

CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter describes the findings of this study and elaborate the discussion for the finding. It is intended to answer the questions of the research. In finding, the researcher describes the result of the questionnaire and interview.

A. Findings

This section presents the findings based on two objectives of this research that stated in chapter before. The data was then analyzed in order to give meaningful interpretation and draw interference about student learning process in English class.

1. Type of Anxiety Faced by The Students When They Learn English as a Foreign Language

Based on the graph below, it can be seen that all of samples experience nervous while learning English in class. Half of them are also feel worried because of the learning process or the result of learning process. While 28.9% of them feel fear when learning English in the class.

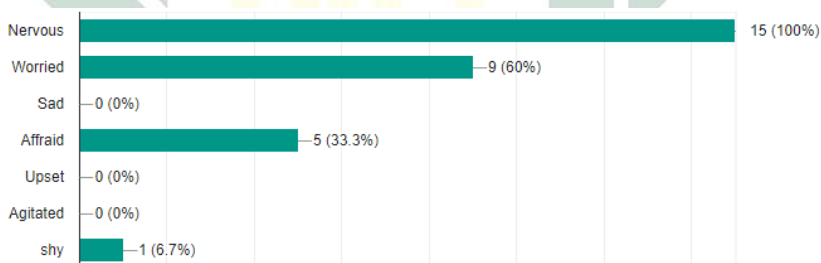


Figure 1 Kind of anxiety students experience when studying English in university

1.1. English For the Students

Based on the survey, the majority of the sample stated that for them English is a foreign language. While the rest assume that English is the second language.

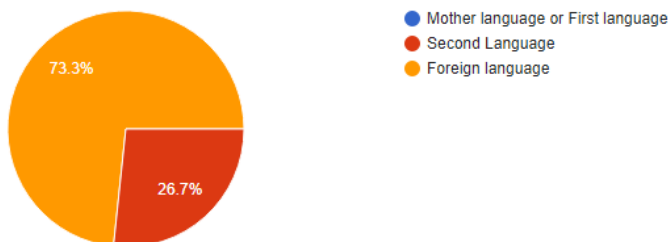


Figure 2 English for the student

But based on in-depth interviews, it is known that some interviewees have not quite understand the difference in second language with foreign languages. According to cambridge dictionary, second language is a language that a person can speak which is not the first language they learnt naturally as a child.¹

The majority of Indonesians use Bahasa Indonesia as their second language and their respective regional languages as the first language, while English actually is still a foreign language. But 26,7% of the samples argue that English is the second language for them. Because their time is mostly spent on campus. While the learning process on campus majority using English language.

Some of them confused to distinguish their first and second languages, thus thinking English was a second languages, thus thinking English was a second language for them. Whereas in campus, they effectively speak English no more than 5 hours per day. However most of them feel not quite fluent in English. So the conclusion might be actually english is also still a foreign language for them, but they do not realize it.

1.2. The Cause of Language Anxiety

Many factors may cause anxiety in learning a foreign language. These factors can come from the means of learning, infrastructure, learning conditions, learning

¹ <http://dictionary.cambridge.org/dictionary/english/second-language>

enviromen and many more. The following diagram is the result of a questionnaire that has been done on several students as a sample.

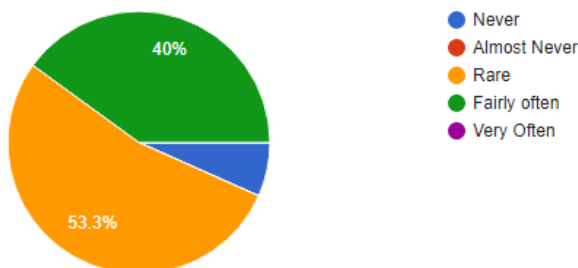


Figure 3 anxiety because of lack confidence during English class

40% of the sample stated that they fairly often feel anxious because of lack confidence during English class. When the researcher asked the cause of their lack of confidence, most responded because they felt their friends were smarter than them or have more capability in speaking. Most of their classmate have previously studied English in Pare (the name of area where many famous English course were established). So they think their friends are smarter than them. So they fear of making mistakes in grammar when speaking, or to speak something that is not understandable or do something stupid. They are afraid that other student will laugh at them when they making mistakes. 42,9% respondents fairly often afraid of making mistakes in speaking or writing.

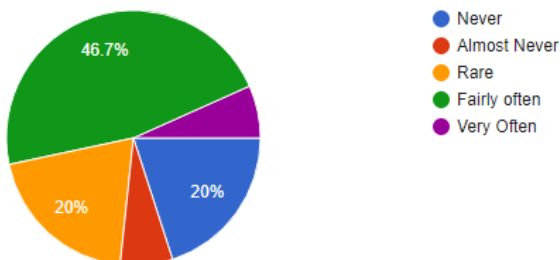


Figure 4 afraid of making mistakes in speaking or writing

On the other hand, only 20% of students that fairly often face problems with their peers or classmate when they learn English in class. While 13.3% among them confess never face the same problem. It seems their fears are not proven. Although many of them are inferior to their classmates, in fact only a small part who actually had an unpleasant incident with their classmates when they learn English, especially in class.

