

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter presents the data presentation and the research finding based on the result of in-depth interview. It covers the causes of students' anxiety in learning English remotely experienced by students at second grade in MTs Sultan Agung Jabalsari and the strategies employed to cope the anxiety.

#### **A. Data Presentation**

In this data presentation, the data were collected from the result of doing in- depth interview.

##### **1. The causes of Students' Anxiety in Learning English Remotely at MTs Sultan Agung Jabalsari.**

This data presentation shows the data found in the field. It is related to the description of students' anxiety in remote learning by second grade student of MTS Sultan Agung Jabalsari.

Based on the result of in-depth interview, there were six research subject (S1,S2,S3,S4,S5 and S6) who had been interviewed dealing with the causes and strategy to cope of their anxiety in learning English. Based on teacher recommendation S1 and S2 were worried students and S3,S4,S5 and S6 is nervous students. There were several causes of students' anxiety encountered by them. they were: deadline the task (C1),

difficult question (C2), unfamiliar material (C2) Limited internet-based data (C3).

Language test (C4)

#### **a. Deadline the task**

First cause of students' anxiety was usually when learning English in Remote learning was on their teacher in giving deadline in their task. The way of teacher's task here usually giving students time to doing or answer some question. In this research have 4 of 6 research subjects who experienced anxiety.

Generally, students feel anxious when she get deadline in their task worried students (Ws1) said that:

*"Saya itu takut merasa gugup dan tidak maksimal ketika ada tugas dan dikasih deadline kak, kayak ga puas gitu sama pekerjaan saya kayak masih ada yang salah tapi terpaksa dikumpulin karna waktunya udah mepet"(C1- Ws1-1)*

I fear, nervous and do not maximal when have deadline the task, I am not satisfied with what I am doing because I do not have time. (translated)

Moreover, Ns2 confirmed Ws1 statement. He (Ns2) thought that his teacher's task way more difficult and have deadline by him. He (Ns2) revealed:

*"iya mbk dikejar dealine itu gaenak, kan biasaya tiap sabtu dikasih soal luring mana soal nya sulit dan sabtu beesoknya itu dikumpulkan lagi, saya itu keberatan kalo seperti itu mbk karena banyak soal-soal yang belum saya kerjakan, wong biasanya meskipun dikasih soal luring juga masih dikasih ulangan harian, terus kapan kita mau nerjainnya" (C1-Ns2-1)*

Yes miss, get a deadline is not good, every Saturday we given luring task by the teacher, that the task is more difficult and next Saturday will be submitted. I object to it being like that, because there are many questions that I haven't done, usually even though they are given offline questions, they are still given daily tests, so when are we going to do them (translated).

While, Ns4 and Ws2 also added the moment when teacher give more difficult question but time less. He said :

*“iya ibu A mesti kasih soal buanyak banget terus dikasih tenggang waktu pengumpulannya, saya pas kayak gitu aku gugup takut jawaban salah soalnya waktunya Cuma sedikit” (C1-Ns4-1)”*

Yes, A’s teacher already give more question and then determine the collection time, if that's the case I feel nervous and afraid that my answer will be wrong because of the lack of time (translated).

*“gugup sih mbak kalo ngerjain soal yang ada deadlinenya itu soalnya kan diburu waktu jadi kalo ngerjain itu kurang puas karena kayak belim maksimal gitu”(C1-Ws2-1)*

I feel nervous when doing the task that have deadline time because like running with the time so, we doing the task with less satisfied (translated)

Actually, it was true if the students get anxious when teacher giving students deadline the task. Teacher said:

*“iya sih mbak, banyak juga yang mengeluh, bu ko soalnya banyak sekali, bu ko dikasih waktu pengumpulan sih bu, tapi kalua ga kayak gitu nanti ya anak-anak gaada yang ngumpulin tepat waktu mbak”.(C1-T-1)*

Yes, more students complaining because it's a lot, why this question given time to submitted, but when we do not give deadline no one students submitted on time (translated).

