two subject (S2 and S3) explained that they often can not self-defeating. Whether S1 he had never experienced irrational faith while learning English. S2 said that she often suffer irrational faith when learning English.

It was explained below :

“I have studied English very hard but why I am not successful. I feel like giving up..”

S2 has difficulty learning English, because of that she often feels like giving up and feels useless when she can not do English problems. Having similar opinion with S2, S3 also said that she often suffer irrational faith when learning English, she thinks it's better not go to class because she never understand. She explained it when she was interviewed as follows:

“ I better not go to English class because even though I study but still don't understand English..”

S3 choose not to attend English classes, she felt useless because she would not understand.

S3 Based on the result of interview, S2 and S3 assume that they experience excessive anxiety and fear about things that haven't even happened yet.

c. Over Sensitivity Toward Threat

Over-sensitivity to threats is like fear of threat. Some people feel comfortable, but for them, it will happen and make them feel scared. S3 over sensitivity toward threat when she is studying while other friends are noisy. S3 is someone who cannot study when other people are noisy and try to interfere with their learning activities.

It can be proved from the answer of interview with S3 below:

“ I am the type of person who when studying the situation is calm, because I am one of those people who do not like to be noisy when study because what I am learning I cannot understand..”

In the other hand, S2 do not mind when they learning English around noisy friends. They will be able to learn in a lively atmosphere. As S2 stated below:

“ I do comfortable when learning English in around noisy friends. Fo me it will allow me to study with passion..”

Based on the result of interview, among the three subject, there were S2 and S3 who experience anxiety dealing with over sensitivity toward threat. Subjects have different answers in facing over sensitivity which is considered to be their fear factor.

d. The Sensitivity of Anxiety

Excessive anxiety occurs when stuent panic when they can not do something. In this research, the role of a teacher is important in students anxiety. The role of the Teachers in the class are as learner, facilitator, and assessor. As a learner, teachers must convince students that education can meet their needs and can learn in the classroom. Before interacting with students, the teacher must think from the perspective of the learner. When the teacher plans and starts teaching from the perspective of a learner, students can grasp this information without hesitation.

This role of language teachers also had factors effect to cause anxiety. It was related to How the teacher makes the atmosphere of the classroom suitable for the teaching and learning process, corrects student mistakes, and how to motivate students appropriately.

Some students are uncomfortable when the teacher does not play the role they should. In this case, the lecturer is not active in teaching in class. Students feel less attention because the teacher does not explain. S1, S2,

and S3 stated in their interview that they did not feel comfortable. S1 explained:

“I like English a little bit, but I feel bored with English because the learning system is not interested...”

S1 actually likes English, but the learning system not interested, he felt bored. Besides that, S2 adds that she felt anxious when teachers were less active in teaching students. S3 also gave statement that she did not feel understand when the teacher teaches with a different method in each semester. It was proved on the sentence:

“ I dont understand when my teacher teaches with a different method in each semester because it makes me feel confused and anxious..”

Based on the result of interview, among the three subject, all of them who experience anxiety dealing with the sensitivity of anxiety. All of them consider the teacher to have an important role in this. when learning experiences obstacles, the lecturer is in charge.

e. Wrong Body Signal

Wrong body signal is one of factors that make students anxiety. Students who are feeling fear, will not be confident to speak up in English because they always think that they will make a mistake and other students will laugh at them. It is supported by the three subjects' opinion that fear of making mistake can cause anxiety. All of them (S1, S2 and S3) felt afraid of making mistake.

S2 explained that she was afraid if she made mistake. It can be seen the result of interview below:

“I am so afraid if I make mistake not only one but many mistake. Because when I stood in

front of the audience I felt cold sweat and nervous....”

S3 also had similar idea for the answer. She said that:

“ I think before I speak English in front of class, I am feeling afraid and nervous because I often forget my Vocabulary...”

Whether S1 stated that sometimes he felt afraid and feel fear of making mistake when he is in front of new people, but when in front of his classmates he feels relaxed and enjoy. As he stated in his interview:

“ I do not feel nervous when speaking in front of the class, I enjoy it. But when I speak in front of new people I feel anxious and afraid of making mistakes...”

