CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents findings and discussion the different anxiety between female and male students at Wachid Hasyim 2 Taman Sidoarjo

A. Profile of School

SMA Wachid Hasyim 2 Taman is a public high school shelter under the Ministry of Education and not the Ministry of Religion. SMA Wachid Hasyim 2 Garden is managed by the foundation oriented values and amalilah Ahlusunnah wal Jama'ah (NU) Foundation for Education and Social Ma'arif (YPM). The location on Jl. Raya Ngelom 86, Taman, Sidoarjo, East Java.

As an educational institution that shelter under the Ministry of National Education, High School Wachid Hasyim 2 Taman using the National Education curriculum. Thus the implementation of the teaching system is also oriented to the Guidelines of the Teaching Program (GBPP) issued by the Ministry of National Education. Only needs to be added that the SMA Wachid Hasyim 2 Park under the management of the Education Foundation and Social Ma'arif (YPM), therefore this educational institution in addition to teaching the whole field of study outlined by the national education curriculum also add fields of study Islamic religion. So SMA Wachid Hasyim 2 have a difference or more value than the public school to another.
The building of Wachid Hasyim 2 Taman Senior High school picture.

The Visions of this school is The implementing an educational institution that Islam breath notion, Ahlu Sunnah Wal Jama'ah and insightful nationalities managed in a modern and professional. Also, The Mission is applying standards and rules foundation at the school. Develop interests, talents and creativity of learners in academic and non-academic. Cultivating learners develop a sense of social responsibility in public life. Develop ICT-based learning in raising local excellence that can compete globally.

B. Research Findings

The researcher has conduct the research from 23 july – 5 August 2016 through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research question as follows:

1. what are the different anxiety of oral communication between female and male students in conversation class at Wachid Hasyim 2 Taman Senior High School?
2. what are appropriate strategies that used by teacher to cope anxiety problem between female and male students in conversation class at Wachid Hasyim 2 Taman Senior High School?

The researcher was observ tenth grade students in conversation class at Wachid Hasyim 2 Taman Senior High School. To show the result of the research clearly, those findings are categories based on the research question of the study:

1. Different anxiety of oral communication between female and male students

In term of identifying the different anxiety, the researcher needs data about the characteristics of anxiety. The researcher used interview guideline with six questions about the characteristics of anxiety. In other to find the detail of finding, the researcher has categorize as bellow:

A. Analyzing different anxiety’s characteristics

In analyzing different anxiety’s characteristics, the researcher used interview guideline and observation. In addition the researcher only focus on different characteristics between female and male students in tenth grade (X2). There are 12 from 42 students that the researcher observed. consist six female (students who get high, fair, and low score) and six male (students who get high, moderate, and low score) The raw data of transcript interview can be seen here (see appendix).
Based on Observation data that held on 28\textsuperscript{th} july 2016, the researcher described that most all female students got worried when make a mistake, trembeled when being called, frightened for not to understand what the teacher saying, got afraid and nervous when speaking in front of the class. Started to panic and forgot things they was already taught when the teacher ask them.

The observation data that got by researcher about male students, most all male students did not get anxious, tremble, panic when the teacher called them and corrected them. Only one of them that got afraid and forgot the things that they was already taught, the reason is because, they feel shy or afraid when they make a wrong pronunciation.

The result of observation showed that all female students got worried when make a mistake, trembeled when being called, frightened for not to understand what the teacher saying, got afraid and nervous when speaking in front of the class. Those characteristics can be categorized as psychological and physiological anxiety. Also, male students showed that male students did not get anxious, tremble, panic when the teacher called them and corrected them. Only three of them that got afraid and forgot the things that they was already taught, it is can be categorized as psychological anxiety.