From the above statement, it can be concluded that some students wen learning English in remote learning were anxious. Students nervous, when they answer the question or task and the answer is wrong because time less, they also feel when teacher giving the task with time deadline, them question feel more difficult. Their feeling anxiety could be clearly seen from their statements about anxiety like worry and feel in difficult situation.

## **b. Difficult question**

Second cause is Difficult question. Difficult question was one of factor caused students’ anxiety in remote learning. Difficult when answer question was felt by

the students in second grade school particularly when they were answer some difficult question. Based on finding, it was found 5 of 6 research subjects stated that difficult question was one of the anxiety causes.

First, on of Nervousness students thought that him teacher giving the difficult question and it successfully made her anxious. To prove that, according to Ns2. He said:

*“Saya kesal tiap bu A kasih tugas, soalnya pasti susah dan saya gabisa ngerjain kalua soalnya terlalu susah kayak gitu” (C2-Ns2-1)*

I annoyed every miss A get the task, because already difficult and I can not do that when the task more difficult like that (translated).

In line Ns2, Ns3 and Ns4 confirmed :

*“saya juga ngerasa kalo bu A selalu ngasih soal yang sulit-sulit mbak, terus bu A itu gampang emosian” (C2-Ns3-1)*

I agree when miss A always give difficult questions, and than miss A easy to angry (translated)

*“ saya merasa tiap bu A mengajar dan ngasih soal pasti soalnya sulit apalgai teman-teman kalo disuruh jelasin terkait soalnya itu gamau, saya jadi gasuka sama teman saya”(C2-Ns4-1)*

I feel every miss A teach and give the task, the task is too difficult, moreover my friends do not wat to explain me about the difficult task, make me do not like with my friends. (translated).

On other hand, all worried students agreed that their teacher always giving difficult question. Consequently, they were anxious. Starting from Ws1, she said:

*“iya mbak bu A itu lo soalnya banyak susah lagi, saya udah coba memahami beberapa kali kadang tetep gabisa”(C2-Ws1-1)*

Yes, the question by miss A more difficult, I try to understand but still can't. (transalted).

From Ws2, she said:

*“iya mbak,,, memang bu A suka ngasih soal sulit” (C2-Ws2-1)*

Yes,, miss A like to much give difficult question (transalated)

From Ws1, she revealed:

*“ iya mbak, bahkan kalo bu A sudah ngomong yasudah jika sudah tidak ada yang bertanya maka ibu yang bertanya, nah pas bagian itu saya bakalan udah panik banget takut soalnya sulit lagi” (C2- Ws1-1)*

Yes, miss A will be ask us about material, but when we answer that we not have problem about it, miss A will be give question and then it is make me panic because I am afraid get the difficult question. (translated)

Understanding the above statements, most of students in distance earning class thought that their teacher giving difficult question . then, they anxiety symptoms such as worry, confuse, fear, and even panic.

### **c. Unfamiliar material**

the next cause of anxiety from the material that given by the teacher to the students. The unpopular or commonly stated as unfamiliar material or topic learned in learning English can become as the consideration of anxiety appearance. In that case, the students experienced anxiety because the topic or material used was difficult. Hence, the students could not catch the material easily about the content and even they were lack on the background of the story. The finding of this research revealed all of research subjects stated that unfamiliar topic successfully made them anxious.

One of worried students (Ws1) thought that unfamiliar material was hard particularly the material like when I learn English and the topic is Narrative text, greeting card. Until she was anxious about the submission later if she did not understand the material. In line with that, she said:

*“ materinya itu sulit lo mbak, udah bahasanya susah ga dikenali, materinya juga belum pernah tahu. Sering cemas ish mbk, soalnya gapaham materi trus takut ujung-ujug dikasih tugas dan padahal aku belum paham apapun” (C3-Ws1-1)*

I think difficult material, language difficult to understand, unfamiliar of the material, often anxious because not understand about the material and then afraid when suddenly I was asked a question and I understand yet (translation).

