## **CHAPTER IV**

## RESEARCH FINDINGS AND DISCUSSION

This chapter presents findings and discussion the different anxiety between female and male students at Wachid Hasyim 2 Taman Sidoarjo

### A. Profile of School

SMA Wachid Hasyim 2 Taman is a public high school shelter under the Ministry of Education and not the Ministry of Religion. SMA Wachid Hasyim 2 Garden is managed by the foundation oriented values and amaliah Ahlussunnah wal Jama'ah (NU) Foundation for Education and Social Ma'arif (YPM). The location on Jl. Raya Ngelom 86, Taman, Sidoarjo, East Java.

As an educational institution that shelter under the Ministry of National Education, High School Wachid Hasyim 2 Taman using the National Education curriculum. Thus the implementation of the teaching system is also oriented to the Guidelines of the Teaching Program (GBPP) issued by the Ministry of National Education. Only needs to be added that the SMA Wachid Hasyim 2 Park under the management of the Education Foundation and Social Ma'arif (YPM), therefore this educational institution in addition to teaching the whole field of study outlined by the national education curriculum also add fields of study Islamic religion. So SMA Wachid Hasyim 2 have a difference or more value than the public school to another.



The building of Wachid Hasyim 2 Taman Senior High school picture.

The Visions of this school is The implementing an educational institution that Islam breath notion, Ahlu Sunnah Wal Jama'ah and insightful nationalities managed in a modern and professional. Also, The Mission is applying standards and rules foundation at the school. Develop interests, talents and creativity of learners in academic and non-academic. Cultivating learners develop a sense of social responsibility in public life. Develop ICT-based learning in raising local excellence that can compete globally.

# **B.** Research Findings

The researcher has conduct the research from 23 july - 5 August 2016 through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research question as follows:

1. what are the different anxiety of oral communication between female and male students in conversation class at Wachid Hasyim 2 Taman Senior High School ? 2. what are appropriate strategies that used by teacher to cope anxiety problem between female and male students in conversation class at Wachid Hasyim 2 Taman Senior High School?

The researcher was observ tenth grade students in conversation class at Wachid Hasyim 2 Taman Senior High School. To show the result of the research clearly, those findings are categories based on the research question of the study:

# 1. Different anxiety of oral communication between female and male students

In term of identifying the different anxiety, the researcher needs data about the characteristics of anxiety. The researcher used interview guideline with six questions about the characteristics of anxiety. In other to find the detail of finding, the researcher has categorize as bellow:

# A. Analyzing different anxiety's characteristics

In analyzing different anxiety's characteristics, the researcher used interview guideline and observation. In addition the researcher only focus on different characteristics between female and male students in tenth grade (X2). There are 12 from 42 students that the researcher observed. consist six female (students who get high, fair, and low score) and six male (students who get high, moderate, and low score) The raw data of transcript interview can be seen here (see appendix).

Based on Observation data that held on 28<sup>th</sup> july 2016, the researcher desribed that most all female students got worried when make a mistake, trembeled when being called, frightened for not to understand what the teacher saying, got afraid and nervous when speaking in front of the class. Started to panic and forgot things they was already taught when the teacher ask them.

The observation data that got by researcher about male students, most all male students did not get anxious, tremble, panic when the teacher called them and corrected them. Only one of them that got afraid and forgot the things that they was already taught, the reason is because, they feel shy or afraid when they make a wrong pronunciation.

The result of observation showed that all female students got worried when make a mistake, trembeled when being called, frightened for not to understand what the teacher saying, got afraid and nervous when speaking in front of the class. Those characteristics can be categorized as psychological and physiological anxiety. Also, male students showed that male students did not get anxious, tremble, panic when the teacher called them and corrected them. Only three of them that got afraid and forgot the things that they was already taught, it is can be categorized as psychological anxiety.

