

## **CHAPTER IV**

### **RESEARCH FINDING**

The researcher presents the research findings based on the results of an in-depth interview in this chapter. It discusses the causes of speaking anxiety in the classroom, the strategies used by students to overcome their speaking anxiety, and also strategies used by students to prepare their presentation in thesis so speaking anxiety no interfere their speaking ability.

#### **A. Data Presentation**

In the data presentation, the researcher presents about the data collected from the result of the in-depth interview in the form of narations.

##### **1. The Description of the Factors of Speaking Anxiety by Eighth Semester Students of English Department at IAIN Tulungagung**

This data presentation show the data found in the field. It is show related description of speaking anxiety by eighth semester students of English department at IAIN Tulungagung.

According to the result of in-depth interview and documentation of study, and field notes, there were four subjects (A1, A2, A3, A4) who had been interviewed. A1 and A2 were active students and A3 and A4 were passive students.

All of the participants mentioned that speaking anxiety was one of their issues, and that they had dealt with it before. Many causes, they said, contributed to speaking anxiety.

The result of interview about factors of Speaking anxiety. There are internal and external factors of speaking anxiety were summarized as follows:

### **A. From Internal Factors**

#### **a. Fear of Mistake**

Many theorists have argued that fear of making mistakes is a major factor in students' apprehension to speak in English in the classroom. This fear, according to Aftat (2008) in Juhana (2012:101), is linked to the issue of correction and negative evaluation. Furthermore, students' fear of being ridiculed by their peers or chastised by the teacher has a significant impact. As a result, the students have a low level of motivation and participation in the speaking activity. As a result, it is critical for teachers to persuade their students that making mistakes is neither wrong nor bad because mistakes can be learned from.

Fear of making mistake is one of factors that causes speaking anxiety. Students who are feeling fear, will not be confident to speak up in English because they always think that they will make a mistake and it causes speaking anxiety. It is supported

by the four subjects opinion of fear of mistake can cause speaking anxiety.

A1 explained that she was afraid if she made mistake. It can be seen from the result of interview below:

“I am afraid if I make a mistake, sometimes after I tried to speak something, I still thinking about my answer, is that false or true, I really afraid that I made a mistake” (A1)

A2 also had same answer, he said that:

“Emm, I am kind of people who really slow to think, so when I tried to speak English my brain sometimes stuck and didn’t work well, after I know what am I supposed to speak I am feeling *koyokiku lo ndredek trus i aku bener ta salah kui ngko jawab ngono*”. (A2)

Whether A3 and A4 stated the same statements, sometimes he feel afraid but sometimes they are confidents to speaking English as long they know and really understand about the topic or materials that they want to explain using English.

A3 said that:

“*liat sikon det*, sometimes I feel fear of mistake if I don’t know the topic, but you know *lah kan aku jarang denger in materi*, so I sometimes I feel scared to explain because fear of making mistake to answer about this topics.” (A3)

A4 said:

“Nah *takut kuiku salah menyampaikan materi*, so I decided to think it twice before answering. Honestly when I know about the materials / topic maybe I would answer it confidently but, you know me right, sometimes I missed the class” (A4)

## **b. Shyness**

Shyness, according to Gebhard (2000), is an emotional issue that many students experience at some point in their English classes when they are required to speak. This suggests that shyness may be a source of difficulty in students' classroom learning activities, particularly in speaking classes. As a result, paying attention to this aspect is also very important in order to assist students in giving their best performance in the classroom when it comes to talking.

Shyness also one of factors that causing speaking anxiety interfere there performance in speaking English. Subjects A1 and A4 also feel shy if they want to speak English, even though A1 classified as an active student, doesn't mean that A1 not facing shyness when she tried to speak English.

A1 said that she was shy if in they were making an eye contact to the audience because she think that her pronunciation not too good:

“Det., my English is not too good as you. Please *lah*. *Yaiyalah aku malu banget loh bayangin ndek kelas ada si Nezli, itu dia pinter banget lo Bahasa Inggrisnya*, ya of course I am feeling shy if I tried to speak in front of the class, apalagi she was watching me, Don't tell her, hehehe” (A1)

A4 said that he was shy because of his pronunciation too:

“I feel shy because my pronunciation are too bad for English department students, hehehe...” (A4)

## **B. From External Factors**

### a. Listening ability

Listening ability also as a factors that someone cannot answer using English because they don't know what are the questions. A2, A3 and A4 sometimes feel confused when their lecturer or their friend explain something not clearly or too fast, both of them sometimes need time to understand the question or the statement.