From Ws2, she confirmed:

*“pernah beberapa kali aku tu gapaham materinya tentang apa, karena pas tabrakan jam gitu loh mbak rancu jadinya soalnya seharusnya jam segini kn udah waktunya fiqih eh ko malah materi yang B indo masih lanjut pas pelajaran fiqih dan itu sering karena kan kita belajarnya di WA jadi kayak gurunya lupa waktu” (C3- Ws2-1)*

I did not understand about material, because when now should be time to other subject like fiqih but material of Indonesian language still continuing his studies. Often teacher forget about time.(translated).

In side of Nervous students, Ns1 had same thought with Ws1 and Ws2.

Students that the material was hard because he did not recognize it well. From Ns1, he said:

*“ummm saya rasa topiknya itu sulit, malah saya sering gapaham sama sekali tentang topik apa itu sebelumnya. Panik mbak, malu juga kalo saya ga paham sendiri (C3-Ns1-1)*

I think these topic is difficult, I often did not understand at all, what the material was before. Panic, I am nervous when I do not understand alone (translate)

in line with worried students research subject and nervous students ( Ns1), from Ns2 he confirmed:

*“iya, saya takut, khawatir sekaligus panik karena saya tidak bisa menangkap materinya kayak “ whah apa sih ini?” kayak materi Narative text. Saya hanya tahu beberapa saja ga tau” (C3-Ns2-1)*

Yes, I afraid, anxious and then panic because I do not catch the material like “what is it?” like Narrative text. I just know a few (translated).

Narrative text material also stated Ns4 and Ns3’s statement that it could make him worry and even panic. He said:

*“ummmm ada beberapa sih materi yang saya masih bingungkan. Dan materi tersebut berkaitan dengan narrative text. Pasti pas waktu narrative text itu saya takut dan panik” (C3- Ns3-1)*

there are some materials that still confuse me. The material is related to Narrative text. When it's time for narrative text I feel scared and panicked (translated)

*“iya mbak saya juga panik pas waktunya narrative text soalnya anak-anak suruh nebak- nebak apa sih narrative text itu, ya benar sih ada yang bisa jawab tapi tetep aku gatau maksudnya gitu loh ga familiar ditelinga ku” (C3-Ns4-1)*

I panic when I learn narrative text because the teacher usually asks me to guess what narrative text is. anyone can answer but I still don't know what it means because it's so unfamiliar (translated).

Concerning the above statements, in learning English using WA, it was true that the teacher learns the student's narrative text which was unpopular ones. She mentioned some example and explained:

*“iya,, saya rasa anak-anak masih ada yang bingung terkait narrative text. Dan saya juga mengambil contohnya kesulitan mbak kalo dihubungkan dengan keadaan yang terjadi soalnya waktunya pandemic jadi kendalanya dingajarnya biarpun students paham itu susah sekali” (C3-T-1)*

Yes, I think there are still many children who are confused about narrative text. I have a hard time explaining it, it's difficult to take an example by connecting the situation that happened because it was a pandemic time so explaining the stunts so that you understand is very difficult. (translated).

In conclusion, almost all of students in remote learning of English were anxious when teacher explain narrative text because they heard unfamiliar theme of the material. The state of anxiety can be seen from the symptoms that already mentioned by students such as worry and panic.

#### **d. Limited internet-based data**

The next cause of students' anxiety in learning English remotely experienced by the students in learning without internet-based data. Actually, students not have internet data heard by the students signified as a common case in remote learning. The difficulties of remote learning were in from of teacher when explain using Voice note or video so students can not hear or watching what the

explained about the material. The finding illustrated that 4 of 6 research subject were anxious because of not getting internet data.

First, not getting data became the difficulties on of worries students (Ws1), it can influence her comprehension toward the material in a whole case, consequently, if that was all happened automatically she tended to be nervous, worry and even fear. Like what she said:

*“aku tuh panik, takut gimana gitu kak kalo pas guru ngejelasin pake vn atau video dan aku gaada atau pas kehabisan paket data, takut nanti pas ditanya trus gabisa jawab lah gimana mau jawab wong saya gatau penjelasannya, takutnya sih disitu”*(C4-Ws1-1).

