

## **CHAPTER V**

### **DISCUSSION**

This chapter presents the discussion of the findings using related theories to clarify the findings. The discussion focuses on the salient findings of each of the formulated research questions.

#### **A. Discussion on the Causes of Speaking Anxiety in Classroom Presentation Encountered by the Sixth Semester Students of English Education Department at IAIN Tulungagung.**

Based on the findings of the study during the classroom presentation, the students experience of speaking anxiety. It is identified that the students who suffering from speaking anxiety in classroom presentation have various causes of their speaking anxiety. Those suffering from speaking anxiety can be known from the students' characteristics. In a classroom that is full of different individuals, it is not easy to make sure that everyone attains successful learning. They have some problems that can cause difficulty to speak up. The students' characteristics are in line with the idea stated by Ur (1995:121), who explains that there are four speaking problems faced by the students, those are: (a) inhibition, (b) nothing to say, (c) low or uneven participation, and (d) mother-tongue use. Those problems affect their speaking performance in the classroom

presentation. As a matter of fact, the ideas stated by Ur above can be found in the field when the subjects perform their presentation.

All of subjects who have speaking problems are identified as anxious learners or they experience a foreign language anxiety. According to Horwitz, Horwitz and Cope (1986) foreign language anxiety students have three main components, they are: (a) communication apprehension, (b) test anxiety and (c) fear of negative evaluation. Those components are suitable with the students' condition in the field.

Communication apprehension is characterized by fear and anxiety in communicating with people. It is identified when the students have difficulty to speak in the classroom presentation. This type of anxiety in learning a second language is derived from the learners' personal knowledge in which they will have difficulty understanding others and making themselves understood. Consequently, they do not speak a lot or even they choose to keep silent. This component can disturb their learning process and performance. It is suited with Horwitz et al. (1986) cited in Argaman and Abu-Rabi (2002:148) who note that language anxiety shared some common mental characteristics, such as fear of being ridiculed in class, too shy to communicate with others, and anxious of under-performing compared with the other learners.

Meanwhile, fear of negative evaluation is the apprehension about another people's evaluation. This includes avoidance of evaluative situations and the expectations that others evaluate them negatively. For example, when the lecturer gives direct correction to the students who cannot pronounce word

correctly, the students tend to be afraid after being corrected. This factor can increase their anxiety bigger. It is also supported by Ely's (1986) theory who states that students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers. As a result, students commonly stop participating in the speaking activity (Hieu, 2011).

From the findings, the researcher gets the point that there are various causes of speaking anxiety in classroom presentation encountered by the students. Those are 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. Those causes are suited with Tsui's theory (1996:154) about factors that can cause speaking anxiety, they are: (a) students perceived low proficiency in English and (b) students' fear of making mistake. Brown (1994), on the other hand adds that speaking anxiety is associated with feeling of uneasiness, self-doubt, apprehension, or worry. In addition, he states that inability to pronounce strange sounds and words also become a cause of speaking anxiety.

The first cause of speaking anxiety is self-perception. It is related to the students' self-perception toward their ability in speaking English. They become anxious when they cannot speak fluently while presenting the material in front of other students even of the lecturer. It is supported by Horwitz, Horwitz and

Cope (1986:125) that language anxiety as the result of the learners' distinctive self-perceptions, beliefs, feelings, and behaviors.

Another cause is lack of confidence. It significantly affects their performance in classroom presentation. They become very nervous when they have to speak in front of the class. It is suggested by Brown (1994) that learners cannot speak the language or express themselves freely and fluently without some degree of self-confidence. In case, they cannot make a good eye contact with the other students. Practically, having good self-confidence is quite needed in classroom presentation. Tsui, cited in Nunan (1999), says that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. The more they are confident, the more they can perform well. This idea is in line with Rubio (2007:7) who states that when there is low self-confidence, consequently, learners suffer from uncertainly, insecurity, fear and social distance. In other words, where there is self-confidence, there will be good communication.

Being fear of being given negative evaluation is another cause of speaking anxiety in classroom presentation. This is suited with Horwitz, Horwitz and Cope's theory (1986) who states that one of the components that can arise anxiety is fear of being given negative evaluation. The students become afraid when they got a direct correction from the other students even from the lecturer about errors and mistakes in speaking. This factor becomes an obstacle that make them feel anxious in performing her speaking. Moreover, the students become ashamed after being given the direct correction from the

lecturer. It is also supported by Ely's (1986) theory stating that students who experience fear of being given negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers. As a result, they are silent and withdrawn most of time, and do not participate in language activities.

Another cause of speaking anxiety experienced by the students is lack of preparation. This factor is the most common occurred among the students. Having lack of preparation before doing classroom presentation makes them difficult to master the material well. Consequently, they could not express their ideas to others. Many second language learners find themselves nervous when they had not prepared before presentation. Practically, having lack of preparation absolutely affect their performance in their classroom presentation. This is supported by MacIntyre, Noels and Clement cited by Casado (2001) who notes that the anxious learners tend to underestimate their own competency than less anxious ones. This may affect their second language acquisition. What they require is just good preparation.

