

CHAPTER V

DISCUSSION

In this discussion, the researcher focuses on the finding of three research questions. They are about factors of speaking anxiety by eighth semester students of English department at IAIN Tulungagung, Strategies reducing speaking anxiety by eighth semester students of English department at IAIN Tulungagung, and eighth semester students of English department at IAIN Tulungagung preparation of their thesis presentation so speaking anxiety not interfere there speaking ability. The discussions are described below:

1. Discussion on the Factors of Speaking Anxiety by Eighth Semester Students of English Department at IAIN Tulungagung

The researcher discovered that not only passive students but also active students experienced speaking anxiety during classroom interaction based on the findings of an in-depth interview, study documentation, and field notes. It happened when they were asking the lecturer questions, answering the lecturer's questions, arguing their points of view, and so on. When they were speaking with their lecturer, they were more nervous than when they were speaking with their friends. As a result, speaking anxiety becomes a serious issue in the classroom when teaching language learners. This serious issue can lead to other issues, one of which is proficiency in learning a second language.

When speaking English with their lecturer, especially in front of a class, some students felt tense and nervous. When they were speaking with their friend,

some of them felt apprehension, shame, fear, and worry. It corresponds to Horwitz et al. (1986) definition of anxiety: anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

Every student has a different speaking issue that can cause speaking anxiety. They were terrified of having to speak English in front of their friends and lecturer because speaking is not like any other skill. Speaking requires more self-assurance. They were concerned about making a mistake and being ridiculed by others. If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015). Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities. It corresponds to ZiashSuleimenova's (2013: 1886) findings on factors that can cause speaking anxiety. They were a lack of confidence in speaking English in class, a fear of speaking in front of others, anxiety about not understanding everything that was taught in class, and a helpless and negative attitude toward the English class. From those statements, the researcher classified the factors into 2 groups, internal factors and external factors.

The first internal factor of speaking anxiety is fear of making mistakes. Many theorists argued that fear mistakes become one of the main factors of students' reluctance to speak in English in the classroom. Aftat (2008) in Juhana (2012:101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or being criticized by the teacher. So, the students lack of motivation and low in participation in speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. When students wanted to speak English, they were always afraid of making a mistake. They were afraid that if they made a mistake, their classmates would mock them and the lecturer would chastise them. This made them feel insecure, and it caused them to be nervous when speaking.

The next internal factor of speaking anxiety is shyness. Many theorist argued this argument too, Shyness, according to Gebhard (2000), is an emotional problem that many students experience when they are required to speak in English class. This suggests that shyness may be a source of difficulty in students' classroom learning activities, particularly in speaking classes. As a result, paying attention to this aspect is also very important in order to assist students in giving their best performance in the classroom when it comes to speaking.

After the internal factors, some students also find that was any others factors that also affect the speaking anxiety. the factors come from external factors. The first external factor of speaking anxiety is listening ability, We can't improve our speaking abilities unless we improve our listening abilities (Doff, 1998). To have a

successful conversation, students must understand what is being said to them. Shumin (1997) agrees with Doff (1998), claiming that when one person speaks, the other responds by attending through the listening process. Every speaker, in fact, serves as both a listener and a speaker. As a result, if one does not understand what is being said, one will be unable to respond. It means that listening and speaking are inextricably linked.

The next external factor is topical knowledge, Bachman and Palmer (1996) defined it as the knowledge structures in long- term memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer (1996) believe that topical knowledge has a great impact on the learners' speaking performance. According to Bachman and Palmer (1996), certain test tasks may be easier for those who have relevant topical knowledge and more difficult for those who do not. They believe that speaking performance is influenced by topical knowledge.

The next factor is feedback during speaking activity, Bachman and Palmer (1996) explain the relationship further by stating that speakers who know a lot about what they're talking about will likely perform better than speakers who don't. Finally, feedback is an important factor in determining whether a speaker's performance is successful or unsuccessful. Feedback from the teacher or friends, as well as how it is conveyed, has an impact on students' speaking performance. For example, if it is conveyed all the time when the speaker makes mistakes, it will not only disrupt the flow of conversation and speech, but it will also demotivate the students. As a result, students will develop a lack of desire to communicate.

2. Discussion of the Strategies reducing Speaking Anxiety by Eighth Semester Students of English Department at IAIN Tulungagung

During the teaching-learning process, the student encountered numerous speaking difficulties. One of them was expressing concern. Students needed to use strategies to reduce speaking anxiety in order to have a successful teaching and learning experience. According to the research findings, the students, both active and passive, used a variety of strategies. They did preparation, relaxation, positive thinking, peer seeking, and knew who our audience was. It is consistent with the theory proposed by Kondo and Ling (2004: 262), as cited in Faizah (2017:30), that there are four strategies for reducing speaking anxiety. Those were preparation, relaxation, positive thinking, peer seeking, and resignation. But the researchers got only two significant strategies used by eighth semester students of English department students at IAIN Tulungagung.

The first strategy was to practice relaxation techniques. It was associated with taking a deep breath and attempting to calm students down when they were having difficulty learning English. The students felt better after doing this relaxation, and it may have reduced their speaking anxiety. According to Kondo and Ling, as cited in Faizah (2017: 31), relaxation refers to methods of reducing anxiety symptoms that students experience, such as taking a deep breath and attempting to calm down.

The next strategies was preparation. Preparation was critical for accomplishing everything. It was related to reading the material prior to class and mental preparation, such as the courage to face answering or explaining the material

and questions to the audience. Students used this strategy frequently because it was extremely useful. Everything went smoothly because of the preparation, and the lecture was a success. According to Kondo and Ling (2004: 262), as cited in Faizah (2017: 31), preparation refers to the learners' efforts to avoid danger in the classroom by improving learning and study strategies. As a result, the learners' mastery of the subject matter will be increased, and thus the anxiety associated with the language class will be reduced.

3. Discussion of Eighth Semester Students of English Department at IAIN Tulungagung Preparation for Their Thesis Presentation So Speaking Anxiety Not Interfere There Speaking Ability

Preparing presentation in thesis is different with preparing presentation in front of the class, there are many relative answer from four subject that I have interviewed before, and both of them answer with the same answer. Every students have their own way to preparing their own thesis presentation, beside they made a mind maps, made a power point more easy to understand. They both answer the should practice it at home before the day of thesis presentation, because based on their interview, they can relax if they practice it at home and watching native speaker speech to make them know good pronunciation for their thesis. Their also practice with their friend and made a thesis simulation and practice it with their friends. It would help them boost their confident during thesis presentation. and it really in line with Ade Aisah (2019) Statement from her thesis that practicing to defence with their friend can help the students more well prepared during thesis presentation.

Rohmani Nur Indah (2020) stated Apply English hours as soon as possible. There is no such thing as a day without speaking English, whether it is listening, speaking, reading, or writing in order to improve fluency, response speed, or thinking in English. Don't wait until D-1 to start getting used to these English hours. Apply it to your study group for a minimum of 3 hours per day for a minimum of a week. Use friends who are under the same lecturer's supervision to practice presentation and question-and-answer sessions.