

CHAPTER V

DISCUSSION

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

Based on the result of research finding that was done by doing questionnaire close ended kind of liker scale, the researcher found that experience speaking anxiety in public speaking. It happened when they were speaking up in front of audience in the classroom. It was more anxious when they were on public speaking session than when they were paying attention to you. Horwitz (2011:113) stated that as perceived intuitively by many language learner, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education. It means that speaking anxiety can be serious problem if not to try fixing it step by step, moreover that problem just insignificant for those create that paradigm is easy to solve it but actually it is really massive impact negatively if not try to fix it step by step. This serious problem can cause other related problem, one of them is about proficiency language learning. It is also claimed by Crookall and Oxford (1991:52) serious may came other related problems with self-esteem, self-confidence, and risk taking ability, and ultimately hampers proficiency in the second language.

The data showed that students of English Education Department in Universitas Muria Kudus have influential cause based on personal cause and interpersonal cause who have been mentioned from the data finding. Personal causes are lack of practice, lack of preparation, fear of being the centre of attention, fear of making mistakes, heredity and personally, lack of vocabulary, reinforcement, gender. Then, interpersonal causes are competition, lecturer's role, and classroom. Then, the highest percentage is 72% between both of them it is personal cause on category lack of preparation that means the students get nervous accidently when ready to public speaking. It is in tune that those causes is always happened to students who weak on speaking skill especially public speaking. In order to know the causes the researcher was found the data by the questionnaire who shares to via online.

One of the outcomes of the study which has been highlighted by almost all of the participants was that students' speaking anxiety in public speaking context helps them to know the causes why it can happen suddenly. As the result, they have been able to give their opinion based on their past experience and also they have been able to get over that problem in whatever

situation is that by strategies which was explaining there are four strategies to less students' tension in the Public Speaking as quoted by Kondo & Ling (2004:262).

The students believed that the causes are first step to know what extent they can survive on public speaking session. What extent can survive here means that, to examine the students speak up freely without out of context, clearly to give the point of speaking, and so on. But the students realized that was not easy, moreover the problem always come to them suddenly. Based on that situation, the students should be reflecting them-self about the lack of your speaking skill. That's why with knowing the causes first, the students' can develop their speaking skill by inch. The researcher believed that the ability each people is massive different, to get over the difference of that first step should know the causes what it is.

Participant in the past study thought that participating in Academic Speaking Class helped them to know the ability speaking academically in a way to solve that relates speaking anxiety in public speaking. In other hand, this very useful for those will become a teacher someday.

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

There were many problems of speaking that were experienced by students during process of public speaking. One of them was speaking anxiety. To reach a successful performance in public speaking, the student needed to apply the strategies to reduce speaking anxiety. From the research finding, the research got the data that the students both active and passive students had various strategies. Those were they do preparation, relaxation, positive thinking, and peer seeking. It is suited with theory from Kondo & Ling (2004:262) cited in Fizah (2017:30) that there were four strategies to reduce speaking anxiety. Those were preparation, relaxation, positive thinking, and peer seeking.

Based on findings of the research, the subjects shared the reason to use the various strategies. They used preparation strategy because preparation was the important thing before doing any activity. How important preparation is, it is suited with MacIntyre & Gardner (1994) cited by Argaman and Abu-Rubia (2002:152) who state that can one of the effort is preparing and practicing before class. So it could make the activity run well. Without preparation, all

speaking performance will be worse. They used relaxation strategy because when their body was relax, it can reduce speaking anxiety. If they are not relax, they would be nervous and so on. Positive thinking was the next strategy used by the students for many reasons such as it can reduce speaking anxiety, their speaking performance would be good in time. The last reason for peer seeking strategies. In peer seeking strategies was also important because their friends always helped them, gave advice, and suggestion so the students would not feel anxiety. It was suited with theory from Roeser, Eccles, & Strobel (1998) who state that peer seeking help from others allows them to get targeted information exactly when they needed it.