Based on the result of interview, among the three subject, all of them who experience anxiety dealing with wrong body signal. Subjects often experience fear of being laughed at by other friends when he makes a mistake. When afraid, the subject will experience a body signal characterized by cold sweat and shaking.

2. The Students Strategies to Reduce their Anxiety in Learning English

This sub-heading shows the data found in this field. Reducing students' anxiety about learning English is related to students' perspectives. During the activities of teaching and learning, most of students feel anxiety such as feeling nervous, tension, apprehension, and worry. To become a good language learners, the students strategies to reduce their anxiety in Learning English. From the result of doing interview, they almost used the same strategies. Those strategies that used the students can be classified into five types. They were preparation, relaxation, positive thinking, peer seeking and resignation.

a. Preparation

To achieve success in the teaching process and learning, students need to prepare everything well. Because by preparing everything, students are ready to learn and enjoyment in a lecturing. According to the results of interviews and observations, preparation is the most people are not prepared before the class, they will feel nervous because they cannot keep up with the lecture. There were many ways to prepare including reading the material what would be studied at that day, imitating vocabulary from movie or Youtube video etc.

S1 said that he did preparation when he thought that a certain subject was too difficult. Like what he said in his interview:

“ When I have trouble learning English. I would ask my friend and look western movie would somewhat enhance the vocabulary..”

Meanwhile, S2 told that she did many things for her preparation such as reading material what would be studied at that day, mental preparation.

It was explain by her below:

“... I will read the material that will be studied tomorrow, it gives me relief when I have mastered them. Second, mental preparation. before starting the lesson, I will calm down a little less nervous...”

S3 also did preparation before they entered that class. S3 said that she always did preparation like reading the material in a dorm. Even memorized it but she was always blank like what she told:

“ I always prepare before before entering the class. I always read and memorize it. But I was always blank all of it”

Based on the results of the interview, among the three subjects who all experienced anxiety considered that preparation was very important before starting to study and could reduce anxiety.

b. Relaxation

This strategy that was used by the students was relaxation. When the students were afraid of being asked by the lecturer, they did relaxation such as take a breath and try to calm them down.

The three subjects (S1, S2 and S3) did relaxation to reduce their anxiety. They did relaxation because they was to be difficult in learning English so they do relaxation. Through his experience, S1 shared his way to do relaxation as follow:

“ I do relaxation when I am talking in front of a crowd. When I feel scared and starting sweating, I will take a deep breath and start to speak up..”

S2 also share her experience that she sometimes did relaxation such as take a deep breath and try to calm down. She told:

“I think sometimes I take a deep breath if I have difficulty in learning English. I very nervous when in front of the class, but I try to relax and take a deep breath..”

Having similar answer with S1 and S2, S3 also did relaxation when she start to nervous, it was proved from the result of her interview:

“ If I nervous, I find it difficult to answer questions from the lecturer, but after I relax by taking a deep breath, I can relax again and answer well and properly..”

Based on the results of the interview, among the three subjects who all experienced anxiety they took a deep breath for relaxation when they had difficulty learning English.

c. Positive Thinking

Another strategy to reduce anxiety is positive thinking. Means that students try to think positively that they will not do a mistake when they were learning English and feel confident with themselves. They can also positive thinking that they can answer question from lecturer. They can also stay positive thinking that they can answer the questions from lecturers. They can do their best for their appearance. By using this strategy, some students can reduce their anxiety.

Three subjects (S1,S2, and S3) said that they kept positive thinking to speak English and would not do a mistake. S1 said that he kept positive thinking in learning English if he comprehended well about the topic. He could reduce his anxiety. It was proved from his utterance:

“ I always think positive when learning English and answer the question from my lecturer. Although my English not fluently, but I always try to speak and think positive..”

Having similar idea, S2 also said that she always think positively because it makes her open mind. Like what she said :

“ I think positive because it makes me open mind, our lecturer give a difficult question and we think that this question will build me up, will give me more understanding about the topic and will dig up our comprehension..”