Then the researcher had tabulated the data of the students' interview result by categorizing it form the student's name and their anxiety in speaking. The result of students' interview result will be presented in table and explanation by the researcher below:

Table 4.1 Categorization of Anxiety based on students interview

No.	Question	Student's answer
1	Question 1 : What do	FEMALE
	you feel when practice	Student A: I feel nervous, getting tremble and
	speaking in front of the	panic., shy, afraid (teacher will angry) " but "I
	class? (Shy, fear, afraid	try to more confident.
	making mistake or	Student B: I feel shy and nervous(panic) when I
	other)	speak in front of the class." Also if the time left
		more my face look pale.
		Student C: My heart beat faster and confusion,
		because the teacher call the name students
		directly and when My friend always look at me.
		Student D: I feel nervous and tremble, because
		my friends always look at me.
		Student E: I feel confuse and afraid. I feel
		afraid lost the words and I can't say anything.
		Student F: I feel panic and shy. I get panic
		directly when the teacher call my name.
		MALE
		Student A: I never getting tremble or panic, I
		just feeling guilty and shy when the first time
		perform.

		Student B: I do not feel nerveous or tremble. I
		just shy and fear of embaraessment.
		Student C: I feel shy and afraid make a
		mistake.
		Student D: I feel fear of failur, because I do not
		prepare before.
		Student E: I feel fear of failur. I do not know
		why.
		Student F: I feel of embarrassment because I
		do not speak well.
2	Question 2 : If you	Female
	make a mistake in	Students A: yes of course, My friends always
	speaking, are your	laugh at me when I make a mistake in
	friends laughing you?	pronunciation.
		Student B: yes, My friends always laugh when
	,	I make a wrong pronunciation.
		Student C: My friends always laugh, I do not
		like it.
		Student D: yes, my friends always laugh at me.
		Student E: of course, they always laugh
		everyday.
		Student F: yes. It is right. I don't like it.
		Male

		Student A: yes, My friends always laugh at me.
		Student B: yes, My friends always deride me,
		but I still enjoy.
		Student C: yes, My friends always laugh at me.
		<b>Student D</b> : of course, they always deride me.
		But I don't care.
		Student E: yes, they always deride me.
		Student F: yes alright, they always laugh at
		me.
3	Question 3 : Do you	Female
	feel disturbed with your	Student A: I feel distrubed, because it makes
	friend's attitude like	me lost my concentration.
	that? (based on Q.2)	Student B: I feel distrubed, but I try to do not
		care.
		Student C: I feel very distrubed, because it
	,	make me lost my word in my mind (blank).
		Student D: I feel very uncomfortable about this
		situation
		Student E: I try to feel comfort but I can't, this
		situation make me more afraid
		Student F: I feel distrubed, I try to keep
		confident.

		Male
		Student A: I still enjoy with this condition (the
		friends laugh), I think it make my friend happy
		and more intimate with them.
		Students B: I still confident because I want to
		make them more confident when they look at
		me.
		Student C: I feel distrubed just little but I can
		handle it and keep confident.
		Student D: Yes, but it make me more
		confident.
		Student E: No, I feel more confident.
		Student F: no, I feel enjoy and more intimate
		with other friends.
4. Que	estion 4 : What	Female
thin	gs make you feel	Student A: I really getting tremble when my
anxi	ous when speak in	friends and teacher look at me.
fron	t of the class?	Student B: I feel panic when my friends
(afra	aid making mistake,	laughing me.
afra	id if your	Student C: My heart will beat faster when my
proi	nunciation wrong,	
afra	id if your friends	
will	laughing you or	at me

other)	Student E: I feel panic when all my friends
	laugh at me
	Student F: I feel afraid when I lost my word in
	my mind
	Male
	Student A: I feel shy when make a mistake.
	Student B: I feel afraid when the teacher look
	at me.
	Student C: I feel afraid speak English because
	I never try speaking English in other place.
	Student D: I feel fear of failur when the teacher
	ask to me to speak English anytime.
	Student E: I feel fear of failur when my friends
	do not pay attention to me
	Student F: I feel fear of embarrassment when
	the teacher laugh at me.
Question 5 : What does	Female
your teacher when you	Student A: My teacher always correction my
make a mistake while	mistake with revise the right word or
speaking in front of the	pronunciation.
class? (laughing, silent,	Student B: My teacher always help us
angry or correct your	(students) when we get confuse with the
mistake)	meaning of difficult word.
	Question 5: What does your teacher when you make a mistake while speaking in front of the class? (laughing, silent, angry or correct your

**Student C**: My teacher is very kind, she always give us correction when I make a mistake.

**Student D:** My teacher is my favorite teacher because she never angry to her students and always give us support

**Student E:** she always correction our mistake and give support.

**Student F:** my teacher always correction our task also, she never distinguish us.

### Male

**Student A:** My teacher is always support and give us correction.

**Student B**: My teacher is a good teacher, she always correction my mistake and she is my motivator to more practice speak English.

