

## CHAPTER IV

### FINDINGS AND DISCUSSION

The research findings and data analysis from observations and interviews are covered in this chapter. Separated into two sections: research findings and discussion. The findings from the data analysis will be presented in paragraphs and tables.

#### 4.1 Research Findings

Based on data collected by observation and interview, the researcher found that students at SMA N 1 Gunung Tuleh, Kab. West Pasaman experienced anxiety in listening to English due to several reasons, namely: (1) Lack of interest in learning English, (2) Lack of Support for Students From Both Inside And Outside To Learn English, and (3) Lack of Students' Vocabulary.

##### 4.1.1. Lack of Interest in Learning English

Students' lack of interest in learning English is very common in SMA N 1 Gunung Tuleh, Kab. West Pasaman. This is because in the environment of these students there is no demand to learn English. This happens continuously from ancient times until now which causes students to have a sense lack of interest in learning English. These students have their own reasons why they are not interested in learning English.

This finding can be seen in the following table:

**Table 4.1.** Lack of Interest in Learning English

No.	Participants Initials	Caused by Lack of Interest in Learning English	Classification Of Interest In Learning English	
			Interest	Not Interest
1	S M	The differences in how to read and the form of the words		√
2	M H	Hard to learn		√
3	M H H	Have the challenge to learn	√	
4	P Y	Sentence structure is difficult to understand		√
5	L W	Do not like the lesson and because it is hard to learn		√
6	M A	Do not like the lesson		√
7	Z R	Have the challenge to learn	√	

Based on Table 4.1. Lack of Interest in Learning English, it can be seen that, among the seven students who were interviewed, 5 of them had a lack of interest in learning English, especially listening to English, and two of them liked learning English. They have their own reasons that make them less like or less interested in learning English. Some are caused by the difficulty of learning English, vocabulary is difficult to learn because the writing and reading methods are different, and some because he/ she does not like the lesson, But even though they have a lack of interest in the subject, they still have to learn the lesson, because English lessons are mandatory and there is a syllabus for junior high

school to high school levels, so this requires students to continue to try to find good gap points so that they can easy to learn the lesson and start to like it.

The data above is supported by the data stated by the supporting informan as follows:

No.	Participants Initial	Researcher Question	Participants's Answer
1	S M	Are you interested in English lessons?	Saya kurang suka pelajaran bahasa inggris
2	M H		Saya kurang suka, karena pelajaran tersebut sulit untuk dipelajari
3	M H H		Saya lumayan menyukai pelajaran tersebut, karena dalam pelajaran bahasa inggris tersebut memiliki tantangan untuk memahaminya
4	P Y		Saya kurang mengerti pelajaran bahasa inggris karena saya kurang mengerti kata demi kata dan saya kesulitan untuk memahami pelajaran tersebut
5	L W		Saya kurang tertarik dengan pelajaran tersebut, karena saya tidak paham dengan bahasa inggris
6	M A		Saya tidak tertarik dengan pelajaran tersebut, karena pelajaran tersebut sulit
7	Z R		Saya suka dengan pelajaran bahasa inggris, karena pelajaran tersebut seru dan asik

#### **4.1.2. Lack of Support for Students From Both Inside And Outside To Learn English**

Lack of support for students from both inside and outside to learn English means the lack of support or encouragement from within the student and support from outside such as family, environment, teachers, schools, and others learn

English. Because of this, it makes most students in the areas where the students who have been interviewed live less like or less interested in learning English.