I'm anxious when the teacher explains by sending voice notes or videos and I don't have a quota, I'm afraid that later I will be asked by the teacher and I don't understand anything (translated).

In line, Ws1, Ws2 confirmed:

*“umm, iya sih, aku juga panik dan takut kalo misalkan aku gapunya paket data”*(C4- Ws2-1)

Yes, I am also panic and worry when I do not have quota (translated).

On other hand, half of nervousness students agreed that when they not have internet based data, they will panic. Starting from Ns1, he said:

*“panik banget kak kalo gapunya kuota, belum nanti kalo absen gimana, kalo ngumpul tugas gimana”*(C4-Ns1-1)

I am so panic when do not have quota, how can be absent, How about later collecting assignments? (translated)

From Ns2, he said:

*“iya, panik apalagi sekolah dirumah ga bareng sama temen-temen, bingung nanti kalo misalkan ada informasi apa atau kita disuruh apa tapi kitanya gatau”*(C4-Ns2-1)

Panic, learning at home makes us unable to be together with friends, confused if for example there is an order and we don't know anything (translated)

Actually, it was true if the students get anxious when student not have internet-based-data. Teacher said:



*“banyak anak yang tidak mengikuti pelajaran, katanya sih tidak punya kuota, padahal tiap bulannya sudah dapat kuota dari sekolahan, sekolah sudah menyiapkan kuota 3. Tapi ada yang bilang juga kalau kuotanya tidak bisa digunakan”(C4-T-1)*

many students do not take lessons on the grounds that they do not have a quota, even though every month students are provided with a free quota by the school. but some say that the quota can't be used (translated).

Understanding the above statements, most of students in learning panic when they have not internet based data. They felt anxiety symptoms such as worry, and even panic.

#### e. Language Test

the next causes of students' anxiety is when students get the test. They will get the panic before doing the test. The finding illustrated that there were 3 of 6 research subject who feel panic. It can be seen from the following quoted interview below:

*“pas ujian kayak gitu atau pas ngerjain tugasnya saya sering mules mbak apalagi ngerjain sambal keinget wajah gurunya”(C5-Ns2-1)*

When doing the task, I often stomach ache, moreover when remember the face of teacher. (translated)

In line with Ns2, Ns3 and Ws1 confirm they were also get sick of stomach if they have the task from the teacher.

*“iya pas udah siap mau ngerjain tiba-tiba pingin ketoilet, kadanang Cuma mules aja”(C5-Ns3-1)*

Yes, when ready to do, suddenly want to go to bathroom but sometimes just a sick in stomach (translated)

*“saya biasanya sakit trus ke toilet bolak balik tapi nanti kalo udah selsai ngerjain ya udah ga pengen ketoilet lagi”(C5-Ws1- 1)*

I often go to the toilet but when I finish working I don't want to go to the toilet anymore. (translated).

According to the above statements, it can be conclude that some students

experienced anxiety like sick of stomach when teacher giving test

## **2. The strategies employed by students at MTs Sultanagung Jabalsari Tulungagung to minimize their anxiety in Learning English Remotely**

This sub-heading presented the data collected from the field. It was related to the students' strategies to minimize their anxiety in remote learning. As a good learner in learning of remote learning, each students has own strategy to minimize their obstacles in learning process. Based on the data finding, it was found that the students' difficult in remote learning can be the causes of their anxiety. Moreover, the causes have been displayed in the previous sub-heading which there were 6 (six) causes of students' anxiety experienced by the worries students and nervousness students research subject.

