

Chapter Four

Finding and Discussion

This section explained the answer to the research question. The first research question about the level of anxiety among the first year students in learning foreign language of English Language Education Department students at one of the private universities in Yogyakarta. The second is the level of each factor of anxiety among the first year student in learning foreign language of English Language Education Department students at one of the private universities in Yogyakarta. The detailed explanations are presented below.

Finding and Discussion

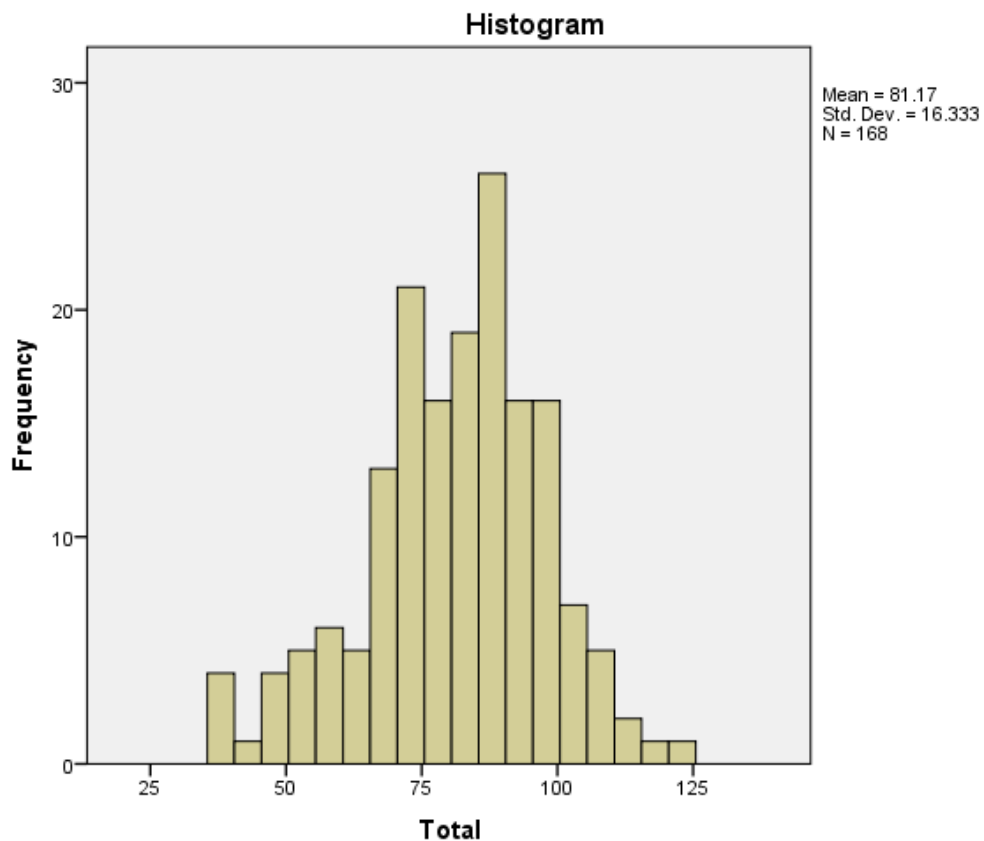
This chapter describes the finding and discussion of this study to reveal the research questions. There were two results found in this research. Those results were about the level of anxiety among the first year students in learning foreign language, and the level of each factor of anxiety among the first year student in learning foreign language at one of the private universities in Yogyakarta. For more detailed information, each result is explained in the following paragraphs.

The level of anxiety in first year student of learning a foreign language in English Language Education Department. One of the problems that students possibly have in learning English language is anxiety. According to Horwitz et al., (1986) for many years, scholar have been considering that anxiety is one of the potential problems to inhibit in learning foreign language. The first research question in this study purposed to know about the anxiety level of the first year

students. The researcher assumptions based on the observation was the anxiety level of the first year students was in the high level of anxiety, and the reality on the data showed that the anxiety level of the first year students was different with the researcher assumptions. The research data showed that the mean of the anxiety level of the first year students was 81.17. It represented that the anxiety level of the first year students was in low level category. The data are displayed in the following figure.

Figure 1.

The Overall Anxiety



The above data showed that the anxiety level of the first year students level was in low level based on the interval category range. Besides, the data showed that the level of anxiety of the students in low level of anxiety. Based on

the result, this will be good for the student because it can be assumed that the students were not anxious in learning English language. The detailed result of student's level anxiety based on range of interval is shown below.

Table 12.

