

CHAPTER IV

DATA PRESENTATION AND FINDING

This chapter describes the result of data collections and data analysis to answer the research questions in chapter I which contained two point : 1. What are the factors that cause students' anxiety in speaking English in the classroom? 2. What are the students' strategies to overcome their anxiety in speaking?

1. Data Presentation

The data in this research was collected through two methods, namely an interview and questionnaire. The data is presented in the form of descriptions, direct quotations from the interviewees and numerical data which is the result of the questionnaire. Due to the COVID-19 pandemic, the researchers collected data online. Researchers conducted interviews with interviewees via chat using the Whatsapp application and the questionnaire the researchers had distributed via google form.

1. Result of Interview

Table 4.1 result of the research

Interviewee	Interviewees' Answers
1 st interviewee	Started to focus on learning English since entered college, got a lot of new knowledge about English. Arranging the words. Speaking is difficult, when doing public speaking. Difficult to understand the material. Nervous, trying to calm down. Lack of

	confidence and fear of being wrong. Have mastered or memorized the material. They don't really care. Quite helpful. Keep practicing and increase your self-confidence
2 nd interviewee	Since Elementary School, quite hard. Fear of being wrong. Quite difficult, difficult to practice speaking because of home environment. Friends understand more lessons than them. Nervous, inhale exhale. Don't have enough preparation. Understand and mastered the lessons. Of course, people will understand. Motivate students. Learn to be confident
3 th interviewee	Around 5 years, experience a lot of new things. When the grammar and pronunciation wrong. Difficult, forget what to say. When don't understand the lesson. Hands shaking and sweaty, try to calm down. Less practice time. When I have memorized the lesson. Of course, people must be shocked. Not playing an important role. Be more diligent.
4 th interviewee	Since Elementary School, feeling happy. A subject that is really difficult to learn and public speaking. Sometimes it's hard, fitting the words. When told to keep on studying. Nervous, encourage myself. Lack of confidence. When in the right mood. Yes, the lecturer usually corrects my wrong sentence. Very influential. By motivating yourself.
5 th interviewee	14 years, sometimes I find it difficult but I feel happy. Less support from environment. Not

	<p>difficult but also not easy, pronunciation. When my friends understood and I didn't. Started to stuttering, inhale and exhale slowly. Lack of confidence. When my mind is calm. Often, usually my classmates and lecturers understand. Very important. By motivating myself</p>
--	--

2. Finding

1. The factors that cause students' anxiety in speaking English in the classroom

a. Lack of preparation

Lack of preparation or unprepared the material is the factor of students anxiety in speaking. This usually happens when the lecturer suddenly asks the students to speak English, but the students have not enough preparation, which in turn can increase their anxiety and nervousness. Based on researcher interview and questionnaire, lack of preparation is one of the factors contributing of students' anxieties in speaking, why they felt nervous because they lack of preparation such unprepared the materials, and lack of practice.

2nd interviewee explained that this was the cause of his anxiety. As he said during the interview:

“Kalo menurut pengalaman karena emang dari aku kurang persiapan, belum hapal dan juga belum lancar”

“According to my experience it's because I'm not prepared enough, I haven't memorized it smoothly”

Meanwhile, the 3rd interviewee felt that she did not have enough practice time, so he did not prepare enough for speaking. It can be seen from the result of interview below:

“Karena kurang hafal materi terus waktu latihannya kurang lama”

“Due to not memorizing the material and not enough time to do practice”

b. Learner's belief about language learning

The next problem faced by students is the problem of learners beliefs about language learning. Learner's belief means situation when the learners believe that they must speak a foreign language perfectly, whether it's grammar or pronunciation.

2nd interviewee said that English is important but she feels that speaking English is neither easy nor difficult, like what she said:

“Susah-susah gampang sebenarnya, tapi karena jaman makin maju jadi ngerasa kalau bahasa inggris sebenarnya berguna bgt”

“Not so easy, but because times are getting more advanced, I feel that English is actually very useful”

Meanwhile 4th interviewee feels happy, hard and anxious when learning English like what she informed as follows:

“Seneng, kadang ngerasa susah dan cemas apalagi kalo tugas udah banyak” “Happy, sometimes feel difficult and anxious, especially when there are many tasks”

5th also said almost the same thing:

“Terkadang saya merasa kesulitan karena bahasa Inggris bukan bahasa sehari-hari. Namun, selebihnya saya merasa senang belajar bahasa Inggris”

“Sometimes I find it difficult because English is not my everyday language. However, for the rest I feel happy learning English”

c. Fear of making mistakes

The fear of making mistakes is one of the contributing factors speaking English. Learners who feel afraid will not confident to speaking English and that lead to speaking anxiety.

2nd interviewee said that she has fear to make mistakes and feel not confident in speaking English:

“Takut salah, ga pede dan ga terbiasa”

“Fear of being wrong, not confident and not used to it”

3rd interviewee also said that she was afraid that when speaking she would make mistakes in grammar and pronounciation:

“Ngga nyamannya lebih ke takut kalo waktu speaking grammarnya bener ato nggak, terus pronounciation tepat ato nggak”

“I feel uncomfortable more to the fear when I speaking English is the grammar correct or not, is the pronunciation correct or not.”