Fear of making mistake is the fifth cause of students' speaking anxiety in classroom presentation. As argued by many experts, fear of making mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is

also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. It is supported by Sato (2003) who finds that the students of English are not highly competent in speaking because of their fear of making mistakes. This factor became an obstacle to encourage the students to speak English. They totally realized that they had to speak in English during the presentation activity. They thought that instead of making mistakes while using English, it would be better if they use their mother tongue to avoid making mistake in their speaking. That is 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 is suited with Tsui's theory (1996:154) saying that there are five principal factors that can arise anxiety in speaking English, one of them is fear of making mistake. This factor can affect the students to perform well. They have difficulty to express ideas because of the limitation of their vocabulary mastery. Hornby (1995:1331) adds that one cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. When they do not have much vocabulary, they do not have much something to say and becomes passive in a while. That is why, if the students have a lot of vocabularies, their speaking will be fluent and they will not confuse in pronouncing or producing a lot of words. Conversely, just few vocabularies they have, it does not guarantee their speaking will be fluent and they would have difficulty in pronouncing and producing many words that they want to convey.

The last factor causing speaking anxiety among the students is inability to pronounce strange words. This is suited with Harmer (2007:250) theory who notes that learning a foreign language often presents us with the problem of physical unfamiliarity (i.e. it is actually physical difficult to make the sound using particular parts of the mouth, uvula or nasal cavity). The students often find unfamiliar word in their presentation. When they find a strange or new word, they became hesitant to pronounce it. Hence, the students tend to pronounce it with low volume in order to avoid being laughed by other students. In addition, anxious learners are scared because of a fear of appearing awkward, foolish and incompetent in the eyes of their peers (Jones, 2004). This factor leads them become anxious in their classroom presentation. From the discussion above, there are various causes of speaking anxiety in classroom presentation. In sum, the anxiety would lead them to be more anxious when they could not convince themselves in their classroom presentation activity.

**B. Discussion on the Strategies to Minimize Speaking Anxiety Employed by the Sixth Semester Students of English Education Department at IAIN Tulungagung.**

In order to become successful language learners, especially in speaking students need some strategies to minimize their speaking anxiety. They had different strategies in minimizing speaking anxiety, but some had the same strategies. They used appropriate strategies that is suitable with their own causes of speaking anxiety. Their strategies are in line with Nuranifar (2014) theory that through a combination of qualitative and quantitative methods, many basic tactics were identified for reducing language anxiety that cohered into five strategy types (preparation, relaxation, positive thinking, peer seeking, and resignation).

Based on the investigation, the subjects assume that some strategies proposed by Nuranifar (2014) could minimize their speaking anxiety in classroom presentation. The first strategy is doing preparation. This is supported by MacIntyre & Gardner (1994) cited by Argaman and Abu-Rubia (2002:152) who state that one of the effort is preparing and practicing task before class. The anxious learners may perform as good as the non-anxious learners when they have sufficient time to prepare and practice the tasks. Therefore, anxious learners may need more extra time to study. It is related to preparing anything related to the presentation activity. It is the students' way to avoid threat in a classroom presentation activity. Practically, it is interesting to note here that preparation is frequently strategy used by the students. There



are many ways to prepare include making some notes before doing the presentation, reading the material before class, practicing speaking in front of a mirror, and practicing pronunciation and gesture. The subjects believe that all of those ways could help them in minimizing their speaking anxiety. Good preparation which results in good performance shows them that feeling anxious is quite normal therefore, they should not to be too anxious about their language anxiety.

Another strategy employed by the students is doing relaxation. Relaxation is also frequently used strategy like doing preparation. Relaxation is trying to feel relax no matter happens at that time. There are many ways that can be done in this strategy. It includes taking a deep breath and trying to calm down. This idea in line with Grasha (1987) suggests that breathing deeply in and out for three to five minutes is an effective way to reduce tension. However, this only offers a quick relaxation technique. It is not sufficiently effective for high anxiety students because it only focuses on relieving anxiety physically and it may not work for longer than just a few minutes. In addition, not only taking a deep breath, the students also make a joke in order to minimize their anxiety. Furthermore, they try to explain ideas slowly and they imagine that they were alone in the class. When the students can imagine that they are alone in the class, gradually their anxiety can decrease.

Another strategy employed to minimize the students' speaking anxiety is having positive thinking. This strategy tends to focus on learners' personal emotion. It basically shows that the anxious learners have levels of cognition

equal to the confident learners. This is supported by Wenden and Rubin cited in Turula (2002) who show that good learners are characterized as having positive attitude and outgoing, while anxious learners tend to feel apprehension and frustrated. It means that positive thinking emphasizes the need to control negative emotion because the negative emotion may block the cognitive process. They force themselves that they could do best as it was done by others. They use various ways, such as trying to be confident, thinking of something pleasant, imagining themselves giving a great performance, or not thinking of the consequences. Having positive thinking may alleviate students' language anxiety. Therefore, positive thinking should be supported by positive reality.

The last strategy employed by the students is peer helping. It is characterized by the students' willingness to ask for a help from others who could help them when they find a difficulty while doing classroom presentation. By asking other friends, it makes them feel easier to do presentation because they could overcome their anxiety. It is supported by Roeser, Eccles, & Strobel (1998) who state that seeking help from others allows them to get targeted information exactly when they need it. Those who have experienced good communication with helpers or achieved their goals by asking for help will seek help actively next time when they are in trouble. They ask for a help when they forget a term in English or they cannot answer a question from other students or lecturer. Practically, the subjects use a clever strategy that is finding similar word that has same meaning.

From the discussion above, it could be concluded that every subject has different strategies to minimize his or her speaking anxiety in the classroom presentation. Some might use the same strategies. Although they feel nervous, but they try to do the best in performing classroom presentation. The most appropriate strategy could minimize their speaking anxiety. So that, the researcher gets the point that all of the strategies employed by the subjects are very useful for them.