S3 also said that she had positive thinking to answer the question from lecturer. She said:

“ I always think positive thinking and when I answer the question from my lecturer, I think I can motivate myself to Learning English..”

Based on the findings of this interview, among the three subjects who all experience anxiety, try positive thinking by thinking about something fun, which can make them reduce anxiety

d. Peer Seeking

Students can ask for help from other friends who can help when they have difficulty learning English. when embarrassed to ask the lecturer, they can ask their friends, it will help reduce their anxiety.

From the three subjects, two of them (S1 and S2) did peer of seeking to reduce their anxiety whether the other one (S3) did not do it because she felt that she was rare to have difficulty. When she was in difficult situation, she would ask her lecturer not his friend.

S1 said that he was a typical person if he did not know about something, he would ask other person because it could reduce his anxiety like what he said:

“ I am typical person that I have to ask other people if I do not know about something even though it is embarrassing I think its okay because I believe that it will improve my skill..”

S2 also shared her difficulty to her friend like what she said in the result of her interview:

“I always to ask my friend who smarter than me if I do not know about something. I always share my difficulty to learning English to my friend. And I get advice from my friend about my problem..”

Different from the two subjects previously, S3 said that she did not ask or share her difficulty to her friend because she was rare to have difficulty to be shared with her friend, as long as she could solve it by herself. If she got difficulty, she would ask her lecturer.

“ Some friends ask me if they have difficulty, but I never shared my difficulty with their. I will ask my lecturer..”

Based on the findings of this interview, among the three subject, all of them who experience anxiety dealing with peer seeking, when the subject has difficulty doing something, they will ask for help from other friend. Different from S1 and S2, S3 rarely ask questions or share difficulties with. as long as he can solve it himself. When he got into trouble, he would ask the lecturer.

e. Resignation

Resignation is a category that refers to students' reluctance to reduce their anxiety by avoiding the learning process. Students will use resignation as a solution to understand learning efforts that may not be useful. In the end, those who resign will get bad marks.

S2 and S3 explained they often try to do resignation but they always end up getting low scores. S2 realized that she getting low scores when she do resignation like what she informed as follows:

“ I once did a resignation by not attending class because the lecturer was not fun, but ended up with me getting low scores..”

Having similar with S2, S3 also once did a resignation and getting low scores. It when she was interviewed as follows:

“ I did resignation when the lecturer not in the class and I do not like monotonous teaching. in the end, me getting low scores..”

B. The Findings of Research

Based on the interview results on the research topic, the researcher presents the research results. The following are the finding of the research that are classified into two finding with this table:

Subject	Factors to contribute anxiety					How to reduce anxiety				
	A	B	C	D	E	A	B	C	D	E
S1				✓	✓	✓	✓	✓	✓	
S2	✓	✓		✓	✓	✓	✓	✓	✓	✓
S3	✓	✓	✓	✓	✓	✓	✓	✓		✓

Table 4.1 The summary of the factors to contribute anxiety and how to reduce anxiety

1. Finding on the Factors of Psychology Students' Perspective on Anxiety in Learning English at IAIN Tulungagung

This sub-heading presents the resrach finding found by conducting interview. It related to the factors causes anxiety in learning English. After investigating the factors of anxiety, the researcher needed data.

From the result of the interviews, the researcher got similar answer on topics related to factors that cause anxiety in English learning. Based on the students' responses, the data available to the researchers showed that they felt fear, nervousness and tension when they were learning English.

The researcher noticed that there were some factors caused anxiety in learning English. The students stated that those factors were over self-

prediction, irrational faith, over sensitivity toward threat, the sensitivity of anxiety and wrong body signal.

2. Findings on the Students Strategies to Reduce Their Anxiety in Learning English

This sub-heading explained the finding on the students' strategies to reduce anxiety in learning English of psychology students. The students needed strategies to be applied in their daily interaction to reduce their anxiety.

From the data collected, the researcher got the result of their strategies. Some students had the same strategies to reduce their anxiety in learning English. Those strategies were doing preparation, relaxation, positive thinking, peer seeking and resignation

