

CHAPTER V

DISCUSSION

This part presents the discussion of the researcher in interpreting the researcher findings related to the theories

A. Discussion on the Description of Speaking Anxiety by Sixth Semester Students of English Department at IAIN Tulungagung

Based on the result of research finding that was done by doing in-depth interview, participant observation, documentation of study, and field notes, the researcher found that not only passive students but also active students experienced speaking anxiety during classroom interaction. It happened when they were asking question to the lecturer, answering the question from the lecturer, arguing opinion etc. It was more anxious when they were speaking with their lecturer than with their friends. Horwitz (2011: 113) stated that as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education. It means that speaking anxiety becomes a serious problem in teaching language learners. This serious problem can cause other related problem, one of them is about proficiency in learning second language. It is also claimed by Crookall and Oxford (1991: 52) serious language anxiety may cause other

related problems with self-esteem, self-confidence, and risk-taking ability, and ultimately hampers proficiency in the second language.

Some students felt tension and nervous when they were speaking English with their lecturer moreover speaking in front of class. Some of them felt apprehension, ashamed, afraid, and worry when they were speaking with their friend. It is suitable with the definition of anxiety that is stated by Horwitz et.al (1986: 125) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

All students have various speaking problem that can cause speaking anxiety. They were afraid if they had to come in front of their friends and lecturer to speak English because speaking is not like other skill. Speaking needs more confidence to do it. They worried about 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. They often spoke up with their mother tongue. It made their vocabularies did not develop. Students who had high competence and active one in the class, they would dominate and lead the class. It made the other students especially who had low competence and passive, would be just silent because there was no time to speak up. All these speaking problems were in line with the idea stated by Ur (1991: 120) who explained that there were four speaking problem experienced by

the students. Those were inhibition, nothing to say, low or uneven participation, and mother-tongue use. 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 limited vocabularies to speak English and did not really master about grammatical point. Because of this situation, it was better to be silent for them. Finally, the students became passive and they could not improve their speaking ability. It is suited with Sparks and Ganschow; cited in Horwitz, 2001:118) that language anxiety may be a result as well as a cause of insufficient command the target language. That is to say it may be experienced due to the linguistic difficulties L2/FL learners face in learning and using the target language.

From the findings, the researcher got the data that there were various causes of speaking anxiety during classroom interaction experienced by the students. Those various causes were different types of task, the role of language lecturer, fear of making mistake, self-perception, gap of competence, and limited exposure to English. It is suited with the data finding from Ziash Suleimenova (2013: 1886) about factors that can cause speaking anxiety. They were lack confidence in speaking English in class, fear of speaking in public,

anxiety about not understanding everything taught in the class, and helpless and negative attitude toward the English class.

The first cause of speaking anxiety is different types of task. It was related to types of task that made the students anxious. They became anxious if the types of task related to speak up in front of the class and asking or answering the question to the lecturers or their friends. It is supported by Herwanto (2013: 56) that the tasks became something that causes anxiety if the students were asked to present the activities in front of the class. When they practiced to speak in front of their friends, their confidence had certain effect to their performance. The students lost their confidence when they faced towards their friends directly. The condition made them forget about what they wanted to say.

The next cause was the role of language lecturer. The roles of the lecturer in the class were as controller, prompter, participant, resource, and tutor. As a controller, lecturers were in charge of the class and of the activity taking place and were often 'leading from the front'. Controllers take the register, tell students things, organize drill, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom. (Harmer, 2017:108). It is also supported by the data finding from Rio Herwanto (2013: 66) that the role of language lecturer also had effects to cause speaking anxiety. It was related to how teachers create a classroom atmosphere which is

suitable for the teaching and learning process, controlling attitude towards students, correcting students' error, and how to motivate them appropriately.

Being fear of making mistake was another cause of speaking anxiety. The students always felt afraid of making mistake when they wanted to speak English. They were afraid if they made mistake, their friends would laugh at them and the lecturer would scold them. This feeling made them less confident and it would cause speaking anxiety. It was also supported by Herwanto (2013: 59), all the students felt the same thing about their anxious feeling when they made mistakes. They were very afraid of their friend's regarding their performance.

Another cause was self-perception. It was related to the negative thinking of the students. They always imagined the difficult thing before they did it. They imagined something difficult that it did not surely happen. Finally, it could cause speaking anxiety. It was suited with Herwanto's research finding (2013: 68) that self perception is a perception that causes negative effect on students. Negative thoughts and being under estimate towards their own ability can provoke anxiety because of the degradation of confidence. Students' unrealistic expectations or beliefs on language learning and achievement potentially initiate frustration or anger toward their own poor performance.

The next factor was gap of competence. It was related to the competence that belonged to the students. Students who were smart in English would follow the lecturing easily. On the other hands, students who had low competence could not follow the lecturing well because they became passive students and it caused speaking anxiety. It was supported by Herwanto (2013: 69) that there were some students who were able to speak in English quite fluently, confidently, and have a wide range of vocabulary. However, there were also some others who can barely speak in English even in a simple dialogue. Regarding to the condition of the classroom participants, the involving of the competition in the language learning cannot be avoided. The gap of competence potentially leads students to anxiety, depending on certain situation or context. It became a big concern for students who perceived poor performance in the classroom activities.

