

CHAPTER 4

DATA ANALYSIS

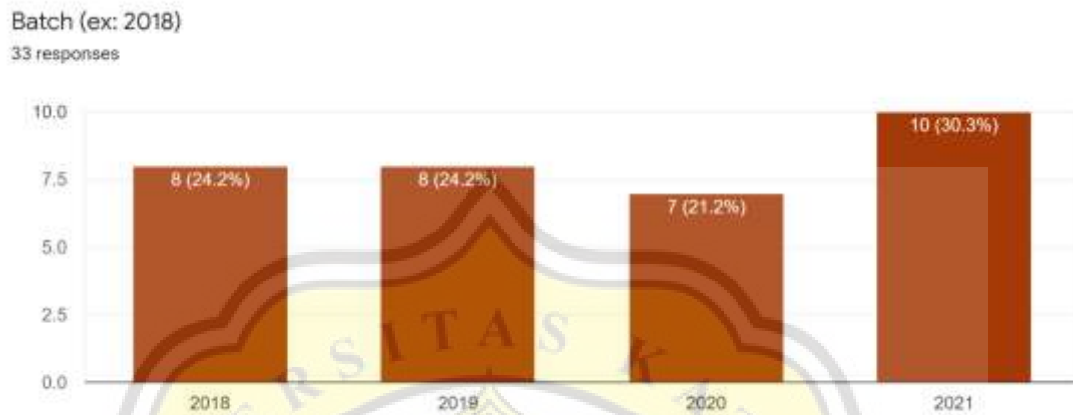
In this chapter the researcher presents the research findings based on the result of the questionnaire and interview. It covers the students' level anxiety, the causes of English public speaking anxiety of Englishpreneurship students in Soegijapranata Catholic University, and the strategies employed by the englishpreneurship students to minimize their speaking anxiety.

The data were taken from the questionnaires (Foreign Language Anxiety towards in Class/FLAC) by Hortwitz that were answered by the Englishpreneurship students from batch 2018 to 2021 Faculty of Language and Arts Soegijapranata Catholic University. There are 21 questions that used for this analysis.

4.1 The Background Information of the Participants

The following table shows the data of the participants who have completed the questionnaire.

Table 4. 1 Batch Data and Total of Responses



The number of responses received are 33 responses. There are 8 responses from batch 2018, 8 responses from batch 2019, 7 responses from batch 2020 and 10 responses from batch 2021.

4.2 Level of Students Anxiety

In finding the level of student anxiety, the researcher used 21 questions from Horwitz's FLCA as the main instrument. After the questions that valid and reliable were distributed to the respondents, the researcher got the data from 33 respondents. The data were then analyzed using a Likert Scale to find the level of student anxiety. This analysis used an excel application to find the average (mean) value of the respondents. Then the mean was categorized into 3 levels; mean < 3 : Low Level of Anxiety (LL), mean = 3 : Neutral/Feeling okay in the Class (N), and mean > 3 : High Level of Anxiety (HL).

The following table below shows the average anxiety data and the level of anxiety categories from 33 respondents who had filled out the questionnaire.

Table 4. 2 Descriptive Data of Level of Students Anxiety

SUBJECT	AVERAGE	LEVEL OF ANXIETY
S1	3.523809524	HL
S2	2.952380952	LL
S3	3.476190476	HL
S4	3.142857143	HL
S5	3.571428571	HL
S6	3	N
S7	3	N
S8	1.619047619	LL
S9	3.666666667	HL
S10	2.80952381	LL
S11	3.19047619	HL
S12	3.142857143	HL
S13	3.142857143	HL
S14	3.285714286	HL
S15	3.19047619	HL
S16	2.476190476	LL
S17	2.619047619	LL

S18	3.19047619	HL
S19	3.666666667	HL
S20	3.619047619	HL
S21	2.571428571	LL
S22	3.619047619	HL
S23	4.238095238	HL
S24	3.047619048	HL
S25	3.428571429	HL
S26	3.714285714	HL
S27	3.285714286	HL
S28	3.238095238	HL
S29	2.952380952	LL
S30	3.333333333	HL
S31	3.857142857	HL
S32	2.761904762	LL
S33	2.238095238	LL
TOTAL	3.168831169	HL

Based on the average results of the analysis above, there are 22 students who have High Level of Anxiety with a percentage of 66.6% of the total respondents. Students who have a Low Level of Anxiety are 9 students with a percentage of 27.27%

of the total respondents. Then lastly, there are 2 students who are Neutral/Feeling okay in class with a percentage of 6.06% of the total respondents.