A2 said: "hard for me to understand if the lecturer explain it too fast" (A2)

A3 said: "sometimes hard for me too understand what they are talking about if they are explain it too fast, *maklum bukan bule*" (A3)

A4 said that he agree with A3: "yes, I agree with this, sometimes if the lecturer or my friend explain it too fast and then they throws the question I am feeling shock and I don't know how to answer even I know the materials well" (A4)

### b. Knowledge of Topic

Knowledge topic also can be the factors of increasing speaking anxiety, the four subject said that knowledge topical is the big factors of speaking anxiety.

A1 said that: "I am kind of people who really don't like reading a book because sometimes I don't understand what the book said" (A1)

A2 said: "because English is not our mother tongue sometimes I have lack of vocabularies. So I really have a topical knowledge" (A2)

A3 said: "Sometimes I have grammatical error hehe I think that's common happen when we speak English not only happen and ehm students but also lecturers too". (A3)

A4 adds: "...and also I have a little vocabulary so sometimes I am using bilingual to explain" (A4)

### c. Feedback During Speaking Activity

The lecturer's responsibilities in the classroom include controller, prompter, participant, resource, and tutor. Lecturers are

in charge of the class and the activity that is taking place, and they frequently "lead from the front." The qualities of a teacher-fronted classroom are exemplified by controllers who take the register, tell students things, organize drill, read aloud, and in a variety of other ways. (Harmer 2017:108).

This language lecturer role also had the effect of causing speaking anxiety. It was about how teachers create a classroom environment that is conducive to teaching and learning, how to maintain a positive attitude toward students, how to correct students' errors, and how to motivate them appropriately.

Some students did not feel comfortable when they tried to speak and if they made a mistake and the lecturer corrected them directly in front of many students, it makes the students shy. A1, A3, and A4 stated in their interview they did not comfortable, and if they not comfortable, sometimes they forget what they want to speak. A1 explains:

"I think yaa, I am feeling uncomfortable if lecturers are correcting my mistake in front of other students, I know that I am making a mistake but you can correct it after I speak or maybe in the end of my speech, I know *sih kaya ya lek di terus – terusinya fatal, tapi jujur aku tambah bingung banget terus aku ngerasa maleh tambah nervous gitu, sumpah dag dig dug hmmm*" (A1)

A3 also adds when lecturer corrected his mistake in front of the class. It really can make him shy. A4 also give the statement that he did not feel comfortable when the lecturer corrected him, he said:

“I don’t feel comfortable if my lecturer do that to me, maybe if I can give a suggestion to my lecturer, I would suggest them to correct me in the end of presentation, it’s really help a lot but not at the moment when I tried to explain materials.” (A3)

In the other hand, A2 enjoyed if the lecturer correct him, because from this, he learn something new:

“no... I am really okay if lecturer corrected me in front of students or maybe not in front of students, it makes me changed tho, I learn from my mistake, so I am not going to make a same mistake again. And honestly if lecturer correct me at that time, it makes me remember my mistake so I am not going to make a same mistake anymore” (A2)

## **2. Strategies to Overcome Speaking Anxiety by Eighth Semester Students of English Department at IAIN Tulungagung**

### **a. Relaxation**

The students relied on relaxation as a strategy. When students were afraid of being asked a question by the professor, they practiced calming techniques such as taking a deep breath and trying to relax.

To alleviate their speaking anxiety, the two subjects (A1 and A4) did relaxation exercises. Whether A3 couldn't do it because his anxiety and nervousness were so strong that he couldn't even try to calm down and take a deep breath. Unlike A4, A2 did not relax because it was unusual for him to have difficulty speaking English, so he did not.

A1 defined her relaxation method as follows:

“I often do that in when I, when I am speaking yeach because I don't know ehm spontaneously I do that. If I can't speak English and still need to look up vocabularies, I simply remain quiet, take a deep breath, and then begin to speak up.” (A1)

A4 also expressed his experience of doing calming exercises such as taking a deep breath and attempting to calm down.

