

CHAPTER IV

RESEARCH FINDING

This chapter presents data presentation and research finding of this research based on the result of observation and interview. It covers the causes of speaking anxiety in classroom presentation and the strategies employed by the students to minimize their speaking anxiety.

A. Data Presentation

In this data presentation, the researcher presents the data collected from the result of doing observation and interview.

1. The Causes of Speaking Anxiety in Classroom Presentation Encountered by the Sixth Semester Students of English Education Department at IAIN Tulungagung.

This session exposes the data found in the field. It is related to the causes of speaking anxiety in classroom presentation encountered by the sixth semester students of English Education Department. Based on the results of the observations and interviews that had been done four times, then the data can be obtained as follows.

There were nine subjects (S1, S2, S3, S4, S5, S6, S7, S8 and S9) who had been observed and interviewed. The researcher observed them in

the classroom started from the beginning until the end of the presentation activity. While doing classroom presentation, some students could not perform their presentation well in term of their speaking performance. Moreover, while doing presentation there was a student (S6) who said directly that she was very nervous in her presentation activity. It could be seen from her utterance, "*Actually I am so nervous now*", she said. It indicated that she was suffer from having anxiety. In contrast, there were two students who were fluent enough in her speaking rather than the other students. Both of them seemed quite calm and confident in presenting their material. They could explain well and they had good eye contact with other students. On the other hand, the other subjects seemed could not make eye contact as good as the two mentioned students. Their speaking was not fluent enough. Moreover, they tended to read the paper rather than explained it in their own words.

To prove that the students suffered from having anxiety, then the researcher conducted an interview with them. After conducting the interview, it was known that all of them felt anxious in their classroom presentation activity. From conducting the interview, it could be obtained data about the causes of their speaking anxiety. Talking about the causes, some of the subjects had different factors or causes of speaking anxiety but some were had the same causes. Those were self-perceptions, lack of confidence, fear of negative evaluation, lack of preparation, fear of making

mistake, low proficiency in speaking English, and inability to pronounce strange sounds and words.

The students said that the factors causing their speaking anxiety in classroom presentation was self-perception. This factor related to the students' self-perception toward their ability in speaking English. They became anxious when they could not speak fluently while presenting the material in front of other students even of the lecturer. Before they begin their classroom presentation, they had already thought that they could not present the material well and they thought that performed better the other students than them. As a result, when they were presenting their material, they could not speak English fluently and express ideas clearly because of their bad self-perception of themselves before the classroom presentation began.

The other causes of speaking anxiety in the classroom presentation that could be found was lack of confidence. All of the subjects said that they were very nervous when they had to speak in front of the class. In case, they could not make eye contact with the others. One of the subjects (S6) said that when there was an observer like the researcher who observed their performance in classroom presentation, she became more nervous. It could be seen in this excerpt (*see Appendix 11 for completed utterances of interviewing for the excerpt bellows*).

The subject (S6) stated that

“I am worry to speak English when there is a new man from other classes. Moreover, there is an observer to

observe like this hehehe. And also, when I come late to the class”.

Fear of being given negative evaluation was another cause of speaking anxiety in classroom presentation. The student became afraid when she got a direct correction from the other students even from the lecturer about their errors and mistakes in speaking. For example, the lecturer gave a direct correction when the student made mistake in saying “*the formula of research problems*”, it should be “*the formulation of research problems*”. She said that this factor had become an obstacle that made her felt anxious in performing her speaking. Moreover, she said that she became ashamed after being given the direct correction from the lecturer.

Another cause of speaking anxiety experienced by the students was lack of preparation. All of the subjects said that this factor was the most common occurred among the students. Lack of preparation before doing classroom presentation made them difficult to master the material well or they sometimes became suddenly blank about what is going to be said. Consequently, they could not express their ideas to others. The students became forget what they should be delivered in their presentation. As a consequence, the material that they had been presented was not interesting enough. So that, they became did not focus anymore and they could not present their best in their classroom presentation activity.

Fear of making mistake was the fifth cause of students' speaking anxiety in classroom presentation. This factor hindered the students to encourage them to speak English. They realized that they had to speak in English totally during the presentation. They thought that instead of making mistakes while using English, they decided to mix with Indonesian rather than made many mistakes while using English. They said that they were ashamed when they did a mistake and the other students laughed at them. That's why the fear of making mistake lead the students to be anxious in speaking English.

