

CHAPTER IV

FINDING OF THE RESEARCH

This chapter presents some points. Those are the description of cause speaking anxiety in public speaking, and the strategies to get over students' speaking anxiety in public speaking in academic speaking class of English Education Department at Muria Kudus University in academic year 2017.

4.1 The Causes of Students' Speaking Anxiety in Academic Speaking Class by Students of English Education Department at Muria Kudus University in Academic Year 2017

The research problem is about the students' speaking anxiety in public speaking. The data gathered using a questionnaire which consists of 17 statements for 32 participants. The research divided this part into two aspects in order to present the data clearly. The aspects were: (1) personal cause, (2) interpersonal cause. From the close-ended statements, there were 5 degree of agreements; Strongly Disagree (SD), Disagree (D), Neutral (N), (A) Agree, and Strongly Agree (SA). The researcher uses the Likert scale to know the cause of the students.

4.1.1 Students' Cause Speaking Anxiety Based on Personal Cause

There are 12 questions to describe the causes of students' speaking anxiety in public speaking are presented in table 4.1 below.

Table 4.1 Cause Speaking Anxiety Based on Personal Cause

| NO | Question | Category | Low | Neutral | High |
|----|---|---------------------|-----|---------|------|
| 1. | When I speak up on forward I found problems. | Lack of practice | 6% | 47% | 47% |
| 2. | I get nervous accidently when I'm ready to public | Lack of preparation | 19% | 19% | 72% |

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|----|--|---------------------------------------|------------|------------|------------|
| | speaking. | | | | |
| 3. | I'm shy when people give full attention to public speaker. | Fear of being the centre of attention | 19% | 31% | 50% |
| 4. | Sometimes you are out of context about your speaking. | Fear of making mistakes | 6% | 28% | 65% |
| 5. | I just adjust the condition whatever is that. | Heredity and personally | 9% | 50% | 40% |
| 6. | I'm like introvert person. | Heredity and personally | 40% | 28% | 30% |
| 7. | I lack of vocabulary when I try to deliver my speaking. | Lack of vocabulary | 12% | 22% | 65% |
| 8. | I'm less the dictions to make people get my point. | Lack of practice | 21% | 37% | 40% |
| 9. | My preparation is messed up when already to public speaking. | Lack of practice | 19% | 50% | 31% |

| | | | | | |
|-----|---|------------------------------------|------------|------------|------------|
| 10 | Sometimes the preparation is not running well between the conditions present. | Lack of practice and Reinforcement | 11% | 31% | 59% |
| 11. | If you are male is better than female. | Gender | 40% | 50% | 12% |
| 12. | I'm getting sweat when public speaking process. | Heredity and Personally | 9% | 56% | 34% |

Based on Table 4.1 the result of this aspect was question number one on the category is lack of practice. The students were considered to agree which is proved in percentage 47% between high and neutral percentage are same, means that students' of these they had problem when they were speaking up on forward. It may conclude on question number one was positively supposed.

The question number two on the category lack of preparation. The students were considered to agree which is proved in percentage 72% on high percentage, means that they get nervous accidentally when ready to public speaking. It may conclude that on question number two was positively supposed.

Next to question number three on the category fear of being the centre of attention. The students were considered to agree which is proved in percentage 50% on high percentage, means that they are shy when people give full attention to them, It may conclude that on question number three is positively supposed.

Then, question to number four on the category fear of making mistakes. The students were considered to agree which is proved in percentage 65% on high percentage, means that they are out of context about their speaking, It may conclude that on question number four is positively supposed.

Question number five on the category heredity and personally. The students were considered to agree which is proved in percentage 50%, means that

they just adjust on situation randomly. It may conclude that question number five is neutral supposed.

Question number six on the category heredity and personally. The students were considered to agree that which is proved in percentage 40% on low percentage, means that they are not belong to introvert person.. It may conclude that question number six is negatively supposed.

Question number seven on the category lack of vocabulary. The students were considered to agree which is proved in percentage 65% on the high percentage, means that they lack of vocabulary when they try to deliver their speaking. It may conclude that question number seven is positively supposed.

Question number eight on the category lack of practice. The students were considered to agree which is proved in percentage 40% on the high percentage, means that they are less the dictions to make people get their point. It may conclude that question number eight is positively supposed.

Question number nine on the category lack of practice. The students were considered to agree which is proved in percentage 31% on neutral percentage, means that they have confusion about preparation messed up on the public speaking session. It may conclude that question number nine is neutral supposed.

Question number ten on the category lack of preparation and reinforcement. The students were considered to agree that which is proved in percentage 59% on high percentage, means that they realize that the preparation is not running well between the conditions present. It may conclude that question number ten is positively supposed.

Question number eleven on the category gender. The students were considered to agree which is proved in percentage 50% on neutral percentage, means that they confuse about male is better than female. It may conclude that question number eleven is neutral supposed.

Question number twelve on the category heredity and personally. The students were considered to agree which is proved in percentage 56%, means that

they are still confusing based on the situation getting sweat on public speaking session, It may conclude that question number seven is neutral supposed.