The following table below is the table that shows the data of respondents who have high level of anxiety (HL).

Table 4. 3 Students Data with HL

NO	SUBJECT	LEVEL OF ANXIETY
1	S1	3.523809524
2	S3	3.476190476
3	S4	3.142857143
4	S5	3.571428571
5	S9	3.666666667
6	S11	3.19047619
7	S12	3.142857143
8	S13	3.142857143
9	S14	3.285714286
10	S15	3.19047619
11	S18	3.19047619
12	S19	3.666666667
13	S20	3.619047619
14	S22	3.619047619
15	S23	4.238095238

16	S24	3.047619048
17	S25	3.428571429
18	S26	3.714285714
19	S27	3.285714286
20	S28	3.238095238
21	S30	3.333333333
22	S31	3.857142857
TOTAL	22 STUDENTS	
PERCENTAGE		66,6%

The following table below is the table that shows the data of respondents who have low level of anxiety (LL).

Table 4. 4 Students Data with LL

NO	SUBJECT	LEVEL OF ANXIETY
1	S2	2.952380952
2	S8	2.952380952
3	S10	2.80952381
4	S16	2.476190476
5	S17	2.619047619
6	S21	2.571428571
7	S29	2.952380952

8	S32	2.761904762
9	S33	2.238095238
TOTAL	9 STUDENTS	
PERCENTAGE		27,27%

The following table below is the table that shows the data of respondents who have neutral or feeling okay (N). There are 2 students who feel okay/neutral in the class.

Table 4. 5 Students Data with N

NO	SUBJECT	LEVEL OF ANXIETY
1	S6	3
2	S7	3
TOTAL	2 STUDENTS	
PERCENTAGE		6,06%

Based on the data above, it can be concluded that Englishpreneurship students at the Faculty of Language and Arts, Soegijapranata Catholic University, Semarang have a High Level of Anxiety (HL) with a percentage 66,6% from the total of respondents.

4.3 Factors of Students Anxiety

Researchers have conducted interviews with 10 Englishpreneurship students to find out what factors cause them to feel anxiety. In addition, this interview also aimed to confirm the results of quantitative data from respondents in the survey section that they have filled out. The questions used in the interview were based on the questionnaire items.

4.3.1 Participants

In this interview, there are 10 respondents from batch 2018 to 2022. The researcher conducted semi-structured interview with respondents directly in campus and online used whatsapp calling. In this table below shows the data of respondents. There are 10 respondents from batch 2018 to 2022. There are 5 female students and 5 male students.

Table 4. 6 Respondents of Interview

Subject	Gender	Batch
S1	Female	2018
S2	Female	2019
S3	Male	2020
S4	Male	2019
S5	Male	2021
S6	Female	2019
S7	Male	2019

S8	Female	2020
S9	Female	2021
S10	Male	2018

4.3.2 Result of Interview

The purpose of this interview is to confirm the results of respondent's answers in quantitative data.

Table 4. 7 Table Answer of “Do you ever feel anxious in language class? Why?”

Subject	Answer
S1	“Almost everyday, because from my family background, I am the eldest child, so I am expected to be perfect. My parents are strict parents so they are used to preparing everything before the D-day. So, from that I feel anxious subconsciously become a habit”.
S2	“Yes, I have felt anxious. The problem is when I am nervous, sometimes I don't understand the material and the lecturer keeps asking the questions, for example in the structure class, I feel anxious. I feel insecure with classmates who are smarter and more fluent in English than me”.
S3	“Yes, I have. Because fear of saying the wrong thing, afraid of wrong pronunciation, afraid of wrong grammar, especially if I see someone who

	is more pro than me. So, I'm afraid of being judged by someone who is more pro than me".
S4	"Yes, I have. Because, from my situation I'm not full clearly understand about English, and what the Lecture has been taught to me, I did not fully understand it. That's why I feel anxious in Language Class".
S5	"I used to feel it, but now not anymore. Because in the class, we learn together so why we have to feel anxious or make mistakes. So, I put it on my mind " it's okay to make a mistake"".
S6	"Yes, I feel Anxious. Because I am not really confident with my speaking, I'm afraid that I make a lot of mistakes and I'm a little bit shy".
S7	"Yes, I have. Because the first is I'm the type of person who do not like to talk or indifferent. The second is, many of my friends are pro than me. Sometimes, I want to learn from them but I feel prestige so when I'm in class, I feel nervous because I don't want to fail in a speaking class or language class, but I also try to push myself to learn but it is still very difficult".
S8	"Yes, I have felt. Because I feel I don't have any confidence in speaking English or speaking in another language in front of the class when people are watching over me and I know that I would be such as an intention for people, I think that makes me nervous".