This finding can be seen in the following network image below:

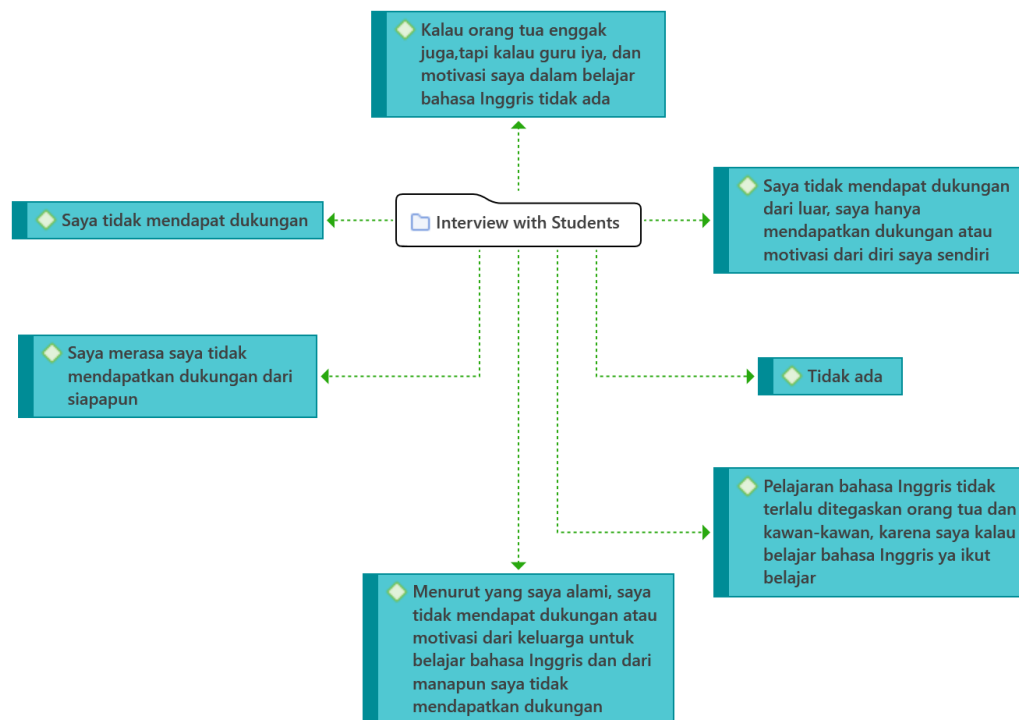


Figure 4.1 Lack of Support From Both Inside and Outside to Learn English

From the figure above, it can be seen that among the seven students who have been interviewed, only one student feels that there is motivation in hers to learn English, and there is one student who just wants to learn English but is not very motivated by within himself, but he felt that his English teacher also supported him to learn English, especially listening to English, and 5 other students felt that they did not feel any motivation to learn English, while motivation from outside such as parents, school, teachers, friends, and others, no one of the students felt that they received support from them to learn English.

Students who do not get support for learning English will automatically have little interest and even no interest in learning English. Because basically to

do something, including learning, there must first be encouragement from within a person to be able to do. And if for example, we don't get support from within ourselves, at least we should get support to learn English from our parents or family, so that it can encourage us to learn English. Because the family has an important role for students to always support us in learning and doing positive things.

#### 4.1.3. Lack of Students' Vocabulary

The lack of vocabulary mastered by these students is one of the causes for them to experience anxiety in listening to English, because with their small vocabulary, they will not understand what they are listening to, making them anxious when asked to listen to English. Because indeed in learning English, the first thing that is most important is mastered, namely a lot of vocabulary to make it easier to master the English lesson.

This finding can be seen in the following table:


**Table 4.3.** Lack of Students' Vocabulary

No.	Participants Initial	Have a Lot of Vocabulary	Not Have Vocabulary
1	S M		√
2	M H		√
3	M H H		√
4	P Y		√
5	L W		√
6	M A		√
7	Z R		√

Based on Table 4.3. Lack of Students' Vocabulary, it can be seen that all students who have been interviewed by the researcher do not have English vocabulary. This will make them anxious when listening to English, not only

when listening, but even in writing, reading, and speaking as well. Because the first thing that must be mastered in learning English is to master a lot of vocabulary, with us having a lot of vocabulary will make it easier for us to learn English.