**Student C:** correction my mistake, My teacher always support me to be more confident

**Student D**: Correction my mistake and revise it

**Student E :** she always support us

**Student F:** She is my favorite teacher because she is kind and never angry although I and my friends can't speak English fluently.

**6. Question 6** : What

makes you did not feel anxious when speaking in front of the class? (your friends and teacher give support, your teacher give reward, conversation in your table not in front of the class or other)

## **Female**

**Student A :** I feel did not anxious when I speak in front of the teacher only not in front of other friends.

**Student B:** I feel comfort to speaking English when I speak with my friend on the table.

**Student C :** I feel comfort when I speak English face to face with the teacher.

**Student D**: I feel comfort when speak with my friend on the table.

**Student E**: I feel comfort when Speak with teacher only (face to face).

**Student F:** I feel comfort if speak English with my friend.

### Male

**Student A:** I feel comfort when speak English in front of the class, because I want to entertain my friends too.

**Student B:** I feel comfort if conversation or practice speak in front of the class.

**Student C:** I try to feel comfort and confident when practice speak in front of other people with all situation.

Student D: I feel comfort when speak English
in front of the class because, my friends can look
my performence

Student E: I feel enjoy when speak English

**Student E:** I feel enjoy when speak English with my friend in front of the class.

**Student F**: I feel comfort when presentation in front of the class.

### Instruction:

= category of physicology anxiety

= category of psychology anxiety

# **\*** The Explanation by the researcher

Physiological trait anxiety is characterized by dizziness or headache, abdominal pain, acne appears on the face, face flushed with embarrassment, soaring voice patterns while talking, hands and feet numbness, severe dizziness or loss of consciousness, and difficulty breathing.

Psychological trait anxiety is characterized by negative thinking about a task or run out of time in doing the task, doubt the ability of self, fear of embarrassment when he was in front of the class (in front of friends or teachers), fear of failure, fear of pain, suspicion that he has been judged by people, Feeling sad and low self-esteem by excessive concerns.

Based on those definition, the researcher explain the students interview with different categories (physicology and phsychology):

## A. The characteristics of female students anxiety

- a. Physicology characteristics
- 1. Student A: Based on the interview data, the students said that she getting nervous (tremble and panic) when they perform conversation in front of the class. It can be shown when the researcher ask what do you feel when you perform or speak in front of the class?, she answered that when she speak infront of the class, her body was tramble and panic also her voice can not be heared.
- 2. Student B: this student said that she getting nervous with the characteristics pale and tremble. It can be shown when she answered the question from the researcher, she answered that she always tremble when the teacher call her to perform or speak in front of the class. Also, when she make a wrong pronunciation her friends laugh and make her very tremble.
- 3. Student C: based on the interview data, the students said that she always getting panic (heart beat faster and confusion) so that she can not speak up well. The reason why her haeart beat faster and can not speak up well is her friends looking at her.
- 4. Student D: as the result of interview, she is get nervous and tremble when their friends look at her. She said that when their friends look at her, she feel shy and get tremble.

- 5. Student E: the student said that she get confuse and afraid. She explain that when she confuse, she always forget the words.
- 6. Student F: based on the interview, the students get panic when the teacher call her name directly becase she not prepare yet.
  - b. Psychology characteristics
- 1. Student A: as the result of interview, the researcher get answer from students that she feels shy just a little when the teacher ask to speak in front of the class. She shy with her friend when they make a mistake in pronunciation but she still confidents and positive thinking.
- 2. Student B: this students answer they always shy because she must speak in front of her friends. She always negative thinking. Negative thinking it means she always think that when she make a wrong pronunciation her teacher will angry, but actually her teacher will give correction.
- 3. Student C: She feels confident but when she starting conversation, she feel shy. The factors why feel shy is, this is the first time she speak up with boy students and in front of many people. She said that her school before is a school that consist of girls students only and she graduated from boarding school.
- 4. Student D: This students answer they always shy because she must speak in front of her friends. She always negative thinking, she imagine that teacher will angry when she make a mistake. But it can't be fact.