The last factor causing speaking anxiety was limited exposure to English. It was related to how often the students used English to practice in their university especially in English class. Students, who often used English to have conversation with other friends or lecturer, were more fluently because they always practiced to speak English everyday. It made English as their habit. On the other hand, the students who were rarely practicing to speak English, they lost their vocabularies and could not increase their ability to use grammar appropriately. Based on the data collected from in-depth interview,

most of students who were limited exposure to English it because they realized that they had limited vocabulary to speak up. The subjects also explained that they used English when they had presentation. Besides, it also depend on the lecturer who was teaching. If the lecturer asks them to speak English, they will speak English. Because some lecturers sometimes used Indonesia and it influenced the students to follow the lecturer. It was suited with Herwanto's research finding (2013: 71) that to achieve the goal as a fluent English speaker, learners should practice to speak regularly. However, limited exposure to English in their environment impedes the development of their communicative proficiency and it can cause speaking anxiety.

From the discussion above, there were various causes of speaking anxiety during classroom interaction. In sum, they would be always anxious if they could not manage themselves by strategies to reduce it.

B. Discussion on the Ways to Overcome Speaking Anxiety by Sixth Semester Students of English Department at IAIN Tulungagung

There were many problems of speaking that were experienced by the student during process of teaching learning. One of them was speaking anxiety. To reach a successful teaching and learning, the students needed to apply the strategies to reduce speaking anxiety. From the research finding, the research got the data that the students both active and passive students had various strategies. Those were they do preparation, relaxation, keep positive thinking, peer seeking, and knowing who our audience were. It is suited with theory from Kondo & Ling (2004: 262) cited in Faizah (2017:30) that there were four strategies to reduce speaking anxiety. Those were preparation, relaxation, positive thinking, peer seeking, and resignation.

The first strategy was preparation. Preparation was very important for doing everything. It was related to reading the material before the class and mental preparation such as the braveness to face answering or explaining the material and questions 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. It was suited with Kondo & Ling (2004: 262) cited in Faizah (2017: 31) that preparation refers to the learners' endeavors to avoid threat in the classroom by improving learning and study strategies. In such a way, the learners' mastery of the subject

matter will be increased, and hence it will reduce the anxiety associated with the language class.

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 doing this relaxation, the students felt better and it could reduce speaking anxiety. It was suited with Kondo & Ling cited in Faizah (2017: 31) that relaxation indicates means that aim at reducing anxiety symptoms the learners experience such as taking a deep breath and trying to calm down.

The other strategy was positive thinking. It was related to the students had to think positively about their ability speaking in English and anything related to the process of lecturing such as asking question to the lecturer, answering question from lecturer, giving opinion in front of their friends, etc. The various way of doing positive thinking was explained also in Kondo & Ying-Ling cited in Faizah (2017: 31) that the various ways to do positive thinking were trying to be confident, imagining themselves giving a great performance, thinking of something pleasant , or not thinking of the consequences.

The other strategy used by the students is peer seeking. The students who had difficulty in learning English asked help to their friend who was smarter. The students shared their difficulty and their friends gave advice and suggestion. It was suited with theory from

Kondo & Ling cited in Faizah (2017:32) that peer seeking is characterized by learners' willingness to look for others who seem to suffer from anxiety in the language classroom. By doing this strategy the students know their mistake and they can improve their skill.

The last strategy is knowing our audience. Knowing who our partner is in speaking helped us to reduce speaking anxiety. The students knew what they had to talk with their partners. If the partner was an expert, the students had to talk or explained something that superficial so they could not elaborate the sentence and if the partner was a polyglot or they were not an expert, the students could talk in a simple way. So it could reduce speaking anxiety.

Based on findings of the research, the subjects shared the reason to use the various strategies. They used preparation strategy because preparation was the important thing before doing any activity. How important preparation is, it is suited with MacIntyre & Gardner (1994) cited by Argaman and Abu-Rubia (2002:152) who state that one of the effort is preparing and practicing before class. So it could make the activity run well. Without preparation, all speaking performance will be worse. They used relaxation strategy because when their body was relax, it can reduce speaking anxiety. If they are not relax, they would be nervous and so on. Positive thinking was the next strategy used by the students for many reasons such as it can reduce speaking anxiety, their speaking performance would be good in time. The next

reason was for peer seeking strategies. In peer seeking strategies was also important because their friends always helped them, gave advice and suggestion so the students would not feel anxiety. It was suited with the theory from Roeser, Eccles, & Strobel (1998) who state that peer seeking help from others allows them to get targeted information exactly when they needed it. And the last strategy was knowing our audience. The reason for using this strategy was because it is important. The students used vocabulary, word, and material depend on the audience. If the audience was an expert, they could prepare formal conversation and vice versa when the audience was common people, they needed to prepare usual conversation.

From those discussions above, the researcher got the point that active and passive students had their own strategies to reduce speaking anxiety. Even the active students seemed clever and had high competence, actually they also felt anxiety but they had strategies to reduce it. On the other hand, passive students also had their own strategies how to reduce their speaking anxiety so they could still follow the lecturing.

Finally, the research was done to complete the previous study that is conducted by Faizah (2017). The researcher found the additional data about the causes of speaking anxiety and the strategies to reduce it that is used by the sixth semester students of English Department at IAIN Tulungagung. Those additional data about the

causes of speaking anxiety were: (a) different types of tasks, (b) the role of language lecturer, and (c) limited exposure to English. For the strategies to reduce the speaking anxiety, the researcher adds one strategy to reduce speaking anxiety that was 'knowing our audience'.