

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of students level anxiety and the decryptions of their anxiety which referred to the research question appear on first chapter.

According to the theory, this research used mix method which the process of answering the research question, the first research question answered by the questioner and the second research question answered by interview. This research conducted in mix method which identifying the quantitative aspect than move to the qualitative aspect, the quantitative would identify the level and the qualitative identify the description of the students after identified the level.

The researcher found the data of the students' level anxiety as explained below:

1. Students' level anxieties in Completing Their Final Study

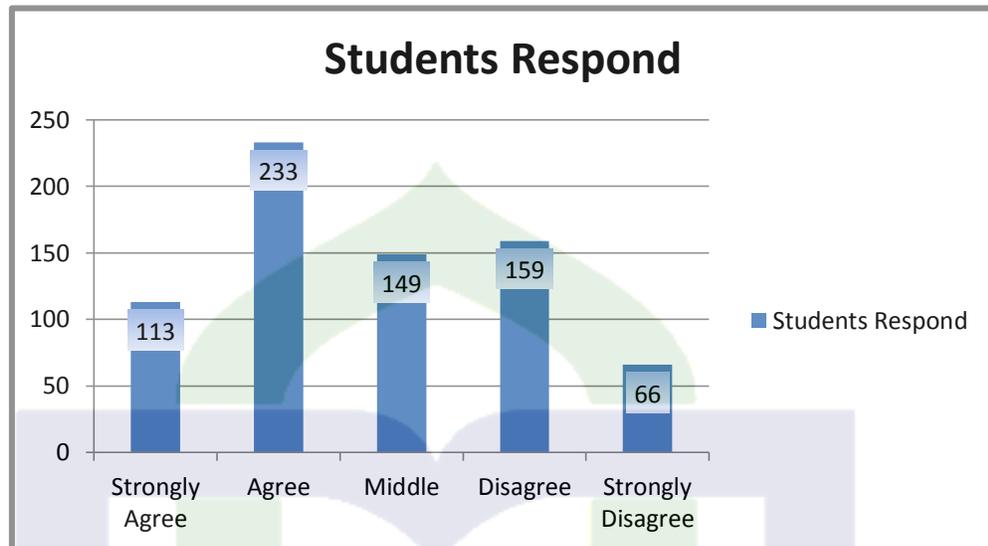
Horwitz et al. developed "Foreign Language Classroom Anxiety Scale" (FLCAS) to measure the amount of anxiety by students. The scale has 36 items scored on a 5-point Likert scale ranging from strongly agree; agree; neither agree nor disagree; disagree; and strongly disagree. The participants of this research, those were the students who already passed the research proposal seminar were answered the questionnaire completely. There were 20 students that answer the questionnaire. The table below shows the result of students' response toward the questionnaire as explained below:

Table. 4.1 Students' Responds

NO	RESPONDENT	ITEM OPTIONS				
		SA	A	M	D	SD
1	1	4	11	8	11	2
2	2	0	16	3	17	0
3	3	7	16	9	4	0
4	4	19	10	1	5	1
5	5	19	1	3	6	7
6	6	8	13	6	6	3
7	7	5	27	4	0	0
8	8	6	5	4	6	15
9	9	0	9	16	11	0
10	10	2	14	10	8	2
11	11	8	18	5	5	0
12	12	7	6	4	11	8
13	13	0	12	5	18	1
14	14	3	4	9	12	8
15	15	5	8	19	2	2
16	16	7	12	2	1	14
17	17	0	10	15	10	1
18	18	0	16	7	13	0
19	19	3	18	10	5	0
20	20	10	7	9	8	2
SUM		113	233	149	159	66
TOTAL		720				

The following were an overview of the summary of the students' response based on the description of the table above. For more explanation, the researcher showed the figure below:

Figure 4.2.1 the Summary of Students' Response Statements



From the summary above, the writer found that: the statements have score: strongly agree (113); agree (223); middle (149); disagree (159); and strongly disagree (66). So from the statement it can be concluded that the highest score is in "agree" (233 responses) and the lowest score is in "strongly disagree" (66 responses), to find out the level of anxiety of students when speaking, the writer assess and categorize each student based on them responses in the FLCAS questionnaire, as followed by table below :