Those causes of anxiety needed to be minimized by some strategies so that students can participate in remote learning very well. Based on the result of the interview, the research subject both nervous and worries students (Ws1, Ws2, Ns1, Ns2, Ns3 and Ns4) had similar and different strategies in order to minimize their anxiety in remote learning. The strategies were unique and interesting. They were 6six types, such as :Relaxation (Ss1), open dictionary (Ss2), Skipping the difficult point (Ss3), Comforting body (Ss4), Preparation (Ss5), peer seeking (Ss6).

### **a) Relaxation**

To achieve a success in the proses of learning, the students needed to relaxation so students can be relax situation. The form of relaxation were take a deep breath and trying to be calm down with some doings like closing the eyes of just ignored around. Relaxation needed to minimize anxiety based on several conditions encountered by the students in remote learning. According to the above description

this research found 3 of 6 research subjects' statement related with relaxation.

For the first condition about deadline the task, she (Ws1) said:

*“aku memejamkan mata, ambil nafas dalam- dalam trus kluarin. Gitu sih mbak biasanya akau” (Ss1- Ws1-1)*

I close my eyes, take deep breath then I exhale it. Like that I usuall(translated)

In line with Ws1, when Ws2 felt anxious because of deadline. She just directly take deep breath. She (Ws2) said

*“kalau aku ngehela nafas dalem-dalem terus liat soal yang masih aku belum kerjain” (Ss1-Ws2-1).* I take deep breath then I look the task that doing yet (translated) He (Ns2) also said when he is doing relaxation when he will deadline, He (Ns2) said: *“ya sekedar menghembuskan nafas biar relax dan tidak merasa panik aja mbak” (Ss1-Ns2-1)* just exhale so that relax and do not fell panic (translated)

Second was when the student not have internet-based data. He (Ns2) said:

*“saya kalo pas ditengah pelajaran lalu kuota saya habis, saya menenangkan diri dengan merelaxasi diri, soalnya kalo saya panik nanti malah saya sakit” (Ss1-Ns2-1).*

When I in learning then my internet-based data is run out, I soothe my self with relaxation, because when I panic will be sick (translated)

in line with Ns2, Ws1 and Ws2 also used relaxation as habit when they are not have internet based-data. She (Ws1) revealed

*“iya mbak saya menghirup udara dalam-dalam biar fikiran saya jernih dan ga buru-buru nangis soalnya saya gampag nangis”(Ss1- Ws1-1).* Yes, I take deep breath so that make my brain clearly and hurried to cry because I am easily to cry (translated) Ws2 also said *“udah jadi kebiasaan gitu mbak kalo misalkan saya sedikit panik atau gima gitu saya akan merelaksasi diri saya”(Ss1-Ws2-1).* Be ability for me, when I feel little panic I will relaxation my self (translated).

based on the first strategy, half of students in remote learning applied relaxation to minimize their anxiety. The students tried to relax themselves when they encountered deadline and not have internet-based data. This strategy affected

them to be more relaxed and calm to follow any situation in learning.

#### **b) Preparation**

The second strategy used by the students was preparation. The students need to prepare anything properly. It aimed so that they were ready to participate in learning and having enjoyment in learning process. The form of preparation soul be the students daily activity or learning that can enhance their braveness and minimize anxiety in remote learning such as prayer, learning by self before test, doing task far of submitted. Moreover, it can be means to minimize the existence of anxiety when the students were already in the online class. Based on the finding of the research almost all of research subject had preparation before entering the class to minimize their anxiety.

The form of preparation was prayer, as muslim, on of research subject thought that stating “basmalah” was a matter before entering online class and doing test. Ws1 believed that by stating that, her anxiety reduced even she felt more comfortable before entering learning in her class. From Ws1. She said:

*“ada beberapa kegiatan yang sering saya lakukan ya membaca basmalah, pasrah tenang. Pokoknya sih intinya saya merasa tenang bahkan merasa nyaman saat mau mengerjakan soal” (Ss2- Ws1-1).*

There are some activities who often I do like read basmalah surrender and calm. Anyway, the point is that I feel calm and even feel comfortable when I want to work on questions (translated).