The overall anxiety based on the interval

Range of Interval in Low Level	The overall anxiety	Category
57.76 – 82.50	81.17	Low

Based on the result, the total means score is 81.17. Then, it can be said that first year students have low level anxiety in learning English language process. It can be concluded that if the students have low anxiety in learning a English language, this will be good for the student. Because it will affect in their grade. In line with the finding, Subekti (2018) found that the higher the anxiety population have, the lower their grade. Moreover, with the result it can be beneficial to student's perspective in learning the language. It can be assumed that the anxiety of the first year students in ELED will more confident with their ability in English language.

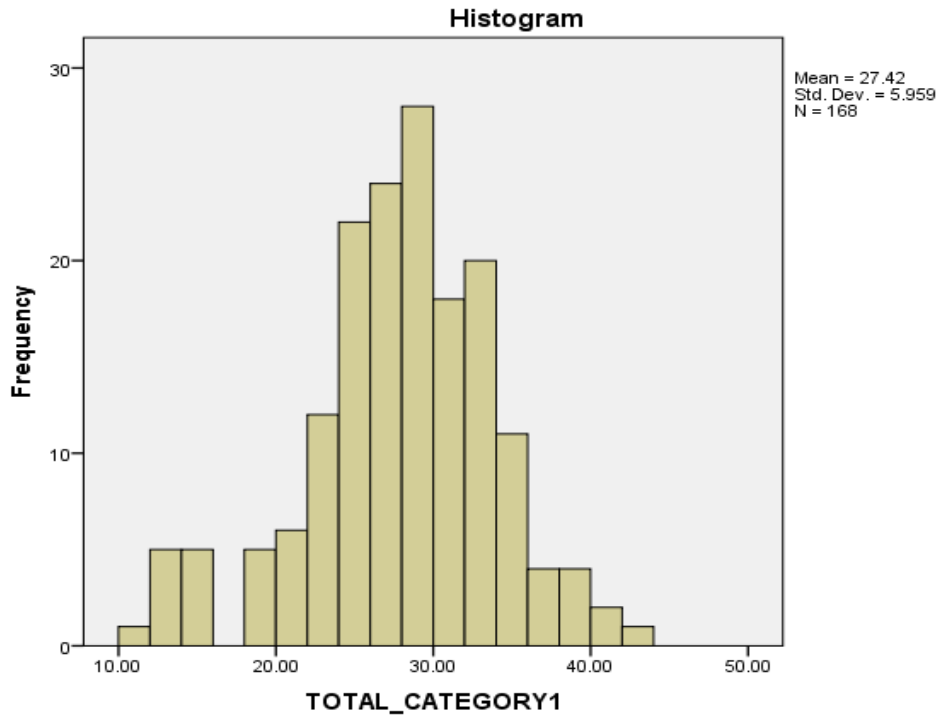
With low anxiety, it can be assumed that the students are not worry to learn the English language and it can be making them enjoy to express their feeling in class. Moreover, it makes the students will more be excited and enjoy the situation in class to learning the language. In addition, as Tseng (2012, p.79) asserted that the type of method and classroom atmosphere would affect directly to students' emotions and anxiety levels.

The level of each factors of anxiety in first year student of learning foreign language of English Language Education Department. This research focus on three factors of anxiety by Horwitz et al., (1986). Those three factors are communication apprehension, test anxiety and fear of negative evaluation. Besides, each factor has an effect to deal with the student's anxiety in learning English language. The detailed about the finding of the three factors are shown below.

Communication Apprehension. Communication apprehension deals with speaking ability of the students. According to Horwitz, et al., (1986) communication apprehension is about fear of or anxiety of communicating with people. Based on the result, the total mean score of communication apprehension is 27.42. It showed that the first year's students have low level anxiety in communication apprehension. The data are displayed in the following figure.

Figure 2.

Histogram of Communication Apprehension



The above data showed that the communication apprehension factors of the first year students level was in low level based on the interval category range. It can be assumed that this category has not taken effect to the ELED student to have anxiety. The detailed result of student’s level of fear of negative evaluation based on range of interval is shown below.

Table 13.