- 5. Student E: Based on the result of interview, she shy when speak in front of the class because her friends will look at her. Also, she feel comfort when speak English with her friends on the table.
- 6. Student F: as the result of interview, the researcher get answer from students that she feels shy when she make amistake.

## B. The characteristics of male students anxiety

- a. Physicology characteristics
- 1. Student A: he did not feel nervous. He always confidents although his friends laugh him when he make a wrong pronunciation. He said that when his friends laugh it make him and his friend more intimate. He also explain that he do not like if the atmosphere in the classroom quitely, because it make his feeling be afraid or getting panic.
- 2. Student B: he did not feel nervous or tremble. Because, he had feel comfort with his friends in the class. He did not feel distrubed when his friends laugh him, he feel that when they still confident it makes his friend more confidents too to speak up in front of the class or in front of many people.
- 3. Student C: when the researcher ask him, he answer that they did not get tremble or heart beat faster. Because his friends always gice support when he speak in front of the class. The support as like when his friends in the class pay attention his performance and give applause to him.

- 4. Student D: Based on the student's interview, the student did not feel nervous or tremble. He said that he feel afraid when the teacher look at him. He feel enjoy when all his friends give support like give applause.
- 5. Student E: He did not feel panic and confuse, because it is a activity that make him more intimate known his friends.
- 6. Student F: The result of the interview, the student did not feel nervouse and panic, he just shy when speak in front of the class. He feel that speak in front of the class make more confident for him.
  - b. Psychology characteristics
- 1. Student A: as the result of interview, the researcher get answer that he feels shy when he starting speak up in front of the class. He think that he will make a mistake because he does not study yesterday. Also, he does not speak English habitualy.
- 2. Student B: He feels fear of embarrassment because he does not speak use English language habitually. also, he think that the teacher and his friends will laugh when he perform. He also said, although his teacher and friends laugh, he still confident because he always think that he must do it well if he wanna get high score.
- 3. Student C: This student said that he feels shy and afraid make a mistake. He feels shy because he can not speak English well, it can be shown when the researcher interview with him. He explain that he can speak English actually, but he never try or practice speak English in other place. So, he

- feels speak English is so scary. He feels afraid make a mistake because he never prepare or practice before perform in front of the class.
- 4. Student D: He feel fear of failure because he never prepare before perform in front of the class. He never practice speak English at home or at other places.
- Student E: He feel fear of pain. When the researcher ask what the reason,
   He can not answer the question. He said that he feel fear of failure when the teacher come to the class.
- 6. Student F: The result of student interview, the teacher explain that student F feel embarrassement because He can not speak English well. He afraid when he make a wrong mistake, his friends laugh at him.
- 2. The appropriate strategies that used by teacher to cope anxiety problem between female and male students

After knowing the different anxiety's characteristics between female and male students in Wachid Hasyim 2 Taman Senior High School, the researcher interviews the English teacher to know the appropriate strategy to cope anxiety's between female and male students. It can be summarized that there are three strategies from the teacher to cope anxiety's students Such as, the English teacher give motivation, reward and special threat. The more detail the researcher will presented with table and explanation below:

## **Table 4.2**

## The teacher's strategies to cope student's anxiety

No.	Question	Teacher's interview
1.	Question 1 : Do you	Yes, of course I know it. Usually
	know that your students	students who get anxious mor indicate
	feel anxious when	in female students. I think the male
	speaking in front of the	students more confident than female
	class? (when you look at	because, male student rarely get
	their expression such as,	anxious. The characteristic that shown
	their face, their sounds and	by female students those are red face,
	other expression)	the soaring voice patterns while
		talking, the body is sweating, the face
4		is pale and often to go to bathroom.
2.	Question 2: What the	The different can be shown that the
	different anxiety problem	male students more confident than
	between female and male	female. They (male students) can
	students?	handle their anxious with make the
		class enjoy. Also, If I ask male students
		to practice in front the class, they go
		forward directly. It is opposite with
		female students, the female students
		always reject when I ask to practice in
		front of the class.
		The female students problem are they
		always negative thinking about the