Table 4.2 the accumulation of questionnaire form

NO	PARTICIPANTS	QUESTIONNARI ITEMS												TOTAL	LEVEL
		1	2	3	4	5	6	7	8	9	10	11	12		
1	Informant 1	1	2	3	4	5	6	7	8	9	10	11	12	112	Anxious
		2	5	2	2	3	5	2	3	2	2	2	2		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	3	1	5	3	4	3	2	4	1	3	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
		4	2	3	4	4	4	2	5	4	4	3	4		
2	Informant 2	1	2	3	4	5	6	7	8	9	10	11	12	107	Mildly Anxious
		2	2	2	3	4	4	2	4	2	2	4	2		
		13	14	15	16	17	18	19	20	21	22	23	24		
		2	4	4	2	4	4	2	3	4	2	2	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
		4	2	2	4	4	2	2	2	4	3	4	4		
3	Informant 3	1	2	3	4	5	6	7	8	9	10	11	12	134	Very Anxious
		4	2	3	2	5	5	4	3	3	4	3	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	2	4	5	4	5	4	2	4	5	4	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
		4	4	3	4	3	5	3	4	4	3	3	4		
4	Informant 4	1	2	3	4	5	6	7	8	9	10	11	12	149	Very Anxious
		4	2	2	3	5	5	1	5	2	4	4	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	4	2	5	5	5	4	2	5	5	4	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
		4	4	5	5	5	5	4	5	5	5	5	5		
5	Informant 5	1	2	3	4	5	6	7	8	9	10	11	12	127	Very Anxious
		3	2	1	1	5	5	1	2	1	1	1	5		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	3	5	5	2	5	5	5	5	5	5	2		
		25	26	27	28	29	30	31	32	33	34	35	36		
		5	4	5	5	2	5	1	5	2	5	3	5		
6	Informant 6	1	2	3	4	5	6	7	8	9	10	11	12	120	Anxious
		3	2	4	3	4	5	2	4	2	1	2	3		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	1	4	4	4	5	4	4	5	1	3	5		

		25	26	27	28	29	30	31	32	33	34	35	36		
		4	2	4	4	3	5	2	3	4	5	5	5		
7	Informant 7	1	2	3	4	5	6	7	8	9	10	11	12	109	Mildly Anxious
		4	4	3	4	5	5	4	4	4	4	4	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	4	3	5	4	4	4	4	5	4	4	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
		4	4	3	4	4	4	4	4	4	4	3	5		
8	Informant 8	1	2	3	4	5	6	7	8	9	10	11	12	89	Mildly Anxious
		1	2	1	2	4	3	1	1	1	2	1	1		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	2	5	4	1	5	3	1	4	5	1	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
		1	1	3	1	1	3	1	2	2	4	5	4		
9	Informant 9	1	2	3	4	5	6	7	8	9	10	11	12	106	Mildly Anxious
		3	3	2	2	4	4	2	3	2	2	2	2		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	2	4	4	3	4	3	2	3	2	2	3		
		25	26	27	28	29	30	31	32	33	34	35	36		
		3	3	3	3	3	3	3	3	3	4	4	4		
10	Informant 10	1	2	3	4	5	6	7	8	9	10	11	12	114	Anxious
		3	2	2	2	4	4	3	3	1	2	2	2		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	3	4	4	3	4	4	2	4	3	2	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
		4	1	3	4	3	4	3	4	3	5	4	5		
11	Informant 11	1	2	3	4	5	6	7	8	9	10	11	12	137	Very Anxious
		5	4	4	4	5	5	4	4	3	5	4	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	3	2	4	4	4	5	3	4	2	3	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
		4	4	2	4	4	4	3	5	2	4	2	5		
12	Informant 12	1	2	3	4	5	6	7	8	9	10	11	12	101	Mildly Anxious
		2	3	1	1	3	5	1	2	2	1	2	2		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	2	4	4	2	4	4	1	5	1	2	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
		5	1	2	5	2	2	1	4	3	5	5	3		

