

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description Of Research Location

1. Breif History Of Islamic Boarding School An-Najah Cindaai Alus

An-najah islamic boarding school is one of boarding school that used English language as their first language in daily conversation. An-Najah Islamic Boarding School was founded in 1993 whic is located at Jl. Taruna praja, Desa Cindai Alus Rt 7 Kec Kab, Banjar Propinsi Kalimantan Selatan. An-Najah Islamic Boarding School is a good place for study, in this school we can learn and speak two foreign languages as our first language, both English and Arabic, forbid to speak another languages such as banjarese.

An-Najah Islamic boarding school has a lot of experienceand there isa lot of achievement that has been reached, such as achievement in sport, art, science, scout,etc. This school also has good manner and attitude. Most of the student of An-Najah islamic boarding school are came from Kalimantan Selatan such as Banjarmasin, Kotabaru, Amuntai, Barabai, and another countries around South Borneo, and also the students are came from Kalimantan Tengah and Kalimantan Timur. There are no differences for all the students, even though students came from Sampit, Kapuas, Balikpapan, Tanjung, they have speak both two languages English and Arabic, because they have some duty as a student at An-Najah Islamic boarding school.

2. Description of Students at MTs An-Najah Islamic Boarding school.

In academic year 2013/2014, the total number of the students who administratively registred at An-Najah islamic boarding school especially in MTs is 103, there are 51 from class VII, 39 from class VII and 28 from class IX. All 51 students from the seventh grade included as respondents in main study. The 15 students were included as respondents in SMP Tahfidzul Qur'an in study result.

Table 2.1 Respondents Classes

Seventh grade of Mts	Class A	Class B
An-Najah	26	25

3. Reliability Coeficient Analyses

The Horwitz, Horwitz, and Cope's FLCAS scores from the questionnaire survey were analyzed using SPSS version 16.0 to determine the Cronbach's alpha value of the items for each dimension. A comparison of the result of the reliabilty coeficients of the main study and the SMP study are shown in table 2.2.

Table 2.2 A comparison of Cronbach's alpha for FLCAS

No	FLCAS Dimension	Main study	SMP Study
		Alpha	Alpha
1	Communication Apprehension	0.82	0.97
2	Fear of Negative Evaluation	0.36	0.88
3	Overall Anxiety	0.83	0.97

Reliability coefficients were reported very slightly higher for communication apprehension. The Cronbach's alpha value of 0.83 for anxiety as whole in the main study were different with the Cronbach's alpha value for overall anxiety reported in the SMP study. In study at SMP the cronbach's alpha value for overall 0.97 it is shown more high anxiety than the main study.

The possible range of scores on the FLCAS is 15 (lowest anxiety) to 75 (highest anxiety) and the real score were 41 to 64.

According to the previous ordinal determined, 4 students (7%) students had high anxiety and 47 students (92%) had very high anxiety.

B. Findings

The result from the data collection and data analysis are presented in this chapter to answer the research questions adressed in the present study. This chapter includes the following section: (1). What are the causes of students'

anxiety to speak English. (2). How the students anticipates to reduce their anxiety to speak English.

After doing observation at MTs An-Najah Islamic boarding school. The writer presents the data which have been collected. Those data related to the causes of students' anxiety to speak english at the seventh grade of MTs An-Najah Cindai Alus Martapura and how the students anticipates to reduce their anxiety to speak English is also presented.

1. Speaking anxiety

Before examining how the students' reduce their anxiety in speak English, descriptive analysis of the FLCAS showed the mean scores and standard deviation of language anxiety. Horwitz et.al. (1991) reported a mean scores of $X=94.5$ in their study of American students learning Spanish. In Aida's (1994) study of Americam students Japanese, the result showed a mean scores of $X=96.7$. both Horwitz et. and Aida used university freshman as their participants. In comparison with the previous studies using FLCAS, the mean scores in this study was 58.86. The mean score across items for communication apprehension was 38.17, and the mean score across fear of negative evaluation was 20.94. Clearly the participants reported the highest level of anxiety in communication apprehension, followed by fear of negative evaluation.

The score of two dimensions of anxiety an overall anxiety used were computed to find out the impact the two dimensions were felt by the seventh grade of MTs An-Najah Cindai Alus Martapura. The result are reported in table 2.3 below.

Table 2.3 Level of foreign language anxiety of students' foreign language

	Mean Score	N
Overall Anxiety	58.86	51
Communication Apprehension	38.17	51
Fear of Negative Evaluation	20.94	51

As the mean score for overall anxiety was between 45 and 55 according to the ordinal level determined, it could be concluded that level of students' anxiety defined was very high anxiety. The other two dimensions fear of negative evaluation also defined as very high anxiety, and also communication apprehension defined was very high anxiety. (Refer to Table 1.1 for details).

Before we know the causes of students' anxiety to speak English, of course we need to know the level anxiety of the students. If the level is high, we can find the causes of students' anxiety, if the level is low. It is impossible for us to find the causes of students' anxiety to speak English.