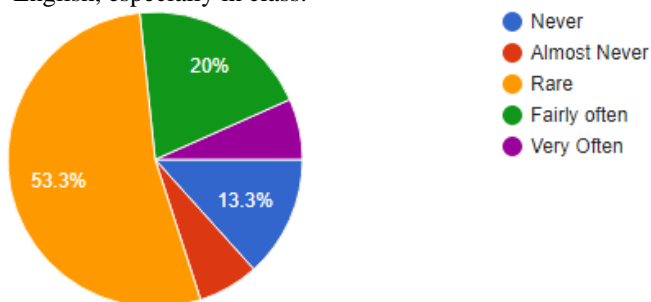


Figure 5 face problems with students peers or classmate when they learn English in their class

One of the problems that may arise because of students peers or classmate when they learn English in class is nervousness because their lecturer or their friend interrupting to correct their speaking. 33.3% fairly often nervous because of it. This often happens because they are not quite sure of their own language skills. But it could be the nervousness that causes messy or false speech.

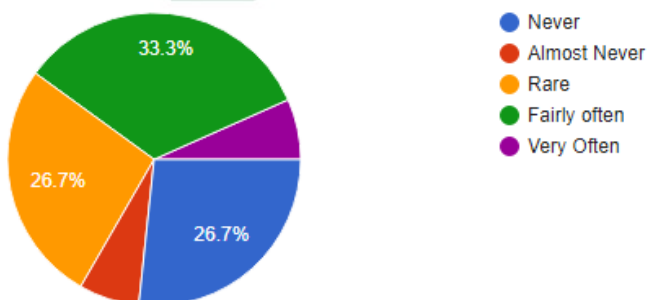


Figure 6 nervousness because their lecturer or friend interrupting to correct their speaking

The exam is also one of the factor that can cause anxiety towards students. Some students feel their hearts beating very fast when facing an important test. All of the respondents felt that examination was important and they were often nervous about the result of their learning.

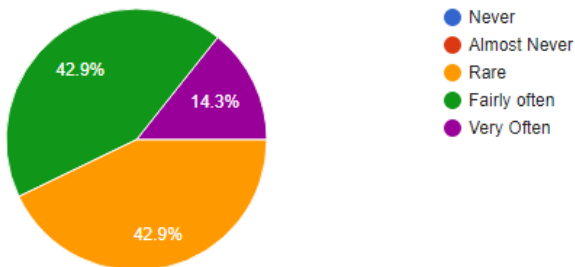


Figure 7 heart beating very fast during important exam for English subject

Exam is a way that is often used to determine student learning outcomes. Some students face the test nervously. While others may face it with ordinary feelings. The preparation might be done for a long time before the test. But sometimes the students have to face the exam without any prior preparation. Such as a quiz, or a sudden test. Like a surprise, some students might feel anxious during English Examination due to the lack of preparation. Look at the diagram below.

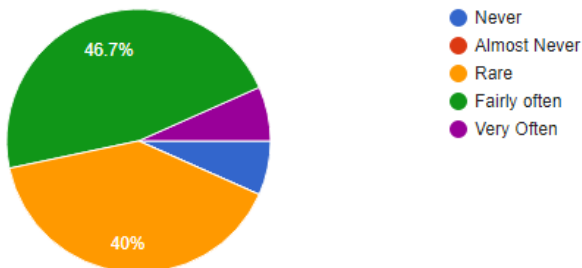


Figure 8 anxious during English Examination due to the lack of preparation.

Learning materials are the main supporting factors in teaching and learning process. Especially in learning a foreign language. More than half of the students in this research recognize that they fairly or very often feel anxious when they could not understand the material of English subject in their university. Difficulties in understanding the material is often still a scourge in learning a foreign language, especially learning English.

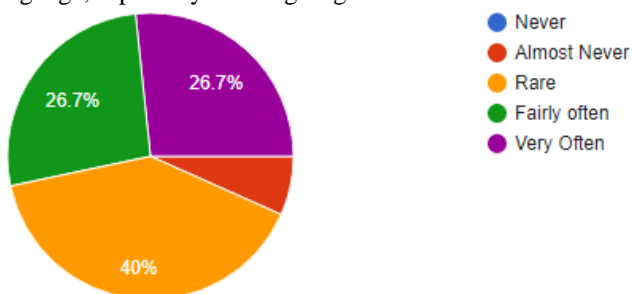


Figure 9 anxious when could not understand the material of English subject

Almost every student experience anxiety when learning English. Most of them successfully managed their anxiety. But mostly some other failed to overcome their anxiety. Many factors that cause their failure in dealing with language anxiety. The results of the interview mentioned that the biggest cause of this failure are lack of preparation, lack of self-esteem, and inferior feelings, that others had better language skills than themselves. Thus making many students more focused on their anxiety than the learning process.