In other hand, beside pray, Learning by self before test can be a form of students’ preparation before doing test. It aimed to train answer easily of the question. It was like what has been stated by Ns4 :

*“saya kalau mau ada test atau ujian selalu disuruh ibu saya untuk belajar sendiri lagi, jadi sampe sekarang udah jadi kebiasaan kalau mau test itu belajar sendiri, jadi pas waktu test ga panik, ga gugup” (Ss2-Ns4-1)*

When I want to have a test or an exam, my mother always tells me to study on my own again, so until now it has become a habit to study on my own, so when I take a test I don't panic, I don't get nervous. (translated).

In line with Ns4 the preparation strategy done by Ns3 through learning by self before test. It can effectively help him to minimize anxiety and wrong answer. From Ns3, he said:

*“saya juga belajar dulu sebelum test itu sih membuat saya PD kayak rasa takut udah gada lagi” (Ss2-Ns3-1)* I learn before doing test, it make me confidence (translated)

He (Ns4) also agree when learning by self before doing test can effectively to minimize anxiety.

*“iya mbak belajar sendiri itu bisa banget buat kita jadi ngerasa pinter banget jadi rasa takut untuk ngerjain tugas itu kayak udah ilang gitu aja, karena kita kayak ada kepercayaan ah aku udah belajar aku pasti bisa ngerjain ini” (Ss2-Ns4-1)* Yes, ma'am, self-study can really make us feel very smart, so the fear of doing the task seems like it's gone, because we have trust, ah, I've learned, I can definitely do this (translated)

To sum up, almost all of students in remote learning had various preparation to minimize their anxiety in remote learning and doing test. It could give some positive effects such as the students can strengthen their memory of the lesson. Finally, their feeling of anxiety minimize and they felt more confident to learning.

### c) **Open dictionary**

Dictionary used by the students in case to find any strange word and meaning found from the sentence. The form of dictionary was an application installed on the smartphone. Moreover, the existence of dictionary used to minimize students' anxiety in remote learning when they found unfamiliar words and needed

to know about the meaning of the words. In this research there were 4 of 6 research subject who implemented the strategy.

In order to find the meaning of the words, Ws1 opened her dictionary. After she got what she wanted, she also stated the effect of doing that. She (Ws1) said:

*“selain tu saya biasanya juga buka kamus mbak, kalo ga paham dengan kata-kata yang sulit”*(Ss3-Ws1-1) Besides that, I usually also open a dictionary, sis, if you don't understand difficult words (translated)

In line with Ws1, other worrie students (Ws2) explained her way in opening the dictionary when she did not know the meaning of the words she read. She revealed:

*“saya hanya membuka kamus kalao saya gatau arti dari kata tersebut mbak”*(Ss3-Ws2-1) I just open dictionary when I do not understand about mean of the words (translate)

Ns4 also added that he will open the dictionary when he don't understand about unfamiliar word. He (Ns4) said:

*“saya kalo menemui kata yang saya gapernah tau ya saya cari di kamus”*(Ss3-Ns4-1) If I find a word that I never know, I will look it up in the dictionary (translated)

In addition, to minimize the confusion that categories as one of some anxiety symptoms, Ns2 opened the dictionary to minimize his confused. He confirmed:

*“...umm.. biasa sih tapi ya langsung buka kamus, mencari di kamus saat menemui kata-kata yang suli. Iya ada efeknya lah mbak kayak kita jadi ga bingung lagi”*(Ss3-Ns2-1) Usually I open the dictionary to look for difficult words, so we don't get confused (translated).

The statement above can be concluded that the students who usually opened the dictionary to minimize their anxiety. Students opened the dictionary when they found unfamiliar words. As the result, their anxiety was reduced and they felt more relaxes, nor worry and confused.

**d) Skipping the difficult point**

Another strategy to minimize students' anxiety in remote learning of English that done by skipping the difficult points of information by the teacher. Due to a lot of points of contents in material made the students difficult to understand one sentences to others. Hence, they just skipped the points that they had can answer and continued to the left information. Then they just focused on the point that they had got and combined that became logic as they could. The finding of this research revealed 4 of 6 research subject implemented this strategy.