teacher. They think that teacher will angry when they make a mistake. They always shy when I and their friends look at her. The female student still can not handle their anxious so it can be shown when they perform. Actually Yes. I use three strategies to **Question 3:** Is there any different treatment of cope their anxiety. Those are give the anxiety between female motivation, reward and threat (special and male students? threat). Question 4: What the The appropriate strategy give appropriate strategies to reaward, motivation, make the class cope anxiety problem ? enjoy and the special one is give threat between female and male (special threat). For male students, I students ? (for example used give reward and motivation give reward, give more because in my opinion male students motivation and make feel feel enjoy when the teacher give enjoy in the class) atention more (care). They feel enjoy when they more intimate with the teacher ( like a friend). They will shown their ability if the teacher can provoke them with give motivation

ways.

I use those strategies (give reward and motivation) and threat (special threat) for female students. Thespeacial threat means that I always threat them when they reject to practice in front of the class. The threat is decreasing their score and vail. With this strategy female students feel threat. Ready or not they will present.

Kitano suggests that teachers should find ways to support students with fear of negative evaluation, which may involve providing these students with positive reinforcement, such as positive comments. In relation to learners' perception of low ability, teachers should make interventions in the classroom environment and practices, and create a smart "sense of community in the classroom", so that students do not perceive it a competitive, while pair and group work can be in incorporated.

The preliminary responsibility is to identify students experiencing debilitating anxiety and help them develop coping strategies. Teachers should give special attention to such students by attending to their needs and concerns even outside the classroom by taking individual-specific measures. One appropriate way of doing this is to make encouraging remarks on

students' attempts, praise their efforts, provide feedback written or oral, and have a private talk with them outside the class. In process, willingness to engage in speaking activities ought to be taken into account because unless students have ample opportunities to practice oral fluency and accuracy, they will not develop these skills.

Based on some theories that has been explained by some researchers above, in this research the researcher has some strategies that used by teacher to cope students anxiety. The teacher used three strategies, those are .

# a. Giving Motivation (support)

Based on the interview data, the teacher said that every students need motivation from other people. In this class, the teacher always give motivation or support to the students, the motivation as like give more attention. The teacher said that with give more attention, the teacher will more intimate with her students. Also, the teacher never distinguish between smart students and other or between female students and male students.

### b. Giving reward

The result of the data from interview, the teacher said that she always get reward for students when students gets good point. The reward here is not a thing or gift but "adding score". Although the students do not get good point but the teacher always give them a

motivation or a reward by a good statement as like "Verry good, you have to increase your score again by practice more".

## c. Special threat or force students to speak English

Based on the interview with teacher, the teacher give special threat. Special threat it means the teacher must threat the students (especially female students) to practice speak in front of the class. Why only for female students because, based on the result of interview anxiety's students it can be shown that female more get anxious than male students. The form of threat is teacher said to female students that if the female student does not practice in front of the class, the score will be decrease and vail.

# C. Discussion

In this section, the researcher discusses the result of finding the data on the field compare with some theories which related with the research of the problem. In the field, the researcher finds that the different anxiety between female and male students are showed from the characteristics of anxiety. The different is physiological and psychological anxiety, This data is appropriate with the theory of Frances. The researcher explained that the characteristics of anxiety divided into two, those are physiological and psychological. Also, the researcher found the teacher strategies to cope anxiety's problem that felt by student in conversation class. Thus, the discussion is categorized based on the research questions of the study:

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<sup>&</sup>lt;sup>1</sup> Frances, Frequently Asked Quetions about "academic anxiety, (New York: Rosen, 2008), hal 29

# a. Different Anxiety between female and male students.

Physiological anxiety, in this research the researcher find some psychological anxiety from the interview with students. The researcher ask some questions to students about the characteristics of anxiety, from the interview the researcher found that almost of all female students interviewed by researcher give answer that they getting physiological anxiety. It can be shown with the interview data (Appendix 3). The anxiety that felt by students are getting panic, tremble, panic, heart beat faster and confuse.