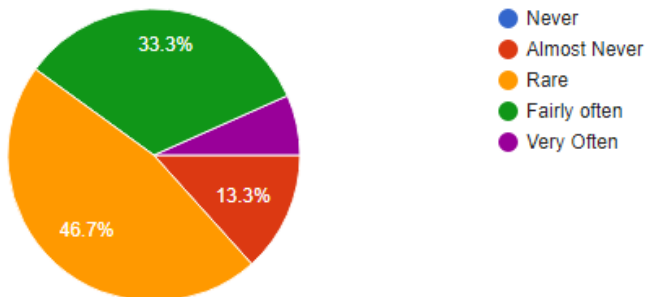


Figure 10 failed to overcome anxiety when learning English in class

Failure to deal with language anxiety ultimately has an effect on student learning outcomes. Many students do not get optimal learning outcomes because of this cases. Some students successfully apply their own tips and methods to deal with anxiety. But many of them also fail to apply it. Therefore anxiety experienced when learning English would affect the learning process and also the results.

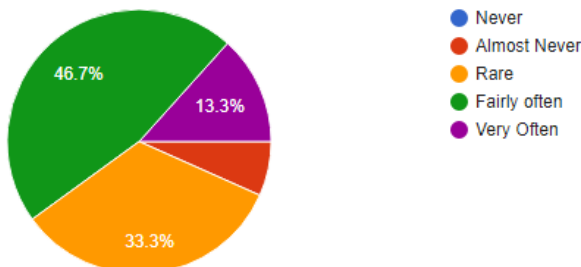


Figure 11 anxieties when learning English in the classroom affects students learning outcomes

The following is the summary of the cause of language anxiety that find often experienced by the students based on the questionnaire and interview:

- a. Worry about making mistakes in language class.
- b. Affraid their language lecture choose them to speak up or answer the questions.
- c. Feel not quite sure of themself when they speak in speaking class.

- d. Fear or hesitate in answering questions.
- e. Lack of confidence because they feel their friends are smarter or better at language than themselves.
- f. Affraid don't understand what the teacher saying.
- g. Worried about grammar.
- h. Panic when they have to speak without preparation in language class.
- i. Worry about the result of the study.
- j. Feel embarrassed when they have to volunteer for answering in language class.
- k. Worry when they don't understand what the teacher is correcting.

2. Using Online Learning Activities to Reduce Student's Anxiety in Learning English

The findings in the diagram below indicating that 40% of students think that online learning does not affect their language anxiety. Only 6.7% difference from those who agree that online learning activity can help overcome their anxiety when they have to face English as foreign language. This result is quite surprising because in this digital era, it should be everything is easier with the internet access, smartphone and other electronic devices. All it should be able to facilitate students in learning because they do not need to always go out from their house to learn english.

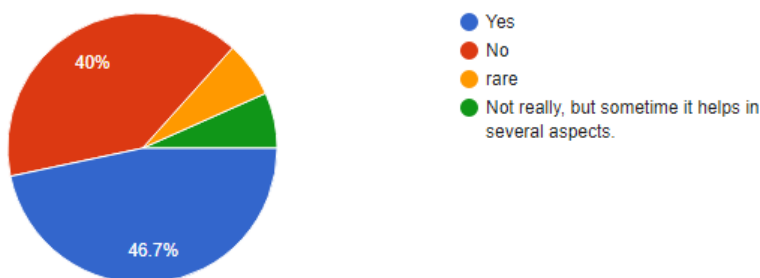


Figure 12 online learning activities help the students overcoming their anxiety in learning English

But on the other hand, different results were obtained from the interview that conducted on 15th of July 2017. Many students

admitted that their nervousness they often experience is diminished or even less when they learn English by using online activity. But the device they have for online learning are often not enough. So that it becomes an obstacle that makes their anxiety increase. They are very comfortable in learning, but the necessity to learn new technology makes them worry. "Will I be able to operate the application used in learning, what if the campus wifi can not be used, slow or down? Or what if my computer suddenly broke down. Essentially they are actually comfortable in learning, but often uncomfortable with the necessities of the infrastructure used.

