

CHAPTER V

RESEARCH DISCUSSION

This chapter presents the discussion of the research in interpreting the research finding related to the theories. The discussion concerns on the result of finding formulated in research question.

A. The causes of students' anxiety in learning English remotely encountered by students at MTs Sultanagung Jabalsari

Based on the result of research finding done by doing in depth-interview, it was found that nervous and worry students based on teacher recommendation had almost the same experiences when they were participating during learning English remotely. It occurred when they learning remotely to the material in various circumstances such as unfamiliar topic, unfamiliar word, difficult question, internet-based data and so on.

Those were the elements existed in learning English remotely, which could be the reasons that learning English in remote learning make students anxiety. In line with the above statements, Dwi (2019) reveals that the difficulties experienced by most of learners in remote learning because unfamiliar language, get difficult question, deadline the task, limited internet- based data and get the test.

Before conducting this present research, it was found that it found six selected students based on the teacher recommendation both two students have worry and four students nervous experienced anxiety symptoms. Hence, in the

present research, the researcher tried to describe another area of anxiety that was causes of students anxiety. There were five anxiety causes in learning English remotely experienced by the students found this research such as; deadline the task (1), difficult Question (2), unfamiliar material (3) Limited internet-based data (4). Language test (5).

The first causes of students' anxiety in remote learning of English was deadline the task. Deadline make students' anxiety like Dwi (2019) said in the one kind of cause of students ' anxiety in learning English remotely when students get deadline. In line with Dwi (2019) Davidson (2001) in Purwati (2012) said levels of anxiety include: monotonous situation, noise, too many tasks, making up, lack of control, dangerous and critical situation, not being appreciated, being ignored, losing opportunity, confusing rules and deadline the tasks.

The second cause of students' anxiety in learning English remotely is difficult question. difficult question, equivalent to what (Dwi:2019) said that the cause of students' anxiety in learning English remotely is when students get difficult questions. Most students will lose their confidence when faced with question that they think for fear of getting unsatisfactory grades (Walgito;2002).

The third cause of students' anxiety in remote learning of English is unfamiliar material, here unfamiliar material is when students do not understand or even never hear the material presented. The branch of language material that can cause anxiety is unfamiliar material or topic in learning. According to Vogely quoted in Pan (2016) supports that the teacher is obligated to prepare the whole material for students in remote learning.

The fourth cause of students' anxiety in remote learning of English was have limited internet-based data. Internet-based data is a problem that is quite influential in remote learning, students feel anxious if they have difficulty participating in remote learning when the students live in the place that have limited network or only has a small internet quota. According to Hastini et al (2020) these difficulties are increasingly felt for students who live in areas that do not have a network adequate internet .

The last cause of students' anxiety in learning English remotely is a getting test. The test is a scary thing for students so that students get anxiety. According to Spielberger (1979) a person's anxiety arises when someone assesses a situation and the situation is considered threatening in this case is a language test.

B. Strategy to cope students' anxiety by students at MTs sultanagung jabalsari.

Based on the above sub-heading discussing about causes of students' anxiety during remote learning both second grade students, students needed strategies to minimize it in order to reach a successful learning. This study reveals that there are some strategies employed by the student to minimize their anxiety, namely (1)Relaxation, (2) Preparation, (3) Open dictionary, (4)skipping the difficult point, (5) peer seeking (6)self-entertainment.

The first strategy to cope their anxiety in this research was relaxation. Almost all students implied this strategy to minimize their anxiety in learning English remotely. The forms of relaxation were taking a deep breath and calm down when encountering in limited based data or when encountering some difficult question.

By doing that, anxiety can be minimized and the students were more relaxed also calm to follow any situation in learning English remotely. In line with the finding above, according to Santoso (2001) basically relaxation exercise is giving the body opportunity to do homework before the work taken over by one's rational and cognitive mind for the sake of an ego that cannot be controlled.

The second strategy to cope anxiety found in this research was preparation. Regarding with finding of this research, almost all of the students prepared anything to be ready before entering the remote learning. Without having preparation, they were anxious to enter the online class because they mostly thought their vocabulary, knowledge skill was low. The form of preparation that most of student in this research did were pray and learning before test. This point was supported by Saifuddin (2019) Pray or worship is considered to be one of the efforts that can be done to solve physical and psychological problems experienced.

The third strategy to cope students' anxiety in learning English remotely was Open dictionary. In this case, the function of dictionary is to check the meaning of unfamiliar words. It was revealed by Dashtestani (2013) reveals that taking into account students' interest in the use of electronic dictionaries and their benefit for English learning, the use of electronic dictionary can improve students' motivation to learn English.

The fourth strategy is skipping the difficult point. The research finding found that almost all students missed the information of the material when they not understand about it, they felt more difficult, and not understand about the meaning of word. As a result, they felt anxious because they could not follow the material

well. Therefore, to minimize their anxiety they just skipped the difficult points or information in remote learning and focused to the other. According to Zeidner (1998) explains that the behavioral aspects of test anxiety are behaviors that arise when students are faced with test/exam situations. Symptoms of behavioral aspects usually occur accompanied by physiological symptoms of test anxiety behaviors such as delaying, avoiding, and running away.

The fifth strategy to cope anxiety was done by students is peer seeking. The finding of this research showed that the forms of peer seeking experienced by all of nervous students such as, discussion with their friend or sharing some information. Other than that students also have discussions with the teacher and their friends to do assignments and study difficult material Dwi (2019)

The last strategy is self-entertainment. The intention of this strategy refer to what mostly students do to entertain themselves when they are anxious in learning English remotely. As what happened in this research, it was found that students entertained themselves from the state of anxiety by eat something and playing phone (game in the phone). First, eat something can make students shift their focus because it can be a mental therapy for students to reduce anxiety. Second, to minimize anxiety, students takes his smartphone and plays. Based on the above discussion dealing with causes of anxiety in remote learning and the strategies used by the students to minimize anxiety, it can be take some points. All students experienced anxiety due to various causes. They are deadline the task (1), difficult Question (2), unfamiliar material (3) Limited internet-based data (4). Language test (5). However, only two causes that all of students feel. There are Difficult

question and unfamiliar material. This findings is in line with some previous studies that had already investigated the causes of students' anxiety in learning English remotely. The findings of this research with some relevant previous finding that had already done by Dwi (2019).

Although there are many and various factors that can emerge both students' anxiety, the students also have various strategies in order to minimize it. The strategies are (1)Relaxation, (2) Preparation, (3) Open dictionary, (4)skipping the difficult point, (5) peer seeking (6)self-entertainment.

Based on the various finding of strategies above, there is one strategy that different with previous research and theory, namely self-entertainment. Self-entertainment is activities of students to do when they have anxiety. The forms of self-entertainment that are found in tis research are eating something and playing phone.