S9	“I don't really feel anxious in class, I just feel a little bit afraid if I can't balance it with other friends. Then every day we use Indonesian and get used to using English, especially in Indonesia, if people speak English, they are immediately judged "why are you using English, you are so arrogant" so there is a fear of speaking, afraid to try, so afraid of not being able to balance with friends. The point is I have ever felt anxious or maybe often, especially during presentations”.
S10	“Sometimes yes, because I'm afraid of being wrong if I am asked to answer”.

From the answer table above, 8 out of 10 respondents answered "Yes". They feel anxious because on average they do not understand the English material. 1 out of 10 respondents answered that the responden had felt anxious but not anymore. Then, 1 out of 10 respondents did not feel anxious but the responden is just afraid of not being able to balance with friends who are already fluent in English.

Table 4. 8 Table Answer of “What kind of factors make you feel anxiety/depressed/stressed in language class?”

Subject	Answer
S1	“I'm afraid of judgment, although sometimes people say "you are good enough" but I'm a person who really does not appreciate myself, so I still think that I'm still less than others, and always assume that other people

	always on top and I'm always on the bottom. While the factor from the lecturer does not yet exist".
S2	"There are external factors, for example there was once a lecturer said "your English is worse than high school students" then after that I become insecure, stressed and then I have to start learning this and that. Then, the friend factor is because there are friends who want to stand out, so it makes me stress and say to myself "Never mind, don't ask anymore or it will be extended later, and feel nervous again"".
S3	"Internal factors, for example, I have motivation when watching foreign films such as Harry Potter and after watching the film I talk like them, but when I try to speak or present, I can not even talk like the one in the film, then the accent is bad"
S4	"The subject itself, because the longer the semester, the more difficult the lesson. Then from myself I do not feel confident because I don't fully understand the lessons that the lecturers convey to me".
S5	"The assignments, because it's too much for us. And because me personally is quite an introvert person so I don't care about the others".
S6	"The factor is from myself because I am not used to speak in front of people, I'm not ready yet, I am embarrassed".
S7	"Talking about the factors, first thing first is skill. I have to admit that my skill in language is very lacking, so I can say that in terms of taking

	<p>classes, I am the one who has to be taught over and over again until I understand, in contrast to my friends who are explained once they understand immediately. The second factor is that I am embarrassed to ask, I know this is wrong. But for me to be ashamed to ask is something that is difficult for me to avoid. Because I am afraid that my image will be embarrassed, for example <i>"uhh, He doesn't understand"</i> so there is a lot of pressure from there. The third is Values, because as far as I am in class, grades are valued more than honesty. So many people say they understand when they are asked, but when they take the exam and are given the questions, they cannot answer anything, because they are afraid of being marked as stupid. Same thing with me”.</p>
S8	<p>“I don’t think I am really good in English and I do not think I am good in pronunciation or even in grammar, and I do not have any confidence as I said before. Yeahhh, I just feel afraid if I do any mistakes, that's it. Actually, I don't feel any external factors, I feel like my environment, my teachers and my friends, they are always supportive. They always support me if I really want to talk about the languages that I have learned. I think they are quite supportive, but all those anxieties come from myself”.</p>
S9	<p>“Because I'm majoring in English, friends can't judge. It's just that when I was little, when I spoke in English, the people were like "what the hell"</p>

	was that thing that scared me to try to speak. Now if I try, I don't dare, so I become panic, afraid of being wrong. I'm just trying to be brave not to be afraid”.
S10	“I'm afraid when the lecturer asks me but I answer wrongly, but I don't get depressed”.

From the table above, the main factor that respondents feel anxious is external factors. they are afraid of being judged by others and afraid to answer English questions from the lecturers. Another factor is internal factors, where respondents feel less confident and do not understand English material such as grammar and so on.

Table 4. 9 Table Answer of “What kind of expressions or reactions do you show when you feel anxious?”

Subject	Answer
S1	“I usually "silent and think" so as long as I am silent, I also think how to be calm, how to act mature, so when negative things come in, I already have boundaries to change my mindset, whether it is in a bad direction or not better. In essence, what is usually done is to stop for a moment and think about what to do in the future”.
S2	“I usually rub my nails, keep my hands cold and immediately run to the bathroom to escape”.
S3	“I usually silent, do nothing, look here and there”.