Then the researcher had tabulated the data of the students’ interview result by categorizing it form the student’s name and their anxiety in speaking. The result of students’ interview result will be presented in table and explanation by the researcher below:
<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Student’s answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Question 1</strong>: What do you feel when practice speaking in front of the class? (Shy, fear, afraid making mistake or other)</td>
<td><strong>FEMALE</strong>&lt;br&gt;<strong>Student A</strong>: I feel nervous, getting tremble and panic, shy, afraid (teacher will angry) “ but “I try to more confident.&lt;br&gt;<strong>Student B</strong>: I feel shy and nervous (panic) when I speak in front of the class.” Also if the time left more my face look pale.&lt;br&gt;<strong>Student C</strong>: My heart beat faster and confusion, because the teacher call the name students directly and when My friend always look at me.&lt;br&gt;<strong>Student D</strong>: I feel nervous and tremble, because my friends always look at me.&lt;br&gt;<strong>Student E</strong>: I feel confuse and afraid. I feel afraid lost the words and I can’t say anything.&lt;br&gt;<strong>Student F</strong>: I feel panic and shy. I get panic directly when the teacher call my name.</td>
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</tbody>
</table>

**MALE**<br>**Student A**: I never getting tremble or panic, I just feeling guilty and shy when the first time perform. |
<table>
<thead>
<tr>
<th><strong>2</strong></th>
<th><strong>Question 2</strong>: If you make a mistake in speaking, are your friends laughing you?</th>
<th><strong>Female</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B:</td>
<td>I do not feel nervous or tremble. I just shy and fear of embarrassment.</td>
<td>Female</td>
</tr>
<tr>
<td>Student C:</td>
<td>I feel shy and afraid to make a mistake.</td>
<td>Female</td>
</tr>
<tr>
<td>Student D:</td>
<td>I feel fear of failure, because I do not prepare before.</td>
<td>Female</td>
</tr>
<tr>
<td>Student E:</td>
<td>I feel fear of failure. I do not know why.</td>
<td>Female</td>
</tr>
<tr>
<td>Student F:</td>
<td>I feel of embarrassment because I do not speak well.</td>
<td>Female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Female</strong></th>
<th><strong>Students A</strong>: yes of course, My friends always laugh at me when I make a mistake in pronunciation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B:</td>
<td>yes, My friends always laugh when I make a wrong pronunciation.</td>
</tr>
<tr>
<td>Student C:</td>
<td>My friends always laugh, I do not like it.</td>
</tr>
<tr>
<td>Student D:</td>
<td>yes, my friends always laugh at me.</td>
</tr>
<tr>
<td>Student E:</td>
<td>of course, they always laugh everyday.</td>
</tr>
<tr>
<td>Student F:</td>
<td>yes. It is right. I don’t like it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Male</strong></th>
<th><strong>Student</strong></th>
<th><strong>Response</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>3</td>
<td><strong>Question 3</strong>: Do you feel disturbed with your friend’s attitude like that? (based on Q.2)</td>
<td><strong>Female</strong></td>
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<tr>
<td></td>
<td><strong>Student A</strong>: yes, My friends always laugh at me.</td>
<td><strong>Student A</strong>: I feel disturbed, because it makes me <em>lost my concentration</em>.</td>
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<tr>
<td></td>
<td><strong>Student B</strong>: yes, My friends always deride me, but I still enjoy.</td>
<td><strong>Student B</strong>: I feel disturbed, but I try to do not care.</td>
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<tr>
<td></td>
<td><strong>Student C</strong>: yes, My friends always laugh at me.</td>
<td><strong>Student C</strong>: I feel very disturbed, because it make me <em>lost my word in my mind (blank)</em>.</td>
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<tr>
<td></td>
<td><strong>Student D</strong>: of course, they always deride me. But I don’t care.</td>
<td><strong>Student D</strong>: I feel very uncomfortable about this situation</td>
</tr>
<tr>
<td></td>
<td><strong>Student E</strong>: yes, they always deride me.</td>
<td><strong>Student E</strong>: I try to feel comfort but I can’t, this situation make me more afraid</td>
</tr>
<tr>
<td></td>
<td><strong>Student F</strong>: yes alright, they always laugh at me.</td>
<td><strong>Student F</strong>: I feel distrubed, I try to keep confident.</td>
</tr>
</tbody>
</table>
### Male

**Student A**: I still enjoy with this condition (the friends laugh), I think it make my friend happy and more intimate with them.