From those discussions above, the researcher got the point that active and passive students had their own strategies to reduce speaking anxiety. Even the active students' seemed clever and had high competence, actually they also felt anxiety but they had strategies to reduce it. On the other hand, passive students also had their own strategies how to reduce their speaking anxiety so they could still follow the flow.

5.2.1 The Strategies to Get over Students' Speaking Anxiety in Academic Speaking Class Based on Preparation

There were some ideas to get over by preparation who belong to the strategies. The preparation here as the highlight to know the idea by students will get over the problem. Usually students have preparation before to do something. Moreover, female always being perfect preparation than male but not all. Many students' feel anxious when they do not have much preparation, please do the preparation before to do that.

From the result of interview, all the subjects have varieties opinion that preparation as the highlight here is the strategies to get over that problem, S1 said that be proved as follows:

"I used to write down the point of what I'd like to deliver in public, then I thought that many factors that can influence someone's preparation, so if i dare to be in their shoes, I will solve it just the way I am."

Whether S2 also said that be proved as follows:

“Prepare the material and write some important point on note. Then, I can’t on that position because I’m perfectionist person, I have to prepare as good as a can to my job (as a speaker) if on their position.”

In addition, S3 was belonging to passive students stated that as follows:

“Practice, practice, and practice. Then, I try to do the best with practice.”

And also S4 said that be proved as follows:

“Of course I will practice.” Then when S4 asked with interviewer about many of your friends don’t have good preparation, what if you are in their position. She said I will do practice again and again.

Preparation was very important for doing everything. It was related to reading the material before the class and mental preparation such as prepare including reading the point of contents before speak up in front of audience, taking second language courses available, asking help from friends and teachers, focusing on specific areas which cause anxiety. This strategy was frequently used by the students because it was very necessary. By doing preparation, everything was managed well and the performance was successful. It was suited with Kondo & Ling (2004:262) cited in Faizah (2017:31) that preparation refers to the learners’ endeavors to avoid threat in the classroom by improving speaking and study strategies. In such a way, the students speaking anxiety in public speaking will be reduced step by step.

5.2.2 The Strategies to Get over Students’ Speaking Anxiety in Academic Speaking Class Based on Relaxation

Quote by Kondo & Ling (2004:262) stated that negative feeling that must be avoided in the Public Speaking even it is so difficult. Because of if students’ do want to avoid it, it will give bad impact to them. Doing relaxation means that aim at reducing anxiety symptoms. When students are afraid of answering question by the lecturers in English, they have to be relaxed so they can think and answer freely.

From the result of interview, all the subjects have varieties opinion that relaxation as the highlight here is the strategies to get over that problem, S1 said that be proved as follows:

“I tried to make sure that I am ready enough to speak in front of people and believe in myself, tried to create positive vibe in my mind.” Then S1 asked with interviewer about Are you nervous when your teacher asks you something. She said yes, but so far I can handle it.

Whether S2 also said that be proved as follows:

“If I get nervous in speaking, the things that usually I do, I will not see the audience's eyes. I will see the forehead's audience.” S2 had the way by herself to get over it. Then, S2 said no nervous, “I think the teacher ask me if they don't get my point”.

In Addition S3 and S4 said that be proved as follows:

“Trying to calm down.” S3 said. Then S4 stated almost similar with S3 like this “I tried to be calm and always practice” But S4 said sometimes nervous than S3 who stated that “no, I just answer what I feel or what I was thinking.”

It was related with taking a deep breath and tried to calm down the students were feeling down when they had nervous on public speaking session. By doing this relaxation, the students felt better and it could reduce speaking anxiety. It was suited Kondo & Ling cited in Faizah (2017:31) that the relaxation indicates means that aim at reducing anxiety symptoms the learners experience such as taking a deep breath and trying to calm down.

5.2.3.The Strategies to Get over Students' Speaking Anxiety in Academic Speaking Class based on Positive Thinking

The learners should think positively about their performance in front of the audience and they are not less than the others. Always keep positive thinking with the situation that will happen in a classroom will help students to avoid anxiety and make them more confident. In other hand, this thing can handle in whatever situation is that.