S4	<p>“I immediately avoid all questions from the lecturer. For example, in an online class, when the lecturer asks questions, I choose to be silent. Plus, this semester I am fully online so that makes me even worse because I am not face to face with the lecturers so I cannot do what I want to do, so I run away from my current problems. In some lessons that are held online, I always give many reasons so that I am not asked or looked for by the lecturer, for example "Sorry Mam, my connection is bad or at my house the light goes out mam" like that”.</p>
S5	<p>“I'll just be quite and I'll just wait until the Lecturer call me and ask me to answer the question, etc. If I feel I'm not comfortable, I choose to be quite”.</p>
S6	<p>“I usually nervous, I do not speak fluently, then I tremble and suddenly forget everything”.</p>
S7	<p>“The expression is silent and just pay attention. Usually, when I am feeling anxious, I will ask my friend next to me, for example, "Ehh please teach me, I do not understand". The point was initially silent, when I was really confused, I finally chose to ask my friend next to me”.</p>
S8	<p>“I will sweat a lot and I'll be shaking”.</p>
S9	<p>“Because I'm afraid, I become panic, afraid if I'm wrong with what I'm talking about. Usually it's a hand toy, then it's like a stammer to talk”.</p>

S10	“Mostly moving my hands, try to not cry, my face doesn't get stressed. Keep looking down and talking to friends when I'm afraid like "why am I afraid?"”.
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The table above shows that some of the reactions shown by the respondents when they feel anxious. Most of them choose to be silent and do nothing. Then, some of them feel giddy and sweaty. The rest of them try to avoid being asked by the lecturers in class.

Table 4. 10 Table Answer of “How can you deal with your anxiety? Is there any method that you used?”

Subject	Answer
S1	“The way to push my limit comes from myself. Because the things from friends that come into me are external. So, I have to limit myself, I have boundaries. So, when negative things enter me, I throw those negative things away slowly with optimism. For example, in speaking class there are things that disturb my mind, such as being afraid and that is what happened, but I am grateful that in my subconscious that motivate me, even it does not work directly, but slowly”.
S2	“Honestly, I have not found anything to deal with my Anxiety. But I usually read the material over and over again, and when I was in class, it was a lot better than before”.

S3	<p>“I usually pause for a few seconds to take a breath, then try to calm down. I do count in my heart to reduce my anxiety. I usually talk to myself in English, then when I am watching a movie, I try not to use any subtitles to train myself”.</p>
S4	<p>“For now, I’m dealing with my anxiety by slowly understanding the lesson, then understanding the character of the lecturer. So, I have to understand first what factors make me feeling anxious. I have not found the right method for myself, so what I’m currently doing is understanding the lessons and the character of the lecturer”.</p>
S5	<p>“I will try to search for healing such as listening some music, watching Movies, and etc. So, I can get good mood to do that”.</p>
S6	<p>“The first thing I do is "believe in myself" and then talk to myself if I can do it. Then tell myself if it is okay, just do the best. So, I gave a suggestion to myself. There is also support from the environment and friends”.</p>
S7	<p>“From my experience, I asked my friends about the material in class. As I explained earlier, I am a person who must be taught over and over again until I understand. To find a solution to my anxiety, I asked my friend next to me, for example "hey bro, can you teach me academic writing, I don't understand”. So, it is one of my ways to deal with my anxiety when I am in class”.</p>

S8	<p>“I usually hold my hand and I think it's going to keep me from the shaking that I felt. Also, I'm going to look around and take far around of my place for a second and go back to the stage that I have to speak. The method that I used is before I try to talk, I practice with my friends and then I ask them about their opinion "did I do wrong" that's it. I ask my friends to calm me down first and that way my confidence a little bit boost up”.</p>
S9	<p>“I try to win myself, so I can speak. Even though I stutter but at least I know what I'm talking about according to the material I prepared. There is no special method, just usually calm myself down, inhale then exhale, because I don't understand what method I want to do. I've never spoken to a psychologist or psychiatrist because for some people, when you meet a psychiatrist, "oh, you're mentally ill" so they're afraid to talk to people, the best way is to read, breathe, exhale and calm down”.</p>
S10	<p>“Take a breath and stay calm. Thinking about the answer slowly, it doesn't have to be good and it doesn't have to be a bad answer”.</p>

From the answer table above, there are many ways that respondents do to deal with their anxiety. Most of them choose to find motivation such as watching movies with/without English subtitles, listening to music and healing for a while. Another thing

that respondents do is asking for help from friends who are fluent in English, read the material and try to understand the lecturers.