The data above is supported by informan as follows:

No.	Participants Initial	Researcher Question	Participants Answer
1	S M	Do you master a lot of English vocabulary? 	Tidak
2	M H		Tidak
3	M H H		Tidak
4	P Y		Tidak
5	L W		Tidak
6	M A		Tidak
7	Z R		Tidak

#### 4.2. Discussion

Based on the data findings above, it can be stated that the cause of anxiety in listening to English in twelfth graders at SMA N 1 Gunung Tuleh. Kab. West Pasaman, are; lack of student interest in learning English, lack of support for students to learn from within and from outside, and lack of vocabulary mastered by students, as is the opinion of Adnan (2012), low listening skills are caused by several factors, namely: lack of knowledge of students' English, lack of vocabulary mastered by students, lack of communication practices in students' daily lives, low quality of student assignments, inappropriate techniques used by English teachers, and the influence of students' own internal factors.

Based on what Adnan (2012) said, there are 6 causes of student anxiety in listening to English, but after the researchers conducted interviews and observations, the researchers found that in general the causes of anxiety listening to English at SMA N 1 Gunung Tuleh were classified into 3, including; the first lack of interest in students to learn English. The cause of students feeling less

interested in English is because they think that English is a foreign language that is difficult to learn, as stated in previous research by Khairani Ade Guswita and Sugirin (2021) that, they must be able to perform listening activities like senior high school students who will take the national examination in order to do well, particularly on the national examination. However, the majority of them continue to believe that English is a challenging subject in school. It lowers their self-esteem and causes them to worry in class, particularly when they have listening examinations. And also based on the results of observations that have to do by the reseacher, the reason they feel less interested in learning English, especially listening to English is that in their family and environment there is no support or things that make them interested in English. The absence of this support is like the absence of providing private English lessons in the area. So this makes them not understand English, and do not find exciting, interesting, and important points to learning English.

The second cause is; the lack of support from inside and outside to learn English. As stated by Zhang (2013), the factor of lack of self-development will hinder listening performance as students never try to practice listening to English recordings and do listening tasks to develop their listening skills. and the cause of this student's lack of self-development must be driven by the student's willingness and supported by parents, teachers, schools, and the environment. And also, based on the results of the researcher's observation, the environmental area of the students who have been interviewed is indeed very weak with support for learning English, this is due to the fact that the area of these students is far from the reach of the crowd, and the city, which in the city is already very the need to learn English, but in remote areas such as the environment these students are still unfamiliar with English, this causes them to lack support from parents, family, and the environment to learn English.

The last cause is; the lack of vocabulary mastered by students. Based on the results of interviews and observations that have been carried out by researchers, the cause of the lack of vocabulary mastered by students is due to the

students' lack of interest in learning English, automatically they will not have enough vocabulary. Because to master a large vocabulary, a strong will must be encouraged to learn English. With students' low vocabulary, it makes them anxious when listening to English. this is the same as the previous study by Khairani Ade Guswita and Sugirin (2021), which stated that the percentage results showed that around 50% of students still lacked vocabulary which resulted in their limited understanding of the content of English speakers.

Based on the results that have been obtained by researchers that cause anxiety in listening to English by twelfth graders at SMA N 1 Gunung Tuleh, Kab. West Pasaman, in accordance with several previous studies, such as; Zhang (2013), Khairani Ade Guswita and Sugirin (2021), and Adnan (2012), stated that the causes of anxiety in listening to English include: a lack of students' knowledge of English, lack of vocabulary mastered by students, lack of communication practices in everyday life. students, the low quality of student assignments, inappropriate techniques used by English teachers, and the influence of students' own internal factors, lack of self-development, and lack of support from outside such as family and environment for learning English.

But here the researcher concludes that, students' anxiety in listening to English in general at SMA N 1 Gunung Tuleh, Kab. West Pasaman, caused by the lack of interest of students to learn English, lack of support from within students and from outside such as parents, teachers, schools and the environment to learn English, and the last is the lack of vocabulary mastered by students. By knowing of what causes anxiety students at SMA N 1 Gunung Tuleh, Kab. West Pasaman, can learn how to handle it by listening to English, and the teacher can pay closer attention to them so that they gradually reduce their anxiety. The teacher can also provide motivation so that the students at the school start to enjoy the English lesson.