2. The Causes of Students' Anxiety to Speak English

Based on questionnaire and interview to the students, the writer has got much information about speak English fluently as the first language, especially the causes of the students' anxiety to speak English at the seventh grade of MTs An-Najah Cindai Alus.

In this school they use English as their first language, when they enter to that boarding, they have to follow all the rules of the boarding, such as speak with formal language, no Banjarese and other languages. For the first time they are allowed to speak in Bahasa, three months later they have to speak in Arabic, and three months later they have to speak in English, and then it will be continued, Arabic in a week and English in a week, it means they have to speak English two weeks in a month.

In An-Najah boarding school, there are some extracurricular to improve their speaking ability, such as, speech in English, morning vocabularies and morning conversation. The aim of these activities is to reduce their anxiety to speak English and also to facilitate them to speak English fluently. The speech is taken a time in a week, morning vocabularies taken five times in a week and morning conversation will be two times in a week.

Actually, if we see the activities below students have much provisions to speak English correctly and fluently. But, even though there are many activities to improve their speaking ability, they still have little or it can be more anxious when they are trying to speak English with their friends or may be to the supervisor (language section or her sister in tenth or eleventh grade of senior high school or senior students).

According to my questionnaire, observation and interview to the students, that related below:

a. Questionnaire

1. Communication Apprehension

Communication apprehension is the anxiety experienced when speaking with or listening to other individuals. Communication apprehension is an individual's level of anxiety associated with either real anticipated communication with other person. In this case, communication apprehension includes 9 items of questionnaires. From the data reliability in table 2.2, that shown very high anxiety about 0.82. and the mean of this item is 38.17. (refer to table 2.3).

In communication apprehension there are two items that have the highest score, item 6, 'I start to panic when I have to speak English without preparation' ($\mu = 4.6$ and s.d 0.63), and item 14, 'I am afraid that the other students will laugh at me when I speak English' it is also have the highest rating ($\mu = 4.6$ and s.d 0.66) not only in this questionnaire but also in an interview students have the highest rating in this item. Item 8, 'I feel confident when I speak English language', it showed the lowest rating ($\mu = 1.4$ and s.d = 0.64). It showed that most of students feel very anxious when they speak in English language. (Refer to Appendix C for detail).

2. Fear of Negative Evaluation

Fear of negative evaluation is the anxiety associated with the students' perception of how other onlookers, instructors, or others may negatively view their speaking language ability. In this case, fear of negative evaluation includes 6 items of questionnaire. In reliability table 2.2 of data shown very low anxiety level about 0.36. it is seem fear of negative evaluation does not have big effect to students' anxiety to speak English.

In fear of negative evaluation dimension, item 5, 'I keep thinking that other students are better at languages than I am' that showed the highest rating in this dimension ($\mu = 4.5$ and $s.d = 0.64$). It meant that the most of students felt anxious by thinking their friends were better in English and than they felt worry be evaluated. Another also another item have the highest rating, item 7, 'I feel uncomfortable when I speak English language' ($\mu = 4.5$ and $s.d = 0.75$). And item 2, 'I don't worry about making mistakes in English language', showed the lowest rating ($\mu = 1.4$ and $s.d = 0.57$) and also item 15, 'I would be nervous speaking in English language with senior students' ($\mu = 1.4$ and $s.d = 0.57$). It meant most students worry about making mistake and they also nervous when they speak English with senior students. (Refer to Appendix C for detail).

b. Observation

Related to observation, many students are became quite students when they have to speak English in daily conversation. 75% students more quite than before, for example in dining room when they eat, 60 % students from the seventh grade are very quite, they take a rice, and ask the fish or vegetable, they just thrust a plate and go without any conversation or small talk. It is so different from the eighth grade students, or ninth students, they speak fluently, joke each other.

65% students are also found in cafeteria, the students are became quite students, just buy what they need, pay it and go to their dormitory. And it is also found in their own dormitory, they are quiet students, without any

conversation and silent. They will speak when they really need it and it urgent.

c. Interview

According to an interview showed, 68% students start to panic when they have to speak without any preparation, they will feel anxious, and also 58% students think another students will laugh at them when they speak in English. And 68% students feel anxious when they try to speak English. They feel that another students speak english better than she does . 65% students will silent when they do not know the vocabulary that they want to say.70% students feel uncomfortable when they speak English, they feel comfortable when they speak in Arabic. Actually, all the seveth grade student or new students in this boarding school feel anxious when they have to speak English for the first time, but sometimes there is one, two or more than three talkative students, they will speak English without any roles, such as grammatically, good pronounciation, etc. In their mind, the imfortant one is I have to speak English, either it is true or false.

3. The Students Anticipates to Reduce Their Anxiety to Speak English

In this study, students' anticipates to reduce their anxiety in many ways according to their responses, such as:

a. Relax

When they feel very anxious while speak English with their friend or to senior students, they enjoy the conversation and their anxious will lose little by little and it will away from them.

b. Study More

According to 58% students' responses, they need to study more to reduce their anxiety to speak English. They need to make small club conversation, looking for new vocabularies by themselves, and also be familiar with another students, especially with senior students.

c. Believe yourself and your ability

Depand on 78% students responses, they have believe themselves more than another, they must have a good thinking, that I can do what people do, and beleive to your ability.

d. Using Gesture

Related to 60% students, they use gesture when they do not know what is the vocabulary that they want to say. They will use gesture to exchanges what they want to say,

That all the students response, how they anticipate to reduce their anxiety in speak English.