Skipping point done when the students get difficult task or listened explanations by the teacher. However, it was rare to do that. He (Ns1) said

*“kadang saya mengabaikan beberapa point yang aku gapaham” (Ss4-Ns1-1).* Sometime I ignore some points that I do not understand (translated). Another nervous students (Ns2) also added the detail of point that he concerned on, she revealed, *“saya hanya jawab apa yang saya tahu, kalau gatau ya saya tinggalkan” (Ss4-Ns2-1).* I only answer what I know, when I am not understand I leave it (translated).

Moreover the effect after skipping the points could reduce the two of anxiety symptoms that was worry and confused. It seemed as Ns3's statement. He explained:

*“jika sulit, saya akan ninggalkan dan menjawab atau fokus mikirin yang menurut saya lebih mudah, ga bingungin. Soalnya kalo fokus ke soal yang bingungin saya jadi blank gabisa mikir” (Ss4-Ns3-1).*

If it's difficult, I will leave and answer or focus on what I think is easier, not confusing. The problem is that if I focus on a question that confuses me, I can not think about it blankly (translated)

In case of the process of skipping the difficult points had explained to be Ns4 in order to minimize his confusion because the topic or the task was long

sometimes. He stated:

*“saya udah coba berkali-kali mahamin dan jawab apa yang ditanyakan, tapi tetep gabisa malah bikin pusing bingung dan malah gabisa berfikir jadi ya saya tinggalin” (Ss4-Ns4-I).*

I have tried many times to understand and answer what was asked, but it still doesn't work, it makes me dizzy, confused and can't even think so I'll leave it (translated)

In other side, after the task submitted to the teacher, the teacher found that the students less in some points. She( teacher) believed that the students sometimes missed some information of the material. Even they did not get the main idea of the material. To prove those statement, she said:

*“iya benar mbak! Kadang saya menemui beberapa siswa yang meningosongkan jawabannya” (Ss4-L-I)* yes you are right! Sometimes I meet some students who leave their answers blank (translated)

Understanding the above statements, most of students in remote learning skipped the difficult point. They di to minimize their confusions. Mostly, the students applied tis strategy when they fount difficult point of the task or difficult explains from the teacher. As a result, they felt more relaxed.

#### e) **Peer seeking**

The last strategy is peer seeking. It meant the form of means to make the students relaxed in remote learning and to minimize their anxiety done by ask other students. According to the above description, the researcher found 3 Of 6 research subject did certain anxiety reduce their anxiety.

In order to minimize the anxiety, nervousness students (Ns1 and Ns2) ask in other students and eat something in order to minimize their anxiety symptoms in remote learning. First Ns1 stated that he did eating and ask his friends when encountering some conditions such as below:



*“untuk mengurangi perasaan tersebut (takut, bingung, panik dan cemas) karena kata-kata yang sulit, ya caranya tanya teman terus sambil nunggu jawaban saya makan” (Ss5-Ns1-1).* To reduce these feelings (fear, confused, panicked and anxious) because of difficult words, the ways to minimized is ask friends while waiting for my answer to eat (translated).

In line with Ns1, eating and ask his friends was Ns2's strategies to reduce his fear and confusion but in case of difficult question in the task. He (Ns2) revealed:

*“kalau udah makan sesuatu itu kayak bisa ngalihkan gitu lo mbak kalau kita nemuin soal yang sulit banget kan jadi bingung pengen marah, takut gitu kan, tapi kalau udah makan sesuatu itu kayak perasaan itu kayak perlahan hilang gitu tapis selain itu saya juga nanya-nanya teman saya” (Ss5-Ns2-1).* when I eat it seems like I can distract, if we meet difficult questions that make us confused, want to be angry, afraid but when I eat, the feeling seems to slowly disappear but besides eating I also ask friends (translated)