Communication apprehension based on the interval

Range of Interval in	Communication Apprehension	Category
Low Level		
19.26 – 27.50	27.42	Low

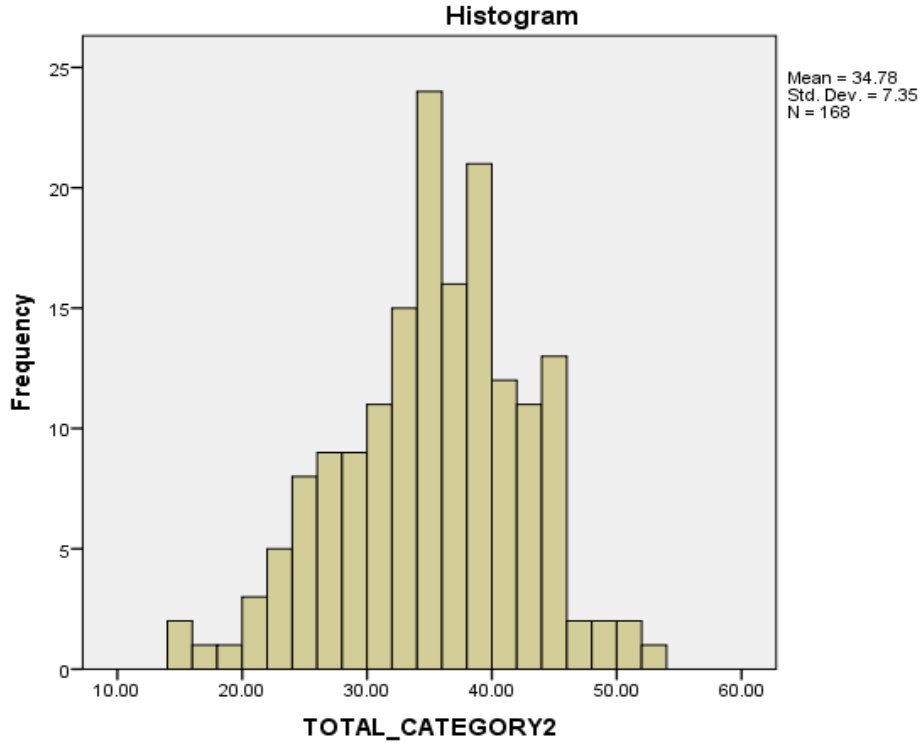
It deals with students' ability in speaking foreign language. According to Brown (2000) "the high level of communication apprehension among learners are stemmed from learners' perceived inability to express complex ideas in foreign languages, which they are not proficient with". Based on the result, it shows that the first year's students are not anxious in communicating with people using English language. It can be concluded that the first year students are confident to use their English language through speaking.

Afterward, there are many factors to guide the student to have anxiety. According to Tercan and Dikilatas (2015) there are many factors that cause speaking anxiety in English, such as speaking, preparedness, question-answer, testing, discussion, public speaking, error correction. With this result, it can be assumed that the first year student have good preparation in classroom. The students already know what the thing that they need in classroom. So, when they come to the class, all of the students are ready to learn English language. Moreover, when the students have low anxiety in communication apprehension, it will affect their performance. In line with the finding, Subekti (2018) the higher the communication apprehension that student have, the lower their grade.

Test Anxiety. It connected with students performance in doing the test or assignment. Horwitz, et al., (1986) mentioned that test anxiety is a type of anxiety that fear or failure in doing performance. Based on the result, the total mean score of communication apprehension is 34.78. It represented that the first year's students have low level anxiety in test anxiety. The data are displayed in the following figure.

Figure 3.

Histogram of Test Anxiety



Based on the data above, the first year students in ELED have low anxiety in test anxiety. It can be said, the students are not worried about the test anxiety. Moreover, this category is not taken effect of ELED's students in having high anxiety. The detailed result of student's level of test anxiety based on range of interval is shown below.

Table 14.