2.1. Things Students Usually Do to Reduce Language Anxiety

All the students that studied claimed experience anxiety in learning English, although with different levels of anxiety. They have a habit or suggestion for themselves to manage their anxiety as follows:

- a. Listening music.
- b. Watching English movies
- c. Searching the interesting activities that have related with English.
- d. Try to have well preparation
- e. Read the material before the class
- f. Asking friends, looking for the suitable materials
- g. Discussing the material with friends
- h. Write or having note first, before speak up
- i. Reread the material after the class.
- j. Preparing well presentation
- k. Browse the material to the internet.
- l. Talking to the mirror and Saying to themself that they have to be brave, believing themself, and must do their best.
- m. Study much longer for the upcoming examination.
- n. Take a deep breath then try to focus.
- o. Think positive.
- p. Read more materials that related to their study.
- q. Have a conversation in English with their friends.

- r. Reciting *basmalah* and make sure that they are the master of English

Most of them argue that good preparation and self-belief are most influential on the decline of anxieties.

2.2. Students Opinion About Online Learning Activities

The effectiveness of online learning activities is still pro and cons between students. They all have their own reasons and opinions. Here is a summary of some of the students' opinions:

- a. Pro with online learning activities.
- It's help me to overcome the anxiety.
 - In my opinion, online learning activities make me feel comfortable because I am not face to face with my lecturer or my friends. So, I can think deeply before I speak/write something. Additionally I can overcome my anxiety.
 - Online learning really helpful for me. but usually my lecture only give me task. I think it is better if the lecture give more explanation.
 - Yes, It may help me.
 - I fell that studying English by using online learning activities is interesting and challenging.
 - Somehow it's really helpful with various resources.
 - I do like online learning activities, like peer-wise and schoology, because we can correct our sentences first before it's publicized. Or in pairwise, it's better I think because we can argue or comment or asking without afraid or other people's comment because it is anonym.
- b. Contra with online learning activities
- Online learning just make me like a person that is rushed by the deadline
 - I think online learning worsen my anxiety because the due date makes me in rush to complete the task
 - better to use offline, because in online we can manipulate it like copy paste or other people who did it

- I sometimes feel that the online learning activities require much more preparations. it may lead to the anxiety as I am afraid that I can't fulfill the preparations needed.
- I think it will make worse, because it will make me do not comment or participate online
- because teaching learning activities occurred by communication, Especially if we teach English lesson. Language is habit. So I think online learning is not effective for increasing students' skills. For me, being a good teacher is calling. We have to know about our students' softskill and their attitude.

c. Both pro and cont

- I think when we do online learning, It is still has negative and positive effects. The positive effect is I can develop my opinion to answer the tasks, but the negative one is I feel worry with my answer "Is it the correct answer?"
- online learning activities sometimes make me feel more comfortable in giving comments than inside the class. But online learning often make me feel worried about the deadline.
- Because online learning activity ruins my life the deadline makes me being not really learn regarding the material. I don't like online learning activities.
- It has no effect maybe because I can use different way to overcome my anxiety.

B. Discussion

In harmony with Murat Hismanoglu's research results most of people have to deal with anxiety when they learn English as foreign language because nervous, afraid of making mistakes, upset when they don't understand what the teacher said, comparing their language achievement with their friends, afraid that the other students will laugh at them when they speak the

foreign language, and fear of embarrassing things happen to them. ² Some of these causes are also found in this study.

This is inline with Horwitz, Horwitz and Cope in 1986 who characterized language anxiety based on three factors, which are communication apprehension, fear of negative evaluation and a general feeling of anxiety. ³ Of the three factors all affect the students studied. But the most dominant is general feeling anxiety. Such nervous, worried, etc.

Actually online learning activities are very influential on the decrease in anxiety experienced by students when learning english. Most of them stated that the anxiety they experienced such as nervous, embarrassed and scared when interacting in the language class, decreased significantly when interacting online. But it turns out, online learning also raises anxiety in other fields. Such as the difficulty of learning infrastructure, not having a notebook, limited internet quota, difficult to get free wifi access on campus quickly, etc. those are sometimes raising their concerns.

They feel online learning is fun and challanging, but often online learning activity only used as a test medium by their lecturer. Thus exacerbating their impression of online learning. The pressure of anxiety during exams, deadlines, inadequate online material access mean that 40% of students studied, felt that online learning activity was stressful and annoying.

The digital era makes everyone easy to access every information from anything, anytime and anywhere. But in fact some of these students can not enjoy learning online. Perhaps it was because of their lack of awareness in the face of the digital age. So it requires understanding, time and money to adjust to the growing digital world.

² Murat Hismanoglu, *Foreign language anxiety of English language teacher candidates: A sample from Turkey*, 932-933

³ Nur Afi qah binti Ab. Latif, *A Study on English Language Anxiety among Adult Learners in Universiti Teknologi Malaysia (UTM)*, Procedia - Social and Behavioral Sciences 208 (2015): 227