**Students B**: I still confident because I want to make them more confident when they look at me.

**Student C**: I feel disturbed just little but I can handle it and keep confident.

**Student D**: Yes, but it make me more confident.

**Student E**: No, I feel more confident.

**Student F**: No, I feel enjoy and more intimate with other friends.

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### Female

**Student A**: I really getting tremble when my friends and teacher look at me.

**Student B**: I feel panic when my friends laughing me.

**Student C**: My heart will beat faster when my friends keep look at me.

**Student D**: I feel tramble when the teacher look at me.
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**5. Question 5**: What does your teacher when you make a mistake while speaking in front of the class? (laughing, silent, angry or correct your mistake)

**Student A**: My teacher always correction my mistake with revise the right word or pronunciation.

**Student B**: My teacher always help us (students) when we get confuse with the meaning of difficult word.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Male</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student A</strong>: I feel <strong>shy</strong> when make a mistake.</td>
<td></td>
</tr>
<tr>
<td><strong>Student B</strong>: I feel <strong>afraid</strong> when the teacher look at me.</td>
<td></td>
</tr>
<tr>
<td><strong>Student C</strong>: I feel <strong>afraid</strong> speak English because I never try speaking English in other place.</td>
<td></td>
</tr>
<tr>
<td><strong>Student D</strong>: I feel <strong>fear of failure</strong> when the teacher ask to me to speak English anytime.</td>
<td></td>
</tr>
<tr>
<td><strong>Student E</strong>: I feel <strong>fear of failure</strong> when my friends do not pay attention to me</td>
<td></td>
</tr>
<tr>
<td><strong>Student F</strong>: I feel <strong>fear of embarrassment</strong> when the teacher laugh at me.</td>
<td></td>
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<tbody>
<tr>
<td><strong>Female</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student A</strong>: My teacher always correction my mistake with revise the right word or pronunciation.</td>
<td></td>
</tr>
<tr>
<td><strong>Student B</strong>: My teacher always help us (students) when we get confuse with the meaning of difficult word.</td>
<td></td>
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</tbody>
</table>

**Student E**: I feel **panic** when all my friends laugh at me

**Student F**: I feel **afraid** when I lost my word in my mind
<table>
<thead>
<tr>
<th>Student C</th>
<th>My teacher is very kind, she always give us correction when I make a mistake.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student D</td>
<td>My teacher is my favorite teacher because she never angry to her students and always give us support</td>
</tr>
<tr>
<td>Student E</td>
<td>She always correction our mistake and give support.</td>
</tr>
<tr>
<td>Student F</td>
<td>My teacher always correction our task also, she never distinguish us.</td>
</tr>
</tbody>
</table>

