

## **CHAPTER V**

### **DISCUSSION**

This part presents the discussion of the researcher in interpreting the researcher findings related to the theories. The discussion focused on the notable findings of each research question raised.

#### **A. Discussion on the Factors of Anxiety in Learning English by Psychology Students of IAIN Tulungagung**

Based on the result research finding that was done by doing interview participant observation. The researcher found some factors contribute students anxiety. After investigating the factors anxiety, based on the students' answer, the researcher found that they felt fear, tension, nervous it happened when they were learning English. Horwitz (2011: 113) it is pointed that, as many language learners perceive intuitively, it will have a negative impact on language learning, has been found to be one of the most rigorously researched all psychology and education factors. It means that anxiety has become a serious problem in the teaching of language learners.

Some students felt tension and nervous when they were learning English with their lecturer. Some of them felt ashamed, afraid, fear and worry when they were learning with their friend. It is suitable with the definition of anxiety by Horwitz et.al (1986: 125) anxiety is personal pressure worry, neuroticism, and anxiety related to autonomic nervous system arousal.

All students have various problem with can cause their anxiety. they worried about making mistake and being laughed by others. Some students also explained that in the first preparation, everything was prepared well. But because of anxiety, it was blank. They also did not use English every time. These problems were experienced by

most students and made them feel anxious. It could be known from in the field when the subjects were in lecturing. Some students did not enjoy the class.

Most of students who had been interviewed told that they had avoid English pronunciation when required by the lecturer, afraid of being wrong when trying to speak English. Because of this situation, it was better to be silent for them. It is suited with (Sparks and Ganschow, 2001:118) Language anxiety may be the result and cause of underserved possess in target language. That is to say, due to the language difficulties encountered by L2/FL learners to understand and use the mother tongue, they mau encounter this situation.

From the findings, the researcher got the data that there were various factor that causes of anxiety by psychology students. Those various factor that causes were Over self prediction toward fear, Irrational faith, Over sensitivity toward threat, The sensitivity of anxiety, Wrong body signal. It is suited with the data finding from Jeffery (2005) about factors contributing to anxiety. They were fear of making mistake, lack confidence in speaking English, not understanding everything taught in the class.

The first discussion of thi part dealing with factors of anxiety experience by students is Over self prediction toward fear. It was related that made the students anxious. Someone who experiences over self toward fear Usually forecast a significant amount of apprehension or anxiety in a situation. It is supported by Conolly (2006) point out that anxiety is a common worry and fear is a normal part of someone's development, but when they increase or interfere with anxiety in their daily lives, it can become a problem. It was related that students experience excessive fear in learning English which will cause serious problem.

And the next discussion deals with Irrational faith. Irrational faith has a big effect on students' anxiety. It is suited to Halgin and Whitbourne (2007) stated that anxiety is the reason people try to avoid uncomfortable reactions, which prevent people from enjoying many common situations. It is related to how students feel that they cannot understand the material and easily give up because from the start they already have excessive thoughts about things that have not happened.

And the third discussion were Over sensitivity toward threat. Over sensitivity toward threat is like a fear of threat. Others feel safe, but it will happen to them, which makes them feel scared. It is suited with Chan and Wu (2004:293) defined fear of "negative evaluation" is "worry about evaluation of others", the worry about their negative evaluation and the expectation that others will negatively evaluate oneself. It was related to how students felt sensitivity while other friends are noisy.

The fourth discussion were the sensitivity of anxiety. Excessive anxiety occur when they can not do something. The role of the teacher had factor causes in the sensitivity of anxiety. The roles of lecturer in the class were as learner, facilitator, and assessor. As a learner, teacher must convince the students that education fulfills the need and learning in the classroom. It is supported by the data finding from Rio Herwanto (2013: 66) that the role of language lecturer also had effects to cause anxiety. it was related to how lecturer makes the atmosphere of the classroom appropriate for learning and teaching, corrects students mistake, and how to motivate students appropriately.

And the last factor causing anxiety was wrong body signal. Students who are feeling fear, will not be confident to speak up in English because their friends would laugh at them and the lecturer would scold them. It was supported by Herwanto (2013:

59), All the students felt the same way for their nervous emotions when they make mistakes. They were very afraid making mistake and their friend laugh at them.