Sometimes these fear of making mistakes also lead to insecurities, as experienced by the 4th interviewee:

“Kalo ada matkul yang susah banget untuk dipelajari, itu menjadi salah satu faktor yang mengganggu banget dan aku bukan termasuk orang yg suka public speaking, jadi kaya ada rasa insecure gitu buat bicara di depan temen2 dikelas”

“If there is a courses that is really difficult to learn, it becomes one of the factors that really disturbs me and I am not a person who likes public speaking, so there is a sense of insecurity when I want to talk in front of my classmates”

d. Afraid of classmates

The relationship between classmates also affects the anxiety of each learners. If classmates are supportive and willing to help each other, then it is certain that the anxiety experienced by the students will decrease and besides that the class atmosphere becomes more comfortable and friendly.

2nd interviewee said that she felt anxious if she was slower to catch a material in the lesson while his friends already understood the material, as she said below:

“Saat temen-temen aku bisa sedangkan aku masih bingung sama suatu materi. Kayak ketinggalan gitu istilahnya”

“When my friends understand about a material while I'm still confused about it. Feels like I've left behind”

Meanwhile, the 4th interviewee had an unpleasant experience because when she was in High school, she makes mistakes in speaking English and his high school friends laughed at her:

“Nanti kalo salah gimana, soalnya pernah pas waktu smt 1 aku salah merangkai kata2 gitu, terus ada temenku satu kelas itu kayak ngetawain gitu, jadi dari situ aku kayak nggak percaya diri banget waktu speaking”

“If it's wrong, how about it, because when I was in the first semester 1 I put together the wrong words, and my classmate were laughing about it, so from there I was not very confident whenever I want to spoke in English)

e. Personal and Interpersonal Anxieties

Personal and interpersonal anxieties also became factor that make someone felt anxious. It was investigated in correlation with other social and psychological construct.

1st interviewee feel anxious and nervous when speaking English:

“Harus banyak latihan. Dan biasanya latihannya itu berupa speaking di depan umum, jadi sering takut dan grogi”

“Got a lot of practice. And usually the practice is speaking in public, so I often get scared and nervous”

2nd interviewee feel nervous when speaking English:

“Nervous pasti si ngeblank yang paling sering, lupa mau ngomong apa”

“Nervous of course, and blanks out the most, also forgot what to say”

Meanwhile 3rd interviewee feel that people will shocked because she cannot speaking English fluent:

“Pasti mereka kaget terus keliatan heran kenapa sampe ngga lancar speakingnya”

“They must be shocked and then look surprised why I can't speak fluently”

2. Students' strategies to overcome their anxiety in speaking English in the classroom

a. Preparation

Lack of preparation or unprepared the material is the factor of students anxiety in speaking. To overcome this factor, the student use preparation. To achieve a success in the process of teaching and learning, students needed to prepare everything properly. Because by preparing everything, the students ready to study.

1st interviewee tells that she wouldn't get anxious while speaking English if she's already mastered and memorized the material, as what she said below:

“Saat saya benar-benar merasa menguasai atau hapal materi yang akan saya sampaikan”

“When I really feel mastered or memorize the material that I will presented”

2nd interviewee also answer the same thing, she wouldn't get anxious while speaking English if she's already mastered and memorized the material:

“Saat bener2 tau materi bener2 paham dan menguasai sih”

“When I really know the material and really understand and master it”

b. Relaxation

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

Through her experience, 1st interviewee shared her way to do relaxation as follow:

“Mencoba menenangkan diri, ambil napas dalam-dalam”

“Trying to calm down, take a deep breath”

2nd interviewee also did the same thing:

“Nenangin diri sih biasanya, inhale exhale”

“Usually I calm myself down, inhale exhale”

3rd interviewee also shared her experience that she did relaxation such as calm herself down but then she continue to speak English:

“Diam sebentar, nenangin diri, terus lanjut speaking cuma itu biasanya”

“Shut up for a while, calm myself down, continue speaking, that's just the way it is”

c. Positive thinking

Positive thinking means that the students try to think positively that they will not do a mistake when they were speaking English and feel confident with themselves. They can also keep positive thinking that they can answer the

question from the lecturer. They were surely that they could do the best for their performance. By using this strategy, some students could reduce speaking anxiety.

The 4th interviewee said that she usually relieves her anxiety by encouraging herself and convincing herself that she can:

“Biasanya aku memberi semangat kepada diriku sendiri gitu, ayo percaya diri, ayo kamu pasti bisa”

“Usually I encourage myself like that, come on, believe in yourself, come on, you can do it”

Meanwhile, the 5th interviewee used relaxation and positive thinking to relieve their anxiety. As she says below:

“Menarik dan menghembuskan napas pelan sambil meyakinkan diri "ayo kamu pasti bisa!”

“Inhaling and exhaling my breath slowly while convincing myself "come on you can do it!”