**Male**

<table>
<thead>
<tr>
<th>Student A</th>
<th>My teacher is always support and give us correction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B</td>
<td>My teacher is a good teacher, she always correction my mistake and she is my motivator to more practice speak English.</td>
</tr>
<tr>
<td>Student C</td>
<td>Correction my mistake, My teacher always support me to be more confident</td>
</tr>
<tr>
<td>Student D</td>
<td>Correction my mistake and revise it</td>
</tr>
<tr>
<td>Student E</td>
<td>She always support us</td>
</tr>
<tr>
<td>Student F</td>
<td>She is my favorite teacher because she is kind and never angry although I and my friends can’t speak English fluently.</td>
</tr>
<tr>
<td>Question 6 : What makes you did not feel anxious when speaking in front of the class? (your friends and teacher give support, your teacher give reward, conversation in your table not in front of the class or other)</td>
<td>Female</td>
</tr>
<tr>
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</tr>
<tr>
<td>Student A : I feel did not anxious when I speak in front of the teacher only not in front of other friends.</td>
<td></td>
</tr>
<tr>
<td>Student B : I feel comfort to speaking English when I speak with my friend on the table.</td>
<td></td>
</tr>
<tr>
<td>Student C : I feel comfort when I speak English face to face with the teacher.</td>
<td></td>
</tr>
<tr>
<td>Student D : I feel comfort when speak with my friend on the table.</td>
<td></td>
</tr>
<tr>
<td>Student E : I feel comfort when Speak with teacher only (face to face).</td>
<td></td>
</tr>
<tr>
<td>Student F : I feel comfort if speak English with my friend.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Student A : I feel comfort when speak English in front of the class, because I want to entertain my friends too.</td>
<td></td>
</tr>
<tr>
<td>Student B : I feel comfort if conversation or practice speak in front of the class.</td>
<td></td>
</tr>
<tr>
<td>Student C : I try to feel comfort and confident when practice speak in front of other people with all situation.</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
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<tr>
<td>-------------</td>
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<tr>
<td><strong>Student D</strong>: I feel comfort when speak English in front of the class because, my friends can look my performance.</td>
<td></td>
</tr>
<tr>
<td><strong>Student E</strong>: I feel enjoy when speak English with my friend in front of the class.</td>
<td></td>
</tr>
<tr>
<td><strong>Student F</strong>: I feel comfort when presentation in front of the class.</td>
<td></td>
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</tbody>
</table>

**Instruction:**  

- ☢️**The Explanation by the researcher**  

Physiological trait anxiety is characterized by dizziness or headache, abdominal pain, acne appears on the face, face flushed with embarrassment, soaring voice patterns while talking, hands and feet numbness, severe dizziness or loss of consciousness, and difficulty breathing.

Psychological trait anxiety is characterized by negative thinking about a task or run out of time in doing the task, doubt the ability of self, fear of embarrassment when he was in front of the class (in front of friends or teachers), fear of failure, fear of pain, suspicion that he has been judged by people, Feeling sad and low self-esteem by excessive concerns.
Based on those definition, the researcher explain the students interview with different categories (physicology and phsychology):

A. The characteristics of female students anxiety

a. Physicology characteristics

1. Student A : Based on the interview data, the students said that she getting nervous (tremble and panic) when they perform conversation in front of the class. It can be shown when the researcher ask what do you feel when you perform or speak in front of the class ?, she answered that when she speak infront of the class, her body was tramble and panic also her voice can not be heared.

2. Student B : this student said that she getting nervous with the characteristics pale and tremble. It can be shown when she answered the question from the researcher, she answered that she always tremble when the teacher call her to perform or speak in front of the class. Also, when she make a wrong pronunciation her friends laugh and make her very tremble.

3. Student C : based on the interview data, the students said that she always getting panic (heart beat faster and confusion) so that she can not speak up well. The reason why her haeart beat faster and can not speak up well is her friends looking at her.

4. Student D : as the result of interview, she is get nervous and tremble when their friends look at her. She said that when their friends look at her, she feel shy and get tremble.
5. Student E: the student said that she get confuse and afraid. She explain that when she confuse, she always forget the words.

6. Student F: based on the interview, the students get panic when the teacher call her name directly because she not prepare yet.

b. Psychology characteristics

1. Student A: as the result of interview, the researcher get answer from students that she feels shy just a little when the teacher ask to speak in front of the class. She shy with her friend when they make a mistake in pronunciation but she still confident and positive thinking.

2. Student B: this students answer they always shy because she must speak in front of her friends. She always negative thinking. Negative thinking it means she always think that when she make a wrong pronunciation her teacher will angry, but actually her teacher will give correction.

3. Student C: She feels confident but when she starting conversation, she feel shy. The factors why feel shy is, this is the first time she speak up with boy students and in front of many people. She said that her school before is a school that consist of girls students only and she graduated from boarding school.