13	Informant 13	1	2	3	4	5	6	7	8	9	10	11	12	100	Mildly Anxious
		2	2	2	2	4	4	2	2	2	2	2	2		
		13	14	15	16	17	18	19	20	21	22	23	24		
		3	2	3	4	2	4	2	2	2	1	2	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
4	2	4	3	4	4	2	3	4	4	3	4				
14	Informant 14	1	2	3	4	5	6	7	8	9	10	11	12	82	Relaxed
		2	2	2	2	4	4	1	2	1	1	2	2		
		13	14	15	16	17	18	19	20	21	22	23	24		
		3	5	3	5	2	4	2	1	3	1	1	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
3	1	5	2	2	2	1	3	3	3	3	3				
15	Informant 15	1	2	3	4	5	6	7	8	9	10	11	12	120	Anxious
		3	3	3	4	4	5	3	3	1	4	3	2		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	5	4	4	3	3	5	3	3	4	4	3		
		25	26	27	28	29	30	31	32	33	34	35	36		
3	3	1	3	3	5	2	3	3	3	3	5				
16	Informant 16	1	2	3	4	5	6	7	8	9	10	11	12	105	Mildly Anxious
		1	5	1	1	5	5	5	5	4	5	4	1		
		13	14	15	16	17	18	19	20	21	22	23	24		
		1	4	4	1	4	5	1	1	4	1	1	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
3	1	1	4	3	1	2	1	4	4	4	4				
17	Informant 17	1	2	3	4	5	6	7	8	9	10	11	12	106	Mildly Anxious
		2	2	3	2	3	4	2	3	2	3	3	3		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	1	4	4	2	4	2	2	3	4	3	3		
		25	26	27	28	29	30	31	32	33	34	35	36		
3	2	3	3	2	4	3	3	3	4	4	4				
18	Informant 18	1	2	3	4	5	6	7	8	9	10	11	12	82	Relaxed
		2	2	2	2	4	4	2	4	2	2	2	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	3	3	4	2	4	3	2	4	2	3	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
4	2	4	4	3	4	2	3	4	4	3	4				
19	Informant 19	1	2	3	4	5	6	7	8	9	10	11	12	127	Very Anxious
		4	3	3	2	4	4	4	2	3	4	2	4		

		13	14	15	16	17	18	19	20	21	22	23	24		
		4	2	4	5	4	4	4	2	4	3	5	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
		3	3	4	4	3	3	3	5	3	4	4	4		
20	Informant 20	1	2	3	4	5	6	7	8	9	10	11	12	123	Anxious
		5	1	2	3	5	4	4	3	2	2	2	3		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	2	5	5	4	5	4	1	5	3	2	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
		4	3	3	5	3	3	2	4	2	4	3	5		

Based on the Scoring and Categorizing table of Foreign Language Classroom Anxiety Scale above, the results of the assessment and categorization in students' anxiety levels can be seen in table below:

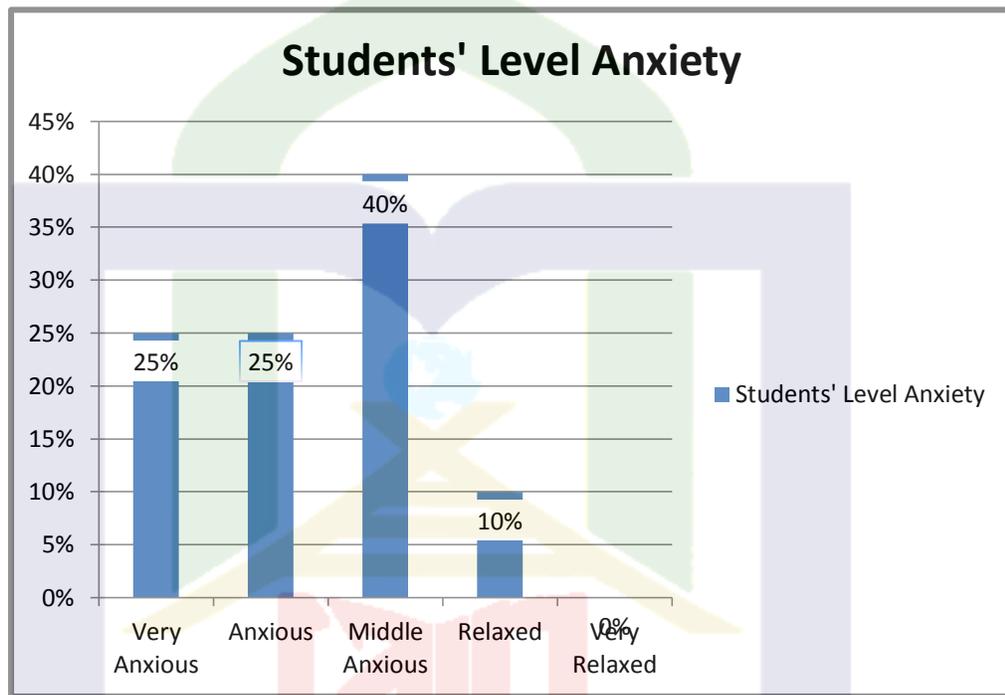
Table 4.5 Result of Anxiety Scale Range Level Result

Range	Level	Result
124-165	Very Anxious	Very Anxious : 5 Respondent (25%)
108-123	Anxious	Anxious : 5 Respondent (25%)
87-107	Middle Anxious	Middle Anxious : 8 Respondent (40%)
66-86	Relaxed	Relaxed : 2 Respondent (10%)
33-65	Very Relaxed	Very Relaxed : 0 Respondent (0%)

Based on the table above, the writer found 5 students (25%) who experience "Very Anxious" level with a range score of 124-165, 5 students (25%) who experience "Anxious" level, with a range score of 108-123, 8 students (40%) who experienced "Mildly Anxious" level with a range score of 87-107, 2

students (10%) who experience "relaxed" level with a range score of 66-86, and nothing student (0%) who experience "very relaxed" level with range score of 33-65. The following is an overview of the result of foreign language classroom anxiety scale based on the description of the figure above:

Figure 4.2 Students Level Anxiety



From the figure above, it can be seen that dominant anxiety scale that occurred in "Mildly Anxious", it means that many students experience mildly anxiety and only 2 students are "relaxed".

2. The Description of Students' Anxieties

The researcher interviewed the students who did fulfill the questionnaire for identifying the description of their anxiety clearly; the interviewed was conducted on 15 December 2020 and supported by audio recorder. The result data from interviewed that has been processed through data display and coding were explained divided by each aspect of the anxiety below:

a. Communication apprehension

Communication anxiety or performance anxiety real so known as communication apprehensions. Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Several respondent falls so bad in presenting proposal *"I fell so doubt and worry in my presenting"*¹. Someone who has Communication apprehension find it difficult to speaking groups or in public or even listen to the message being spoken.

The researcher found that communication apprehension can also because the students need to produce a language structure more in a language that has not been fully mastered. It also found on the respondents which state that *"I can't really answer the question from the examiner because I don't even understand English"*². And another problem come also *"because I don't have preparing so I don't answer the question from the examiner"*.³ It really showed that, this students really get very anxious toward communication

¹ Ain(23thn), *Students*, female, 23 December 2020, oral interview

²Anw(21thn), *Students*, male, 23 December 2020, Via Online Whatsapp

³Fad(23thn), *Students*, male, 22 December 2020, oral interview

language background, another respondents stated that “*less of habit caused very strong of communication problem*”.⁴ This kind of anxiety exactly strong in catch the respondent for whom cannot really perform in public. The inability to express themselves in the desired way or to understand others can lead to frustration and can make people speak quietly in foreign language, also felt by respondents that “*I felt really shy on my proposal, I felt doubt and nervous so much*”.⁵ Communication anxiety that appears in a person (trait) and anxiety that is a rises because of a social situations that causes someone to be unable to convey their message in a manner clear (state).