Not only fear of making mistakes, students' low proficiency in speaking English also could arise their speaking anxiety. This factor could affect the students to perform well. Students' low proficiency in speaking English included lack of mastering vocabulary, could not construct good sentences grammatically, and could not pronounce words well. They had difficulty to express ideas because of the limitation of their vocabulary mastery. When they did not have much vocabulary, they did not have much something to say and became passive in a while. Moreover, they could not construct good sentences because of the lack of grammar mastery. The students said that she confused in using a correct grammar based on the context. Their sentences would be understandable if they applied correct tenses. This data stated in the interview transcript (*see Appendix 7 for completed utterances of interviewing for the excerpt bellows*).

She said that

“Oiyaa mbak, it caused by the lack of vocabulary mastery, and sometimes I confuse about the use of correct grammar, it should use simple past or simple present. Emm because I confuse, until now there are so many kind of grammar, so I confuse which one is correct which one is not correct to be used”.

The last factor that caused speaking anxiety among the students was inability to pronounce strange words. During the classroom presentation activity was going on, the students often found unfamiliar word. When the students found a strange or new word, they became hesitant to pronounce it. They did not know how to pronounce the unfamiliar word that they found during classroom presentation. In this case, the students tend to pronounce that strange word in low volume in order to avoid being laughed by other students. This factor leads them became anxious in their classroom presentation. In sum, most subjects experienced the same factors that could cause speaking anxiety in classroom presentation, but some of them experienced different causes. The anxiety would lead them to be more anxious when they could not convince themselves in their classroom presentation activity.

2. The Strategies to Minimize Speaking Anxiety Employed by the Sixth Semester Students of English Education Department at IAIN Tulungagung

This sub-heading presents the data found in the field. It is related to the students' strategies to minimize speaking anxiety in classroom presentation. In order to become successful language learners, especially in speaking, students needed some strategies to minimize their speaking anxiety. They had different strategies in minimizing speaking anxiety, but some had the same strategies. Some of them were unique and interesting. From conducting some observations and interviews, it could be obtained data that there were some strategies employed by the students to minimize their speaking anxiety in classroom presentation. Based on the result of observation and interview that had been conducted for four times, the strategies employed by the students could be classified into four types. Those were preparation, relaxation, positive thinking and peer helping.

The first strategy employed by all the students was doing preparation. All subjects stated that it was the students' endeavors to avoid threat in classroom presentation activity. In such a way, the students' mastery of the subject matter increased, and hence it could minimize their speaking anxiety. It was interesting to note here that preparation was the most frequently used strategy by the students. Most of them found themselves nervous when they did not prepare before the class. There were many ways to prepare included making some notes before doing the

presentation, reading the material before class, imitating various vocabulary from a film that was played before presentation by the subject, practicing speaking in front of a mirror, and practicing pronunciation and gesture. They said that preparation before doing presentation was very important to do. From the best preparation, they could present their best performance in their classroom presentation activity.

Another strategy employed by the students was doing relaxation. Relaxation also the most frequently used strategy like the preparation. Relaxation was trying to feel relax no matter happened. It included taking a deep breath and trying to calm down. This strategy stated in the interview transcript (*see Appendix 14 for completed utterances of interviewing for the excerpt bellows*).

The subject said that

“..... prepare well, emmm taking a breath 3 times before presentation and consider other people are statue”.

In addition, the students tried to make a joke in order to minimize the anxiety, tried to explain idea slowly, and imagined that they were alone in the class. Many anxious students felt “audience fear” when they had to speak in front of their friends or when they were noticed by the other students even the lecturer. One of the strategy to minimize this fear was relaxation. By staying relax, they could perform well until the end of the classroom presentation activity.

Another strategy employed to minimize the students' speaking anxiety was having positive thinking. It means that the students tried to think positively about their performance in the classroom presentation. They forced themselves that they could do best as it was done by others. This strategy was intended to divert the students' attention from any stressful situation in the classroom. Some anxious students tried to develop a positive self-image. They used various ways, such as trying to be confident, thinking of something pleasant, imagining themselves giving a great performance, or not thinking of the consequences. One of them (S1) said that she had to convince herself that she could do the best in her performance in classroom presentation activity. This strategy stated in the interview transcript (*see Appendix 7 for completed utterances of interviewing for the excerpt bellows*).

The subject said that

“... I have to believe with myself that I can do it...”