In addition, other strategy to entertain own self was in form of playing game. When the duration considered as long duration, Ns3 took a play game and asking other students. He said :

*“kalau gurunya jelasin lama banget dan saya gapaham sya biasanya sambal main mbak, biar saya ga boring, kalau ga gitu saya juga nanya teman saya malah kadang saya ajak diskusi” (Ss5-Ns3-1).* When the teacher explanation is very long and I don't understand, usually I am playing games, so it is not boring, besides that I also ask my friends (translated)

Based on the above statements, only nervous students usually entertained themselves to minimize their anxiety in remote learning. The forms of peer seeking and self- entertainment were such as, eating something, and playing game. Nervous students did this strategy when they encountered long duration, and difficult question or point. By doing that, their boring, fear, and confused were reduced instead they felt more relaxed.

## **B. Research findings**

Based on the result of in-depth interview to the research subject of the research, the researcher presents the findings of the research. The followings are the findings of the research that divided into two findings:

### **1. Finding on the causes of students' anxiety in remote learning at Mts Sultanagung Jabalsari.**

This part presented the research findings found by researcher through in-depth interview. It related to the causes of anxiety in remote learning. After the researcher investigated the causes of anxiety in remote learning, the researcher obtained the needed data.

Based on the result of in-depth interview, the researcher found similar even same answers among the six selected research subject toward the causes of anxiety in remote learning. From the students' answers, the researcher could state that those six selected students (Ws1, Ws2, Ns1, Ns2, Ns3, and Ns4) experienced the causes of anxiety in remote learning. Actually, in second grade of Mts Sultanagung activities were not only learning, however the students must go forward to doing the task by their own word about their materials.

By understanding on that class setting, the students revealed that the causes of students' anxiety in remote learning were (1) deadline, (2) difficult question, (3) unfamiliar material, (4) language test, (5) limited internet-based data. The finding on the causes of students anxiety in remote learning summarized in the table 4.1 below.

**Table 4.1 the summary of the causes of students' anxiety in remote learning.**

No	ses of students' anxiety	Subjects of the study					
		Ws1	Ws2	Ns1	Ns2	Ns3	Ns4
1	Deadline the task	√	√	-	√	-	√
2	Difficult question	√	√	-	√	√	√
3	Unfamiliar material	√	√	√	√	√	√
4	Limited internet-based Data	√	√	√	√	-	-
5	Language test	√	-	-	√	√	-

## **2. Finding on the strategies used to minimize students' anxiety by students in second grade at Mts sultanagung Jabalsari.**

This part dealt with the finding on the students' strategies to minimize their anxiety in remote learning. In order to become successful language learners particullary in remote learning, the students needed several strategies to minimize their anxiety. Based on the findings of the research, it found that the students had various strategies in minimizing their anxiety in remote learning.

The subject of this research revealed that all of their strategies could help them negative feeling during in the classroom. There were six strategies

implemented by the students to minimize their anxiety in remote learning, such as (1) relaxation, (2) preparation, (3) open dictionary, (4) skipping the difficult point, (5) peer seeking, (6) self-entertainment. Those strategies used by students with different frequencies and based on certain circumstances or condition faced by them. It meant there were some of those strategies used by all of the students, almost all of the students, most of them, and even only some of them. Furthermore, those strategies could influence students' performance in the classroom (grub class). The findings on the strategies to minimize anxiety in remote learning employed by the students summarized in the table 4.2 below:

**Table 4.2 the summary of the strategies to minimize anxiety in remote learning**

No	The strategies to minimize anxiety in remote learning	Subjects of the study					
		Ws1	Ws2	Ns1	Ns2	Ns3	Ns4
1	Relaxation	√	√	-	√	-	-
2	Preparation	√	-	-	-	√	√
3	Open dictionary	√	√	-	√	-	√
4	Skipping the difficult Point	-	-	√	√	√	√
5	Peer seeking	-	-	√	√	√	-
6	Self-entertainment	-	-	√	√	√	-