4. Student D: This students answer they always shy because she must speak in front of her friends. She always negative thinking, she imagine that teacher will angry when she make a mistake. But it can’t be fact.
5. Student E: Based on the result of interview, she shy when speak in front of the class because her friends will look at her. Also, she feel comfort when speak English with her friends on the table.

6. Student F: as the result of interview, the researcher get answer from students that she feels shy when she make a mistake.

B. The characteristics of male students anxiety

a. Physicology characteristics

1. Student A: he did not feel nervous. He always confident although his friends laugh him when he make a wrong pronunciation. He said that when his friends laugh it make him and his friend more intimate. He also explain that he do not like if the atmosphere in the classroom quitely, because it make his feeling be afraid or getting panic.

2. Student B: he did not feel nervous or tremble. Because, he had feel comfort with his friends in the class. He did not feel distrubed when his friends laugh him, he feel that when they still confident it makes his friend more confidents too to speak up in front of the class or in front of many people.

3. Student C: when the researcher ask him, he answer that they did not get tremble or heart beat faster. Because his friends always give support when he speak in front of the class. The support as like when his friends in the class pay attention his performance and give applause to him.
4. Student D: Based on the student’s interview, the student did not feel nervous or tremble. He said that he feel afraid when the teacher look at him. He feel enjoy when all his friends give support like give applause.

5. Student E: He did not feel panic and confuse, because it is a activity that make him more intimate known his friends.

6. Student F: The result of the interview, the student did not feel nervous and panic, he just shy when speak in front of the class. He feel that speak in front of the class make more confident for him.

b. Psychology characteristics

1. Student A: as the result of interview, the researcher get answer that he feels shy when he starting speak up in front of the class. He think that he will make a mistake because he does not study yesterday. Also, he does not speak English habitualy.

2. Student B: He feels fear of embarrassment because he does not speak use English language habitualy. also, he think that the teacher and his friends will laugh when he perform. He also said, although his teacher and friends laugh, he still confident because he always think that he must do it well if he wanna get high score.

3. Student C: This student said that he feels shy and afraid make a mistake. He feels shy because he can not speak English well, it can be shown when the researcher interview with him. He explain that he can speak English actually, but he never try or practice speak English in other place. So, he
feels speak English is so scary. He feels afraid make a mistake because he never prepare or practice before perform in front of the class.

4. Student D: He feel fear of failure because he never prepare before perform in front of the class. He never practice speak English at home or at other places.

5. Student E: He feel fear of pain. When the researcher ask what the reason, He can not answer the question. He said that he feel fear of failure when the teacher come to the class.

6. Student F: The result of student interview, the teacher explain that student F feel embarrassment because He can not speak English well. He afraid when he make a wrong mistake, his friends laugh at him.

2. The appropriate strategies that used by teacher to cope anxiety problem between female and male students

   After knowing the different anxiety’s characteristics between female and male students in Wachid Hasyim 2 Taman Senior High School, the researcher interviews the English teacher to know the appropriate strategy to cope anxiety’s between female and male students. It can be summarized that there are three strategies from the teacher to cope anxiety’s students. Such as, the English teacher give motivation, reward and special threat. The more detail the researcher will presented with table and explanation below:

   **Table 4.2**

   The teacher’s strategies to cope student’s anxiety
<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Teacher’s interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Question 1</strong>: Do you know that your students feel anxious when speaking in front of the class? (when you look at their expression such as, their face, their sounds and other expression)</td>
<td>Yes, of course I know it. Usually students who get anxious more indicate in female students. I think the male students more confident than female because, male students rarely get anxious. The characteristic that shown by female students those are red face, the soaring voice patterns while talking, the body is sweating, the face is pale and often to go to bathroom.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Question 2</strong>: What the different anxiety problem between female and male students?</td>
<td>The different can be shown that the male students more confident than female. They (male students) can handle their anxious with make the class enjoy. Also, if I ask male students to practice in front the class, they go forward directly. It is opposite with female students, the female students always reject when I ask to practice in front of the class. The female students problem are they always negative thinking about the</td>
</tr>
<tr>
<td>Question 3</td>
<td>Is there any different treatment of anxiety between female and male students?</td>
<td>Actually Yes. I use three strategies to cope their anxiety. Those are give the motivation, reward and threat (special threat).</td>
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<tr>
<td>Question 4</td>
<td>What the appropriate strategies to cope anxiety problem between female and male students? (for example give reward, give more motivation and make feel enjoy in the class)</td>
<td>The appropriate strategy are give reward, motivation, make the class enjoy and the special one is give threat (special threat). For male students, I used give reward and motivation because in my opinion male students feel enjoy when the teacher give attention more (care). They feel enjoy when they more intimate with the teacher (like a friend). They will shown their ability if the teacher can provoke them with give motivation</td>
</tr>
</tbody>
</table>
I use those strategies (give reward and motivation) and threat (special threat) for female students. The special threat means that I always threaten them when they reject to practice in front of the class. The threat is decreasing their score and vail. With this strategy female students feel threat. Ready or not they will present.

Kitano suggests that teachers should find ways to support students with fear of negative evaluation, which may involve providing these students with positive reinforcement, such as positive comments. In relation to learners’ perception of low ability, teachers should make interventions in the classroom environment and practices, and create a smart “sense of community in the classroom”, so that students do not perceive it as competitive, while pair and group work can be incorporated.

The preliminary responsibility is to identify students experiencing debilitating anxiety and help them develop coping strategies. Teachers should give special attention to such students by attending to their needs and concerns even outside the classroom by taking individual-specific measures. One appropriate way of doing this is to make encouraging remarks on
students’ attempts, praise their efforts, provide feedback written or oral, and have a private talk with them outside the class. In process, willingness to engage in speaking activities ought to be taken into account because unless students have ample opportunities to practice oral fluency and accuracy, they will not develop these skills.

Based on some theories that has been explained by some researchers above, in this research the researcher has some strategies that used by teacher to cope students anxiety. The teacher used three strategies, those are:

a. Giving Motivation (support)

Based on the interview data, the teacher said that every students need motivation from other people. In this class, the teacher always give motivation or support to the students, the motivation as like give more attention. The teacher said that with give more attention, the teacher will more intimate with her students. Also, the teacher never distinguish between smart students and other or between female students and male students.

b. Giving reward

The result of the data from interview, the teacher said that she always get reward for students when students gets good point. The reward here is not a thing or gift but “adding score”. Although the students do not get good point but the teacher always give them a
motivation or a reward by a good statement as like “Verry good, you have to increase your score again by practice more”.

c. Special threat or force students to speak English

   Based on the interview with teacher, the teacher give special threat. Special threat it means the teacher must threat the students (especially female students) to practice speak in front of the class. Why only for female students because, based on the result of interview anxiety’s students it can be shown that female more get anxious than male students. The form of threat is teacher said to female students that if the female student does not practice in front of the class, the score will be decrease and vail.

C. Discussion

   In this section, the researcher discusses the result of finding the data on the field compare with some theories which related with the research of the problem. In the field, the researcher finds that the different anxiety between female and male students are showed from the characteristics of anxiety. The different is physiological and psychological anxiety. This data is appropriate with the theory of Frances.\(^1\) The researcher explained that the characteristics of anxiety divided into two, those are physiological and psychological. Also, the researcher found the teacher strategies to cope anxiety’s problem that felt by student in conversation class. Thus, the discussion is categorized based on the research questions of the study:

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\(^1\) Frances, *Frequently Asked Questions about “academic anxiety*, (New York: Rosen, 2008), hal 29
a. **Different Anxiety between female and male students.**

Physiological anxiety, in this research the researcher find some psychological anxiety from the interview with students. The researcher ask some questions to students about the characteristics of anxiety, from the interview the researcher found that almost of all female students interviewed by researcher give answer that they getting physiological anxiety. It can be shown with the interview data (Appendix 3). The anxiety that felt by students are getting panic, tremble, panic, heart beat faster and confuse.