4.3.3 Factors of Anxiety

In Horwitz's book entitled *Foreign Language Classroom Anxiety* in Willey Blackwell (1986) there are three factors of anxiety namely communication apprehension, fear of negative evaluation, and test anxiety.

a. Communication Apprehension

Horwitz et al. (1986) explained that it is characterized by fear and anxiety in communicating with others. Difficulty in public speaking, listening or studying an oral speech are all manifestations of communication apprehension. This anxiety in learning a second language stems from the learner's personal knowledge that they will have difficulty understanding others and making themselves understood. It can be said that communication apprehension is connected through acts of avoiding and fear effect in both mental and physical. This factor of anxiety is evidenced in the observation and is confirmed in the interview with the following statement:

“Then, the friend factor is because there are friends who want to stand out, so it makes me stress and say to myself "Never mind, don't ask anymore or it will be extended later, and feel nervous again"”.

(respondent2#)

“I immediately avoid all questions from the lecturer. For example, in an online class, when the lecturer asks questions, I choose to be silent. Plus, this semester I am fully online so that makes me even worse because I am not face to face with the lecturers so I cannot do what I want to do, so I run away from my current problems. In some lessons that are held online, I always give many reasons so that I am not asked or looked for by the lecturer, for example "Sorry Mam, my connection is bad or at my house the light goes out mam" like that”.

(respondent4#)

“I will sweat a lot and I'll be shaking”. **(respondent8#)**

The statement above indicates that being quiet or passive and avoiding any conversation with Lecturer in different languages may result in anxiety experienced by the students. Also, it shows that physical effects occur to the students and also cause anxiety.

Based on the statement from the 4th respondent, it can be concluded that the respondent is categorized in the situational-specific anxiety, where the respondent will feel anxious if there are friends who still want to ask the lecturer about the material that has been delivered. Because, respondent feel that the more questions they ask, the longer the meeting with the lecturer will be and that will make the respondent anxious or nervous again.

b. Fear of Negative Evaluation

The second factor of anxiety is Fear of negative evaluation (Horwitz, 1986) said in his journal that this factor is fear of other people's evaluation of what someone said or did. This may occur in social, evaluative situations, such as a presentation in front of the class. This factor is confirmed with the following statement:

“Because from my family background, I am the eldest child, so I am expected to be perfect. My parents are strict parents so they are used to prepare everything before the D-day”. (respondent1#)

“Because I am afraid that my image will be embarrassed, for example "uhh, He doesn't understand" so there is a lot of pressure from there”. (respondent7#)

“Because fear of saying the wrong thing, afraid of wrong pronunciation, afraid of wrong grammar, especially if I see someone who is more pro than me. So, I'm afraid of being judged by someone who is more pro than me”. (respondent3#)

“There are external factors, for example there was once a lecturer said "your English is worse than high school students" then after that I become insecure, stressed and then I have to start learning this and that”. (respondent2#)

Based on the statement above, students concern about others opinion such as teacher, friends and parents. Statements from respondents 2 and 3 also show that they are included in the state anxiety category. they feel anxious caused by external factors. Then from the statement of respondent 1 can be categorized in the trait anxiety category. Because, the origin of the respondent's anxiety comes from the respondent's parents who have inadvertently become a trait in respondent 1.

c. Test Anxiety

Test Anxiety refers to a type of performance anxiety stemming from a fear of failure (Tanveer, 2007). On the other hand, Horwitz said that test anxiety refers to a type of performance anxiety which is caused by fear of failing a test (Horwitz et al., 1986). In general, this test anxiety is a fear of using good grammar when speaking English. It is confirmed with the following statement:

“Because fear of saying the wrong thing, afraid of wrong pronunciation, afraid of wrong grammar”. (respondent3#)

“I'm afraid when the lecturer asks me but I answer wrongly, but I don't get depressed”. (respondent10#)

The statement above from the students indicate that their anxiety is highly associated with the fear of doing badly, making mistake and doing wrong.

The three factors of anxiety have the same effect to the students in Faculty of Language and Arts. Anxiety happened when they are learning in the class that cause those students feeling less of confidence, fear of being judge and avoding being asked by the Lecturer.