From the result of interview, all the subjects have varieties opinion that positive thinking as the highlight here is the strategies to get over that problem, S1 said that be proved as follows:

“If the audience categorize as students, I can say yes. Because I try to bring the material with easy level of vocabularies so the audience can receive my point as easy as it is.” In other hand, S1 said that Academic speaking class is very helpful that be proved “Because I have been through all speaking class that available in each semester, with different method that lecturers have brought so I could definitely say that this subject help me in increasing my speaking skill.” then in addition that based on S1 that speaking anxiety was good for a moment that be proved “Yes, nothing happen easily. We have to follow the process, speaking anxiety is one of that process.”

S2 here also stated that be proved as follows:

“Yes, because when I prepare the note I also think what will happen on several side.” In other hand, S2 said that Academic speaking class is very helpful that be proved “I’m so excited when join academic speaking class, because the lesson give me some tricks about how to speak with a good manner.” then in addition that based on S2 that speaking anxiety was good for a moment that it said no.

In Addition S3 and S4 said that be proved as follows:

“I think not completely. Because sometimes I feel nervous, and it make my speaking is irregular.” Beside that S4 said “I’m sure that, because I tried to be calm when I speaking in public.” Then explanation S3 and S4 about Academic Speaking Class that be proved “my opinion is good.. with academic speaking class I can improve my speaking skill.” and “my opinion academic speaking class is good activity to improve my speaking skill.” then in addition that based on S3 and S4 that speaking anxiety was not good for a moment that be proved “I never thought that hehe.” and “ehm.. I dont know.”

It was related to the students’ had to think positively about their ability speaking in English and performance in front of the audience and they are not less than the others. Always keep positive thinking with the situation that will happen in a classroom will help students to avoid anxiety and make them more confident. The various way of doing positive thinking was explained also in Kondo & Ying-Ling cited in Faizah (2017:31) that the various ways to do positive thinking were trying to be confident, imagining themselves giving a great performance, thinking of something pleasant, or not thinking of the consequences.

5.2.4.The Strategies to Get over Students' Speaking Anxiety in Academic Speaking Class based on Peer Seeking

It is characterized by the learners' willingness to look for others who seem to suffer anxiety in the public speaking just like him or her. If students want to share about their experience about their own strategies to reduce anxiety to other student, it will give good impact for them. They will not feel alone.

From the result of interview, all the subjects have varieties opinion that peer seeking as the highlight here is the strategies to get over that problem, S1 said that be proved as follows:

"Yes, by pay their attention on me, keep the situation nice. It helps me a lot when I delivered my speech in public. Because it influenced my focus. Depend on the situation." That explanation based on S1 who thought the peer not close to her it is okay. Then S1 typically people no offense when she got evaluated negatively with her peer that be proved "No, I'm not type of that person. I will accept the critic as long as it's good for my skill."

Whether S2 said that be proved as follows:

"Yes, it can be. I believe if we ask them they will help us" but S2 don't agree that peer will help to get over speaking anxiety that be proved "No, they don't" on other hand S2 agree that she allowed evaluation negatively by her peer that be proved "Yes, from this i can improve my speaking skills."

S3 and S4 said that be proved as follows:

"Yes.. I can practice with my friend everyday. For example do conversation use english language" and "yes.. I always practice with my friend everyday." They have same the point that with peer seeking can avoid speaking anxiety by chit chat English continuously. In other hand S3 and S4 still have same point that be proved "trying to calm down" and "no..I always practice with my friend." Means that they are not comfortable with no close friend to do conversation English freely. In addition S3 and S4 said that getting evaluation negatively by the peer will motivate and reflect to your lack that be proved "yes..because I can introspection myself and I can improve my speaking again." and "yes.. it can It's can motivate me."

The students who had difficulty in learning English asked help to their friend who was smarter and humble to share each other too. The students shared their difficulty and their friend gave and suggestion. It was suited with theory from Kondo & Ling cited Faizah (2017:32) that peer seeking is characterized by learners' willingness to look for others who seem to suffer anxiety in the language classroom. By doing this strategy the students know their mistake and they can improve their skill.