“I think sometimes, sometimes I take a deep breath if I'm having trouble speaking English,” she said. I still try to relax because I'm afraid of answering my lecturer's questions.” (A4)

If A2 had just remembered he had "taken a deep breath" because he was having trouble speaking English when he was being interviewed. As a result, it was a joking response. As he put it,

“Oh yeach. I just realized it emm okay yeach I do yes okay I take a deep breath if I have difficulty in speaking English”. (A2)

But it was rare for him to be difficult in answering the question, so he did not try to calm him down as he stated:

"It is very rare for me to *ehm* be difficult in answering the questions from the lecturer because every time I want to speak in front of the class or do a presentation, I will always be well-prepared." (A2)

Unlike A2, A3 did not relax because his fear and nervousness were more dominant, and he was unable to control himself. His interview revealed this:

“If I'm nervous, if I'm nervous speaking English in front of a class, I always *saya menunjuk kan mimic itu bingung*, gesture.” I'm a little nervous. I always *lupa segalanya gitu tidak berusaha menenangkan diri* if I'm nervous about speaking English in front of the class.” (A3)

## **b. Preparation**

Students needed to properly prepare everything in order to succeed in the teaching and learning process. Because the students



had prepared everything, they were ready to study and enjoy the lecture. Students used preparation the most frequently, according to the results of the interview and observation. If they did not prepare before entering the class, they were most likely nervous because they would be unable to follow the lecture. Reading the material that would be studied that day, imitating vocabularies from a western movie or a YouTube video, imitating the pronunciation of some difficult words from a native speaker, and so on were all examples of ways to prepare.

A1 also did that, if she facing subjects in class that too difficult for her, she really preparing all the materials well so she can face the presentation well, she said:

“Yaa, sometimes when I have presentation kind of subject that too difficult for me, I am doing preparation at night before presentation, like reading a book, and reading all the materials well so when someone or my lecturer ask me or give me some question I can answer it” (A1)

In the other hand, A2 told that he was a well-prepared person, so he will prepare everything well before doing presentation, such as preparing the materials. He explained:

“of course we need to prepare anything, *aku gregeten det kambek group presentasi seng alat-alat ae ga* prepare, such as they didn’t turn on the laptop yet, they forget to bring their materials, and also copy of the materials do not distribute before presentation. If I were them, I would not doing that, I would prepare it well.” (A2)

A3 and A4 also did preparation, but A4 only preparing if he is one group with passive students too, if A4 one group with passive

students, he tried to be more active than before, because sometimes their group in presentation rely on A4. A3 told that:

“I always preparing too, because I am afraid if I could not answer audience question” (A3)

Different from A3, A4 did preparation, but when he was I group with passive students too, he said:

“of course I preparing, especially when I am with passive students, I would be more active than before, *bayangin lek salah satu gak prepare, gimana jadi group ku entar?*

### **3. How Eighth Semester Students Preparing Their Thesis Presentation So Speaking Anxiety Not Interfere There Speaking Ability**

Preparing presentation in thesis is different with preparing presentation in front of the class, there are many relative answer from four subject that I have interviewed before, and both of them answer with the same answer. I doing this interview by call so they don't know their friend's answer, but both of them have the same answer they said:

A1 mention many kind of way to preparing thesis presentation but she said that the one and only preparing that she would do more is Practicing, she said:

*“sebenere det aku sih yowes melakukan banyak persiapan sejak sekarang, but really like the one and only thing yang bener bener bisa bantu kita kita mempersiapkan sidang itu selain preparing the material juga practicing in front of the mirror or at least we are*

practicing to explain our *materi siding sendiri, maksudku kaya gaya omong sendiri gitu lo entah di kamar sebelum tidur atau dimanapun lah.....*” (A1)

While A2 explain that he would prepare it too, but he adds to support their pronunciation he would watch native speaker in youtube and many source so he can copy the way native pronunciation so it makes his confident boost up, he said:

*“hooh det, aku sih selain preparing materi, trusbikin point point ngono sih memastikan iki pengucapane bener opo endak, so I love to watch native speaker speech, or at least I open my dictionary and then I practice to pronounce it well.”* (A2)

In the other hand, A4 said that nervous to speak in front of audience or in this cases is in front of lecturer is such a human being, but he mention that practice it well before presentation day is the best way to prepare presentation thesis. He said:

*“nervous iku human being sih menurutku, so if you nervous at hari -H sih it’s okay, yang gak oke iku, if you are nervous then you don’t know how to handle this. So to reduce the nervous at least we are practice it well, trust me it was the best way to facing thesis presentation. because right know I tried to practice it well”* (A4)

Different with A4, A3 more calm to answer it, he said that:

*“I really prepare it too, I tried to practice everything. But you know sebaik-baik manusia merencanakan Tuhan tu selalu punya jalan yang terbaik. But at least ya harus practice juga pokoknya di maksimal kan lah, ojo asal – asalan koyok pas presentasi biasa”* (A3)

## **B. Data Finding**

According to the result of the interview to the subjects of research, the researcher presents the finding of the research. the researcher classified the finding into three findings:

## **1. Finding on the factors of Speaking Anxiety by Eighth Semester Students of English Department at IAIN Tulungagung**

This section summarizes the findings of the researcher after conducting interviews in the field. It was about the factors that contribute to speaking anxiety, and the researcher obtained the information that he or she required.

The researcher found a common response among the subjects when it came to the factors that cause speaking anxiety as a result of the interview. The researcher was able to gather information about how they felt nervous, shy, tense, and worried during classroom interactions, whether it was with the lecturer or their friends.

The researcher noticed that there were some factors caused speaking anxiety. there are internal factors and external factors. The researcher show five internal factors and then explain the internal factors one by one after that researcher let them chose the most factors that comes to them every day when they tried to speak English, such as fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation. The researcher also show them five external factors and explain the external factors one by one, and let them chose the most factors that relevant with them, such as performance condition, affective factors, listening ability, topical knowledge, and feedback during speaking activity.

**Table 4.1 The summary of the Internal Factors of Speaking Anxiety**

**a. Internal Factors**

No.	Internal Factors of Speaking Anxiety	Subject of the Study			
		A1	A2	A3	A4
1.	Fear of Mistake	✓	✓	✓	✓
2.	Shyness	✓	-	-	✓
3.	Anxiety	-	-	-	-
4.	Lack of Confidence	-	-	-	-
5.	Lack of Motivation	-	-	-	-

**Table 4.2 The summary of the External Factors of Speaking Anxiety**

**b. External Factors**

No.	External Factors of Speaking Anxiety	Subject of the Study			
		A1	A2	A3	A4
1.	Performance Condition	-	-	-	-
2.	Affective Factors	-	-	-	-
3.	Listening Ability	-	✓	✓	✓
4.	Topical Knowledge	✓	✓	✓	✓
5.	Feedback During Speaking Activity	✓	-	✓	✓

## 2. Findings on the Students' Strategies to Reducing Speaking Anxiety by Eighth Semester Students of English Department at IAIN Tulungagung

This part explained the findings on the sixth semester students' strategies for reducing speaking anxiety during classroom interaction. To reduce their speaking anxiety, the students needed strategies to use in their daily interactions in the classroom.

The researcher was able to determine the outcome of their strategies based on the information gathered. Some students used the same strategies to overcome their fear of public speaking, and one subject used additional strategies. Preparation, relaxation, positive thinking, peer assistance, and knowing our audience were some of the strategies we used.

**Table 4.3 The summary of the Students Strategies in Reducing Speaking Anxiety**

No.	The Strategies to reduce Speaking Anxiety	Subject of the Study			
		A1	A2	A3	A4
1.	Preparation	✓	✓	✓	✓
2.	Relaxation	✓	-	✓	✓
3.	Positive Thinking	-	-	-	-
4.	Peer Seeking	-	-	-	-
5.	Knowing our audience	-	-	-	-

### **3. Findings on the Eighth Semester Students of English Department at IAIN Tulungagung Preparation for Their Thesis Presentation to Reduce Speaking Anxiety**

Preparing presentation in thesis is different with preparing presentation in front of the class, there are many relative answer from four subject that I have interviewed before, and both of them answer with the same answer. Every students have their own way to preparing their own thesis presentation, beside they made a mind maps, made a power point more easy to understand. They both answer the should practice it at home before the day of thesis presentation, because based on their interview, they can relax if they practice it at home and watching native speaker speech to make them know good pronunciation for their thesis. They are also practice with their friend and made a thesis simulation and practice it with their friends. It would help them boost their confident during thesis presentation and it really in line with Ade Aisah (2019) Statement from her thesis that practicing to defence with their friend can help the students more well prepared during thesis presentation.