C. Discussion

The data have been collected from questionnaire and interview. And the data was analyzed and reported based on the statement of problem that are about students' anxiety and how they anticipates their anxiety.

1. The causes of students' anxiety to speak English

After the writer carried out the questionnaire to seventh grade of MTs An- Najah cindai Alus, the main score of the students' anxiety to speak English for overall anxiety is 58.86, that classified into very high anxiety. (The description about can be seen on table 1.1)

For the two dimension of English Anxiety both Communication Apprehension and Fear of Negative Evaluation, the mean score of Communication Apprehension is 38.17. it defined very high anxiety. (refer to table 1.2 for detail). The mean score of Fear of Negative Evaluation is 20.94 it also defined very high anxiety (refer to table 1.3 for detail).

In this case from the two dimensions shows negative effects to students when they speak in English. Actually there are four questionnaire that shows the high mean, and it is all the causes of the students' anxiety to speak English. (refer to appendix c for detail).

In order word, the causes of anxiety are related to students' self confidence. In this case the cause is about lack of confidence. The students are often feeling that they are going to be embarrassed by their mistake when they are speaking English. It is a typical condition of Indonesian people or Banjarese people that commonly found. Take an ilustration Banjarese people who live in rural areas such as *Pahuluan* carry their own accent and its uniqueness are usually became jokes and it make people to be insecure. That situations are also happen when the students speaking English.

The second one is lack of vocabularies, students in the seventh grade of this school are lack of vocabularies, and it is the one of causes students'

anxiety to speak English. In this case the students will use gesture to exchanges their mean or to anticipate their language.

Finally, the causes of students' anxiety to speak English at the seventh grade in this study are lack of confidence and lack of vocabularies.

2. The students' anticipates to reduce their anxiety to speak English.

Based on the data, the writers has found that the students also have some strategies appore-mentioned in findings.

According to Tseng (2012), to reduce students who have anxiety which have helped them to complete their studies successfully can follow the strategies below:

a. Acquiring Self Knowledge

You need to learn more about yourself and discovering how anxiety impacts on your life and your success in study.

b. Developing Personal Skills

There are a range of personal skills that are helpful in navigating study and will minimise anxiety. Everyone needs time and practice to develop skills. Some skills to begin with : develop relationship with other students and view that anxiety as a tiny part of your life.

c. Focusing on the Positive

Students who have anxiety often describe how difficult it is for them to feel positive about themselves. Feeling depressed is sometimes a side effect of anxiety and it is important for you to be able to create an environment which you enjoy.

d. Planning, Organising and Managing Time

Sometimes it difficult for students with anxiety to concentrate fully on their studies, so it is very helpful if you utilise time management skills to help you meet deadlines and stay motivated.

e. Know What We Want to Say

Think through the ideas that we want to express that the vocabulary, structures, and intonation also pronunciation that are appropriate to correctly express them.

f. Become Familiar with Our Audience

Get to know your classmate, your roommate, and also your senior students. The better you know someone the easier it is to speak with them.

g. Gain experience to Build Confidence

The more you speak English, the more confidence you will have in speaking easier. You can join some extracurricular in your school that related to English language such as speech competition.

Depand on Minahan and Rappaport, students with anxiety may have the following under developed skills, such as :

a. Self Regulation

The ability to calm self and manage frustation.

b. Thought Stopping / Thought Intrruption

The ability to short circuit the cycle of negative thinking by refocusing attention on replacement thought.

c. Thinking Traps

The ability to recognize common patterns of thoughts that can increase anxiety and learn how to manage these thoughts.

d. Social Skills

The ability to take another person's perspective and conversation skills.

e. Executive Functioning.

The ability to think before acting and to follow sequential steps to complete a task efficiently.

f. Flexibel Thinking.

When anxious, flexibel of thought can help avoid episodes of becoming upset when ratings don't trun out as expected.

According to my study in that school, I found some strategies to reduce students' anxiety to speak English related to the situation and condition on that school. The steps are below :

a. Conversation Club

In this case, the language section (Bagian Bahasa), have to make a small club conversation, taht consist of 5 to 6 students, and each group there are 3 senior student and 3 junior students (new student), and for 2 weeks the senior students change with another senior students to make senior students and junior students be close each other.

b. Writing Their Own Vocabulary

The students must have their own vocabulary that written by themselves. That will have them to increase their knowledge especially about vocabulary, and it will make them rich in vocabulary.

c. Stay to Relax

The ability to make ourselves enjoy the conversation, the more one relax, the more anxiety dissipates.

d. Believe yourself and your ability

In this case, believe yourself is the important one to increase students ability in speaking English fluently.