b. Test Anxiety

Test-Anxiety refers to a type of performance anxiety stemming from a fear of failure. Tests are a common measurement to progress, and performance evaluation was an ongoing feature of most foreign language classes. The importance of testing emphasized since the beginning of one’s education. Therefore, it is not unusual that most students experience some level of anxiety when it comes to testing. It stated that “*less of communication caused of my problem, it very much for me*”.⁶ Students are placed in situations where they knowledge and abilities were assessed with uncertain period of time. “*of course I am very week because I can’t speak English, and the examiner for me to speak English so much*”.⁷ Many respondents felt so bad in their presenting proposal, It stated that “*Having much audience really force*

⁴Rin(22thn), *Students*, female, 27 December 2020, oral interview

⁵Sut(23thn), *Students*, fe male, 21 December 2020, oral interview

⁶Nad (21thn), *Students*, fe male, 21 December 2020, oral interview

⁷ Rin (23 thn), *Students*, fe male, 21 December 2020, oral interview

me to perform best, but I am really afraid of being mistake, and also felling doubt is very burden me".⁸ If students have doubt about their knowledge or consider themselves to be unprepared, it also caused of self-problem, *"I don't have enough preparation before conducted the examination"*.⁹ The test situation results in feeling so insecurity stressed and discomfort. *"I am not confident also because of the number of audiens ever"*.¹⁰ Students who experience test anxiety experience difficulties in learning and in talking material during the test, which lead stop or performance in tests.

Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors.

c. Fear of negative evaluation

Fear of negative evaluation as apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively. They found that there was a moderate correlation between fear of negative evaluation and language anxiety. *"Students are afraid of making mistakes, especially in oral pronunciation and communication"*.¹¹ It because they are afraid of negative evaluations from their colleagues or teachers. If students were anxious, they will try to avoid all form in communication, or reduce them to a minimum. It stated that

⁸Fad(23thn), *Students*, male, 22 December 2020, oral interview

⁹Ain(23thn), *Students*, female, 23 December 2020, oral interview

¹⁰ Zub(23thn) *Students*, male, 20 desember 2020,oral interview

¹¹ Nat(21thn), *Students*, male, 24 December 2020, oral interview

“Avoiding the students question or audience just let me more relax”.¹² Avoid negative evaluations. Students regard each communicative Situation or learn language and the case of stress and tension *“I’m very stress before conducting research presenting, even in daily before presenting”*.¹³ This often results in poor performance, because students focus more on perceived hazard than on language production. In addition, students are surrounded by learners of others languages, and when compared to them.

B. Discussion

This term would explained about the discussion of the finding above, the researcher would explained based on the research question, the researcher did the data finding above after done all the instrument toward 20 respondents which available to be respondents.

1. Students Level Anxiety

The instrument was conducted by questioner which referred to the students level in presenting proposal research in front of the consultant and examiners, the level students identify supported by horwits scale which followed certain technique in validating, the result of the data were very variety, which there were 5 respondents of categorizing as very anxious which explained more about the felling, students felling very anxious which has high tension when presenting the research on forum, this caused many aspect on that anxiety, fear communication and also less of habit caused aspect of the very anxious, another explanation also state that, most of students felling very

¹² Fad(23thn), Students, male, 22 December 2020, oral interview

¹³ Sut(23thn), Students, fe male, 21 December 2020, oral interview

high tension because of the students who are less in contribution toward the delivering proposal for previous semester at once.