Based on the data above, it may conclude that the cause based on personal cause which one is influential speaking anxiety in public speaking, it is on category lack of preparation which is proved by the most of high percentage. When public speaking session means that sometimes this thing is already as the bad habit without realizing it and also lack preparation is still not much preparing to public speaking based on their personally. Actually all of those causes based on personal cause are matter to know what extent your speaking anxiety, it is already mentioned quote by Tadjouri (2017).

4.1.2 The Cause of Speaking Anxiety Based on Inter Personal Cause

There are 5 questions to find out the description of causes speaking anxiety are presented in table 4.1 below.

Table 4.1 The Cause of Speaking Anxiety Based on Interpersonal Cause

| NO | Question | Context | Low | Neutral | High |
|----|---|----------------|-----|---------|------|
| 1. | I feel anxious to a specific person such as lecture, and etc. | Lecture's Role | 12% | 47% | 40% |
| 2. | I'm afraid of making mistakes such as grammar, vocabulary, pronunciation. when public speaking. | Competition | 21% | 9% | 69% |
| 3 | I feel down when peer gives the evaluation negatively. | Classroom | 28% | 34% | 40% |
| 4. | I'm afraid if people laugh at me when the performance is not good. | Classroom | 31% | 28% | 40% |

| | | | | | |
|----|--|----------------|------------|------------|------------|
| | | | | | |
| 5. | I'm fear to the role of lecturer that making you are not well. | Lecture's role | 18% | 47% | 34% |

Based on Table 4.1 the result of this aspect was question number one on the category lecture's role. The students were considered to agree that be proved in percentage 47%, means that students' of these they were still not sure about nervous to a specific person such as a lecture, and soon, It may conclude on question number one was negatively supposed.

Question number two on the category competition. The students were considered to agree that be proved in percentage 69% on high percentage, means that they are afraid making mistakes related to English things when public speaking. It may conclude that question number two is positively supposed.

Question number three on the category competition. The students were considered to agree that be proved in percentage 40%, means that they feel down when given evaluation negatively by their peer. It may conclude that question number three is negatively supposed.

Question number four on the category classroom. The students were considered to agree that be proved in percentage 40% on the high percentage, means that they are afraid to people who laugh at them on the performance. It may conclude that question number four is positively supposed.

Question number five on the category lecture's role. The students were considered to agree that be proved in percentage 47% on the neutral percentage, means that they are fear to the role of specific person like a lecturer that making you are not well. It may conclude that question number two is negatively supposed.

Based on the data above, it may conclude that the cause based on interpersonal cause which one is influential speaking anxiety in public speaking, it is the competition category high percentage which is proved on who explain that fear of making mistake on pronunciation, grammar, vocabulary when public

speaking, students' often compare their English levels to others, so they that believing that committing a mistake shows that they are not as good or as advanced as other students, which creates speaking anxiety between them in the classroom. Young (1991) as cited in Tadjouri (2017) was affirmed that.

4.2. The Strategies to Get Over Students' Speaking Anxiety in Academic Speaking Class of English Education Department at Muria Kudus University in Academic Year 2017

This data finding shows the data found in the field via online session. It is related to the description of the cause students' speaking anxiety in public speaking of English Education Department at Muria Kudus University. The researcher presents about the data collected from the result of the in-depth interview in the form of interview via online.

According to the result of in-depth interview there were four subjects will be classified into two types. Those are active students and passive students. The subjects S1, S2, S3, and S4 had been interviewed. S1 and S2 represent the active students and S3 and S4 represent the passive students.

All the subjects described that strategies to get over speaking anxiety in public speaking based on Kondo & Ling (2004:262) cited in Faizah (2017) was one of some ways and they were experienced. These representatives of students' said that the strategies belong to preparation, relaxation, positive thinking, and peer seeking. It will summarize based on table 4.2 as follows:

Table 4.2 The Summarize Strategies to Get Over Students' Speaking Anxiety in Public Speaking

| No | The Strategies to Get Over Speaking Anxiety In Public Speaking | Subjects of the Study | | | |
|----|--|-----------------------|----|----|----|
| | | S1 | S2 | S3 | S4 |
| 1. | Preparation | ✓ | ✓ | ✓ | ✓ |
| 2. | Relaxation | ✓ | ✓ | ✓ | - |

| | | | | | |
|----|-------------------|---|---|---|---|
| 3. | Positive Thinking | ✓ | ✓ | ✓ | ✓ |
| 4. | Peer Seeking | - | - | ✓ | ✓ |

Based on the data above, it explains that starting from S1 did all of the strategies to get over speaking anxiety except to peer seeking that means S1 thought that was not matter. Then, S2 did all of those, except to peer seeking also that means had same thought with S1. So, there's similarity between both them as representative the active students and the three of those strategies were preparation, relaxation, and positive thinking obviously useful for them that sometimes really need solution immediately to reduce the problem of this research.

Next to the subject, S3 did all of the strategies without exception that means S3 had thought these strategies obviously necessary to reduce that problem. The last one is S4 did all of the strategies, except to relaxation that means S4 had problem itself about appeasement own S4 which was not running well on the performance. Kondo & Ling (2004:262) cited in Faizah (2017) was affirmed that there are four strategies to reduce students' speaking anxiety in the public speaking, then the effort to solve this problem need more time to be a good public speaking.