The last strategy employed by the students was peer helping. It was characterized by the students' willingness to ask for a help from others who could help them when they found a difficulty while doing classroom presentation. They asked for a help when they forgot a vocabulary or a term in English. Besides, they tried to find a similar word that had same meaning. For example, the word glad → happy, to begin → to start, fortunate → lucky, general → common, to get → to obtain, happened →

occurred. By asking other friends, it made them feel easier to do presentation because they could overcome their anxiety.

From the explanation above, it could be concluded that, every subject had different strategies to minimize their speaking anxiety in classroom presentation. Some might use the same strategies. Although they felt nervous, but they tried to do the best in performing classroom presentation. The most appropriate strategy would save them from their anxiety. So that, the researcher got the point that all of the strategies employed by the subjects were very useful for them.

B. Data Finding

Based on the result of observation and interview to the subjects of the research, the researcher presents the finding of the research. The followings are the findings of the research that are divided into two findings:

1. Finding on the Causes of Speaking Anxiety in Classroom Presentation Encountered by the Sixth Semester Students of English Education Department at IAIN Tulungagung.

This part presents the research findings found in the field by conducting observation and interview. It related to the causes of speaking anxiety in classroom presentation. After the researcher investigated the causes of speaking anxiety in classroom presentation, the researcher got the needed data.

From the result of observation and interview, the researcher got similar answers among the subjects related to the causes of speaking anxiety in doing classroom presentation. Based on the students' answers, the researcher could get the point that all of them felt anxious in doing classroom presentation. Classroom presentation itself, absolutely must be done orally. Hence, they had to speak English during the classroom presentation activity. They said that speaking was the most provoking anxiety while doing classroom presentation activity.

The students stated that those causes of speaking anxiety in classroom presentation were self-perceptions, lack of confidence, fear of negative evaluation, lack of preparation, fear of making mistake, students' low proficiency in speaking English, and inability to pronounce strange sounds and words. From the explanation above, there were so many causes that could make the students felt anxious in the classroom presentation activity. The findings on the causes of speaking anxiety in classroom presentation were summarized in the Table 4.1 bellow:

Table 4.1 The Summary of the Causes of Speaking Anxiety in Classroom Presentation

No.	The Causes of Speaking Anxiety	Subjects of the Study								
		S1	S2	S3	S4	S5	S6	S7	S8	S9
1.	Self-perceptions	√	√	√	√	√	√	√	√	√
2.	Lack of confidence	√	√	√	√	√	–	–	–	–
3.	Fear of negative evaluation	–	√	√	–	–	–	–	–	–
4.	Lack of preparation	√	√	√	√	√	√	√	√	√
5.	Fear of making mistake	–	√	√	–	–	√	–	–	–
6.	Students' low proficiency in speaking English	√	√	√	√	–	√	√	√	–
7.	Inability to pronounce strange sounds and words	√	√	√	√	–	–	√	√	–

2. Findings on the Students' Strategies to Minimize Speaking Anxiety in Classroom Presentation.

This part deals with the finding on the students' strategies to minimize their speaking anxiety employed by the students in classroom presentation. In order to become successful language learners especially in speaking, the students needed some strategies to minimize their speaking anxiety. They had various strategies in minimizing their speaking anxiety.

The subjects stated that all of their strategies could save them from feeling uneasy while doing classroom presentation. Those strategies were preparation, relaxation, positive thinking and peer helping. All of the subjects employed preparation and relaxation strategy. In other words, preparation and relaxation were the most frequently strategies used by the students. It could be concluded that each of them had the most appropriate strategies to minimize their speaking anxiety in classroom presentation. Moreover, those appropriate strategies could affect students' performance in classroom presentation. The findings on the strategies to minimize speaking anxiety in classroom presentation employed by the students were summarized in the Table 4.2 below:

Table 4.2 The Summary of the Students' Strategies in Minimizing Speaking Anxiety in Classroom Presentation

No.	The Strategies to Minimize Speaking Anxiety	Subjects of the Study								
		S1	S2	S3	S4	S5	S6	S7	S8	S9
1.	Preparation	√	√	√	√	√	√	√	√	√
2.	Relaxation	√	√	√	√	√	√	√	√	√
3.	Positive thinking	√	√	√	√	√	√	–	–	√
4.	Peer helping	√	√	√	√	–	√	√	–	–