Next explanation referred to the anxious, which there were 5 respondents which presentation of 25%, it also sums much higher, because it caused of high categorized, it can be seen from the respond of respondents which both of category at level higher, it sums that, the students level anxiety much stated for higher anxiety, it can be assumed also strongly the students more felling anxiety in their research presenting proposal. Expert state that an anxiety that greatly reduces one's perceptual field which person tends to focus on something detailed and specific and cannot think about anything else caused of students' high level in classroom activities.¹⁴

Another explanation refereed to the middle anxious which 8 respondents on 40%, it should be very nice respondent, because most of the respondent just in categorized as middle, which either anxious or relaxed it should be very good result because not too much in anxious and relaxed result, in another way, the researcher found several respondent still be able to present the students performing at presenting their proposal. Middle anxious probably refers to the situation either anxious or not anxious, but it never be judge that, the students still very confidents to their selves, because most of the students result in high categorized for all. This term supported by expert

¹⁴Sansgiry, S.S. *Effect of Students Perceptions of Course Load on Test Anxiety*. (American Journal of Pharmaceutical Education, 2006. 70 (2))

who stated that students on middle level difficulties may have either self-motivation to be more convey.¹⁵

Last term referred to the relaxed, even there were only 2 respondents which presentation 10%, it more very nice to be result of the research, it focused on the respondents which categorized as relaxed, the students who felt little relaxed probably also comes from the diligent students, different of the students who felt more anxious before, it comes from the students who were little lazy on their university, especially on their daily class, the researcher found also the cause of relaxed students because of their preparation before presenting their proposal, which the students be prepared far time before conducted the research proposal in front of the examiner, and also because of their habit in giving contribution before they test on presenting.

The researcher concluded that, the students have their different level, which higher level from middle level and the lowest level refers to the relaxed, it should be very varieties on students' level anxiety in presenting research proposal.

2. Description of Students Anxiety

This section referred to the second question which focuses on the students' description only, after conducting the first question about the level of students anxious, the researcher would to describe the students' condition

¹⁵ Harris.H.L and Coy. *Helping Students Cope with Test Anxiety. ERIC Counseling and Student Services Clearinghouse*, (ERIC Identifier: ED479355,2003)

after conducting the interviewing by asking several question referred to the questionnaire result.

After conducting the questionnaire and finding the result of students level, the researcher were going to describe the students anxiety in description after interviewing the respondent, the respondents assumed that, felt anxious in different caused, it focused on presenting proposal research which the aspect of the anxiety regarding from the communication, fear and text of trait, those kind of aspect caused of all the respondent felling in presenting the proposal ever, most of the students felt middle level because most of them just delivering proposal in shortly time, while they felt little bit preparation before conducting the proposal seminar, another explanation also because of their experiences in presenting English materials during formal class at university in general class.

It assumes certain structures of knowledge and certain emotional states in any communicative act. In order to make those assumptions correctly, we need to transcend our own ego boundaries so that we can send and receive messages clearly.¹⁶ From the expert statement, we may sum that, communication should be followed by communicative act before conduting presenting formal term in formal situation.

Second language learning situation, the problem of empathy becomes serious. Not only must learner-speakers correctly identify cognitive and affective sets in die hearer, but they must do so in a language in which they are insecure. Then, learner-hearers. Attempting to comprehend a second

¹⁶Spielberger, C. D. *Theory and research on anxiety. Anxiety and behavior.* (New York: Academic press.1968)

language, often discover that their own states of thought are misinterpreted by a native speaker, and the result is that Linguistic, cognitive, and affective information easily passes in one ear and out the other.¹⁷

The students performing in delivering proposal research referred to the 3 aspect of anxiety assumed in level middle, it correlate to the first result of finding about the level, this term of discussion just for clarification of the students level conducting in first research question.

Last felling of the respondents showed very minimum respondent were felt relaxed before and after conducting proposal research at campus, it caused of great preparation before the test, it totally different for the respondent who were not ready for the examination, it would very hard for them in delivering proposal greatly.

Presenting proposal has certain situation which impact to the students performing, the students may get trouble directly the time when they started to begin their speech in front of the audience, moreover front of the examiner while audience at once.

This situation may cause very strong anxiety among the students in their presenting proposal. By that result, the researcher concluded the result of the research as explained above. All the data was identified for valid and fulfill data in description analysis.

¹⁷Ruffin, P. *A Real Fear: It's Anxiety can (derail Academic or Professional Success, But Some Scholars are Working to Help Students Get over It. Diverse Issues in Higher Education. Findarticle.com)*