Psychological anxiety, in this research the researcher found that psychological anxiety felt by female and male students. It can be shown from the result of interview with students. Almost of all The female students said that they shy when speak up in front of the class. The reasons are first, this is the first time for them to practice infront of the class and they must speak up in front of their male friends. Second, they shy when their friend laugh if they make a mistake in their pronunciation. The last, they afraid and negative thinking when they make a mistake, the teacher will angry or decreasing their score. Actually the teacher will corrections their mistake not angry.

The psychological anxiety also felt by male students, the result from the interview students are almost male student getting psychological anxiety, but male students does not felt physiological anxiety. The psychological anxiety that felt by male students as follows shy, feels fear of ambressemnt and afraid if making mistakes when pronounce the word in
English language. The reasons why they getting this anxiety because, this is first time they speak in front of the class although in junior high school have done. The important one take from this condition is the male students never felt unconfident eventhough their friend or other will laugh or disturb them.

The result of observation showed that all female students got worried when make a mistake, trembeled when being called, frightened for not to understand what the teacher saying, got afraid and nervous when speaking in front of the class. Those characteristics can be categorized as psychological and physiological anxiety, it is related to theory from frances.\(^2\) Also, male students showed that male students did not get anxious, tremble, panic when the teacher called them and corrected them. Only one of them that got afraid and forgot the things that they was already taught, it is can be categorized as psychological anxiety also those characteristics related to theory from Bucklew.\(^3\)

b. The appropriate strategies that used by teacher to cope anxiety’s problem

Based on the result of interview, the teacher use three strategies to cope student’s anxiety problem. The strategies are Give motivation, give reward and special threat. Give motivation strategy also explained by

\(^2\) Ibid.,
\(^3\) Triantoro, Safaria, *Managemen Emosi Sebuah Panduan Cerdas Bagaimana Mengelola Emosi Positif Dalam Hidup Anda*, (Jakarta: PT Bumi Aksara: 2012), hal 49
Kitano. Kitano said that teachers should find ways to support students with fear of negative evaluation, which may involve providing these students with positive reinforcement, such as positive comments. The teacher explain that to cope a problem, the teacher must known the real condition in that place. Every problem has a strategy based on the condition.

In this research the researcher found that the teacher never distinguish her students (between smart and low students or female and male students). The teacher think that all students has a special character. So, they try to understand what the special character that students has. She never give punishment when the students get bad score or make a mistake. She always give support and motivation. The teacher also used give reward strategy to show the interest with the students. The teacher usually give add score for students who get good score. Although the students who get bad score, she never angry or distinguish them. Lightbown and Spada also suggested that a necessity to tactfully foster the belief to anxious students that they should aim at continuing a speaking activity, despite making errors. These approaches entail teachers to establish good rapport with students, accept them as individuals, tolerate their mistakes, and create a supportive and relaxed classroom environment.

The researcher also found from interviewed students that all students like their teacher. They feel more intimate with the teacher as like their

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friend. It is make a students feel comfort and more enthusiasm to learn English. Also, the teacher hope with this intimate makes their students fade their anxiety’s problem in speaking English.

The last strategies is Special threat, Special Threat it means a threat that used by teacher to provoke the students practice speaking in front of the class. The teacher usually use (scoring threat), so if the students did not want to practice in front of the class, their score will decreas or vail. Based on the theory from Richard and Rogers, they said that the first step to reduce speaking anxiety is to raise teachers’ awareness about their harmful manners towards learners. These might incorporate ways of error correction, comparing students to each other, forcing students to talk, humiliating students. This strategy usually used for female students, because the female get more anxious than male students. Also, the teacher believe that this strategy very successful to cope female students anxious.

from the explanation above that related with theories, the teacher has a conclude that give motivation and reward are appropriate to cope their students anxiety in speaking in front of the class or other people. The different is female students need a additional strategy that is special threat or forcing speaking that already explained before.

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