Psychological anxiety, in this research the researcher found that psychological anxiety felt by female and male students. It can be shown from the result of interview with students. Almost of all The female students said that they shy when speak up in front of the class. The reasons are first, this is the first time for them to practice infront of the class and they must speak up in front of their male friends. Second, they shy when their friend laugh if they make a mistake in their pronunciation. The last, they afraid and negative thinking when they make a mistake, the teacher will angry or decreasing their score. Actually the teacher will corrections their mistake not angry.

The psychologycal anxiety also felt by male students, the result from the interview students are almost male student getting psychological anxiety, but male students does not felt physiological anxiety. The psychological anxiety that felt by male students as follows shy, feels fear of ambressement and afraid if making mistakes when pronounce the word in English language. The reasons why they getting this anxiety because, this is first time they speak in front of the class although in junior high school have done. The important one take from this condition is the male students never felt unconfident eventhough their friend or other will laugh or disturb them.

The result of observation showed that all female students got worried when make a mistake, trembeled when being called, frightened for not to understand what the teacher saying, got afraid and nervous when speaking in front of the class. Those characteristics can be categorized as psychological and physiological anxiety, it is related to theory from frances.<sup>2</sup> Also, male students showed that male students did not get anxious, tremble, panic when the teacher called them and corrected them. Only one of them that got afraid and forgot the things that they was already taught, it is can be categorized as psychological anxiety also those characteristics related to theory from Bucklew.<sup>3</sup>

# b. The appropriate strategies that used by teacher to cope anxiety's problem

Based on the result of interview, the teacher use three strategies to cope student's anxiety problem. The strategies are Give motivation, give reward and special threat. Give motivation strategy also explained by

<sup>&</sup>lt;sup>2</sup> Ibid,.

<sup>&</sup>lt;sup>3</sup> Triantoro, Safaria, *Managemen Emosi Sebuah Panduan Cerdas Bagaimana Mengelola Emosi Positif Dalam Hidup Anda*, (Jakarta: PT Bumi Aksara: 2012), hal 49

Kitano. Kitano said that teachers should find ways to support students with fear of negative evaluation, which may involve providing these students with positive reinforcement, such as positive comments.<sup>4</sup> The teacher explain that to cope a problem, the teacher must known the real condition in that place. Every problem has a strategy based on the condition.

In this research the researcher found that the teacher never distinguish her students (between smart and low students or female and male students). The teacher think that all students has a special character. So, they try to understand what the special character that students has. She never give punishment when the students get bad score or make a mistake. She always give support and motivation. The teacher also used give reward strategy to show the interest with the students. The teacher usually give add score for students who get good score. Although the students who get bad score, she never angry or distinguish them. Lightbown and Spada also suggested that a necessity to tactfully foster the belief to anxious students that they should aim at continuing a speaking activity, despite making errors. These approaches entail teachers to establish good rapport with students, accept them as individuals, tolerate their mistakes, and create a supportive and relaxed classroom environment.

The researcher also found from interviewed students that all students like their teacher. They feel more intimate with the teacher as like their

<sup>&</sup>lt;sup>4</sup> Kitano, K. (2001). Anxiety in the college Japanese language classroom. The Modern Language Journal, 85, 549-566.

<sup>&</sup>lt;sup>5</sup> Lightbown, P., & N. Spada. (1999). *How Languages are Learned. (2nd ed.)*. Oxford: Oxford University Press.

friend. It is make a students feel comfort and more enthusiasm to learn English. Also, the teacher hope with this intimate makes their students fade their anxiety's problem in speaking English.

The last strategies is Special threat, Special Threat it means a threat that used by teacher to provoke the students practice speaking in front of the class. The teacher usually use (scoring threat), so if the students did not want to practice in front of the class, their score will decreas or vail. Based on the theory from Richard and Rogers, they said that the first step to reduce speaking anxiety is to raise teachers' awareness about their harmful manners towards learners. These might incorporate ways of error correction, comparing students to each other, forcing students to talk, humiliating students. This strategy usually used for female students, because the female get more anxious than male students. Also, the teacher believe that this strategy very successful to cope female students anxious.

from the explanation above that related with theories, the teacher has a conclude that give motivation and reward are appropriate to cope their students anxiety in speaking in front of the class or other people. The different is female students need a additional strategy that is special threat or forcing speaking that already explained before.

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<sup>&</sup>lt;sup>6</sup> Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching (2nd Edition)*. Cambridge: Cambridge University Press.