Test anxiety based on the interval

Range of Interval in	Test Anxiety	Category
Low Level		
26.26 – 37.50	34.78	Low

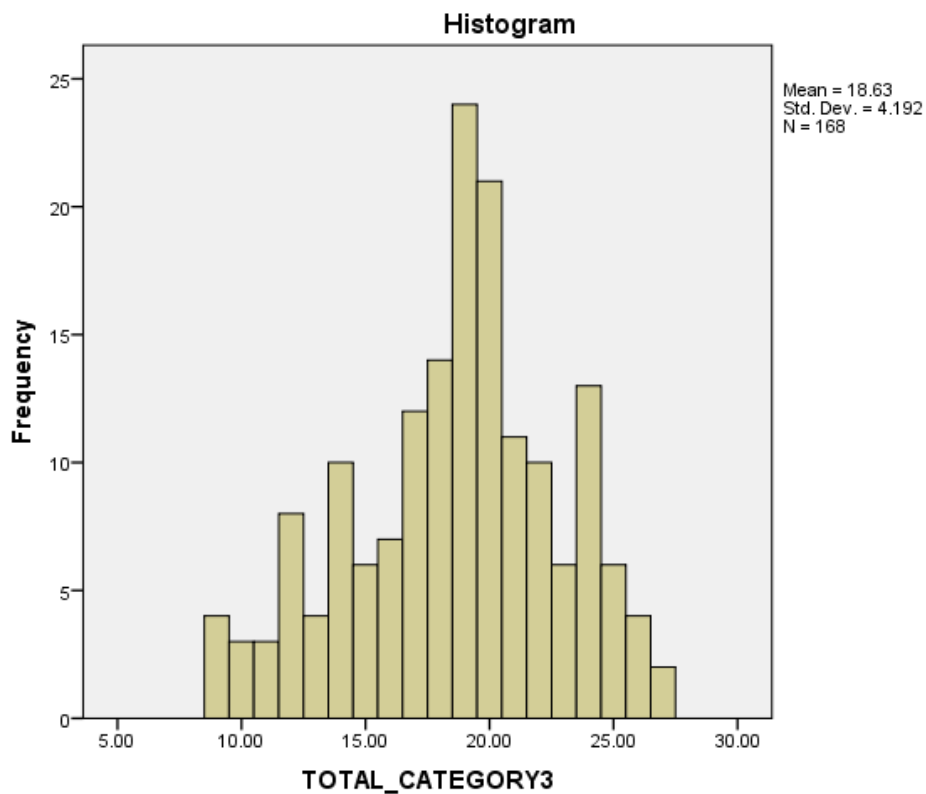
Based on the result above, the total mean score of first year student was 34.78. It shows that the first year students are not feel anxious in doing the test. For instance, when the students do the test, they are tended to more comfortable and not worry about doing the test. On the other hand, it is a good way for the student, because it will make the student more relax and enjoy doing the test. As supported by El-Banna (1989) as cited in Aydin (2009) said that English as a second language learner that have high language anxiety levels tended to perform unsuccessfully in a language test, rather than English as a second language learner that have low language anxiety levels tended to perform successfully on the language test.

Afterward, some student might be afraid of fail in the test. Horwitz, et al., (1986) stated that test anxious, the students usually think of the failure of the test if the anything about the test less than perfect. With the result above, the first year student probably are not afraid and worry about doing the test in class. Besides, it can be assumed that the first year student have been preparing the thing that they need in doing the test. Thus, it makes the student are not afraid to face the test. Lisuka (2010) argued that for coping the anxiety the students have to well prepare before class, make a greater effort, and asks their friends when they do not understand about teacher explanation. Moreover, the student's anxiety will affect on their performance in doing the test. In line with the finding, Subekti (2018) the higher the test anxiety that student have, the lower their grade.

Fear of Negative Evaluation. It deals with other evaluation. Horwitz et al., (1986) asserted that fear of negative evaluation is defined an anxiety with other evaluation. Some students are afraid in having negative opinion from other about them. When the student got negative evaluation, it probably makes them uncomfortable with it. In addition, Horwitz et al. (1986) stated that the high level of fear of negative evaluation might be attributed to peer pressure. Moreover, the research data showed that the mean of the fear of negative evaluation of the first year students was 18.53. It represented that the fear of negative evaluation level of the student was high. The data are displayed in the following figure.

Figure 4.

Fear of Negative Evaluation



The above data showed that the fear of negative evaluation factors of the first year students level was in high level based on the interval category range. It

can be assumed that this category has high effect of the ELED student's anxiety. As supported by Horwitz et al., (1986) Student might be very sensitive to the evaluation - real or imagined - of their peers. The detailed result of student's level of fear of negative evaluation based on range of interval is shown below.

Table 15.

Fear of negative evaluation based on the interval

Range of Interval in High Level	Fear of Negative Evaluation	Category
17.51 – 22.75	18.53	High

Based on the result above, the total mean score of fear of negative evaluation is 18.53. It shows that the students uncomfortable with negative evaluation. The students will be embarrassed with the negative evaluation from the teacher or other students. Looking foolish in front of other students or teacher will make the students feel embarrassed. This feeling leads the student to have higher anxiety in fear of negative evaluation. In line with Tercan and Dikilatas (2015) found that one of the causes of fear of negative evaluations was mocked by friends. Owing to mockery, make the student did not dare to use their English. Moreover, its effects of their performance in class. For instance, when the students have high anxiety in fear of negative evaluation, the student will worry about their performance and it's distracted their performance. This result also supported by Subekti (2018) the higher the anxiety level student in fear of negative evaluation, the lower the student grade.

In conclusion, the discussion of level of anxiety and the level of each factors of anxiety in ELED at private universities. The level of anxiety among the first year student was in low level anxiety. Besides, each factors of anxiety have different result. The first factor is communication apprehension, the first year students was in low level anxiety in this factor. The second factor is test anxiety, the first year students was in low level anxiety in this factor. The third factor is fear of negative evaluation, the first year students was in high level anxiety in this factor.