From the discussion above, there were various factors causes of anxiety by psychology students. In sum, they would be always anxious if they could not manage themselves by strategy to reduce it.

## **B. Discussion on the Ways Applied by the Students to reduce their Anxiety in Learning English**

There were many problems of anxiety that were experienced by the student during process of teaching learning. One of them was anxiety. To reach successful teaching and learning, the students needed to apply the strategies to reduce anxiety. From the research finding, the research got the data that the psychology students had various strategies. Those were they do preparation, relaxation, keep positive thinking, peer seeking, and resignation were. It is suited with theory from Kondo and Ling (2004:262) that there were five strategies to reduce anxiety. Those were preparation, relaxation, positive thinking, peer seeking, and resignation.

The first discussion of this part dealing with reduce of anxiety, The first strategy was preparation, preparation was very important for doing everything. It was related to reading material before the class and mental preparation such as the braveness to face answering or explaining the material and question to the audiences. This strategy was frequently used by the students because it was very necessary. By doing preparation, everything was managed well and the lecturing was successful. Suitable for Kondo and Ling (2004: 262) The preparation cited in Faizah (2017: 31) refers to the learners By improving learning and Learning strategies. In this way, the learner's mastery of the subject Substance will increase and therefore will reduce anxiety Associated with language courses.

And the next strategy was doing relaxation. It was related with taking a deep breath and tried to calm the students down when they had difficulty in learning English. By relaxing, Students feel better and can reduce anxiety. Very suitable Kondo & Ling quoted in Faizah (2017: 31) expresses relaxation Means aimed at reducing learners' anxiety symptoms.

And the third strategy was positive thinking. This is the same as Students must actively think about their English ability And any questions related to the lecture process, such as asking questions To the lecturer, answer the lecturer's questions, express opinions the positive of their friends waiting. Various ways to think positively Kondo & Ying-Ling quoted in Faizah (2017: 31) also explained these Various methods of doing positive thinking are trying to be Be confident, imagine yourself doing well, think Something pleasant, or without considering the consequences.

Another strategy used by students is to peer seeking. Students who have difficulty learning English require their help Smarter friends. The students shared their difficulties, and their Friends put forward opinions and suggestions. It is suitable for coming from Faizah (2017: 32) quoted Kondo & Ling, the characteristic of seeking peers is that learners are willig to look for people who seem to suffer from anxiety in the language class. By doing this strategy, Students know their mistakes, and they can improve their skills.

The last strategy is resignation. Resignation is category that refers to students' reluctance to reduce their anxiety by avoiding the learning process. It is suitable for coming from Kondo& Ying (2004:262)students do anything so as to alleviate their language anxiety such as thinking seriously of the answer to any question raised in the classroom. It was related that students may resign themselves by giving up,

stopping paying attention, even going to sleep in class. But, if they do it will get low scores.

Based on the results of the research, the subjects shared the reason to use the various strategies. They used preparation strategy because preparation was important thing before doing any activity. How important preparation is, it suited with MacIntyre & Gardner (1994) who said that hard work is preparation and practice before class. So it could make the activity run well. They used relaxation strategy because when their body was relax, it can reduce their anxiety. If they are not relax, they would be nervous and so on. Positive thinking is the next strategy used by students for many reason such as it can reduce anxiety, their performance will be good. The next reason was of peer seeking strategies. In peer seeking was important because their friend always help them, gave advice and suggestion so the students would not feel anxiety. And last strategy was resignation. This strategy used to students reluctance to reduce their anxiety. Students used resignation as a solution to understand learning efforts that may not be useful.

From those discussion above, the researcher got the point that students psychology had their own strategies to reduce anxiety. All of them had their own strategies how to reduce their anxiety so they could still follow the lecturing.

The researcher found the data about the factors causes anxiety and strategies to reduce it that is used by the psychology students at IAIN Tulungagung. Those data about the factors causes of anxiety were: (a) Over self prediction toward fear, (b) Irrational faith, (c) Over sensitivity toward threat, (d) The sensitivity of anxiety, (d) Wrong body signal.